

crisis management



ACHIEVE LANGUAGE ACADEMY

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ACHIEVE CRISIS MANAGEMENT POLICY

Crisis Management Team

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I. PURPOSE

The purpose of the ACHIEVE Crisis Management Policy is to act as a guide for school building administrator, school employees, students, school board members, and community members as to how to address a wide range of potential crisis situations in the school.

II. GENERAL INFORMATION

The ACHIEVE's Crisis Management Policy has been developed by its staff and community. It has been presented to and approved by the governing board.

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It designates the individual(s) who will determine when these actions will be taken.
 - a. Lock-Down Procedures. Lock-down procedures will be used in situations that may result in harm to persons inside the school building, such as a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the administrator or designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. The alert will be made using a pre-selected code word. Provisions for emergency evacuation should be maintained even in the event of a lock-down.
 - b. Evacuation Procedures. Classroom, building, and campus evacuations may be implemented at the discretion of the administrator or designee. The crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee, as appropriate. Safe areas may change depending on the emergency.

- c. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. The building administrator or designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for a building as part of the building-specific crisis management plan.
2. **Crisis-Specific Procedures.** The Crisis Management Policy includes crisis-specific procedures for potential crisis situations that may occur during the school day or at school-sponsored events and functions. These procedures are designed so that building administrator can tailor response procedures when creating building-specific crisis management plans.
3. **Additional Procedures.** The school administration will present recommended early school closure, media and grief counseling procedures to the school's board for review and approval. Upon approval, such procedures will be an addendum to this policy.
 - a. **Early School Closure Procedures.** The administrator will make decisions about closing a school. Such decisions will be made by the administrator as early in the day as possible. The early school closure procedures will describe potential reasons for early school closure (weather-related or a crisis situation), will specify how the decision will be communicated to staff, students, families and the school community (including means such as broadcast media, local authorities, or a phone tree), and will discuss factors to be considered in closing and reopening a school or school district building. The early school closure procedures also will include a process for reminding parents and guardians to listen to designated radio and TV stations for school closing announcements, where possible.
 - b. **Media Procedures.** The administrator has the authority and discretion for notifying parents and guardians and the school community in the event of a crisis or early school closure.
 - c. **Grief-Counseling Procedures.** The recommended grief counseling procedures will provide for initiating a grief-counseling plan utilizing available resources such as the school social worker, school designed psychologist, counselor, community grief counselors, or others in the community. The grief-

counseling procedures will be used whenever determined by the administrator to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures should include the following steps.

- Meet with school staff to determine the level of intervention for students and staff (was the crisis on campus, were there student or staff witnesses, etc.).
- Designate specific rooms as private counseling areas.
- Escort siblings and close friends of the victim(s) and other highly stressed students and staff to counselors.
- Prohibit the media from questioning students or staff.
- Follow-up with students and staff who receive counseling.
- Resume normal routines as soon as possible.

4. Facility Diagrams and Site Plans. School building will have a facility diagram and site plan showing at least the following: the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, fire alarms, fire extinguishers, hoses and water spigots. The facility diagrams and site plans will be available in the office of the building administrator and in appropriate areas and will be kept on file in the school district office.

[NOTE: The Uniform Fire Code promulgated pursuant to Minn. Stat. §299F.011 does not specifically require posting of facility diagrams for school buildings. See Uniform Fire Code, §§13.03.3.1 (requiring emergency plans) and 13.03.4.1 (requiring certain floor maps and site plans as part of an emergency plan).]

5. Emergency Telephone Numbers. Each building will maintain a current list of emergency telephone numbers and the names and addresses of local and county personnel who are likely to be involved in resolving a crisis situation. The list will include numbers for agencies such as the police, fire, ambulance, hospital, the Poison Control Center, local, county, and state emergency management agencies, local public works department, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency, so that they may be contacted as appropriate. A copy of the list for each building will be kept on file in the school office and will be updated annually.

6. Crisis Response Team.

- a. Composition. The administrator will select a crisis response team trained to respond in an emergency. All team members will be trained to carry out the crisis management plan and have knowledge of procedures, evacuation

routes, and safe areas. Team members must be willing to be actively involved with resolving crises and be available to assist when necessary. The school will maintain a current list of crisis response team members and update it annually. A copy of the list will be kept on file in the school office.

