Multi-Hazard Emergency Operations Plan

Crisis Annex

TABLE OF CONTENTS

INTRODUCTION 3

Crisis Operations Plan Instructions 4
Campus Emergency Response Plan 5
District Crisis Intervention Team 6
Emergency Phone Numbers Campus 8
Emergency Phone Numbers 10

SECTION I
Steps of Emergency Management 11
Suggestions for Emergency Planning 14
Campus Crisis Management Plan 16
Campus Crisis Management Plan – Worksheet 17

SECTION II
Responsibilities of Campus Principal during a Crisis/Disaster 20
Responsibilities of Teacher during a Crisis/Disaster 21
Responsibilities of Counselor/School Psychologist during a Crisis/Disaster 22
Responsibilities of School Nurse during a Crisis/Disaster 23
Responsibilities of Secretarial/Office Personnel during a Crisis/Disaster 24
Responsibilities of Custodial Staff during a Crisis/Disaster 25
Communicating with the Media 26
Abuse or Neglect of a Child 28
Accusations against School Personnel 30
Accidents at School 31
Allergic Reaction 34
Bomb Threats/Telephone Threats and Other Disruptive Demonstrations 35
NBISD Bomb Threat Report Form 38
Bullying 39
Chemical Spills, Gas Leak, Hazardous Materials Release 40
Child Abduction 41
Children Left at School 43
Custody Laws Affecting the School 44
Death/Homicide – Teacher, Student or Other Employee 45
Fire/Explosion 47
Gun in the Building 48
Large Group Crisis 49
Lockdown Procedures 50
Medication/Drug Overdose 51
Operational Crisis 52
Parent Procedures for Picking up Children in a Crisis 53
Poisoning 54
Rape and Sexual Assault 55
Riot 56
Shooting at School 57

Suicidal Student 58
Terrorism 61
Threats 64
Tornado and/or Natural Disasters 65
Train Derailment 68
Viral Pandemic 69
Weather Closings 71
Who's in Charge when the Principal is Away 72
Consideration of Special Needs Populations 73

APPENDIX

Campus Crisis Procedure Checklist 75
Standard Response Protocol 76
NBISD Risk Screening Interview 77
Fact Sheet 79
Infectious Disease 80

Introduction

Planning and preparation are key elements for the effective management and successful resolution of any crisis situation. The goal of the NBISD Crisis Operations Plan Annex is designed to provide NBISD personnel with the means to respond to a crisis in a coordinated effort. Each campus may develop its own unique and appropriate crisis management plan based upon their needs. This manual is not intended to be an all-inclusive document; however, it does provide guidelines for prudent response in a number of crisis/emergency situations.

Realizations:

- It is impossible to anticipate all of the situations that may occur; however, there is much planning which may be done before an occurrence of a crisis.
- It is impossible to do everything and to completely control all phases of a disaster; however, most disasters may be less hazardous and more manageable with careful planning.
- While the administration may develop guidelines, and while other departments may make suggestions to help facilitate disaster planning, as well as to offer help after a disaster, each campus principal is the key decision maker and is the final authority for the control and safety of all personnel and all students under his/her supervision.
- This annex does not supersede or replace the Campus Based Emergency Operations Plan developed and maintained at each campus, but can be used as a guide.

CRISIS OPERATIONS PLAN INSTRUCTIONS

The building principal, other building personnel and central office administrators who receive copies of this Manual shall:

- Keep the book readily accessible for personal use and reference;
- Advise others responsible for crisis management in his/her absence as to the location of the book and its use;
- Fill in, in pencil, phone numbers and names where needed for completeness, and keep the names and numbers up to date;
- File such local building information and plans as designated in the book;
- Provide in-service and activate plans as suggested;
- As administrative personnel changes are made the principal should see that this booklet is kept in the vacated office for new personnel to use.

CAMPUS EMERGENCY RESPONSE PLAN

Basic Steps for the Principal, Vice/Assistant Principal
or Designated Secretary

1. Designated person on campus calls EMERGENCY•911 (Medical, Fire, and Police)
2. Designated person calls the Director of Safety and Security at 830-626-5670 who will notify the Superintendent or Assistant Superintendent as needed at 830-643-5700.

Superintendent/Assistant Superintendent will contact one or more of the offices listed below, depending on the nature of the emergency, for the campus:

- Maintenance Department (627•6739)
- Transportation Department (627•6150)
- Special Education Department (643•5757)
- Special Programs (643•5736)
- Health Services (643•5783)
- Public Information Office (629•8540)
- Student Services (643•5704)
- Safety and Security (626-5670)
- Other Departments as deemed necessary

EMERGENCY NUMBERS

Fire, Police/Sheriff, Ambulance 911

Alternate Emergency Numbers

Poison Control Center	1•800•222•1222

Non-Emergency Numbers

Fire Comal County	830•221•4200
Fire Guadalupe County	830•379•2123
Police (NBPD)	830•221•4100
Sheriff Comal County	830•620•3400
Sheriff Guadalupe County	830•379•1224

INTERNAL DEPARTMENTS

Superintendent	643•5705
Assistant Superintendent	643•5747
Director of Student Services	643•5700
Director Maintenance	627•6739
Director Transportation	627•6120
Public Information Office	629•8540
Director Child Nutrition	627•6743
Director Special Education	627•5757
Director Special Programs	627•5736

RELATED AGENCIES

American Red Cross	608•9876
Animal Control Facility	
Comal County	608•2016
City of New Braunfels	608-2183

Guadalupe County	830•303•8853
Emergency Management	
Comal County	221•1108
Guadalupe County	830•303•8856
Child Abuse Hotline	1•800•252•5400
Children's Shelter	
Comal County	629•0659
Guadalupe County	800•834•2033
Civil Defense.	
Comal County	608•2192
Guadalupe County	830•401•2310
Juvenile Probation	
Comal County	620•5541
Guadalupe County	830•303•1274
Adult Probation	
Comal County	221•1160
Guadalupe County	830•303•0058
Mental Health (MHDD)	
Comal County	620•6221
Guadalupe County	830•379•8222
Public Health	
Comal County	221•1150
Guadalupe County	830•372•0841
Comal County Women's Shelter	620•7520
Christus Santa Rosa Hospital (New Braunfels)	606•9111
Guadalupe Regional Medical Center (Seguin)	830•379•2411
Child Protective Services	
Comal County	629•5033
Guadalupe County	830•372•2662
New Braunfels City Maintenance Department	608•2173
New Braunfels City Criminal Investigation	608•2185
New Braunfels Safe City Director	608•2100
New Braunfels Utilities	629•8400
Teen Connection	625•2294
Texas Department of Public Safety	625•8111
Texas National Guard	625•5648
Weather Service	609•2029

CAMPUS EMERGENCY PHONE NUMBERS

SCHOOL YEAR_____ (Annually)

School Nurse

Name_____
Location_____
Phone Number_____

Nearest Athletic Trainer

Name_____
Location_____
Phone Number_____

Lead Custodian

Name_____
Location_____
Phone Number_____

School Personnel with Life•Saving or First Aid Training

Name_____ First Aid(Date)_____
Location_____ CPR(Date)_____
Phone Number_____ Other(Date)_____

Name_____ First Aid (Date)_____
Location_____ CPR (Date)_____
Phone Number_____ Other (Date)_____

Name_____ First Aid (Date)_____
Location_____ CPR (Date)_____
Phone Number_____ Other (Date)_____

Name_____ First Aid (Date)_____
Location_____ CPR (Date)_____
Phone Number_____ Other (Date)_____

Name_____ First Aid (Date)_____
Location_____ CPR (Date)_____
Phone Number_____ Other (Date)_____

School Personnel with Specialized Training in Safety or Other Crisis Skills

Name_____ Skill Area_____
Location_____ Skill Area_____
Phone Number_____

Name_____ Skill Area_____
Location_____ Skill Area_____
Phone Number_____

STEPS OF CRISIS MANAGEMENT

Certain steps of crisis management can be used by school teams in most situations to reduce the turmoil and chaos following a crisis. A well thought-out plan that has been rehearsed by those who are responsible for crisis management will help relieve the stress and possible long-lasting effects of the trauma. Some steps need to be carried out simultaneously; others will fall into sequence. Some roles are assigned to professional counselors or crisis specialists; those who can remain calm and are trusted to follow directions may handle other tasks. Incorporating these suggested steps, each school should write its own plan geared to its own resources.

The most common crises that happen to schools will involve injuries or deaths. The friends and witnesses will have to deal with their fears, grief and anger. It has been documented that sudden trauma may continue to trouble children long after a crisis has passed. Crisis workers need to function as a team to help return the school to its normal stability and to help the students and faculty deal with the emotional impact. However, whether all team members need to participate in a particular crisis will depend on its nature and level. Or, the principal may identify problems or need that call for additional expertise. Coordination is important to assure that all those who need help are offered crisis intervention services. If there is a high level crisis affecting several schools or having a major impact on a single school, central administrators will assist in this coordination through the activation of the District Crisis Intervention Team.

Specific steps have been written for various crisis situations and are available for quick reference in this manual. In general, these individual situations include the following steps:

1. **Verification and Initial Assessment**

   After the first awareness ofthe crisis, the administrator immediately begins to gather information and make decisions based on that information. Often, panic or shock will affect the witnesses and the message may be distorted. **It is imperative that an accurate description of what, who, how many**, where and when the incident occurred is obtained. Rumors and over generalizations must be controlled immediately. Sound crisis management depends upon the initial assessment being as accurate as possible. The police department, hospitals or the family are possible resources for verification of information.

2. **Notification of Emergency Services**

   If the crisis occurs on campus and there is a **threat to safety or indications of escalation**, the first responsibility is to obtain assistance from the appropriate emergency services. Calling 911 will summon these services. Someone should be assigned to meet them at the entrance and escort them to the site. It is recommended that one person, usually an administrator, be designated as police liaison to avoid any confusion.

3. **Assembling Crisis Team Members**

   Most crisis can be contained and resolved by crisis team members from the school. A prearranged method of calling the team together in an emergency will expedite the initiation of the crisis

management plan. If the event happens after school hours, an early morning meeting may be needed.

4. **Assessment of Situation and Planning with Crisis Team: Determine Potential Impact**

The facts are shared and reviewed to determine as much as possible how the school and community are going to react. Decisions must be made if additional personnel from the DSS are needed. Assignments should be made according to the roles and responsibilities for which each team member has been trained. The type and level of crisis will determine which action will be taken. If there is a death, grief counseling will be offered individually or in groups.

5. **Alerting Administration**

The crisis should be reported promptly to the Superintendent or Assistant Superintendent. Periodic updates should follow. Communication between vertical teams, central administration and the school helps coordinate efforts between schools or brings additional assistance from the DSS.

