

ENTERPRISE CHARTER SCHOOL
Emergency/Safety Response Plan (ERP)
Updated January 2019



Dr. Susan Krickovich

ENTERPRISE CHARTER SCHOOL 275 Oak Street, Buffalo, 14203

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Building Profile - Building

County: ERIE

Local Education Agency (LEA)

Charter School

Building Name:

Enterprise Charter School

Address:

275 OAK STREET

BUFFALO 14203

Campus Profile – Contact Information

Building Contact Information:

Office Name	Phone Number
Buildings and Grounds – Kevin von der Empten	(716)855-2114 ext. 1110
K-8 Principal – Dr. Yolanda Peay	(716)855-2114 ext. 2202
Social Worker – Shadia Gonzalez	(716)855-2114 ext. 2205

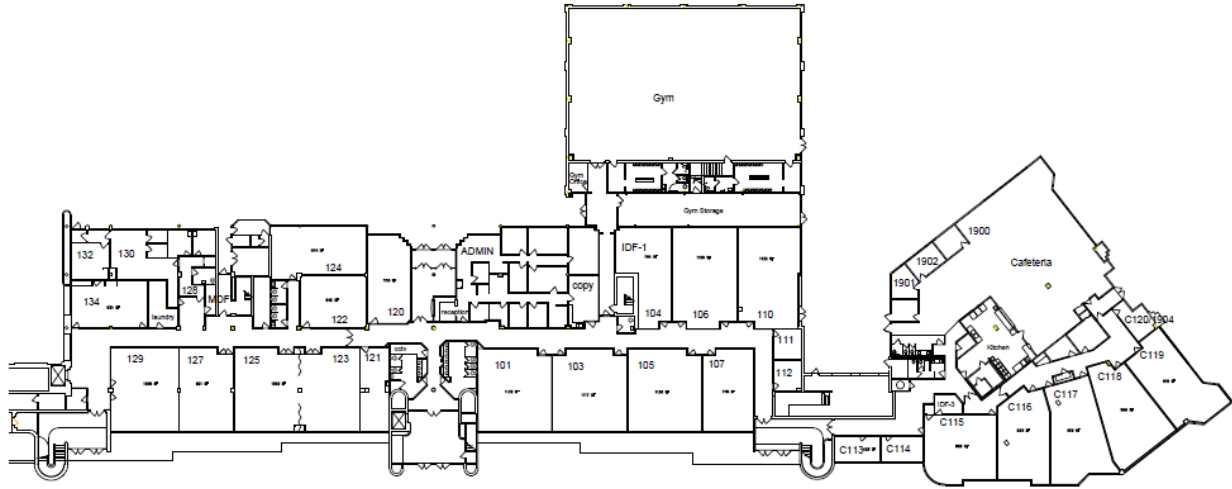
District Contact Information:

Department/Office Name	Phone Number
Superintendent Julie Schwab	(716)855-2114 ext. 9008

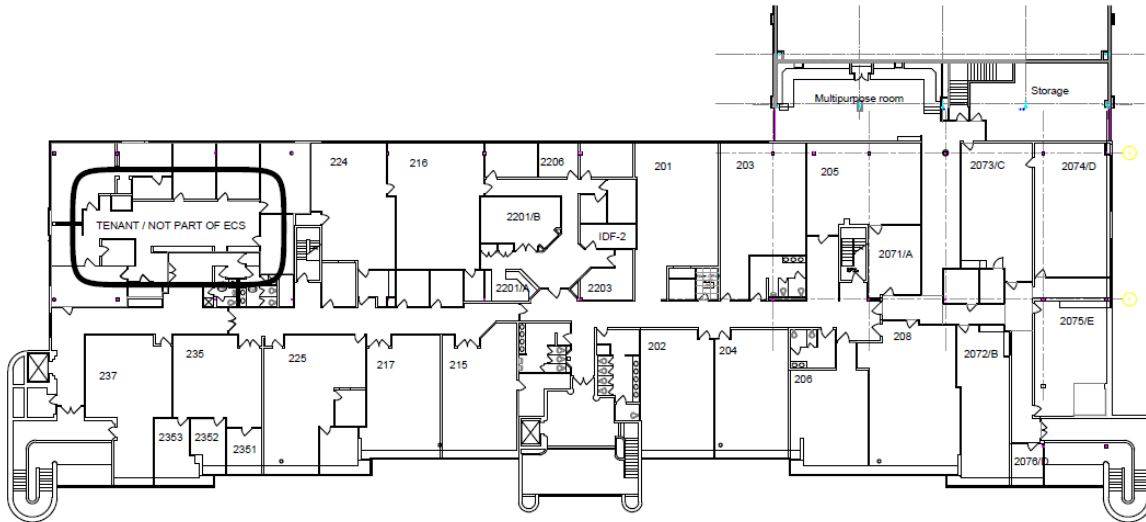
Campus Profile – Floor Plans and Area Map

Building floor Plans and Area Maps:

1st Floor



2nd Floor



Campus Profile – External Building Contact Information

In an Emergency call 9-1-1

Emergency Responder: Non-Emergency Numbers:

	Phone Number
State Police	585-344-6200

In an Emergency Call 9-1-1

Emergency Responder Non-Emergency Numbers

Sheriff's Dept.	716-858-2903
Local Police	716-851-4551
Fire Department	716-856-5111
EMS	716-681-6070

Other Important Contact Numbers

(Utilities, poison control, suicide hotline, additional police or fire etc.)