- b. Leaders. The administrator or designee serves as the leader of the crisis response team and the principle contact for emergency response officials. When they are present, emergency response agents may elect to take command and control of the situation. It is critical in this situation that school officials assume a resource role and are available to the emergency response personnel.
- c. School Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they should be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff should be aware of the ACHIEVE Crisis Management Policy.

III. CRISIS AREAS COVERED BY THIS POLICY

The ACHIEVE Crisis Management Policy provides sample procedures for addressing the following crises:

- Fire
- Severe Weather
- Flooding/Evacuation
- Assault/Fight
- Bomb Threat
- Demonstration or Disturbance
- Hazardous Materials
- Intruder/Hostage
- Serious Injury/Death
- Shooting
- Suicide
- Terrorism (Chemical or Biological Threat)
- Weapons
- Psychological Factors

Specific crisis management plans will include such procedures and any other appropriate procedures.

IV. CRISIS-SPECIFIC PROCEDURES

Fire

School preparation before the emergency:

1. Designate a safe area at least 100 feet away from the building and away from fire lanes. (Minn. Stat. §§229F.391 and 299F.011; Uniform Fire Code §1303.3.3.1)
2. The building's facility diagram and site plan will be available in appropriate areas of the building showing the most direct evacuation routes to the designated safe areas, and the location of fire alarms, fire extinguishers, hoses, and water spigots.
3. Teachers and staff will be trained regarding the main emergency evacuation routes and alternate routes from various points in the building. The school district will develop a universal signal to indicate a blocked entrance. When this signal is given, the responsible adult must immediately identify an alternate route.

[NOTE: The Uniform Fire Code promulgated pursuant to Minn. Stat. §299F.011 requires training of school employees. See Uniform Fire Code §1303.5.]

4. The school will conduct monthly (12) fire drills, which include practicing how to move safely through blocked entrances and using alternate alarm systems. Fire drills will also include instruction/review of the use of fire extinguishers. The drills will emphasize the use of fire extinguishers to assist in evacuation.
5. Fire drills will be conducted periodically and at irregular times without warning (i.e., lunchtime, recess, and during assemblies). State law requires a minimum of nine drills each school year. (Minn. Stat. §299F.30; Uniform Fire Code §1303.3.3.2.)
6. A record of fire drills conducted at the building will be maintained in the building custodian's office.
7. The school will arrange for emergency shelter sites and transportation as needed.

Procedures at the time of the emergency:

1. Pull the fire alarm, notify building occupants of the evacuation, and evacuate the building.

2. The first person who is aware of the fire should contact the building administrator and attempt to evacuate the area. Check facility diagrams for the nearest evacuation route and safe area.
3. The administrator or designee will call 911.
4. Designate a responsible adult or administrator to meet with local fire or law enforcement agents upon arrival. Give them an update, a facility diagram and a site plan when they arrive.
5. The administrator will report the incident (even if it is a false alarm) to the fire marshal as required by state law. (Minn. Stat. §299F.452).

Procedures for teachers:

1. During an evacuation, take the class roster. Make sure all students and adults have left the room. Close the classroom door but leave it unlocked.
2. Lead all students in an orderly manner to the safe area. Do not allow students to stop at lockers to get books, sweaters, jackets, or other personal belongings.
3. The first person to reach any door should feel the door to see if it is hot. If it is not hot, open it and proceed slowly and low to the floor. If it is hot, the teacher will quickly find an alternate route and lead the students in an orderly manner along the alternate route.

At the safe area:

1. When the group arrives at the safe area, check for any missing students and report them to the administrator/designee.
2. Do not block any door or gate that may be used by emergency response personnel.
3. While at the safe area, teachers supervise the group closely.
4. Do not re-enter any part of the building until fire department officials declare them safe.
5. Transport students as needed.

Severe Weather

Tornado/Severe Thunderstorm/Indoor Shelter. These procedures are for any weather situation in which students and staff should remain in the building and seek shelter.