6. **Implementation of Appropriate Tasks by Team**

a. Dispersing accurate information is a top priority. Memos can be sent to teachers asking them to explain the facts to their classes. Time must be taken to discuss the situation, talk about feelings and explain what is happening. A brief meeting could be called before school. Such a meeting can serve the purpose of processing the faculty's feelings and can be made to teachers by crisis specialists and the principal. All rumors should be dealt with immediately before they can spread.

b. Rooms should be made available for counseling. A triage system (prioritizing and assigning) is helpful to reduce the likelihood of students, upset or otherwise, roaming the halls. Witnesses, student known to be vulnerable, and friends will need to be identified. The faculty also need the opportunity to talk to the crisis counselors. Someone may be assigned to be available for them in the teachers' lounge, during planning periods, during lunch or before and after school. Keeping the school schedule as normal as possible may provide stability and comfort to all affected by the situation.

c. Preparation for the media will ease the disruption of having TV crews and reporters on the scene. A media room may be designated and a spokesperson assigned (**the principal, Public Information Officer, or Superintendent/Assistant Superintendent**). See media guidelines for additional suggestions.

d. Concerned parents may contact the school for reassurance or information. A fact sheet for the secretary will ease the confusion in the office. A procedure should be established for the possible release of students if requested by parents. For elementary schools, a letter home may explain what has happened, alert parents to anticipate certain reactions from their children, and offer the help of the school counselors. Secondary schools may choose other methods of contacting parents such as a PTA telephone tree. Depending on the situation, a parent meeting

may be called in order to discuss the events. Cultural, language, and religious diversity should be considered.

7. **Debriefing Sessions**

Debriefing sessions with the crisis team members and the campus should begin the first day and continue throughout the management phase until resolution occurs. Crisis intervention is stressful for all those involved. An opportunity to express feelings and review the day's experiences will help relieve this stress, as well as permit the team to reevaluate and adjust the plan. There may need to be a community meeting, and referrals to community counseling services maybe required.

8. **Follow-up Services**

The effects of a traumatic event take time to become assimilated. Counseling services may be extended beyond the first days for those who continue to have a difficult time. Teachers should monitor the students and contact the counseling department or school psychologist if there is a concern. The school and community agencies may need to work with the students and their families to help them recover from a crisis. If any of the faculty continues to be in distress, a referral for counseling or leave of absence may be considered. Thank you notes to community resource people who provided support may be written at this time.

SUGGESTIONS FOR CRISIS PLANNING

1. Notify staff members in advance if time allows.

2. Target certain parents for special notification. For instance, if a member of an athletic team is killed, phoning parents of other team members might be indicated.

3. Decide about scheduling changes: Decide whether to maintain normal schedules or set aside regular scheduling in an all-out effort to deal with the crisis. This decision will depend upon the extent of the crisis and might vary even from grade to grade and from class to class. A most important step in any disaster is reopening the school and returning to a normal routine as soon as possible.

4. Formulate plans for school dismissal. Typically, keeping children in school for the regular school day is best when dealing with disaster. However, if early dismissal is required, parent notification becomes a priority.

5. There may be occasions when an extended school day is necessary. For instance, if a shooting has occurred and the gunman is still at large, dismissing students might be hazardous.

6. Plans may need to be made for shielding children and staff from the media.

7. Provide support and counseling for students. Regular instruction will probably need to be suspended while the crisis is discussed. Individuals trained in counseling might target classrooms for their most immediate services where children are most severely affected. Teachers need to know how to get assistance from another professional should the need arise.

8. Disseminate factual information about the crisis to parents. Some parents may need to be contacted by phone, but generally the most effective method of providing factual information may be to prepare a letter to be sent home.

9. Decide how to deal with funerals or memorial services if death(s) are involved in the disaster. When possible, have parents take their own children to the services. If parents are unable to go, staff members may volunteer to do this. Permission slips may be needed. At times, school buses may be used. Plans for making up work for assignments not completed due to attending the service should be made and discussed with staff members so that a consistent plan is used. *NOTE: *Successful suicides should not be treated as honored heroes in school assemblies and funeral attendance should, in most cases, be only with the parents accompanying the children.*

10. Think ahead to effects that might be delayed. For example: A similar incident in another location may trigger renewed feelings.

11. Continue to have additional support staff and outside professionals available to students and staff.

12. Make additional resources available to teachers who will be dealing with student reactions daily.

13. The one year anniversary of a disaster may provide an opportunity for planning a special remembrance, thereby diverting renewed reactions if the anniversarydate is ignored.

CAMPUS CRISIS MANAGEMENT PLAN

Consider answers to the following questions need to be included in any comprehensive campus plan.

1. Who are the crisis team members? Personnel should be identified who will assist or "backup" the team members. Also, identify student leaders.

2. What are the assigned responsibilities of each member? What training is needed, and who will provide it for team members to assist them in fulfilling their assigned tasks?

3. How and when will the entire faculty and staff receive orientation on the campus crisis plan?

4. Which rooms or areas will be used for crisis counseling, and what are their capacities?

5. Where will the crisis coordination center be located?

6. What area will be assigned to the media, and who will be the media spokesperson?

7. In the event of evacuation, have all staff been briefed on procedures? Have teachers been instructed to take their class attendance book with them? What system will be followed in reuniting children with their parents?

8. How will information be released to parents, students, staff and administration?

9. Who has a copy of the building's floor plan showing room numbers, doors and windows, offices and restrooms? Where is that information kept?

10. Is there an adequate communication plan linking classrooms, schoolyard, and all buildings with the office? Has a coded warning system been devised? If so, does the coded warning system included a signal for "lockdown", letting teachers know to lock their doors until the administrator gives the "all clear" signal?

11. Where are the school's Materials Safety Data Sheets (MSDS) kept?

12. What provisions have been made to address the special needs of handicapped students or those with limited English proficiency during a crisis?

13. Have community resources been identified that may be available in reducing traumatic effects following major crises? Have these agencies been communicated with regarding the services they may be asked to provide?

CAMPUS CRISIS MANAGEMENT PLAN—WORKSHEET

Establishing a Campus Crisis Management Team

Identify team members and their assigned roles and responsibilities. Be flexible in determining which functions best fit the needs of your faculty and your personnel resources.

Name	Responsibilities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Establishing Backups for Key Members in the Event of Absence

Name	Responsibilities
_____	_____
_____	_____
_____	_____
_____	_____

Identifying Student Leaders (6•12 campuses only)

Who are the formal and informal leaders in the student populations that you have confidence in their ability to take a leadership role in the event of an emergency on the campus?

_____	_____
_____	_____
_____	_____

Planning Communications during a Crisis

District Personnel to Contact:

Name: Dr. Cade Smith Phone 643-5705

Name Jay Huffty Phone 626-5670

Name Rebecca Villareal Phone 643-5762

Name Karen Schwind Phone 643-5783

How will the personnel be informed if the crisis event has taken place before or after school hours? What about during the summer or during holidays?

What warning system will be used if there is an emergency during work hours?

What are the plans to notify families in emergency situations?

What process will be used to disseminate information during work hours? How will this process vary with different types of crisis?

What procedure will be used if normal communication devices fail, i.e., no telephone and/or no PA system?

Preparing Campus Personnel to Respond Effectively to Crisis

What are the plans to train the crisis team members (including backup personnel)?

How will all personnel receive orientation to the crisis plan? How will new employees be made aware of the plan?

Facility Considerations In the Event of a Crisis

What provisions have been made to orient emergency workers to the building's layout? Where are up•to•date floor plans and room assignments?

Where will the crisis coordination center be located?

Making Provisions for Special Populations

What special needs populations, both staff and students, need provisions?

Where are these populations located in the building, and what would their specific needs be during a crisis?

What provisions have been or need to be made to meet these needs?

RESPONSIBILITIES OF CAMPUS PRINCIPAL DURING A CRISIS

In the event of a crisis, the Principal is directly responsible for the safety of the students and personnel on the campus. It is the responsibility of the Principal to provide training for all campus personnel in crisis response procedures.

Along with other duties as assigned, the campus Principal shall:

- Verify the facts of the situation and determine initial response.
- Communicate with emergency personnel.
- Alert and direct the CERT and take charge of the situation.
- Designate space for command center, counseling center, media room, etc.
- Inform staff and students based upon situational needs.
- Instruct office personnel regarding information given out over the telephone.
- Be visible, available and supportive.
- Provide direction for teachers about how much to set aside the curriculum. Tests may need to be postponed in some classes.
- Communicate with Central Administration and School Board.
- Contact the affected families.
- Make routing arrangements for the parents who will want to pick up their children early.
- Communication to staff and parents, Crisis Management Team.
- Ensure that the students closest to the victim(s) are picked up by parents at school.
- Make arrangements to monitor school grounds for students leaving the campus without permission.
- Keep the campus informed as to funeral arrangements, etc. Ensure that memorials are appropriate.
- Create an administrative crisis box to take with you in the event of an emergency. This box may contain emergency cards for each student and staff member, flashlights, bullhorns, portable phone, paper and writing instruments, crisis team badges or distinctive clothing to be worn by crisis team members. (Include this manual)

RESPONSIBILITIES OF THE TEACHER DURING A CRISIS/DISASTER

In the event of a crisis, the teacher's first responsibility is the safety of the students in her class. Therefore, all teachers are expected to be aware of basic safety procedures for their campus, including evacuation plans for tornadoes and fires.

In addition to other duties as assigned in a crisis, the teacher is expected to:

- Provide accurate information to students.
- Be prepared to set aside the curriculum as needed.
- Lead classroom discussions that focus on letting students talk about situation.
- Dispel rumors.
- Answer questions without providing unnecessary details.
- Identify which students will require further intervention and counseling and report those names to the Counselor/School Psychologist.
- Model appropriate responses to the situation.
- Recognize the varying religious beliefs held by students.
- Give permission for a range of emotions.
- Provide activities to reduce trauma and express emotions through artwork, music, and writing.
- Discuss procedures, if needed, including customs and etiquette.
- Create a classroom tote tray containing activities to occupy students during a lengthy evacuation to a nearby facility.

RESPONSIBILITIES OF THE COUNSELOR/SCHOOL PSYCHOLOGIST DURING A CRISIS/DISASTER

It is the responsibility of the campus counselor(s) to support the staff and students during a crisis, and to provide follow up interventions as needed in the aftermath of a crisis. It is the responsibility of the school psychologists (LSSPs) to provide support to the campus(es) to which they are assigned.
Counselors and School Psychologists (LSSPs) have received training in areas specifically related to trauma response and should remain current in their training as per state and national certification guidelines. Other district counselors and school psychologists may be called upon as needed to provide assistance, specifically those personnel with training specific to the individual crisis.