Agency/Business Name	Phone number
Security & Fire Monitoring	585-442-9450
Gas Emergency	800-444-3130
Poison Control	716-878-7654

Incident Command System Roles

Name	ICS Role	Office number	Cell Number
Julie Schwab	Incident Commander	716-855-2114 ext. 9008	██████████
Nancy Krug	Public Information Officer	716-855-2114 ext. 9004	██████████
Kevin von der Empten	Liaison Officer	716-855-2114 ext. 1110	██████████
Kevin von der Empten	Safety Officer	716-855-2114 ext. 1110	██████████
Julie Schwab	Planning Section Chief	716-855-2114 ext. 9008	██████████
Nancy Krug	Operations Section Chief	716-855-2114 ext. 9004	██████████
Julie Schwab	Logistics Section Chief	716-855-2114 ext. 9008	██████████
Nancy Krug	Finance & Administration Section Chief	716-855-2114 ext. 9004	██████████

Building Level Emergency Response Team

Name	Title	Office number	Cell Number
Julie Schwab	Superintendent	716-855-2114 ext. 9008	██████████
Kevin von der Empten	Head of Buildings & Grounds	716-855-2114-ext. 1110	██████████
Nancy Krug	Operations Manager	716-855-2114 ext. 9004	██████████
Yolanda Peay	K-8 Principal	716-855-2114 ext. 2202	██████████
Mary Talty-Brady	School Nurse	716-855-2114 ext. 1280	███
Shadia Gonzalez	School Counselor	716-855-2114 ext. 2205	██████████
Greg Kelly	School Counselor	716-855-2114 ext. 2201	███

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Building Profile – Emergency Response Team, Post Incident Response Team, Additional Building Personnel

Emergency Response Team

Name	Title	Office number	Cell Number
Julie Schwab	Superintendent	716-855-2114 ext. 9008	716-807-7981
Kevin von der Empten	Head of Buildings & Grounds	716-855-2114-ext. 1110	716-218-5742
Nancy Krug	Operations Manager	716-855-2114 ext. 9004	716-359-2566
Yolanda Peay	K-8 Principal	716-855-2114 ext. 2202	716-526-5373
Mary Talty-Brady	School Nurse	716-855-2114 ext. 1280	N/A
Shadia Gonzalez	School Counselor	716-855-2114 ext. 2205	716-935-8145
Greg Kelly	School Counselor	716-855-2114 ext. 2201	N/A

Post Incident Response Team

Name	Title	Office number	Cell Number
Julie Schwab	Superintendent	716-855-2114 ext. 9008	716-807-7981
Kevin von der Empten	Head of Buildings & Grounds	716-855-2114 ext. 1110	716-218-5742
Nancy Krug	Operations Manager	716-855-2114 ext. 9004	716-359-2566

Additional Building Personnel

Name	Title	Office number	Cell Number
(No Response)	(No Response)	(No Response)	(No Response)

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Campus Profile - Campus Profile

Non-school building description(s)

Kideney
Architects
NYS Lottery
Campus Profile

Number of buildings on campus

3

Campus Characteristics

Playground is in the front of the building located on the Oak Street side

Surrounding Area

State Highway on Oak (West) and Elm Street (East)
City traffic on Genesee (North) and Sycamore Street (South)

Access Routes

Driveway/fire lane

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Functional Annexes – Introduction**Introduction**

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the building level emergency response team assesses the school's needs, it may need to prepare additional or different annexes. Included with each annex are issues the planning team should consider as it develops procedures for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list. Not all of the annexes are required, if your team decides one of the provided annexes does not fit their school's need simply leave that annex blank.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation.

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Functional Annexes – Shelter in Place**Shelter in Place**Purpose

This annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Shelter in Place Annex

Shelter in Place: *Entire building population remains in a place or is moved to a single/multiple location(s) in the school (depending on the situation/ hazard).*

The shelter procedure may be implemented in two ways:

1. Shelter in place:

- Teachers and students remain in assigned rooms.
- All students should be accounted for, attendance taken by teachers
- Names of students not accounted for should be referred to attendance officer.
- Teachers and students should remain in place until either given further directions or released by building administrator.

Good conduct and discipline standards are to be enforced.