Procedures before the emergency:

1. The school will identify both potential problem areas on the campus and areas with the highest degree of safety for students and staff. Unsafe areas include rooms with large unsupported roof spans, large windows, or rooms located where they will receive the full force of the wind such as upper floor gymnasiums and auditoriums. Safe areas include small rooms with few windows, on the lowest floor of the building, and at the interior of the building, such as restrooms, locker/shower areas, basement gymnasiums, and closets.
2. Facility diagrams will be prepared for each classroom/office/work area showing the most direct evacuation route to the safest areas of the building.
3. Provide training to appropriate staff, including the crisis response team, on how to deal with inoperative communication systems, absence of natural light in a power outage, inoperative devices in a building with students who have special needs, and inoperative refrigeration systems, alarms, heating and cooling systems.
4. Review "drop and tuck" procedures with students.

Keep a record of all tornado drills performed at the building in the building custodian's office.

Procedures when a tornado/severe thunderstorm watch has been issued:

A tornado/severe thunderstorm watch is issued when weather conditions are prime for the formation of a tornado or severe thunderstorm, but none have been spotted so far.

1. Monitor Emergency Alert Stations.
2. Bring all persons inside the building. Keep students, staff, and visitors inside the building.
3. Close windows and blinds.
4. Review tornado drill procedures and the location of the closest safe areas.
5. Review "drop and tuck" procedures with students.

Procedures when a tornado/severe thunderstorm warning has been issued:

A tornado/severe thunderstorm warning is issued when a tornado or severe thunderstorm has developed and has been spotted in the area. This is a more imminent threat.

1. Evacuate unsafe classrooms and offices. Teachers take class rosters. Close the classroom door but do not lock it.
2. Move along inside walls to the safest areas of the building.
3. Ensure that students are in the "tuck" position.
4. Account for all students and staff. Report any missing students or staff to the administrator, when it is safe to do so.
5. The office will monitor any changes in the weather.
6. Remain in the safe area in the tuck position until the warning expires or emergency response personnel have issued an all-clear signal.

Procedures after the emergency:

1. Notify the utility company if a break is suspected in the building gas, water, or electrical lines.
2. Check utilities and electrical devices for damage due to any outage.

Flooding/Evacuation

These procedures are for any weather situation, which requires students and staff to evacuate the building.

Procedures for the administrator if a building is in an area where a flood watch has been issued:

1. Monitor weather conditions by using weather alert radios, an AM/FM radio, or contact local emergency management officials regarding the emergency condition.
2. Keep staff posted of changes or emergencies.
3. Review evacuation procedures with staff and prepare students.
4. Check relocation centers and secure transportation to them.

Procedures for building in an area where a flood warning has been issued:

1. If advised by local emergency management officials to evacuate, do so immediately.
2. Follow evacuation procedures; teachers take class rosters.
3. Turn off utilities in the building and lock the doors.
4. Take attendance after evacuation to the shelter. Report any missing students to the building administrator.
5. Notify parents or guardians per school district policies.
6. Stay with the students until released to a parent or guardian.

Assault/Fight

These procedures apply to close contact physical confrontations including fist-fights, knife assaults, and the use of other weapons which require close proximity to result in a significant physical threat.

Procedures:

1. Ensure the safety of all students and staff.
2. Contact the administrator/designee and/or 911, if necessary.
3. Approach in a calm and controlled manner. If possible, address the combatants by name and use a distraction to defuse the situation.
4. Control the scene and demand that the combatants stop; clear onlookers.
5. Contact CPR/first aid certified persons in the school building to handle medical emergencies until local law enforcement agents arrive, if necessary.
6. Escort the combatants to the office keeping them away from each other and other students.
7. Seal off the area where the assault took place.

8. Notify the building administrator. The building administrator will:
 - Notify the combatants' parent(s) or guardian(s), as appropriate.
 - Investigate by means such as obtaining statements from the combatants and witnesses; deal with the situation in accordance with school discipline and harassment and violence policies, as appropriate.
 - Notify law enforcement as appropriate, if a weapon was used, the victim has a physical injury causing substantial pain or impairment, or the assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent, including touching of those areas covered by clothing).
9. Assess counseling needs of victim(s) or witness(es). Initiate the grief-counseling plan, if necessary.
10. Document all activities.

Bomb Threat

A bomb threat should always be considered a real and immediate danger to students and staff and requires an immediate response by the person receiving the bomb threat message. Consequently, all staff should be familiar with the bomb threat procedures established by the school district. No bomb threat will be disregarded as being a prank call.

It is important that all staff be knowledgeable in the procedures to initiate evacuation, in the notification of local law enforcement agencies and appropriate personnel, and in the steps to take before the site is cleared for reentry. All staff should be aware of the location of bomb threat procedures.