In addition to other duties as assigned during a crisis, the counselor/school psychologist shall:

- Cancel other activities to be available for the campus.
- Locate counseling space on campus.
- Get counseling, secretarial assistance.
- Locate counseling resources in the community and communicate with those facilities.
- Visit classrooms of potentially affected students and observe.
- Provide individual and group counseling as needed.
- Support faculty and provide counseling as needed.
- Contact parents of affected students with suggestions for support or further referral.
- Keep records of affected students and provide follow up services.
- Establish a self referral procedure. Make referral forms available.

RESPONSIBILITIES OF THE SCHOOL NURSE DURING A CRISIS

The school nurse's first responsibility is to provide for the medical care of students and personnel at their assigned campus. In the event of a crisis, the school nurse shall:

- Communicate with the campus Principal as to the severity of the emergency and determine what medical services might be required based upon the situation. If needed, set up a triage in a designated area. Utilize START and Jumpstart Crisis Intervention steps.

- Determine which people are in need of immediate medical attention, particularly those students with life threatening injuries. Verify that EMS is on the way, and provide information to paramedics en route if necessary. Label consistently with Emergency Response system, Yellow, Green, Red, and Black.

- Direct other staff with first aid training to provide medical attention to students and personnel. Initiate emergency response communication. Communicate with district and county command center.

- In case of evacuation, the school nurse should bring first aid equipment and any necessary health information for students and staff. This may include treatment cart, disaster tote, emergency bag, wheelchair batteries, prescription medicines, oxygen, catheters, etc. Disaster totes are located at all campuses.

RESPONSIBILITIES OF THE SECRETARIAL/OFFICE PERSONNEL DURING A CRISIS

It is the responsibility of office personnel to assist the campus during a crisis or disaster. The campus Principal may assign office personnel to a variety of duties during a crisis. These duties may include:

- Calling other campuses and providing pertinent information as directed.
- Handling calls from anxious parents with prepared statement.
- Directing people to areas designated by the Principal.
- Fielding calls from the media.
- Assisting in evacuation if needed.

Create a supply box to be taken outside in the event of an evacuation. This can include items such as bug spray, sunscreen and bottled water, these items and more are all in the disaster tote.

RESPONSIBILITIES OF CUSTODIAL STAFF DURING CRISIS

The respective Head Custodian of each facility will be responsible to have familiarized the custodial staff of its operational and functional requirements in responding to a disaster.

The basic operational and functional requirements shall be:

- Periodically review the facility's tornado and other disaster plans with the custodial staff.
- Alert custodial staff as to placement of building floor plans, other emergency data in a specified location. This information should include the Crisis Manual.
- Ensure that appropriate work orders are submitted to the Maintenance Department to keep associated disaster equipment in good working condition and in proper place/order.
- Before and during a disaster:

    1. Assist in preparations wherever possible.
    2. If conditions warrant, such as the approach of a tornado, turn off gas, electricity, water, etc., at main switches or connections.
    3. Go to designated shelter at signal.
    4. Report to the principal/facility director for further instructions to provide assistance as needed.
    5. Cooperate with police and fire department in any way possible.

COMMUNICATING WITH THE MEDIA

In any crisis situation, the news media will likely reach your school before additional District help arrives. This is especially true if: (1) Any type of emergency call was made as a result of the crisis or (2) A large number of people witnessed the crisis. In the event of a crisis situation, the Superintendent, Assistant Superintendent, the Public Information Office or other DSS member will respond to your campus. If none of these are available, a designated central office administrator will act as the media representative for the district. The purpose of this is to allow the campus principal to focus on the resolution of the crisis.

DO NOT make any statements to the media UNTIL the appropriate central office administrator has been notified. IF pressed for information, simply state that you must apprise the central office of the situation prior to the release of any statement. Names of victims are not to be released until the families have been notified.

The principal's first responsibility is responding to the crisis. Once there is time, the principal may wish to briefly answer media questions OR inform media representatives that a representative of NBISD is on the way to answer questions. ONLY DESIGNATED PERSONNEL ARE AUTHORIZED TO SPEAK T O T HE MEDI A. This includes the campus Principal, the Superintendent, Assistant Superintendent, or Public Information Office. It is the responsibility of the Principal to inform all campus staff to refer questions from the media to the above personnel.

Once on the campus, the designated media person will:

- Establish an area for the media to wait for a briefing. This should be a room with phones separate from the Principal's office but near the scene of the crisis. A staff person should be assigned to remain there. (Ideally the Public Information Officer)
- Talk with the principal and other employees about the nature of the crisis.
- Talk with any other public information officers from any other responding agencies.
- Brief the media.
- Prepare and deliver a factual statement or news release concerning the crisis. This statement will be delivered to all school staff and media.

SUGGESTIONS FOR DEALING WITH THE MEDIA

1. Control the grapevine. Use key staff to check rumors at the source.
2. Set up avenues of communication before you see a likelihood of using them. Take the initiative with the media where possible, and go to them before they come to you.
3. Announce a schedule of times when district media person will meet with the media, either on the hour or on the half•hour. Avoid using a full•blown press conference; a few reporters at a time are preferable.
4. Swiftly supply believable information. Be willing to share information, but don't take a definite stand when all the facts are not known.
5. If it is necessary to set ground rules limiting reporter access to the scene, enforce them without favoritism.

6. Replace student workers or aides with adults for answering the telephones for the duration of the crisis.
7. Explain to reporters why you can't provide certain information (privacy rights, hindrance of investigation, etc)
8. Consider the use of all conceivable communication tools: telephone trees, bulletins, hot line phones, paid advertising, posted notices, district•wide mail•outs and e•mail.
9. Ask for the reporter's name, the name of the newspaper or radio station, and a telephone number or mailing address. If possible, get information about the questions they would like answered.

There may be times when the decision is made not to cooperate with the media. However, this decision should only be made as a last resort and then only by the Superintendent or designated representative. Since public education is public sector, non•cooperation is rare.

ABUSE OR NEGLECT OF A CHILD

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact the director of human resources at (830) 643-5730.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

Are there any restrictions on reporting?

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

To whom do I make a report?

Reports may be made to any of the following:

- A law enforcement agency: The New Braunfels Police Department, at (830) 608-2179;
- The CPS division of the Texas Department of Family and Protective Services, at (800) 252-5400 or on the web at http://www.txabusehotline.org; or
- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

ACCUSATIONS AGAINST SCHOOL PERSONNEL

- Notify administration IMMEDIATELY.
- Follow child abuse procedures as listed above.
- Administrator will document report and alert central office.
- DO NOT attempt to investigate or verify information.
- Provide for police investigation and parent notification.
- Provide a substitute to allow time for employee to be interviewed.
- Convene CERT as necessary and assign duties.
- Plan for parental inquiries, staff meetings, safety measures.
- Provide crisis counseling for alleged incident AFTER statements have been taken.
- Public Information Office prepares fact sheet and media statement as necessary.

ACCIDENTS AT SCHOOL

MINOR ACCIDENTS, INJURIES:

- Bring student to nurse's office or designated place for assistance.
- Administer first aid as needed.
- If student is at alternative campus, the nurse at the student's primary campus or the Health Services Coordinator should be informed as soon as possible.
- School nurse/AEP designee will inform the parent of the incident.
- Appropriate personnel (teacher and nurse) will complete accident report.
- Copy of accident report kept on file at the campus, added to records retention. Notify Health Services Coordinator.
- Administrator should attempt follow up call to parent.

MAJOR ACCIDENTS, INJURIES:

When life threatening situation is perceived to exist, an administrator on a campus may:

First Actions

- Contact the school nurse.
- Call 911 immediately for EMS and obtain an AED.
- School nurse and/or other trained campus personnel apply first aid and life sustaining techniques.
- Administrator or appropriate personnel call parent/guardian immediately.
- If EMS transports student to hospital, an adult will accompany student with a copy of the nurse info card.
- If student requires immediate transport to nearest hospital by car, inform police to advise of emergency run to hospital. (identify car by color, make and model; also route taken to hospital)
- If parent/guardian cannot be reached:
  Call persons listed on emergency card.
  Call parent/guardian's place of employment. It may be necessary to discuss

situation with a business associate.
If possible, contact a sibling of the student/contact sibling's campus to seek additional information.

Administrator contacts the central office to report accident to Superintendent.
Appropriate personnel (teacher or staff member witnessing the accident, nurse) complete accident report.

Prevention:

- Post in the principal or nurse's office the names of teachers and other personnel on campus who have special paramedic training, American Heart Association first aid training or other special life-saving or life sustaining training or expertise; also include the name and phone number of your school nurse.
- Post a list of emergency telephone numbers in strategic places by campus phones and other appropriate places.
- Keep a copy of emergencyphone numbers and trained personnel behind this section.
- Post general procedures in the nurse's office explaining when parents are to be notified of minor mishaps.
- Place copy of crisis procedures in the hands of each teacher and other employees as indicated.
- Provide in-service time for campus staff to train for emergencies (AED use, choking, BBP and anaphylaxis) through Eduphoria.
- Provide a standard location for placement of emergency procedures, (such as near the classroom door).
- Provide to each teacher any special medical information about any child in his/her classroom having special medical or physical needs. Such conditions might include asthma, life threatening allergies, seizures, diabetes, etc.; also include procedure that the teacher may follow in instances of accident or other life-threatening situation for the child/children.

ACCIDENTS TO/FROM SCHOOL, FIELD TRIPS:

- If life threatening, call 911, obtain AED if available. Otherwise, call the police.
- If immediate danger exists, move students to an area of safety.
- If there are injuries, provide first aid.

Once help is on the way:

- Contact transportation, who will contact the central office.
- Designated personnel contact parents, particularly if student is transported to hospital.
- Designated administrator will go to the scene to observe. This person will be responsible for communicating updates of situation to Central Office.

- If indicated, send an employee trained in first aid to assist.
- Appropriate personnel (bus driver, Transportation director, teacher on field trip) complete accident report.
- Public Information Office will prepare a fact sheet and media statement ifrequired.

PREVENTION:

- ALL bus drivers should be trained in basic first aid.
- There should be a CPR-certified/first aid certified adult on all field trips.
- Take a cellular phone and crisis procedures on all field trips.
- Take copies of student emergency cards on field trips.
- Teachers/bus drivers should be aware of any students with mobility problems or special needs, so they may be provided for in an emergency.
- If the trip is to be at night/overnight, take parent phone numbers.

ALLERGIC REACTION

In the event of an allergic reaction occurring on the part of a student or employee:

First Actions

- Call school nurse. If known allergy and epinephrine is prescribed, administer as prescribed and trained.
- If situation is life threatening, call 911.
- Keep student awake and as alert as possible.
- Utilize trained staff as needed for first aid.
- Call student's parents or guardians.
- If parent cannot be reached, call doctor listed on enrollment/emergency card; call employee's doctor.