2. Shelter in location(s):

- Teachers and students will be given directions as to where to assemble.
- Movement of students to locations should be done in a quiet, orderly fashion.
- Students should be accounted for via attendance taken by teachers.
- Names of students not accounted for should be referred to attendance officer. In both cases, stand-by for additional instructions.

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Functional Annexes – Lockout

Lockout**Purpose**

This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Lockout Annex

Lockout: *A threat to safety or an incident that is occurring exists external to the building.*

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- Lock all exterior doors and windows.
- All outside activities are terminated. Students/ staff outside will return to the building immediately.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any appropriate means.

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Functional Annexes – Evacuation

Evacuation

Purpose

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Evacuation:

- Remain calm and maintain supervision of students.
- If fire alarm sounds, evacuate per your fire emergency routes.
- If directed to evacuate by administration, follow instructions.
- Be sure to take attendance roster(s) for accountability check.
- Stand-by for additional instructions from administration or law enforcement officials.
- If all clear given, report back to classroom/office for accountability check.
- If evacuated to off-site, perform a secondary accountability check upon arrival and stand-by for further instructions.

If a bomb threat is received, the building administrator or designee will direct staff as to which procedure to follow based on the credibility of the threat.

On-site evacuation assembly areas

Evacuating from	Evacuating to
Classrooms/Offices	Gym

Off-site evacuation locations

Location Name	Address	Contact Name	Contact Number
Buffalo/Erie County Library	1 Lafayette Square	Alan Rozansky	716-858-8900

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Functional Annexes – Lockdown

Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Background: The purpose of a lockdown is to protect the whole school community indoors and shield them from harm. Lockdowns occur during emergency situations that usually provide little to no advance warning time and are typically activated by the Incident Commander [Principal/designee]¹ or directed by local law enforcement. However, anyone who observes a security threat, such as an armed intruder on campus, should take the first step to activating a lockdown by notifying the front office.

Lockdown Annex

Lockdown Announcement – During Outside Activities/Outside Activities with Visitors Outside Building at ECS

LOCKDOWN! - LOCKDOWN! - LOCKDOWN! At this time secure everyone indoors in a room and take roll. Anyone in the eating area is to remain in the area and staff will secure the doors. Anyone outside of a room or eating area report directly to the nearest room with a staff member. If a Rally Point is needed, the designated Rally Point is the NYS Lottery Building located north of the building and grounds on Genesee St.

Execute Lockdown

- IF SAFE, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- Leave lights on and blinds as they are. Do not cover door window.
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:

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Functional Annexes – Lockdown

- Do not allow anyone, under any circumstance, to leave your secured area.
- Do not answer or communicate through your door or classroom phone.
- Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
- Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
- Document and attend to any injuries to the best of your ability.
- Take attendance and include additions and missing students' last known location.
- Do not respond to Public Address (P.A.) system or other announcements.
- If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
- Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.
 - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
- Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.
- **LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.**
- immediately following a lockdown and are ongoing, as needed. See Public Health, Medical, and Mental Health Annex.
- Principal and Dean of Students convene Safety Response Team and participate in hot wash of the incident with first responders immediately following the incident. [Note: The team applies recommendations generated from hot wash to improve emergency response actions.]
- Head Custodian conducts site assessment, immediately following the event, to determine any damage and coordinates with Superintendent to place work orders for repairs.
- Head Custodian and Principal request inspection from City of Buffalo building inspector immediately following the event if there are concerns about structural integrity of any portion of the building (i.e., damage to doors or windows). If needed, Principal coordinates with Superintendent's office regarding alternate locations to continue operations. [Note: See Continuity of Operations (COOP) Annex.]
- Principal and School Counselor assess severity of the impact on students and the need for alternative scheduling, programming, or site location. This occurs immediately following a lockdown and is ongoing. [Note: Special attention should be given to any locations

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Functional Annexes – Lockdown

where fatalities or major or minor injuries may have taken place.]

- Principal coordinates with Superintendent's Office to send communication to families, as soon as possible, summarizing the event and how it was resolved. Principal refers all media inquiries to Superintendent or district. [See Communications and Warning Annex.]
- Principal and Dean of Students convene after-school meeting of all staff members to conduct a preliminary debriefing and allow for questions and answers. A designated secretary will take notes and note any questions or concerns. These notes will be made available to team members within 1 week.
- Dean of Students sends brief online feedback request to all faculty and staff members to collect any additional feedback, collates feedback, and follows up with staff if necessary. This occurs within 1 day following the event.
- Head Custodian, School Nurse, and Cafeteria Manager conduct an inventory and replenish any emergency supplies used during the lockdown, within 2 days following the event. [Note: Coordinate with District Office regarding any financial impact.]
- Principal sends appropriate notifications to district officials, families, and community. [Note: This action may be ongoing and long term, depending on scope of the incident.]
- Superintendent and Principal reach out to any organizations providing recovery support, on an ongoing basis and as needed.
- Administrator and Safety Response Team make adjustments to the ECS Basic Emergency Plan,
- Based on an overall evaluation of the response, and re-train staff members or stakeholders, as needed.