If the administrator determines it is necessary to evacuate the campus, local law enforcement agents should be consulted to determine how parents and guardians can be notified, school facilities can be protected, and crowd control can be provided, if needed.

At least one bomb threat drill should be conducted each school year. Because evacuation of the students and staff is the response used for a number of other crises in addition to bomb threats, staff members will probably not be aware they are evacuating because of a bomb threat. Therefore, it is good practice that whenever exiting the classrooms or

work areas for any kind of drill, all personnel should quickly inspect their work area for anything unusual or out of place and be aware of any unusual or suspicious persons on the site.

Never attempt to touch, move, dismantle, or carry any object that is suspicious.

Procedures for bomb threat recipient:

If you receive a bomb threat by written message, preserve the note for the police by touching it

as little as possible and placing it in a document protector or plastic bag, if available.

If you receive a bomb threat by telephone:

1. Record exactly what the caller says. Activate caller ID where available.
2. Remain calm, be firm, keep the caller talking. Listen carefully to the caller's voice, speech patterns, and to noises in the background.
3. After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
4. Notify the administrator.
5. Call 911 and report the bomb threat.
6. Call the administrator to report the incident and any action taken so far.
7. DO NOT activate the fire alarm since the noise may detonate some bombs. A public address announcement should be made to initiate building evacuation; do not mention "bomb threat."
8. Students and staff may be evacuated from the building and proceed to the designated safe area away from the building. Close the classroom door but leave it unlocked. Teachers take class rosters. Once evacuated, roll call should be taken. Notify the building administrator of any missing students or staff.
9. If the bomb threat message contained a specific time of detonation, the building will not be cleared for reentry until a significant period of time has lapsed after that time, no matter how thorough a check was conducted.
10. When reentry is permitted, staff should once again visually inspect their classrooms and work areas for unusual items before allowing students to enter.
11. Notify parents and guardians per school district policies.

Demonstration or Disturbance

These procedures are for dealing with anyone causing or participating in a demonstration or disturbance at the building: individual students, student groups, or outside individuals or groups not associated with the building.

Procedures:

1. Notify the administrator of the disturbance.
2. During the disturbance, the administrator will take corrective action, such as:
 - Ask the demonstrators to disperse.
 - Notify the superintendent.
 - Notify the local law enforcement agency, if necessary.
 - Contain the disturbance by sealing off the area, to the extent possible.
 - Secure the building, if necessary.
 - Shut off bells, if appropriate.
 - Relocate people involved in the disturbance to an isolated area, to the greatest extent possible.
3. During the disturbance, teachers should:
 - Keep students in classrooms and lock the door. Do not allow students out of the classroom until the building administrator gives an all-clear signal.
 - Make a list of students absent from the class.

Hazardous Materials

If a major chemical accident necessitates student and staff evacuation, the fire department or other appropriate agency will be consulted and may take command and control of the situation.

Procedures for reporting chemical accidents should be posted at key locations (i.e., science labs, janitorial closets, lunchroom). School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and

OSHA require that pertinent staff are aware of where to access these sheets in the case of a chemical accident.

Procedures for on-site chemical accidents:

1. Determine the name of the chemical, where it is located, and whether or not it is spreading rapidly. Attempt to contain the spill or area around it. Close doors. School personnel should not attempt to clean up or remove the spill – leave that for trained personnel.
2. Notify the building administrator about the accident.
3. Relocate students and staff to safe areas, upwind of the accident. Teachers bring the class roster. Take roll call and immediately report any missing students to the building administrator.
4. Call 911 (the fire department will contact the local hazardous materials team).
5. Seek treatment for any students or staff exposed to the chemical through inhalation, skin exposure, swallowing, or eye exposure.
6. Designate a responsible adult or administrator to meet with fire or law enforcement agents upon arrival. Give them an update, a facility diagram and a site plan when they arrive.
7. Notify the administrator.

Procedures for off-site chemical Accidents:

1. When evacuation of the area is necessary, students and staff will be directed to a specific relocation area by local emergency management officials involved.
2. If students are evacuated, notify parents and guardians per school policies.
3. Evacuation may be made to a relocation center designated in advance by the administrator if a specific alternative assignment is not made by response agency officials.