Preventive/Supportive Actions

- Encourage parents and guardians to list health situations on enrollment/emergency card for their child.
- Encourage employees having a health situation affecting them to alert principal, campus nurse and other close work associates of any difficulties and possible remedial actions.
- Educate school personnel about the signs of a severe allergic reaction and what attention can be given immediately to help.
- Follow preventive/supportive actions listed under topic: Accidents at School.

BOMB THREATS/TELEPHONE THREATS
AND OTHER DISRUPTIVE DEMONSTRATIONS

The Principal must evaluate the seriousness of bomb threats or other types of demonstrations, using information from all sources. The Principal's decision will reflect the safest course for the entire campus. The Central Office should always be contacted in writing regarding all bomb threats, whether they are considered serious or not. Documentation of all threats is also essential.

Bomb threats may be originated in writing, in person, over the telephone or relayed through a secondary source.

BOMB THREAT:

- When a threat is received by phone, **DO NOT** hang up on the caller. Try to keep the person talking.
- If the threat is in writing or in person, bring to the office immediately. If the person will not go with you, send another person to the office to alert the Principal.
- Remain calm and listen carefully.
- Notify the Principal or Administrative Designee.
- Complete the Bomb Threat Report form, which should be placed near all phones.
- Write down the **EXACT** wording of the threat.
- Give Bomb Threat Report form to Principal.

Personnel/Authorities to be involved:

Police and Fire Departments
DSS
Superintendent
Custodians
Campus Administration
Crisis Emergency Response
Team

IMMEDIATELY AFTER THE THREAT (if determined to be serious):

- Call 911 and Notify DSS who will notify Central Office administration.
  DO NOT USE PAGERS OR TWO•WAY RADIOS.
- Set up a control center.
- Alert Campus CERT, designate responsibilities.

- If needed campus personnel will follow evacuation procedures and map posted in classroom. DO NOT TURN ON/OFF ANY LIGHTS.

- Ensure that all students and personnel are at least 300 feet from the building. UNDER NO CIRCUMSTANCES WILL ANY CAMPUS PERSONNEL OR STUDENTS BE ALLOWED TO RE-ENTER THE BUILDING AFTER EVACUATION IS ORDERED.

- If site evacuation appears necessary, notify transportation department.

- Campus search will be conducted by the appropriate emergency response team, such as the fire department, bomb squad, etc.

- The fire/police department will inform the administration when it is okay for personnel to enter the building. An all clear signal will be used.

- The Principal will consult with the Superintendent to determine whether students will be sent home for the remainder of the day or whether school will resume.

- Public Information Office will prepare fact sheet and media statement as needed.

- Inform campus staff of the facts as soon as possible.

- Debrief CERT.

IF A SUSPICIOUS PACKAGE OR BOMB IS FOUND:

DO NOT HANDLE THE PACKAGE OR DEVICE.
Remain calm.
Isolate the area immediately.
Contact 911 and administration.
Follow bomb threat procedure listed above.

PREVENTION:

- Teachers should maintain an awareness of the contents of their rooms, and should notify the office of any suspicious containers or changes.

- Custodians should report any suspicious activities or objects to the office immediately.

- Teachers should lock their rooms whenever they are not in them.

- Cabinets and closets should be locked when not in use.

- Custodians should lock each room after cleaning it.
- During any evening occupancy, the public should be limited to those areas set aside for their use. Campus personnel should monitor the event to make sure that the public remains in those areas.
- Supply areas and/or maintenance areas should be kept locked and secure at all times.
- In-service or rehearsal should be provided for campus personnel regarding bomb threat procedures, and a copy of procedures should be given in writing.

NBISD Bomb Threat Report Form

Please xerox numerous copies of this form and keep at all main telephones for immediate use by operator/secretary. When completed, form goes to the Principal, who will route a copy to the Central Office.

Remain calm. Be courteous. Listen. Do not interrupt the caller. Try to keep the caller on the phone as long as possible. Complete this form as you speak to the caller, to help provide information to the police

QUESTIONS TO ASK:

When is bomb going to explode?
Where is the bomb located?
What kind of bomb is it?
What does it look like?
What will cause it to explode?
How do you know so much about the bomb?
Did you plant the bomb? Why?
What is your name and address?
If the voice is familiar, who did it sound like?

EXACT WORDING OF THE THREAT:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Time:_____Date:_____
Sex of Caller:____
_____ Age:_____
_____ Length of Call:____

Number at which call is received:
_____

NOTES:

DESCRIPTION OF THE CALLER'S VOICE:
(circle all that are pertinent)

Calm/Rational	Nasal
Angry	Stuttered Speech
Excited	Slurred Speech
Slow Speech	Lisp
Rapid Speech	Raspy Voice
Soft Volume	Deep Voice
Loud Volume	Accent
Whispered	High Pitched Voice
Incoherent Speech	Emotional/Irrational
Deep Breathing	Voice Cracking
Disguised Voice	Familiar Voice
Foul Language	Well-Spoken

THREAT LANGUAGE:

Well Spoken	Incoherent
Taped	Message read aloud

Other: _____
_____
_____

BACKGROUND SOUNDS:

Street/Traffic noises	Factory/Machinery
Music	Quiet
Voices	PA System
Static	House noises
Office noises	Animal noises
Motor	Phone Booth
Party noises	Airplanes

Other: _____
_____
_____

ACTION TAKEN:

____Report threat to site Principal, Asst Principal
____Call 911 and report threat
____Other

BULLYING

Bullying occurs when a student or group of students persistently directs written or verbal expressions, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior results in harm to the student or the student's property, places a student in reasonable fear of harm to himself or his property, or is so severe, and pervasive that it creates an intimidating, threatening or abusive educational environment. Bullying could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of property, theft of valued possessions, name calling, rumor spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying".

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the district to obtain an incident report form that may be used to submit the complaint.

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found here or the campus administration office

To file an incident report click here: < http://www.nbisd.org/page/bully.report>

CHEMICAL SPILLS, GAS LEAK, HAZARDOUS MATERIALS RELEASE

A Hazardous Material is a material that can cause injury or death to a person or could damage and pollute land, air or water. Materials that may constitute a hazard to the campus will vary, but can include chemicals used in science experiments, cleaning fluids, paints, varnish, etc. Hazardous Materials can be flammable, corrosive, reactive or toxic; this information may be indicated by a symbol on the label and/or where the material is stored. All hazardous materials should have labels on the container; there should also be Material Safety Data Sheets available. It is recommended that copies of the MSDS be placed behind this page for easy reference.

- Alert campus administration of situation, who will notify DSS.
- Call the Fire Department. 911. Let them know the nature of the spill or leak (such as known chemical information) and ask whether evacuation is necessary.
- If the spill/leak is inside a classroom, evacuate the classroom immediately while determining whether further evacuation is needed.
- If the spill/leak is outside, evacuate the surrounding area immediately upon advisement by the fire department, following your campus building evacuation plan. Get students a safe distance UPWIND from the building or source of the leak.
- If there are unconscious or other injured people in the area, evacuate them with others in the building and alert the school nurse to assist in situation. (Follow procedures for Accidents)
- Turn off the main gas valve, if evacuating. LOCATION:_____
  Also, turn off any electrical power and close off ventilation in the area.
- Call the Utility Company. 629•8400 (NBU).
- Call the Maintenance Department. 627•6740.
- Call the Central Office. 643•5700.
- Keep students a safe distance until the problem has been corrected. It may be necessary to contact the Transportation Department if evacuation from the area is necessary.

RECOMENDATIONS

Consider keeping a basic first aid kit and a roll of duct tape per classroom.

CHILD ABDUCTION

Prevention/Supportive Strategies

- School secretary and the attendance office should have on hand a list of students who are not to be released to anyone except a particular parent or guardian.
- Teachers should also be told of students who should not be released.
- Emergency cards of such students should be red-flagged.
- Do not release a child to anyone not on the AGR card as authorized to have the child. In some instances staff may make an exception if authorized by an administrator at the campus.
- Before releasing a child to **anyone** except the parent or guardian, the school should check with custodial parent and/or guardian for approval. Written approval is best practice, but in some circumstances a phone authorization is warranted. A record of the time and date of phone approval should be made and kept.
- Obtain the driver's license or other photo identification of the person requesting the release of the child; write down their name and driver's license number.
- When a parent telephones with a request that a child be released from school, the identity of the caller should be confirmed (by separate call to the parent or guardian, if needed) BEFORE the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
- Whenever possible (such as pickups after school), permission to release a child from school should be obtained in writing from the parent; parent signature should be verified prior to the student's release.

RECOMMENDED PROCEDURES IN THE EVENT OF A CHILD ABDUCTION:

IF WITNESSED:

- **Call 911 IMMEDIATELY.**
- Notify administration, who will notify DSS.
- Notify parents of the victim.
- Administration will notify the central office and will keep them informed of developments.
- Write down any facts about the abduction and any vehicle.
- Keep witnesses separated. Have any witnesses write down what they saw and heard.

- Do not release any information to the press. Refer all requests for information to the central office.
- Convene CERT to decide on plan of action.
- Convene Faculty meeting.
- Counselors and school psychologists to visit affected classrooms as needed.
- Counselors to set up counseling sessions for those most affected.
- Letter prepared and sent home to parents.
- Public Information Office will prepare fact sheet and media statement.

IF NOT WITNESSED, BUT SUSPECTED:

- Verify child is missing:
  Notify Campus
  Administration
  Search Campus
  Notify parents of missing child to verify missing
- Follow above recommended procedures for child abduction.

CHILDREN LEFT AT SCHOOL

Suggestions on this page cover situations when children are left at school (mainly elementary) such as being locked up in the building, not picked up by the parent or not picked up after a game or activity, as follows:

- Parents should be informed in student handbook, parent handbook, or by other means, that there is not supervision at most schools after 4 PM.
- Methods for handling these situations will depend, to a large degree, upon the age and maturity of the child. If parents cannot be reached and the child is upset, options would include:

    1. Call the parent if the child knows where to reach him/her.
    2. Call other persons indicated on student's emergency card.
    3. Call the Principal at school or at home.

        Principal's Home Phone: _____

    4. Call the Assistant Principal or Attendance Officer.

        Assistant Principal Phone: _____

        Attendance Officer Phone: _____

    5. Call the Police.

- **Do not leave the child alone**. Seek assistance. Usually, it is not necessary to remove the child from the waiting situation.
- Students of any age should never be left alone at school assuming they will be picked up.

CUSTODY LAWS AFFECTING THE SCHOOL

Request to release child

- Divorced Parents

    1. Refuse to release child except to the custodial parent. An exception can be made ONLY upon written request of the custodial parent.