Active Shooter

General Safety Message:

DO NOT USE CODE PHRASES. Announce that there is a shooter in the building and police are on the way. Staff, visitors, students, and contractors should immediately move to the nearest locking room or away from danger. If the shooter is in the building, do not lock exterior doors (it will only slow down police).

Overall Emergency Response Actions RUN/HIDE/FIGHT

When security and prevention measures fail and a shooter is in your facility/campus; you have only three response options or what's known as the "RUN/HIDE/FIGHT."

1. RUN- Run away from the shooter or
2. HIDE- Keep the shooter out of your room or facility
3. FIGHT- Fight back against the shooter

RUN

If you cannot lock the shooter out of your location, attempt to help students Get Out of the area by running away. An example of when to implement a "RUN" approach may be if you are in the cafeteria when a shooter enters. Since the shooter is already in the cafeteria there is no point in attempting to implement a "HIDE"; so you order the students to run out through the kitchen and side exit.

Note: Using the RUN/HIDE/FIGHT approach, the RUN approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If RUN is not an option, the FIGHT approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

HIDE

While no location can offer total protection from a shooter, implementing a "lockdown" inside a location that can be secured provides some degree of protection. The purpose of a lockdown is to delay or slow down the shooter's progress until law enforcement arrives.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target-hardening and can include:

Barricading doors: use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay and possibly deter an attacker.

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Functional Annexes – Lockdown

Tying off doors: This action limits the attacker's ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There are several ways to tie off doors and more than one should be attempted:

1. Tie one end of a belt or electric cord around the handle and secure the other end around a corner and out of sight. If the end cannot be secured, have several people hold it, while around a corner and out of sight. This will reinforce any type of door.
2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the door frame. When the door is pulled to open, the chair catches on the door frame.
3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge3. tightly so that it cannot expand and allow the door to open.

FIGHT

If the attacker is in your immediate area and blocking your path and there is no way you can RUN or HIDE; You must then fight back against the shooter using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The FIGHT option is to be used as a last resort.

Teaching or discussing with students, visitors, and contractors the FIGHT option is not recommended. The FIGHT option is no different than any other emergency, trained staff must take charge and provide clear direction.

For instance, if the HIDE option is failing, and RUN is required through a ground floor window, it is imperative trained staff direct students. This direction should include not just to climb out the window, but where to go next.

If the FIGHT option is required, the trained staff should prepare the students with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and RUN is not possible trained staff should order students to grab and throw anything and everything they can find at the attacker should the shooter attempt to enter the area.

Lockdown rally points:	NYS Lottery Building
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Crime Scene Management

Purpose

This annex outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

The following is an outline of an easily retainable acronym designed to assist responding school personnel in managing a school crime scene.

R espond

E valuate

S ecure

P rotect

O bserve

N otify

D ocument

Respond . . .

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate . . .

- Evaluate the severity of the situation. Is the crime/incident in progress or not? School Emergency Response Team should be calling 9-1-1 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

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Functional Annexes – Crime Scene Management

Secure . . .

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Police will adjust the perimeter if they need to.

Protect . . .

- Safe guard the scene - limit and document any people entering the area.
- Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe . . .

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify . . .

- Call 911 (Police/EMS/Fire Personnel), if not already called or there.

Document . . .

- Take good notes - Such as: time, date, people at scene, weather, doors open or closed, lights on or off and position of furniture.
- Be prepared to provide your notes and information to police.

Refer to the attached literature provided by the New York State Police regarding crime scene preservation. (Found at: www.troopers.ny.gov)

Communications

Purpose

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. **Standard telephone** – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” (POTS line) for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others. These lines are located in 2 offices in the administrative suite, office 7 and office 3 (Operations Manager)
2. **Cellular telephones** – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.
3. **Intercom systems** – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
4. **Bullhorns and megaphones** – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
5. **Two-way radio** - Two-way radios provide a reliable method of communication between rooms and off-site locations. Train all administrative and office staff fully to operate the two-way radio.
6. **Computers** – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
7. **Fax machines** – Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned

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Functional Annexes - Communications

in emergencies.

8. **Alarm systems** – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).
9. **iPod Hand-held Pocket Communicators** – All staff are trained in the operation of iPod mobile messaging communication.
10. **Power School Student Management System, Robo Calls** – Initiated by the Superintendent and the District Data Coordinator in concert. Targets calls to student families, staff, or all families and staff..