Intruder/Hostage

Individuals who pose a possible threat could include a sniper on campus, someone who may attempt to abduct or injure a student, or any unauthorized visitor without a legitimate purpose. It may be a law enforcement agency who notifies the school of the dangerous situation, or it may be school personnel who first recognize the danger.

Procedures before the emergency:

1. Implement lock-down procedures to secure the school building, to keep students inside and keep the danger outside of the building away from students and staff. A code word should be predetermined to alert staff when the school building will be secured and lock-down procedures initiated.

Procedures for the staff member who sees an unauthorized intruder:

1. If possible, have another staff person accompany you when approaching an intruder that does not indicate a potential for violence.
2. Politely greet the intruder and identify yourself.
3. Ask the intruder to identify himself or herself and to state what is the purpose of his or her visit.
4. Inform the intruder that all visitors must register at the main office.
5. If the intruder's purpose is not legitimate, ask him/her to leave and accompany intruder to exit if possible, or arrange for someone else to accompany the intruder.
6. If the intruder refuses to leave or is a repeat offender, warn him or her of the consequences of staying on school property. Inform him or her that the police will be contacted.
7. If the intruder still refuses to comply, notify building administrator or police liaison and give as complete a description of the person as possible.
8. Walk away from the intruder if the intruder indicates a potential for violence. Do not attempt to disarm anyone with a weapon or physically restrain anyone who may be capable of inflicting bodily harm. Monitor the intruder leaving campus, if possible.
9. Call 911 and provide law enforcement agents with as much identifying information as possible (physical description, location in the school building, where the person is going, if the intruder is armed).

Witness to a hostage situation:

1. If the hostage taker is unaware of your presence, do not intervene.

2. Call 911 immediately, if possible. Give the dispatcher details of the situation, ask for assistance from the hostage negotiation team.
3. Seal off the area near hostage situation, to the extent possible.
4. Notify the building administrator who may elect to evacuate the rest of the building.
5. The police or hostage negotiation team will assume command and control of the situation when they arrive.

If taken hostage:

1. Follow instructions of the hostage taker.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage taker as normally as possible. Be respectful. Ask permission to speak. Do not argue or make suggestions.

Procedures after the emergency:

1. Designate a spokesperson to handle media calls, questions, and contacts.
2. Prepare a news/information release, as appropriate.
3. Prepare a parent and guardian letter, as appropriate.
4. Hold an information meeting with all staff.
5. Initiate the grief-counseling plan, if appropriate.

Serious Injury/Death

Procedures:

1. Call 911, but do not leave the victim unattended.
2. Contact a first aid provider (school nurse) or a member of the crisis response team.

3. Clear onlookers and isolate the victim.
4. Perform preliminary first aid, if trained.
5. Do not move the victim unless an immediate emergency situation dictates evacuation.
6. Notify the administrator.
7. Designate a staff person to accompany the injured or ill person to the hospital.
8. Administrative follow-up may include the following:
 - Notify parent(s) or guardian(s) of an injured or ill student or a family member of an injured or ill employee.
 - Determine method of informing staff, students, and parents, if appropriate.
 - Prepare an accident report.
 - Initiate the grief-counseling plan, if appropriate.
 - Prepare a news media release, if appropriate.

Shooting

These procedures apply to snipers inside or outside of the school building or any other firearm threat that poses an immediate danger. The threat may also result from an intruder or from participants in a demonstration.

Procedures for staff and students if a person threatens with a firearm or begins shooting:

1. If outside, staff and students should go inside the building as soon as possible. If staff or students cannot get inside, they should make themselves as compact as possible, put something between themselves and the shooter, and not gather in groups.
2. If inside, staff, students and visitors should turn off the lights, lock all doors and windows, and close the curtains, if it is safe to do so.

3. Staff, students and visitors should crouch under desks without talking and remain there until an all-clear signal is given by the administrator.
4. If safe to do so, staff should check the halls for wandering students who are not the threat and bring them immediately into a classroom, even if they are from another classroom. When it is safe to do so, staff should notify the office if students from another class are in their room.
5. Take roll call and notify the building administrator of any missing students or staff, when it is safe to do so.