    2. A change in custody should be noted with a copy of the court order of court document kept on file.

- Separated Parents

    1. Release to either parent after verification of the AGR card or birth certificate.

    2. School should communicate with parents and be aware of any changes in custody.

Requests to see child at school

- Divorced Parents: Follow the instructions on the court order. Contact custodial parent and abide by the expressed wishes of that parent.

- Separated Parents: Permit either parent to visit, unless a protective order or other legal document is in effect.

Medical Emergency

- Divorced Parents

    1. Use emergency information listed on student's card.

    2. Do not contact non-custodial parent.

- Separated Parents

    1. Use emergency information listed on student's card.

    2. May contact either parent.

DEATH/HOMICIDE : TEACHER, STUDENT OR OTHER EMPLOYEE

In the event of a death of a teacher, student or other employee at school, these are actions you should consider:

- Utilize employee trained in CPR/First Aid if conditions seem to warrant attempt at life-sustaining action.
- **Call 911.**
- Contact School Nurse.
- Call the DSS who will notify the Superintendent's office.
- Activate campus EOP.
- **If death is a homicide or suspected homicide**:

  Clear EVERYONE from area to protect the scene for police.
  Call 911
  Notify administration, activate CERT and EOP.
  Determine whether bell schedule should be suspended.
  Detain any witnesses. Keep them separated. Have them write down what they may have seen or heard.
  Document activities, conversations, and decisions.

- **If death does not occur at school:**

  Contact Superintendent to inform of death.
  Contact Director of Safety and Security.
  Contact the CERT at home and discuss brief plan for beginning of next school day.
  Designate immediate responsibilities.
  Contact Campus Counselors at home to inform them of situation.

  *NOTE: School personnel, particularly those who have direct contact with parents either by phone or in person, should be given specific instructions about appropriate information to share regarding the death.

- Hand deliver a memorandum to all teachers. Include:

  The facts
  Instructions to share information with students
  Suggestions for assisting students
  Invitation to Faculty meeting after school

**Teachers should keep students in the classroom at this time. Only those students closest to

the victim should be sent to the school's support personnel.

- Allow teachers time to discuss death with their classes, and allow students to discuss their concerns.
- Identify students and personnel who may be directly affected by the death, such as classmates, friends, etc.
- Designated personnel (Administrator and/or Counselor) will make home visit.
- Alert schools in which siblings/children are enrolled.
- Issue no statements to the press. Refer all media requests to the central office.
- Public Information Office will prepare fact sheet for media statement. Relay information, as it becomes available.
- Administrator will create letter for parents of students on the campus. Include:

  A brief description of what happened
  Clarification of services that will be offered by the school
  Places in the community which will offer counseling
  Give letter to Superintendent for review prior to distribution.

- Utilize counselors from other campuses as well as School Psychologists and community resources to determine which students and staff may require immediate counseling services.
- Plan on long term counseling as needed for those affected by the death.
- In the weeks following the death, have teachers monitor their students for signs of post-traumatic stress and provide counseling as needed.

FIRE/EXPLOSION

When an explosion or fire occurs in a building, there is an immediate threat to students and staff.

First Actions

- Initiate the fire alarm immediately.
- Evacuate the building, according to Fire Evacuation Plan.
- Call 911. If necessary, provide information to the Fire Department regarding injuries, possible hazardous materials, etc.
- Contact DSS
- Use fire extinguishers to control the fire ONLY if it can be done without injury to staff or others.
- Provide first aid to the injured until arrival of EMS.
- Call the Superintendent's office and report injuries, building conditions, and other pertinent information. Make recommendation on cancellation or resumption of routine school operations.

Preventive/Supportive Measures

- Follow NBISD policy and all laws pertaining to fire safety.
- Develop building evacuation plan for fires, explosions and other kinds of building level disasters and keep a copy of this plan in this manual.
- Provide for alternate shelter.
- Review fire plan/regulations with all staff:
  - Map of exit from each room.
  - Close doors when exiting rooms.
- Have a system for verifying attendance following evacuation.
- Have a system for communicating with teachers from evacuation point.

GUN IN THE BUILDING

Summoning police officers to help investigate any reports of an armed suspect is the safest thing to do. There is a great deal of potential danger involved in disarming a person, even for trained law enforcement. The administrator should look at this situation as seriously as a fire or medical emergency.

PLAN FOR THE WORST.

- The very first step is to ensure proper training for all staff. This training should cover when to report an incident, where to report, how to report and to whom.
- Teachers and other school personnel should not wait until the next change of class to report that a student may be armed.
- Follow SRP.
- Contact the Director of Safety and Security

Once an administrator has been notified, appropriate law enforcement personnel will be contacted for assistance, if needed.

While waiting on police assistance:

- Consideration should be given to suspending class bells until the situation is under control.
- Administrators maywant to consider which SRP actions to follow. HOLD, SECURE (LOCKOUT), or LOCKDOWN, depending on the situation.
- An administrator should be dispatched to the armed student's location for surveillance purposes only.

Once the police arrive:

- Officers and administrators go to the classroom where the student is located.
- The police should stand out of sight as an administrator opens the classroom door and requests to speak to the student in question for a moment in the hall.
- An administrator may enter the classroom, search the desk and retrieve his/her backpack or other personal belongings for a further search, while the police are searching the student.

If a student is found in possession of a gun, this is a criminal offense, and the police will arrest the individual. In that case, the administrator will be responsible for contacting the student's parents and informing them of the incident. The Central Office should also be informed verbally and in writing.

LARGE GROUP CRISIS

Large groups of students within a building may be involved in crisis situations such as asphyxiation, food poisoning, or exposure to communicable disease.

Asphyxiation

- Evacuate building if necessary. (If smoke and vapors are coming from a nearby burning building evacuation is not recommended.)
- Call 911.
- Notify the school nurse and contact other district nurses.
- Activate CERT.
- Notify the Superintendent and the Director of Safety and Security.
- Use CERT and other campus staff for help with supervision and control of school entrances/exits.
- If safe, assign secretaries to "man" the phones.
- Upon conclusion of situation, contact Public Information Office if a media statement is needed.
- Prepare letter for parents if deemed appropriate.

Food Poisoning

- Notify school nurse and contact other district nurses.
- Call 911.
- Administer first aid, using trained campus personnel.
- Notify Food Services.
- Activate EOP
- If necessary, close cafeteria or concession stands to avoid further incidents.
- Notify the Superintendent and the Director of Safety and Security.
- Contact parents of involved students.
- Assign secretaries to maintain communication.
- Contact Public Information Office to prepare media statement.
- Campus staff will follow directives of medical authorities.
- When situation is resolved, prepare letter to parents regarding incident.

Communicable Disease

- Check source of information.
- Notify school nurse.
- Activate EOP
- Notify Superintendent and the Director of Safety and Security so contact tracing steps can begin.
- Notify parents of involved students when deemed appropriate.
- Contact the Comal County Office of Public Health and the New Braunfels Heath Department.

MEDICATION/DRUG OVERDOSE

In the event of a medication overdose to a student or employee:

First Actions

- Call school nurse, call 911.
- Keep student/employee awake and alert as possible.
- Utilize any available staff trained in first aid.
- Contact the superintendent and the director of safety and security
- Contact student's parent or guardian.
- If parent cannot be reached, call doctor listed on enrollment/emergency card; call employee's doctor.
- If life threatening danger exists, call 911 immediately and begin applying first aid and life sustaining techniques.

Preventive/Supportive Actions

- Encourage parents and guardians to list health situations on enrollment/emergency cards.
- Encourage staff who may have health situations affecting them to alert the principal and other close work associates about the situation and possible remedies.

Also follow preventive/supportive actions listed under the topic, Accidents at School.

OPERATIONAL CRISIS

Electricity, Ruptured Water Lines, Structural Failure, Etc.:

- Verify facts and determine the potential danger. Identify any imminent hazards and take appropriate action to prevent injury to occupants.
- Evacuate immediate area, if necessary.
- Call 911 and the Director of Safety and Security 626-5670
- If power lines are down/sparks are visible, maintain a safe distance from the live wire. Station an adult near the area to keep other people from the area.
- If there are injuries, inform nurse, and administer first aid, following procedures for Accidents. Use common sense: DO NOT ATTEMPT TO RESCUE A PERSON EXPERIENCING ELECTRIC SHOCK.
- Alert administration, which will inform central office and custodians of situation.
- Custodians will shut off power or other utilities to area damaged, if necessary.
- Call the utility company using the nearest operational phone. Explain the nature of the damage and request advice regarding evacuation.
- Determine whether campus evacuation is required. If needed, contact Transportation Department.
- If evacuating campus, maintain students in areas away from damage.

PARENT PROCEDURES FOR PICKING UP CHILDREN IN A CRISIS

In the parent handbook, or in a letter to parents which is mailed early in the school year, or in both, the school should inform parents as to the proper procedures to follow in picking up their child in a crisis situation, such as a tornado, fire, etc. Follow SRP and SRM procedures.

Among the types of information that may be contained in the letter and/or handbook are:

- Specifications indicating that school is one of the safest places that students may be located during most crises, such as tornadoes and other natural disasters;

- Instructions showing that students will be kept at school until the crisis is determined to be over;

- Instructions regarding designated pick up spots on the school campus and any other procedures regarding pick up.

- Emphasis should be given to the parents that students would be released ONLY to those persons listed by the parent on the enrollment/emergency card. If there is any doubt, the student will be kept at school, unless verification by phone can be obtained from the parent.

- Records will be kept as to the person picking up the child; it is recommended that personnel request identification from the adult to verify name.

POISONING

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call the school nurse.
- Call 911.
- Call the regional poison information center. **1•800•222•1222.**
- Administer first aid suggested by Poison Information Center until EMS arrives.
- Contact the superintendent and the director of safety and security 626-5670.
- Notify parents if victim is a student. If student or personnel is to be transported to a hospital, let the family know the name of the hospital. An adult should accompany a student to the hospital.
- Notify central administration.

If poisoning situation appears to be related to food poisoning, then in addition to the above follow the Food Poisoning portions of this document:

- Call the Comal County Department of Public Health.
- Notify staff.
- Close the cafeteria or area where food was served.
- If the food was served to the public, such as at a sporting event, notify the media.