ECS Description	ECS Location	Amount
A local Public Address System that can be heard in all classrooms is available	Main Office	1
Standard local and Networked 2-way communications radios used by -----key campus personnel	Administrative Office staff, Main Office staff, Support staff (interventionists, counselors)	4 in use w/busses and after schhol with 66 on reserve.
District/Site email system	Entire School	
CCTV Monitoring with 110 cameras in and around the building	Administrative computers	110 cameras
Personal Cell phones		All employees
iPod Communicator	Administrative staff, Office staff, and all professional staff	68
Standard Telephones	All rooms and offices	75

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to several (no more than 5-7 is recommended) on the Emergency Management Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known,

School ERP - 2018**Functional Annexes - Communications**

and what steps may need to be taken, should be drafted before the telephone tree is activated.

Instead, ECS Administration has elected to use the Robo calls in Power School for more instantaneous communications. The staff is canvased yearly, at a faculty meeting, for their interest in a telephone tree

Contacting Families Immediately Affected by a Tragedy

In the event of an emergency, parents' first reactions are likely to involve fear or anxiety. They will want to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of preplanning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened. **The office of school administration should be consulted prior to sending out a campus wide notification in the event of tragedy, emergency, or disaster.**

- Do not embellish or speculate. Explain what happened; focus on facts.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their child and ways to talk with them.
- Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- Inform parents and students when and where school will resume.
- Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

Communication with Home: Responding to Family/Community

- The Director of Learning Technologies will activate plan for working with media.
- Office Staff must be instructed to answer all telephone lines, if necessary, as follows: Be calm, patient, and courteous when dealing with callers.
- Reassure families that the district is at work to keep their children safe.
- Give all callers the same information which includes these topics:
 - In answer to "What's going on?", "What happened?", read the prepared statement, which was read in faculty meeting. Update information as often as possible, but make certain all persons answering the phone have the same printed information.
 - In answer to "What are you doing to keep my child safe?", enumerate measures presently in operation.
- Do not be afraid to say, "I don't know." Encourage caller to phone again later and

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reassure her/him that you will attempt to have the information the caller needs at that time.

- Thank parents for calling.
- Give time and place, if family meetings are scheduled.
- Ask if families have received letters, if letters were sent.

Handling Rumors

People are going to talk about an emergency and without facts, people speculate.

Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

- Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staff who answer the telephone at the school must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A Robo call release, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
 - After an immediate emergency has passed, a public meeting may be helpful.
 - It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
 - If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Health, Medical, and Mental Health Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Medical Team

This functional annex addresses medical care in an emergency or disaster situations, First aid, public health, and crisis counseling. Identify absentee level that should trigger the notification of district health officials.

First Aid - Triage Guidelines and Checklist

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below.

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APPENDIX: FIRST AID AND TRIAGE CHECKLIST

A. Establish Trauma Team Leader

- _____ 1. Identify and organize personnel present at the school with emergency first aid, CPR, and medical knowledge into a team or teams.
- _____ 2. Brief Trauma Team on the situation and assign duties.
- _____ 3. Establish a first aid station in any safe location, depending on the extent of the disaster or emergency.
- _____ 4. Identify first aid treatment and holding areas.

B. Triage – Treatment

- _____ 1. Direct and coordinate the efforts of the Trauma Team(s) in triage and treatment of the injured. (See Triage Guidelines)
- _____ 2. Request medical transportation services for the injured or deceased. If the disaster effects make normal means of medical transport unavailable, provide transportation using private vehicles.
- _____ 3. Identify and record the disposition of the injured, the deceased, and their belongings.
- _____ 4. Maintain communications with responding emergency medical services providers, onsite emergency teams, the Command Post, and the Emergency Operations Center, if activated.

C. Logistical Support

- _____ 1. Ensure the acquisition and maintenance of health and medical supplies and equipment.
- _____ 2. Coordinate the transportation of health and medical supplies, equipment and personnel.
- _____ 3. Establish, if necessary, an emergency shelter for victims, employees, rescuers, etc.

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First Aid Kits

Locations	Location Maintained by
Nurse's Office	School Nurse
PE	PE Staff
Throughout the Building	Various Staff with small amounts of minor medical supplies; ie. band aids, alcohol wipes.

Students with Special Needs:

See Special Needs Students Spreadsheet in Nurses Office

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED) in Enterprise Charter School (ECS). This program pertains to AED(s) located in the school facilities. The procedure is provided for District/school employees trained to respond to a victim of a sudden cardiac arrest.

RESPONSIBILITIES

1. School Board:

- 1. Approves the program which is consistent with manufacturer’s specifications and directions.

2. School Nurse:

- 1. Writes the medical order for the AEDs, approves this protocol and any revision prior to implementation.
- 2. Reviews any incident where an AED is used and returns comments to the Superintendent.