Procedures for the administrator or police if a person threatens with a firearm or begins shooting:

1. Assess the situation as to:
 - shooter's location,
 - injuries, and
 - potential for additional shooting.
2. Call 911 and give them as much detail as possible about the situation.
3. Secure the school building, if appropriate.
4. Assist students and staff in evacuating from immediate danger to a safe area.
5. Care for the injured to the extent practicable until emergency personnel arrive.
6. Refer media calls, contacts, and questions to the school spokesperson.
7. Prepare a news or information release.
8. Notify parents and guardians per school district policies, if appropriate.
9. Hold an information meeting with all staff, if appropriate.
10. Initiate the grief-counseling plan, if appropriate.

Suicide

Procedures for a suicide attempt:

1. Intervene prior to an attempted suicide, as appropriate. Try to calm the suicidal person.
2. Prevent others from witnessing a traumatic event, if possible. Isolate the suicidal person or victim from other persons. Remain calm and reassure students.
3. Call 911 if the person dies, needs medical attention, has a weapon, or needs to be restrained.
4. Notify the administrator, or appropriate crisis intervention or mental health hotline.
5. The administrator will activate the crisis response team.
6. Stay with the person until counselor/suicide intervention arrives. **DO NOT LEAVE A SUICIDAL PERSON ALONE.**
7. Designate a responsible adult to meet with emergency personnel upon arrival.
8. The administrator will notify parent(s) or guardian(s) if the suicidal person or victim is a student, or a family member if the person is a staff member.
9. The administrator may arrange a meeting with parents and the school psychologist or counselor to determine a course of action.
10. Determine method of notifying students, staff and parents, as appropriate.
11. Initiate the grief-counseling plan, if appropriate.

Terrorism (Chemical or Biological Threat)

Upon receiving a chemical or biological threat phone call:

1. Listen closely to the caller's voice, speech patterns, and to noises in the background.
2. After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
3. Notify the administrator who is responsible for notifying the local law enforcement agency.

4. The administrator may order an evacuation of all persons inside the school building(s), or other actions, per school policies.
5. If evacuation occurs, teachers should take the class roster

Upon receiving a chemical or biological threat letter:

1. Minimize the number of people who come into contact with the letter by immediately limiting access to the area in which the letter was discovered.
2. Seal the letter in a zip-lock bag or another envelope.
3. Call 911 first, then the Minnesota Duty Officer at 1-800-422-0798.
4. Separate "involved" people from the rest of the students and staff for investigation. Involved people are those who had direct contact with the letter or were in the immediate area when the letter was opened.
5. Remove "uninvolved" people from the immediate area. Uninvolved people had no contact with the letter and were not in the immediate area when the letter was opened.
6. Ask "involved" people to remain calm until emergency response officials arrive.
7. Ask "involved" people to minimize their contact with the letter and the surrounding area; the area should now be considered a crime scene.
8. Get advice of emergency response officials regarding decontamination and change of clothing for persons who opened or handled the letter without gloves.

Evacuation Procedures:

1. The administrator should notify staff and students of evacuation.
2. Lead students calmly to the nearest designated safe area away from the school building.
3. Teachers take roll call after the evacuation. Immediately report any missing students to the administrator.
4. Students and staff who were "involved" in receiving the threat (by telephone or letter) will be evacuated as a group, separate from "uninvolved" students and staff.

5. The administrator will announce the termination of the emergency after consulting with emergency response officials.
6. Notify parents and guardians per school policies.
7. Notify the media per school policies, if appropriate.

Weapons

If a student or staff member is aware of a weapon brought to school:

1. Immediately notify the administrator, teacher, or police.
2. Tell them the name of the person suspected of bringing the weapon, where the weapon is located, if the suspect has threatened anyone, or any other details that may prevent the suspect from hurting someone or himself or herself.
3. If a teacher suspects that a weapon is in the classroom, he or she should confidentially notify a neighboring teacher or the administrator. Do not leave the classroom.

Procedures for the administrator if a weapon is suspected:

1. Call the local law enforcement agency if a weapon is reasonably suspected to be in the building or on school grounds.
2. Isolate the suspect from the weapon, if possible. If the suspect threatens with the weapon, do not try to disarm the suspect. Back away with arms up. Stay calm.
3. Ask another staff member to join in questioning the suspected student or staff member.
4. Accompany the suspect to a private office and wait for local law enforcement agents.
5. Inform the suspect of his or her rights before you conduct a search of their property, if appropriate.
6. Document the incident and report it, if appropriate. (Minn. Stat. § 121A.06 - Reports of dangerous weapon incidents in school zones.)

7. Notify parents or guardians if the suspect is a student and explain to them why a search was conducted and the results of the search.

Psychological Factors

[Note: This guide was prepared under a grant from the Federal Emergency Management Administration to assist teachers to help children recover from the Loma Prieta earthquake of 1989. It is reprinted with permission from the Maine School Emergency Planning Guide.]

This guide is meant as a resource to assist teachers in helping children to recover from the effects of a disaster. The ideas presented will help in coping with general disasters, as well as with crises that occur in the lives of individual children.

It is not the intent of the ACHIEVE's Crisis Management Policy to "train" staff members to be mental health professionals, nor to expect them to function as such. The intent is to make available all information that pertains to preparing and coping with the effects of disasters, minor or catastrophic. Therefore, the psychological factors involved in disaster situations should be understood by all staff members.

For purposes of maintaining preparedness in disasters, especially disasters that could involve mass injuries, it is necessary to consider both psychological and social needs, those emotional and community-related factors that affect the victim or family and significant others, or that influence the staff in the performance of their duties. The emotional component is characterized by:

1. the individual's reaction to a casualty situation, whether or not a personal injury has been sustained;
2. the reaction of the family and significant others to the situation and to the victim's injury or, possibly death;
3. the reaction of the staff to the situation, both as participants personally impacted by the situation and as school district employees providing a disaster service; and
4. the reactions and behavior of the community.

The social component can be seen as the response of community agencies and services in providing necessary resources and in meeting responsibilities to those injured or impacted, as well as the material resources of the victim and family.

Victims

Victims undergo what might be called a "disaster syndrome," which consists of four phases of emotional and mood reactions. Individuals differ in the time spent in each phase and in the intensity of reaction, but the general sequence is as follows:

Shock Phase: Immediate, lasting a few minutes to a few hours; behavior is dazed, stunned, apathetic, disorganized, does not respond to direction.

Suggestibility Phase: May last several days; shows unselfish regard for the welfare of others, willing to follow instructions, grateful, guilt due to survival, suggestible.

Euphoric Phase: May last several weeks; behavior includes identifying with others in the same situations, feeling of brotherhood, enthusiastic participation in group activities.

Depressive Phase: (personal frustration) – Hopefully fades as life returns to regular pattern; behavior is critical, complaint oriented, awareness of and annoyance with losses.

These phases are all normal behavioral responses. Experiencing a disaster is a crisis and as such is made more severe by the added factors of death, injury, family problems, job difficulties, illness, loss of personal belongings, and the disturbance of regular routine. After the initial numbness and absence of panic wears off (usually one to two hours), the following behaviors set in:

Fearful, crying, horror at sights of destruction/devastation/sounds; talks about it to everyone who will listen; watches all TV coverage; reads everything on the events; usually lasts several days.

Returns to work and usual routine when possible; less apt to want to discuss disaster; avoids media; feels anxious, irritable, insomnia, depressed, guilt of surviving, angry (both direct and displaced); usually lasts several weeks.

In some instances, dysfunctional behavior responses may be manifested. They include: continuing morbidity, anxiety, suicide, depression, poor concentration, phobias, headaches, gastrointestinal problems, drug/alcohol abuse, absenteeism from school/work, deterioration of personal relationships; or recurrent recollection of event/recurrent dreams/nightmares.

Rescue Workers

Rescue workers will experience many of the same feelings as victims. As participants, and possibly victims, the behavioral patterns of staff members may include: excessive irritability, fault finding, holding grudges, being suspicious, resenting authority, and concern about safety for selves and family.

Recovery Process

These factors stand out as essential in dealing with crisis recovery:

1. Being able to talk about the experience and express the feelings accompanying the experiences.
2. Being fully aware of the reality of what has happened.
3. Resuming concrete activity and being able to reconstruct the predisaster life routine.
4. Accessible/available help.
5. Leadership clearly making decision/giving directions.
6. Open avenues of communication for victims to locate family/friends.
7. Prevention of rumors by careful control of words used, and information given.
8. Planning ahead – being prepared.

In a disaster, children look to adults for help. How you react to a disaster gives them clues on how they should react. If you react with alarm their fear will increase. As the situation ceases, explain to the children what has happened and that help is coming.