RAPE OR SEXUAL ASSAULT

School involvement in a rape incident will occur only if one or more of the following conditions exist:

The rape occurs on campus
A member of the rape survivor's family requests school intervention
The rape survivor's friends request intervention
Rumors and myths are widespread and damaging
Students witness police action or emergency service response

- If the rape occurred on campus, Call 911.
- Contact the school nurse to determine the severity ofany visible injuries.
- Call the superintendent and the director of safety and security 626-5670.
- Notify school counselor.
- Consult Christus Santa Rosa Hospital Rape Crisis Evaluator (830- 606-9111).
- Inform all personnel who may have heard the report of a rape that they are not to repeat what they have heard elsewhere or give out information unless they are specifically told to do so. Action should be taken to stop any rumors regarding the incident.
- Take steps to protect the survivor's identity and right to privacy.
- Contact the local rape crisis center and request assistance.
- Notify the family of the student about the rape. It may be recommended that the administrator simply report that the student has been injured and ask the parents to come to the school before informing them of the incident. This will depend upon the anticipated reactions of the parent.
- Identify those students who might need support services

RIOT OR CIVIL UNREST

There are three general kinds of riots: student riots on campus, riots by strangers on campus, and riots in the surrounding community. It is likely that administrators will not have to deal with rioting in this district, however, it is a good idea to prepare for them. Crisis response may vary depending upon the situation and student safety is the priority.

- Contact 911.
- Activate SRP and call "lockdown" teachers will lock their doors and keep students in class.
- Contact the Superintendent and the director of safety and security 626-5670.
- If there are injuries, contact schools nurse and let her know what is happening. It may not be possible for the nurse to respond immediately to injuries if the situation is dangerous.
- Notify the families of those students affected by the rioting.
- Communicate with the media ONLY through the Public Information Office to defuse the impact of the riot.

When the danger is over:

- If serious injury or death to students or staff follow crisis procedures for death.
- Schedule a staff meeting.
- Convene CERT to discuss incident and assess student and staff needs.
- Contact community resources if necessary to help students outside of school.
- Brief personnel at the staff meeting, providing accurate information and allowing the opportunity to process feelings. Also ask teachers to help identify any students seriously affected by the riot for follow-up services.

SHOOTING AT SCHOOL

- USE CAUTION. Take cover, if necessary. (You will not be able to help others if you yourself are injured or killed) **CALL 911.** Remain calm. Be prepared to:
  Describe the situation,
  Indicate whether the perpetrator has been identified and/or isolated, and
  Describe medical injuries

- Assess the situation; provide for the safety of yourself and for the safety of those around you.

- Activate SRP "LOCKDOWN"

- Look for anything that may be used to shield those in the line of fire.

- If there are witnesses or others present at the scene, direct one of those individuals to cover or the office to summon immediate assistance.

- If no one is available, personally notify office immediately; request medical assistance if necessary, and return to the victim.

- IF SAFE: Call school nurse and/or other trained staff to provide emergency medical attention.

- Class bells should be turned off until the situation is under control.

- Follow the commands of Law enforcement personnel.

- WHEN SAFE: Contact the Superintendent and the Director of Safety and Security.

- When the situation is under control, PIO will contact the parents of students involved.

- Contact the Public Information Office so theymay prepare a media statement in conjunction with police.

- Prepare a fact sheet for telephone inquiries.

- Counselors provide assistance to campus personnel and students; determine which students will require follow up counseling.

SUICIDAL STUDENT

Suicide is a disturbing phenomenon, and adolescence is certainly a time of increased risk for suicide. NBISD is dedicated to the safety of all students and staff. It is therefore the responsibility of all personnel to be observant to the possible presence of suicidal behavior in both students and other staff members. If it is suspected that an individual may be contemplating suicide, under NO CIRCUMSTANCES is that suspicion to be kept from the campus administration; that person should be referred immediately.

Some Warning Signs of Suicidal Behavior

- Suicidal threats
  - Statements about death
  - Reading, writing, creating art work about death
  - Written notes about suicide
  - Statements threatening suicide
- A previous attempt at suicide
- Prolonged depression
  - Social withdrawal and isolation
  - Increased use of alcohol or drugs
  - Hopelessness or helplessness
  - Loss of involvement in interests and activities
  - Inability to think rationally or concentrate
  - Increased irritability or crying easily
  - Despairing attitude
- Dramatic changes in personality or behavior
  - Sudden unexpected happiness
  - Increased risk taking
  - Abrupt changes in appearance
  - Abrupt changes in attendance
- The making of final arrangements
  - Giving things away
  - Making a will
  - Putting things in order

School administrators must allow student to grieve for the loss of a peer; however, it is **extremely important that the manner of death, suicide, should not be glorified or overemphasized**. While the suicide should be recognized, there should be no school assemblies or other tributes honoring the deceased student. This will help eliminate the tendency for some students to 'copycat' the suicide.

Students Exhibiting Suicide Warning Signs

- Under NO circumstances should a potentially suicidal youth be left alone.
- Determine whether the student has any life-threatening instruments and substances on or near his/her person. (I.e., gun, knife, drugs, etc.) If possible, remove these items from the immediate area, but DO NOT struggle with the student if he/she resists.
- Notify administration, who will contact a counselor and activate the campus CERT.
- Move the student to a non-threatening place away from other students where the counselor can evaluate the student. There should be a telephone close by.
- At this point, the counselor will assume responsibility for the student.
- If the teacher or staff member who began the process is needed or wishes to remain with the situation, make arrangements for that teacher's classroom.
- The counselor will speak with student and determine degree of risk:
- The counselor should print the **"Mental Health Intervention Guide"** found at the end of this manual.

EXTREME RISK PROCEDURES:

- Call 911 in event of overdose or injury requiring medical attention.
- If immediate threat exists to the safety of the student or others, contact police.
- Keep student calm while waiting for police.
- Notify parent or caregiver and inform them of the action taken.

SEVERE RISK PROCEDURES:

- Determine whether the student's distress is the result of parental abuse, neglect or exploitation. If warranted, refer to procedures for child abuse.
- If student's distress is not related to abuse, notify parents.
- Parents should be strongly encouraged to have their child evaluated. A list of referral sources and telephone numbers should be provided by the counselors.
- If neither parents, DPRS, nor police can/will intervene before the end of the school day, the student should be taken to the nearest hospital emergency room.
- At all times the focus of all decisions should be the safety and best interests of the child.
- Parents should be contacted and informed of school actions as soon as possible.

MODERATE RISK PROCEDURES:

- If student's distress is not the result of abuse, parents should be contacted and advised of the situation, and asked to take the student to a hospital or other appropriate agency, with phone numbers provided by school counselors.
- If parents refuse to take the student for evaluation at hospital or other agency, Counselor or Administration should consider contacting DPRS.

- Keep pertinent faculty informed as to the actions taken by the CERT.
- Inform close friends and siblings of the student of the facts and actions taken.
- Notify campuses of siblings.
- Counselors and School Psychologists will provide acute follow up with other students who might be affected by the situation. Other students may be evaluated for long term follow up.

- The counselors will follow up with family to make sure that short term services were pursued and whether long term services have been arranged. If not, contact DPRS.
- Call a debriefing meeting of the CERT to critique the handling of the situation.

Individuals Who Attempt Suicide

When dealing with the suicide attempt of students or staff members, the school must protect the person's right to privacy. A suicide attempt becomes a crisis to be managed by the school when students witness police action or emergency response, when the survivor's friends are profoundly affected by the suicide attempt, and when rumors and myths about the attempt become widespread and damaging. School staff should concentrate on quelling rumors and alleviating the fears of other students. Once again, the emphasis should be on maintaining routine and avoiding the glamorization of suicide. When the student or staff member who has made the suicide attempt returns to school, there should be an effort to make their return as comfortable as possible. Since there is a greater risk for suicide in the months following an attempt, it is important to closely monitor the student and keep in close contact with parents and mental health professionals dealing with the student.

Suicide Attempts on Campus

If an individual has been found after they have attempted suicide, contact the school nurse.

Call 911

Notify administrator.

Completed Suicide

Call 911
Check person for vital signs and initiate life saving measures if appropriate
Alert the CERT
Administration will assess the impact on
the school. Things to consider:

Exposure to or involvement in
the suicide
History of similar crises
Resources available
Notify the central office and other sites that could be
affected. Determine what information is to be shared.
Determine how the information is to be
shared. Determine how to inform the staff.

Identify high risk students and plan interventions.

Bioterrorism

A bioterrorism attack is the deliberate release of viruses, bacteria or other germs or agents used to cause illness or death in people, animals or plants. Biological agents can be spread through the air, through water or in food. Bioterrorism agents are separated into three categories.

Category A: High-priority agents include organisms that pose a risk to national security because they can be easily disseminated or transmitted from person to person; result in high mortality rates and have the potential for major public health impact; might cause public panic and social disruption; and require special action for public health preparedness.

- Anthrax
- Botulism
- Plague (Bubonic, Septicemia, Pneumonic)
- Smallpox (Vaccinia, Cowpox, Monkeypox)
- Tularemia
- Viral hemorrhagic fevers (Ebola, Dengue, Yellow and Congo Fevers)

Category B: Second highest priority agents include those that are moderately easy to disseminate; result in moderate morbidity rates and low mortality rates; and require specific enhancements of CDC's diagnostic capacity and enhanced disease surveillance.

- Brucellosis
- Clostridium
- COVID 19
- Food safety Threats (Salmonella, E.Coli, Shigella)
- Glanders
- Melioidosis
- Chamydia
- Q fever
- Ricin toxin
- Staphylococcal Enterotoxin B
- Typhus fever
- Viral encephalitis
- Water safety threats

Category C: Third highest priority agents include emerging pathogens that could be engineered for mass dissemination in the future because of availability; ease of production and dissemination; and potential for high morbidity and mortality rates and major health impact.

- Emerging infectious diseases such as Nipah virus and hantavirus

Rely on directions from Public Health and the CDC for information and treatment. For specific treatments visit www.bt.cdc.gov or call the poison control center.

Chemical emergencies

A chemical emergency occurs when a hazardous chemical has been released and has the potential to harm people's health. Chemical releases can be unintentional or intentional.

All exposures should be treated by leaving the contaminated environment, decontamination and supportive care until professional rescue occurs.

Scientists often categorize hazardous chemicals by the type of chemical or by the effects a chemical would have on people exposed to it. The categories/types used by CDC are as follows:

- Biotoxins - Poisons that come from plants or animals
- Blister Agents/Vesicants - Chemicals that severely blister the eyes, respiratory tract, and skin on contact
- Blood Agents - Poisons that affect the body by being absorbed into the blood
- Caustics (Acids) - Chemicals that burn or corrode people's skin, eyes, and mucus membranes (lining of the nose, mouth, throat, and lungs) on contact
- Choking/Lung/Pulmonary Agents - Chemicals that cause severe irritation or swelling of the respiratory tract (lining of the nose, throat, and lungs)
- Incapacitating Agents - Drugs that make people unable to think clearly or that cause an altered state of consciousness (possibly unconsciousness)
- Long-Acting Anticoagulants - Poisons that prevent blood from clotting properly, which can lead to uncontrolled bleeding
- Metals- Agents that consist of metallic poisons
- Nerve Agents- Highly poisonous chemicals that work by preventing the nervous system from working properly
- Organic Solvents- Agents that damage the tissues of living things by dissolving fats and oils
- Riot Control Agents/Tear Gas- Highly irritating agents normally used by law enforcement for crowd control or by individuals for protection (for example, mace)
- Toxic Alcohols - Poisonous alcohols that can damage the heart, kidneys, and nervous system
- Vomiting Agents - Chemicals that cause nausea and vomiting

For specific treatments visit www.bt.cdc.gov and for specific chemical agents http://www.bt.cdc.gov/agent/agentlistchem.asp or call the poison control center.