3. School Nurse Building Responsibilities:

- 1. Serves as the program coordinator for the District/school AED program.
- 2. Reviews the AED program annually and updates protocol as needed. to ensure the program is compliant with all city, state and/or federal regulations.
- 3. Schedules the initial training and continuing education programs for the school staff.
- 4. Ensures necessary equipment and related supplies are available to sites.
 - 1. Barrier mask to limit transmission of blood borne pathogens and other bodily fluids. between rescuer and patient.
 - 2. Razor to shave the electrode sites, if necessary,
 - 3. Gloves
 - 4. Sanitizing hand wash

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5. Trauma shears for cutting away clothing.
 6. Replacement batteries and pads
 7. Ensures all pertinent reports, forms, etc., are easily accessible.
 8. Ensures all records and reports are properly prepared and maintained.
 9. Notifies local EMS providers of the department's AED acquisition(s) and their locations.
 10. Reviews any incident where the AED is used.
4. School Nurse:
1. Serves as the designated AED operator in the school.
 2. Maintains current certification through an approved CPR/AED course.
 3. Orders replacement pads/batteries when pads/batteries. need replacing for units installed in the buildings.
5. Principals/Administrative Team:
1. Provide training opportunities to ensure that they have a minimum of two (2) staff members. currently trained (not including the nurse) in CPR and AED operation. Certification status is to be checked annually.
 2. Responsible to include all AED locations and a copy of this protocol in their Emergency Plan.
 3. Ensures the maintenance and maintenance reporting of the AED and related equipment perc. manufacturer's recommendations or as otherwise needed.
 4. Provide the School Nurse with a list, updated annually of trained responders.
 5. At the school level, the principal will designate two (2) trained staff members, as designated AED operators, for each AED mounted in the school.
6. AED-Trained Employee:
1. Activates internal emergency response system and provides CPR/AED according to training and experience.
 2. Follows the procedure for the AED program.
7. Volunteer Responder:
- Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training, experience, and comfort.
1. The emergency medical response of these individuals may include CPR, AED or medical first aid. School will encourage employees to take CPR/AED training.

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AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse, Physical Education teachers, the Head of Buildings and Grounds and the local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.
3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

AED TRAINING

1. All AED training is to be performed by a certified AED/CPR instructor. AED training must have a CPR component. If no current employees are certified as an instructor, training must be contracted.
2. Re-certification is required annually for the American Red Cross and bi-annually for the American Heart Association.
3. Periodic, individual skills training will be conducted by the division's trainer or contracted trainers to ensure certified employees remain confident with their AED use skills.

AED EQUIPMENT CHECKS AND MAINTENANCE

The school nurse and principals/Head of Buildings and Grounds will:

1. Ensure the AED status is monitored per manufacturer's instructions. Inspections are to be performed in accordance with the AED's owner's manual and will include AED battery life, pads, and AED operation status.
2. Document inspections and record on the AED checklist form

RECORD KEEPING

1. All records pertaining to each site's AED protocol will be kept on file and maintained by the site administrator or designee and periodically reviewed by either the School Nurse.
2. The following records and reports are to be prepared and maintained for a period of the current school year plus five (5) years.
3. Current records of each authorized AED user, which provides documentation of training and qualifications, including evidence of certification.

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4. Records pertaining to incidents when the AED is used.
5. If an incident should occur, the employee(s) who respond shall gather as much information from bystanders as possible using the Incident Report. This report should be filled out promptly after an occurrence. Copies of this report shall be forwarded to the School Board insurance provider, School Nurse, Coordinator of Student Services, and the Purchasing Manager for review within 24 hours or the next business day following the event.
6. Records pertaining to each AED currently in use, to include maintenance records, AED checklist forms, and records of any pertinent safety inspections shall be maintained for the life of the equipment plus five (5) years.

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EMERGENCY RESPONSE PROTOCOL

1. The First Responder who comes to the aid of the victim should:

1. Note the time of the event.
2. Follow First Aid/CPR with AED training protocols.
3. Provide the sequence of

events to EMS when they take

over the scene. 2. The second

person who arrives should:

1. Bring the AED to the site and assist the First Aid Attendant or First Responder.

1. The third person who arrives should:

1. Record the events that occur and minimize traffic in the area.

4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.

5. In the event that the victim is a student, a District employee is to accompany the student to the hospital, and will remain there until a parent or guardian arrives.

6. The Superintendent, Coordinator of Student Services, and the School Nurse should be notified as soon as possible.

7. The trained employee responder who utilizes the AED shall complete the AED Incident Report within 24 hours or the next business day following the event.

8. Post Incident

a. The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.

b. All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

Mental Health

The Mental Health is included in the Medical Annex and is part of the school emergency plan as well as in the District plan.

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The building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

1. Before the disaster/critical event:

1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:

1. Protect—children by shielding them from:

1. Bodily harm
2. Exposure to traumatic stimuli (sights, sounds, smells)
3. Media exposure

2. Direct—ambulatory students who are in shock and dissociative

1. By using kind and firm instruction
2. To move away from danger, destruction, and the severely injured

3. Connect

1. To you as a supportive presence
2. To caregivers
3. To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

3. After the disaster/critical event:

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1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine Restore the learning environment
3. Continue with psychological first aid
4. Provide responsive crisis and grief counseling
5. Initiate referrals to mental health professionals
6. Provide information and psycho-educational materials to families/caregivers.
7. Assist in community efforts to provide support for families
4. Before, during, and after the disaster/critical event:
 1. Provide ongoing support
 2. Teach stress management
 3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for the school building in the district including the leader. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, social workers, school nurse, teachers, special education professionals, and language learners. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop

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resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited.

(Also see, “The Road to Resilience:”

<http://www.apahelpcenter.org/featuredtopics/feature.php?id=6&ch=2>). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day- to-day lives will generally have:

- Lower grade point averages
- More negative comments in their school records
- More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

The CIT should review the example letter provided in the Annex for Communication/Public Information Annex. The letter should include information about the role of the crisis intervention team and information that will help parents/guardians prepare for the procedures to be followed at the reunification site.

Mental Health Resources:

The school district’s written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school’s Crisis Intervention team in self-care and assist in the development of letters, brochures, etc. that need to be sent to families. A “back-up” team supports and develops these needed resources while the local district’s CITs work directly with the students.

Organizations that the school should consider include:

1. Supporting schools and neighboring school district teams

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- 2. Local community mental health centers Local College and University resources
- 3. Private mental health agencies
- 4. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

- 1. Regional Support and Assistance Teams where available
- 2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
- 3. NOVA, the National Organization of Victim Assistance:
 - 1. Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is nova@try-nova.org or 202-232-6682. NOVA services include:
 - 1. Immediate assistance within 24 hours
 - 2. Planning coordination with emergency responders
 - 3. On-site, one-to-one companionship On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companionship, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification (NOVA page 12-20)

Mental Health Resources

Organization Name
See Mental Health Resources Spreadsheet in Library, Counseling Offices, Nurses Office

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

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1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
 2. Self-blame, blaming others
 3. Isolation, withdrawal
 4. Fear of recurrence
 5. Feeling stunned, numb, or overwhelmed
 6. Feeling helpless
 7. Mood swings
 8. Sadness, depression, grief
 9. Denial
 10. Concentration and memory problems
- Physiological responses of survivors may include:
1. Change in appetite
 2. Headaches, chest pain
 3. Diarrhea, stomach pain, nausea
 4. Hyperactivity
 5. Nightmares
 6. Change in sleep patterns
 7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with preexisting characteristics that might make them more vulnerable. For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the

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Diagnostic and Statistic Manual IV-TR), American Psychological Association for PTSD:

- The person has been exposed to a traumatic event
- Threat to physical integrity of self or others
- Response of intense fear, helplessness or horror
- Children may show disorganized or agitated behavior
- The traumatic event is re-experienced (1 or more)
- Intrusive recollection of the event
- Young children may engage in repetitive, trauma-linked play
- Dreams of the event
- Children may report frightening dreams without recognizable content or dreams of monsters
- Acting as if or feeling that the event is recurring
- Young children may show trauma-specific reenactment Intense psychological distress to exposure to trauma cues
- Physiological reaction to exposure to trauma cues
- There is avoidance of trauma cues and numbing of responsiveness (3 or more)
- Avoid threats, feelings, conversations of trauma
- Avoid activities, places, people linked to trauma
- Can't recall important aspects of trauma
- Less interest or participation in important activities
- Feeling of detachment/estrangement from others
- Restricted range of feelings
- Sense of foreshortened future
- Persistent increased arousal (2 or more)
- Difficulty sleeping
- Irritability or outbursts of anger
- Difficulty concentrating
- Hyper vigilance
- Exaggerated startle response
- Disturbance lasts longer than one month
- Distress causes significant distress or impairment

While many students and staff may show some short term stress responses, most will recover without developing a psychiatric condition.

As stated elsewhere in this plan, it is possible that an area-wide disaster would overwhelm the professional emergency response services and delay the availability of mental health professionals for 3 or more hours. The Crisis Intervention Teams must be

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prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:

- Provide adequate site security. Security and safety measures need to be concrete and visible.
- Control the flow of information to protect against unnecessary re-exposure to the trauma
- Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:

1. Introduction—state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations—ask students to describe their initial reactions to what they saw, heard, and felt.
3. Information—summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event. A Classroom Discussion Worksheet is provided to assist the classroom teacher in facilitating the discussion. The worksheet is completed by the classroom teacher and submitted to the school-based mental health professional immediately after the discussion.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize the Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it

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may, in certain cases, inhibit individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSN.net and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

- Provide support, rest, comfort, food, opportunity to play or draw
- Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs Help clarify or correct any misconceptions that they might have regarding the event
- Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
- Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
- Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
- Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
- Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts) Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
- Give explanations about the physical reality of death

Third Through Fifth Grade

Support all students.

- For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
- Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
- Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
- Encourage expression of fear, anger, sadness, in your supportive presence
- Encourage them to let teachers know when thoughts and feelings interfere with learning
- Support them in reporting dreams, provide information about why we have bad

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dreams

- Help to share worries; reassurance with realistic information
- Help to cope with the challenge to their own impulse control (e.g. acknowledge “It must be hard to feel so angry”)
- Offer to meet with children and parent(s) to help children let parents know how they are feeling
- Encourage constructive activities on behalf of the injured or deceased
- Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up

- Support all students.
- For those who want to discuss the event, facilitate their discussion.
Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.
- Help them understand the adult nature of these feelings; encourage peer understanding and support
- Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
- Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
- Discuss the expectable strain on relationships with family and peers
- Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
- Link attitude changes to the event’s impact
- Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one’s own and others’ perceptions and feelings following critical incidents. However, when the intervention following an incident is

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intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

Identify methods to work with the reunification team

Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the

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parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

- Make the notification in pairs
- Do not take personal items of the deceased with you to do the notification
- If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
- Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
- Confirm that the person you are talking to is the appropriate person to be notified.
- If you visit the home of a survivor, ask to enter the home before making notification.
- Encourage survivors to sit, and sit down with them when you talk to them.
- The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others, and be prepared to care for any children.
- The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: “We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry.”
- Be prepared to present confirming evidence in a convincing fashion in the face of denial.
- Focus on immediate needs of survivors. If survivors want, help them notify others.
- Do not leave survivors alone. Leave them with someone and with a “safety net.”

Funerals and Memorials

The school’s policy regarding funerals and memorials will support the students, staff and general.aspx for suggestions.)” (MCGP: Responsive Services School-Wide Crisis/Critical Incident Emergency Management Plan: page 13).

Notes: Some schools allow and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student’s chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section families with the grieving process and will facilitate recovery.

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Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: “What is done for one must be done for all.” This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials, the types, size, and location of memorials should be addressed. (See http://www.nasponline.org/resources/crisis_safety/memorials)

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are “triggers” or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc. The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident.

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The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

- APA (American Psychological Association), Diagnostic and Statistic Manual-IV
- Kendall Johnson, School Crisis Management: A Hands-on Guide to Training Crisis Response Teams. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
- NASP (National Association of School Psychologists), Best Practices in School Crisis Prevention and Intervention. Bethesda, MD: NASP Publications, 2002, chapters 26-27
- NCTSN (National Child Traumatic Stress Network), The 3R's of School Crises and Disasters, undated
- NOVA (National Organization for Victim Assistance), The Community Crisis Response Team, 2002
- Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. *Journal of Traumatic Stress, 1*, 445-473.
- USDE (U.S. Department of Education), Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003 U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School Emergency Management, Vol. 3, Issue 3, 2008: "Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect – Model and Teach"

Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Accounting for All Persons Annex

Staff takes attendance

When someone cannot be located, a member of the first response team coordinates a search

Reunification

Purpose

The Family Reunification annex details how students will be reunited with their families or guardians.

Family Reunification

Students will be assembled at the Erie County Library auditorium

School office staff will set up an information desk outside the auditorium with assistance and internet access from the library. If internet access is not available, the school has a hard copy that will be transported with us in the emergency office kit.

Powerschool will be used to insure students are released to authorized persons

A sign-out sheet will be used for verification of student release

Security Annex

Purpose

This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

Routine visit from the school resource officer

Head of Buildings and Grounds checks the following daily:

- Secure doors and windows
- Check of exterior premises
- Security alarm alerts
- Meg-locks on all exterior doors
- Zone and motion sensors on all exterior doors and windows
- Secured lobby and reception window

Threat- and Hazard-Specific Annexes

Introduction

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a course of action for an active shooter involves lockdown, and there is a lockdown annex, reference the lockdown annex in your courses of action, but do not repeat all of the information.

In addition to the list of threats and hazards two example annexes have been included to demonstrate how annexes should be organized. This is not a required format, if your Building Level Emergency Response Team has already developed procedures for specific threats and hazards you can copy and paste those into the table provided in the section titled "Insert Threat/Hazard Annexes".

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Functional Annexes – Threat- and Hazard-Specific Annexes

Threat and Hazard Types and Examples

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Severe wind • Extreme temperatures • Landslides or mudslides • Winter precipitation
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure

Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks

Threat and Hazard Specific Annexes

Group 1

Name of Threat or Hazard Annex

Weather Threat

Response Procedures

1. Shelter in location(s):

- Teachers and students will be given directions as to where to assemble.
 - Movement of students to locations should be done in a quiet, orderly fashion.
 - Students should be accounted for via attendance taken by teachers.
 - Names of students not accounted for should be referred to attendance officer.
-

Group 2

Name of Threat or Hazard Annex

Bomb Threat

Response Procedures

Staff must:

Record the following information

- time
- place
- exact threat
- background noises
- vocal features
- type of bomb
- ASK - who, where, what, why, when