Radiation emergencies

Radiation is a form of energy that is present all around. Naturally occurring sources include the sun, electronic equipment such as microwave ovens and televisions, or x-rays and certain diagnostic tests. A radiation emergency would include nuclear weapons testing, a nuclear power plant accident or terrorist event. Radiation cannot be seen, smelled, felt or tasted. The following steps should be taken if a radiation emergency is suspected.

Get Inside, Stay Inside, Stay Tuned, http://www.bt.cdc.gov/radiation/whattodo.asp

1. Get out of the immediate area quickly. Go inside the nearest safe building or to an area directed by law enforcement.
2. Remove your outer layer of clothing. If radioactive material in on your clothes, get the clothing away from you as soon as possible. Place the clothing in a plastic bag or leave it in an out of the way area, reduce exposure by others.
3. Wash all of the exposed parts of your body using lots of soap and lukewarm water to remove contamination.
4. Contact a law enforcement authority to determine that decontamination is complete. Medication may be given to reduce the radioactive materials in the body. Potassium iodide (KI) may be given following an accident such as at a nuclear power plant or nuclear bomb explosion.

In the event of a nuclear blast or explosion: Turn away and close and cover the eyes to prevent damage to eyesight. Drop to the ground face down and place hands under the body, remain flat until the heat and shock waves have passes. Move to a shelter, basement or other underground area, preferable located away from the direction that the wind is blowing. Listen to authorities for information regarding evacuation, temporary shelter and follow up procedures.

Shipments of hazardous substances travel daily throughout the United States by ground, rail, air, water and pipeline. Often these materials are transported over, through and under areas that are populated by schools, where consequences of an acute release could result in severe injury or death.

Role of the Nurse:

- The School nurse should be designated and recognized as first responders to mass causality emergencies. Protect, detect and treat victims. Coordinate the response with other school and community providers. Utilize disaster tote as needed.
- Monitor unusual signs, recognize patterns of symptom presentation, act to protect against the spread of communicable diseases, isolation techniques when advisable and provide immediate treatment and decontamination.
- Review disease surveillance and emergency preparedness.
- Assist/coordinate mass distribution of the National Pharmaceutical Stockpile to the public.
- Infants, children, the elderly, pregnant women, and people with compromised immune systems are more susceptible to health effects from radiation exposure. They should follow protective action instructions and seek medical attention after a radiation emergency as soon as it is safe.

Role of the Teacher: Be prepared to respond and protect student and staff safety. Communicate with administration and school nurse. Keep students calm and safe.

THREATS

Telephone Threats

Telephone threats are usually made against individuals or buildings. They should be considered serious and should be handled in a calm and consistent manner. It is recommended that the Bomb Threat Report Form be used to document the threat.

- Remain calm.
- Keep the talker engaged on the telephone.
- Ask another person in office to contact 911 from another telephone line or using a cellular phone.
- Document the call using the Bomb Threat Report form.
- If possible, contact the telephone company and request a trace on the call.

Written or Verbal Threats by Adults

- Remain calm.
- Get assistance.
- Call 911.
- Isolate the area.
- If possible, activate SRP "lockdown" so that students are kept in the classrooms.
- If the threat is verbal, write it down. If the threat is written, keep the copy.
- Let the person know that the police have been called.
- If the person wants to leave the campus, do not prevent them. Follow the person at a discreet distance to verify that the person has left the building.
- When situation is under control, document carefully and alert the Superintendent and the director of safety and security 626-5670.

Written or Verbal Threats by Students

- Students should be informed verbally and in writing (in the student handbook) at the beginning of the year that threats of any kind will not be tolerated.
- Parents should be informed of district policy on threats in writing.
- Remain calm.
- Get assistance.
- Isolate the area.
- Call 911. Let the student know the police have been called.
- If necessary, activate SRP "lockdown".
- Document the threat on the Threat Report form or a Discipline Referral.
- If the student wants to leave campus, do not prevent them. Follow at a safe distance to verify the student has left campus.
- When the situation is under control, contact the parents of the student.
- Have all involved personnel complete documentation of the incident.

TORNADO AND/OR NATURAL DISASTERS

This plan can be adapted to other natural disasters in addition to tornadoes, as designated by the campus administrator.

Pre-Tornado

- Designate the best tornado protective areas in the campus buildings by shading in the areas on a floor plan of each individual school. An area should also be designated in the event of tornado damage to part of the campus, as well as an area designated as an administrative command center.

- Copies of the plan should be kept in the campus EOP notebook. Copies should also be filed with the director of safety and security, maintenance, and transportation.

- Campus offices should have a battery-powered radio.

- Copies of the campus floor plan should be posted in all classrooms.

- Plans should be developed that clearly differentiate between the fire alarm drill and the SRP Shelter drill.

- Teachers and student shall know the building plan thoroughly because of regularly conducted drills.

- Teachers will educate themselves and students about the characteristics of tornadoes and other natural disasters.

- It is suggested that as much publicity regarding disaster preparedness as is deemed helpful shall be given to parents and the public through PTA, school newsletters, newspapers and the NBISD media sources.

- CERT should be designated to communicate with parents in the event of a disaster on campus, for the purpose of providing information/informing parents of student injuries, etc.

- Each building should have at least one person on staff who knows practical first aid. Some schools may be able to develop a first aid team.

- In the event a principal shall be absent or injured, each campus should have a well-developed ICS (using professional personnel), as well as sectional leaders.

Tornado Watch

In the event of storms, designated campus office personnel will monitor the local radio stations in order to hear if a tornado watch or warning is in effect. A tornado watch exists when called

by the U.S. Weather Service (USWS). This condition occurs when there is a better than normal chance of dangerous weather with damaging winds or one or more tornadoes.

If a tornado watch is called by the USWS:

- Administrators will alert teachers and other campus personnel to be prepared.
- Teachers should gather their class rosters to bring with them, in case they evacuate to the designated disaster area.
- Signs that may indicate the presence of a tornado:
  Severe lightning
  Destructive high winds
  Heavy rains
  Large/heavy hail
  Visual sighting of funnel shaped, rotating vertical clouds
  Protuberance(s) or rotary motion at the base of thundercloud
  Approaching cloud of debris or dust.
  Distinctive sound similar to big jet aircraft or many trains nearby
  *Note: Tornadoes generally occur near the trailing edge of a thunderstorm. It is not uncommon to see clear, sunlit skies behind a tornado.

Tornado Warning

A tornado warning is issued by NWS when a tornado has been sighted or indicated by weather radar.

- If a tornado is spotted or reported in the area, IMMEDIATELY activate SRP.
- Custodians should turn off gas and electricity at the main switches as soon as possible.
- Teachers should move their students to predesignated areas in a calm, orderly manner.
- Teachers make sure lights are turned off and door of classroom locked as they leave.
- Teachers should take role to make sure all students are accounted for.
- Members of the CERT who do not have students should check restrooms and other hiding places to make sure all students are evacuated to the designated areas.
- Everyone should sit quietly on the floor and use their arms to protect head and neck.
- Students with mobility/specific health problems that limit their ability to protect themselves should be provided assistance based upon their individual needs.
- Adults should remain calm and confident around students to reassure students.

Post•Tornado

*Note: If a tornado passes without striking a campus, it is prudent to be cautious, as there may be other tornadoes in the area. Usually, however, more than one tornado does not occur in the same general path following the initial tornado.

If the campus is struck by a tornado:

- Call 911
- If gas and electricity were not turned off prior to the tornado, this should be done as soon as possible.
- Contact the superintendent and the director of safety and security 626-5670.
- Teachers should take role to make sure all students are accounted for. Missing students or personnel should be reported immediately.
- Assessment of injuries should take place and first aid provided.
- Seriously injured should be moved as little as possible.
- Administration will set up a command center and brief the CERT.
- Keep faculty informed.
- Evacuate damaged areas cautiously to prearranged staging area if needed.
- Contact the central office as soon as possible by phone, radio or special messenger.
- Establish a parent information response team as soon as possible.
- Retain students in area until is considered safe for students to return to class, go home, be released to parents or board school buses.
- Public Information Office will prepare fact sheet and media statement.
- Debrief CERT and plan student and staff follow up.

TRAIN DERAILMENT

A derailment is said to take place when a vehicle such as a train runs off its rails. This does not necessarily mean that it leaves its track. Although many derailments are minor, all result in temporary disruption of the proper operation of the railway system, and they are potentially hazardous to human health and safety. Usually, the derailment of a train can be caused by a collision with another object, the mechanical failure of tracks, such as broken rails, or the mechanical failure of the wheels.

Following guidelines and directions from New Braunfels Fire Department (NBFD), we will implement one action plan of the “Standard Response Protocol”.

VIRAL PANDEMIC

Influenza/Viral Pandemic Preparedness

A virus can be easily transmitted from human to human. This was the case with the H1N1 influenza virus in 2009. A pandemic occurs when there is a worldwide outbreak of a new virus for which humans have no resistance. Because it is a new virus, there is no vaccine developed. Schools need to be prepared for a depleted workforce and the possibility of disruption of the community's infrastructure.

Follow guidelines and direction from the Centers for Disease Control (CDC), Texas Department of State Health Services (DSHS) and the Comal County Office of Public Health (CCOPH).

Refer all public and parent communication to Public Information Officer.

Nurse role:

Surveillance: Reporting is essential in providing a vital link between the school and the public health community. Nurse will survey campus for data; the district nurse will be responsible for district- wide data. Spreadsheet to include:

- School
- Student population
- Date
- Number of absent students, percent of absent students
- Signs and symptoms
- Number of staff
- Number of absent staff, percentage of absent staff
- Date of notification of local health department
- Number of staff with vaccination (if influenza pandemic)

Students with illness:

- Isolate those with symptoms in different areas from those well students
- Contact parents to pick up child if symptoms of illness develop during school day.
- Activate Threat Assessment Team to conduct contact tracing.

Coordinate with local and state health departments. If community wide event, follow incident Command System instructions.

Practice Prevention Guidelines

Prevention is the key strategy to prevent the spread of virus. Suggest and promote vaccination. Three concepts to stop the spread of germs are:

- Hand washing with soap and water, or use of hand sanitizers.
- Respiratory etiquette to include cover your cough, or into a tissue and dispose it after use.
- Stay home when ill for staff and students. If ill with fever, return only after fever free for 24 hours without the use of fever reducing medicine.

Supplies on hand in clinic:

- Gloves
- Masks (consider N-95)
- Tissues
- Sanitizer wipes for phones
- Disinfectants
- Thermometers
- Stethoscope
- Referral forms to healthcare providers

WEATHER CLOSINGS

Overnight Weather Closings

- Staff and students, along with parents, may be reminded to listen to local radio stations and to local television stations for weather closing announcements.
- Building principals may wish to develop plans for telephone calls to staff to confirm the weather closing.
- Building principals may wish to develop plans for checking on building security and may wish to develop plans to aid students and staff who may arrive at the building unaware of a weather closing.

School Day Closings

- Information on daytime weather closings will reach the building principal through the various communication chains.
- Assure parents that the child will be safe at school if parents are unable to come to school immediately.
- Assure parents that someone **will** be supervising their child.

NOTE: In the event of severe weather alerts, if we have decided to keep the schools open for the remainder of the day, any parents who insist on picking up their child because of the severe weather should be allowed to do so without penalty.

WHO'S IN CHARGE WHEN THE PRINCIPAL IS AWAY

It is understood that the principal of a school is charged with responsibility of students, professional staff and additional employees of his/her building. Therefore, it is the responsibility of the principal to designate a certified person to assume a portion of the responsibility and to make decisions during a crisis in his/her absence. This should be contained in the campus EOP and ICS structure.

- The principal shall develop a list of persons in charge of the campus in his/herabsence. Suggestions include:
  - Elementary Schools •• Assistant principal, Counselor, and other certified staff members as designated.
  - Secondary Schools – Assistant Principals in order designated by the principal; involvement ofother key people as designated by the principal.

- It is advisable that the list mentioned above be kept following this information sheet as well as in other accessible locations and files including the campus EOP.

- Persons in charge when the principal is away shall have copies of the campus EOP or shall be made fully aware of locations of the campus EOP.

- Teachers and other building staff need to be informed as to who is in charge when the principal is away.

- Persons in charge when the principal is away need to be thoroughly familiar with crisis situations and with the use of this manual.

CONSIDERATION OF SPECIAL NEEDS POPULATIONS

Before special accommodations can be made for persons with disabilities or other special needs, these individuals need to be identified. This list needs to be kept updated, and should be made available to emergency personnel. It is important not to "lump" all persons with disabilities into one general category when considering emergency procedures. For example, deaf persons may be able to make an independent escape if they are properly notified of the need to evacuate. When identifying the children and students on a campus who will require special assistance, it is recommended that these individuals be consulted regarding the emergency procedures which will work best for them.

Suggestions for Special Populations

Visual Impairments

- Announce your presence; speak out as you approach the person.
- Speak naturally and directly to the person. Do not shout.
- Don't be afraid to use words like "see," "look," or "blind."
- Offer assistance but let the person explain what help is needed.
- Describe the action to be taken in advance.
- Let the individual grasp your arm or shoulder lightly for guidance. He/she may choose to walk slightly behind you to gauge your body reactions to obstacles. Be sure to mention stairs, doorways, ramps, etc.
- When guiding to a seat, place the person's hand on the back of the chair.
- If leading several individuals with visual impairments at the same time, ask them to hold each other's hand.
- You should ensure that after exiting the building, individuals with visual impairments are not "abandoned", but are led to a place of safety where a colleague should remain with them until the emergency is over.

Hearing Impairments

- Flick the lights when entering the area to get the person's attention.
- Establish eye contact with the person, even if an interpreter is present.
- Face the light, do not cover or turn your face away, and never chew gum.
- Use facial expressions and hand gestures as visual cues.
- Check to see if you have been understood and repeat if necessary.
- Offer pencil and paper. Write slowly and let the individual read as you write. Written communication may be especially important if you are unable to understand the individual's speech.
- Do not allow others to interrupt you or joke with you while conveying the emergency information.
- Provide the individual with a flashlight for signaling in the event that they are separated from the rescuing team to facilitate lip reading in the dark.

Intellectual Disabilities

Persons with learning difficulties may have difficulty in recognizing or being motivated to act in an emergency. They may also have trouble responding to instructions that involve more than a small number of simple actions.

Their visual perceptions of written instructions or signs may be confused.
Their sense of direction may be limited, requiring someone to accompany them.
Directions or information may need to be broken down into simple steps. Be patient.
Simple signals and/or symbols should be used.
Check for understanding to make sure the person understands what they need to do.

Mobility Impairments

- Someone using crutches or a cane may be able to negotiate stairs independently. Here it is best not to interfere with this person's movement. If stairs are crowded, you can act as a buffer and 'run interference'.
- Wheelchair users are trained in special techniques to transfer from one chair to another, and may be able to do much of the work themselves, depending upon their upper body strength.
- If you assist a wheelchair user, avoid putting pressure on the person's extremities and chest. For example, carrying someone with these types of disabilities slung over your shoulder is like sitting on their chest and poses danger for some individuals with orthopedic or neurological disabilities. It is recommended that if these individuals need to be carried that appropriate carry technique, such as the cradle lift or two person carry technique be used.
- When descending stairs, stand behind the chair grasping the pushing grips. Tilt the chair backwards until a balance is achieved. Descend frontward, keeping your center of gravity low and let the back wheels gradually lower to the next step. Be careful to keep the chair tilted back. If possible, have another person assist by holding the frame of the wheel chair and pushing in from the front.

Other Impairments

- Pregnancy can result in reduced stamina or impaired mobility. In these cases, offer to walk with the woman and remain with her until you have reached a safe place.
- Respiratory disorders, such as asthma or emphysema, can be triggered by stress, exertion or small amounts of dust or smoke. Remind the person to bring their inhalation medication with them in an emergency.
- Cardiac conditions may require assistance in walking due to reduced stamina. Offer to assist them in walking. Remind them to bring any medications with them when leaving in an emergency.

IN AN EMERGENCY
WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS
Return inside
Business as usual

TEACHER
Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

TEACHER
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance

EVACUATE! To the announced location.

STUDENTS
Bring your phone
Leave your stuff behind
Follow instructions

TEACHER
Lead evacuation to location
Take attendance
Notify if missing, extra or injured students

SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER
Lead safety strategy
Take attendance

HOLD! In your classroom. Clear the halls.

STUDENTS
Remain in the classroom until the "All Clear" is announced

TEACHER
Close and lock classroom door
Business as usual
Take attendance

STANDARD RESPONSE PROTOCOL EXTENDED
TEXAS STATE Texas School Safety Center
i love u guys FOUNDATION

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New Braunfels Independent School District

Risk Screening Interview

Name **M** **F** **Date**

Referred by

Interviewed by

INTERVIEW OUTLINE (Ask for details, clarifications of thoughts/feelings)

A. Degree of risk

1. Where were you when the event occurred?
   ____Direct
   ____On•site
   ____In neighborhood
   ____Out of area

2. What did you see or hear about?

3. How do you feel now?

B. Other factors

1. How well do you know the victim?

2. Has you or any of your family had a similar experience?

3. How do you think this will affect your family?

C. Is Response in Proportion to Degree of Risk?

D. Reaction to Event

1. Do you think your life will be different now?
   In what way?

2. Do you think that you could have done anything to prevent this incident?

3. What are you angry/guilty about? Do you want to "get even" or seek revenge?

E. Concerns/Problems

1. What is bothering you now?

2. Have there been any changes in your life or routine because of this event?

3. What is the most pressing problem?

F. Plan of Action

1. What has worked for you in the past when there has been a problem?

2. What is the problem you would like to work on now?

3. What is the first step you can take?

G. Support

1. Who would you like to help you?

2. To whom can you talk in your family? With friends?

3. What will you do when you leave school today?

4. Would you like to talk again?

FACT SHEET

To answer telephone inquiries during a crisis, know the facts about:

1. What has happened?

2. When did the event occur?

3. Where did the event occur?

   _____

4. Who is involved? (CAUTION: Do not give out names of deceased or injured until family has been notified.)

5. What is being done by school and emergency personnel?

6. If students are to be released of excused to attend a funeral, what is the correct procedure?

7. Will school be closed and classes held in another facility? If so, where?

   _____

8. Are any parent or community meetings planned? When? Where?

9. What is being planned to help families affected by the crisis?

New Braunfels ISD Campus Threat Assessment Team Referral Form

If your campus team has become concerned that an individual may be a risk for harming self or others complete this form by stating your concern, checking the warning signs of which you are aware, and explaining items checked. Turn it in directly to the school's principal and email it to Jay Huffty (jayhuffty@nbisd.org). In an *immediate* safety threat, notify the principal immediately and take immediate action to secure or isolate the individual, and move other students from harm's way.

Individual under concern:

Date of Birth:

Person completing this form:

Room/Phone:

School:

Date of referral:

1. **Reason for Referral** (explain your concerns)

2. **Severe Warning Signs:** (take immediate action to maintain safety, mobilize law enforcement & appropriate school personnel)This form is completed after safety is assured

   ☐ Alleged possession and/or use of firearm or other weapon, in person or online

   ☐ Indications of suicidal threats or statements, signs of self mutilation

   ☐ Detailed threats of lethal violence (time, place, method) made to others or online
   ☐ Acts of rage or aggressive behaviors for seemingly minor reasons
   ☐ Destruction of property
   ☐ Physical altercations such as fighting with peers, family, others

3. **Early Warning Signs** (mark items, then elaborate below)

☐ Social withdrawal or lacking interpersonal skills	☐ Affiliation with gangs
☐ Excessive feelings of isolation & being alone	☐ Inappropriate access, possession, displays or use of firearms
☐ Excessive feelings of rejection	☐ Threats of violence (direct or indirect)
☐ Being a victim of violence, teasing, bullying	☐ Talking about weapons or bombs

☐ Feelings of being picked on	☐ Perseverating over perceived injustices
☐ Low school interest, poor academic performance	☐ Seeing self as victim of particular individual
☐ Expressions of violence in writing & drawings	☐ General statements of distorted, bizarre thoughts
☐ Uncontrolled anger	☐ Feelings of being persecuted
☐ Patterns of impulsive & chronic, hitting, & bullying	☐ Obsession with particular person
☐ History of discipline problems (attach files)	☐ Depression
☐ History of violent, aggressive & antisocial behavior	☐ Marked change in appearance
☐ Intolerance for differences, prejudicial attitudes	
☐ Drug & alcohol abuse	

4. **Explain checked items; describe all known precipitating events**

5. **Turn in this form** along with any student/investigative materials which may be necessary to conduct a comprehensive threat assessment (i.e. writings, notes, student records, witness statements, printed e-mail or Internet materials, books, drawings, confiscated items, etc.)

FOR DISTRICT THREAT ASSESSMENT TEAM USE:

Date Received: Campus Staff Member Assigned to Referral: