

**Resources on
School Safety
Procedures**

How to Handle a Bomb Threat



- Consider Caller ID
- Signal to others in office
- Obtain as much information as possible about caller (see check list)
- Listen carefully for details about bomb's:
 - 8 location
 - 8 timing
 - 8 purpose
- Try to write down the entire message
- Keep the caller talking
- After the caller ends call, hang up and immediately lift receiver
 - 8 press *57 (Call Trace)
 - 8 get confirmation announcement
 - 8 hang up
- Notify principal immediately who:
 - 8 begins police notification procedures
 - 8 authorizes building evacuation

Rowland Savage (2000)

TELEPHONE CHECKLIST FOR BOMB THREATS

LISTEN - KEEP CALLER TALKING

Name of Operator _____ Time _____ Date _____

Ask:

When will it go off? _____ Certain Hour _____ Time Remaining _____

Where is it planted? _____ Building _____ Area _____

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

Yes _____ No _____

Caller's Identity:

Sex: Male _____ Female _____ Approximate Age _____ Years

Voice Characteristics:

Loud _____ High Pitched _____ Pleasant _____ Intoxicated _____

Soft _____ Deep _____ Raspy _____ Other _____

Language:

Excellent _____ Good _____ Fair _____ Poor _____ Foul _____ Other _____

Manner:

Calm _____ Coherent _____ Rational _____ Deliberate _____ Righteous _____

Angry _____ Incoherent _____ Irrational _____ Emotional _____ Laughing _____

Speech:

Slow _____ Distinct _____ Stuttered _____ Nasal _____

Fast _____ Distorted _____ Slurred _____ Other _____

Background Noise:

Quiet _____ Voices _____ Traffic _____ Airplanes _____ Street _____

Bedlam _____ Music _____ Animals _____ Trains _____ Mixed _____

Office Machines _____ Party Atmosphere _____ Factory Machines _____

Other _____

Origin of Call:

Local _____ Long Distance _____ Booth _____ Inside the Building _____

Crisis Intervention: Developing a School Emergency Code

- Identify a FEW CRITICAL EMERGENCIES
- Develop simple CODE STATEMENTS
Teachers, consult your red folders
(Signal for Intruder in building.)
- Lock classroom doors, turn off lights, move students away from doors/windows, and ignore bells for class change.
- Establish DIRECTIVES for NON-CLASS LOCATIONS (Cafeteria, playground, gym)
 - 8 Students out of class go to nearest classroom
 - 8 Adults without students to supervise report to predetermined location to assist principal
- Practice CODE DRILLS
 - 8 Lock classroom doors (Do the keys work?)
 - 8 Direct students to follow teacher's instructions
- Teachers create lists of students not in class
- Notify police and superintendent
- Involve emergency medical personnel if needed
- Orient staff to wait for PRINCIPAL'S *All clear*
- Hold a faculty meeting at close of day to process



Adaptation of S. Poland
by R. Savage (1998)

Crisis Intervention: Developing a School Evacuation Plan

- Clarify the conditions under which school evacuations are necessary.
- Identify the procedures by which an evacuation will be announced
- Provide backup procedures for when students are on playground or in cafeteria
- Direct teachers to practice orderly evacuation drills with students emphasizing listening to teacher's directions and calm movement
- Locate where students and supervising staff will go
- Agree upon a meeting place (command post) for administrative staff together
- Resolve that the principal will remain at the command post to provide overall management of the crisis
- List nearby facilities that could provide shelter if there is a prolonged evacuation or inclement weather
- Create a School Safety Box that can provide information, communication, and basic needs.
Include:
 - 8 System's telephone directory
 - 8 Regularly updated list of students by section/class with home and emergency telephone numbers
 - 8 Bus lists
 - 8 Portable speaker
 - 8 List of staff members with cell phones
 - 8 Interior map of school (especially noting valves)
 - 8 Blueprint of underground passages of school if applicable
 - 8 Flashlight (Note several should be strategically located around the school, especially if windowless)
 - 8 Transistor radio
 - 8 Tissues
 - 8 Clipboards, pens, and paper
- Consider classroom mini evacuation kits with sunscreen, bug spray, water bottles, wrapped snacks
- Provide an immediate statement for teachers to share with students
- Advise staff members how the chain of communication will occur to provide them with updates for themselves and their students

School Safety Kit

- School system's phone directory
- Student list with home telephone numbers
- Bus lists of students
- Teachers I home numbers and family contact numbers
- Police precinct commander's number
- Multiple copies of maps of school with locations of cut off valves/switches for water, gas, and/or oil burner and electrical boxes clearly noted
- Emergency checklist
- Loudspeaker
- List of staff members with cell phones
- List of staff trained in CPR

Rowland Savage (1999)

Emergency Plan for Injured Students

- Notification Procedures
- Confirm that school nurse has a Portable Emergency Kit
- Develop list of students to "be transported"
- Provide their names to hospital (Write on hands with ball point pen.)
- Assure that a school representative goes to each hospital
- Principal remains at command post making decisions and providing information clearing house
- School nurse may serve as liaison with hospital for both student health information and feedback to school on injured students
- Provide information to parents on non-injured students. Have room for parents.
- Have a separate room for the media
- Have a plan for the orderly and documented release of non-injured students



Containing Crisis (1990)

Attending to Parental Reactions to a Crisis

Upon hearing of a school emergency, parents will fear the worst for their child. They will flood school with calls or rush to the school. Are you prepared?

- Information they receive is often spread by word of mouth and raises anxiety
- Their immediate need is for assurance of their child's safety
- Provide secretarial staff with sufficient information to provide instant reassurance when possible and transferring of calls of parents whose children have been affected
- Recognize and address dominant emotions of anxiety coupled with anger
- Arrange, later, for a briefing of parents to receive details:
 - 8 What happened?
 - 8 Who is responsible?
 - 8 What will the school do to assure safety in the future? .
 - 8 Provisions for support services for students

Handling an Angry Parent

- Be courteous and confident
- Remain calm
- Do not touch the individual
- Maintain a reasonable distance
- Listen
- Provide opportunity to ventilate
- Meet in neutral location
- Leave door open or have another staff member join you
- Avoid blame focus on what can be done
- Ask:

How can I help you get the services or attention you or your child need?

How can we work together?

What kinds of support systems can we put in place to help your child succeed?

Dealing with Rumors in Emergencies

*Without real facts, people speculate.
Speculations become entwined with facts.
In the end, rumors cause many
problems in managing a crisis.
Are you prepared?*



- When information is not made available, rumors begin.
- The best way to combat rumors is to provide the public with information as soon as possible.
- Dealing with rumors demands both internal and external communication.
- Debrief staff before they go home on the day of the crisis.
- Invite staff to advise principal of subsequent rumors to be addressed
- Invite media to help quell rumors.
- Have a written statement of whatever you plan to release.

Adapted by R. Savage from
Containing .Crisis (1990)

Rumor Control in a Crises

I. Rumors

- Without real facts to share, people may speculate
- Speculations soon become entwined with the facts and are not distinguishable from the facts
- Rumors can cause many problems for those managing a school emergency
- Sharing of rumors, however, must be controlled in an emergency situation

Combating Rumors

- When accurate information is not available, rumors begin
- Provide public with facts as soon as possible
- Dealing with rumors involves internal, as well as external, communication
 - 8 Identifying all internal groups and providing for dissemination of accurate information to these groups is essential
 - 8 Often, these people are ignored in the information chain. **It** is assumed that they already have access to accurate information or that people seeking information will go to the media instead of these people.
- Keep the staff quiet or keep them informed
- The clerical personnel answer the telephones at the school and at the district offices must be kept informed
- A faculty or staff briefing should be held before they are allowed to go home
- Hold a debriefing meeting with a variety of community Representatives
- The Media can also help control rumors.

II. Parental Needs in a Crises

- Parents' need for details
 - 8 parents want to know what has happened and who is responsible
 - 8 parents want to know that their children will be safe
- Parents' Need for Support
 - 8 Give parents an opportunity to express their feelings
 - 8 Help parents to help their children through the aftermath of the emergency
 - 8 Assist parents in obtaining the services they and their children might need

III. Counseling Needs in a Crisis

- Teachers need help dealing with their feelings of helplessness, loss, and guilt.
- Teachers need training to assist their students when they return to class
- Other school staff might be in need of counseling
- Students need assistance in their talking through the emergency, its initial effects, and its aftermath
- Particularly traumatic emergencies may require long periods of counseling services.

Communicating with Media

Have three things to say and stick to them.

1. This is a (crisis/sad loss) which we are addressing using our trained crisis management team members.
2. The students are being assisted and are being given opportunities to discuss their concerns.
3. We (have maintained/will return to) the regular school day schedule (as soon as it is appropriate).



Add in ideas such as:

- *Grief/Trauma Counseling is being provided by those who request it.*
- *We have suffered a death in our school family and are mourning _____'s loss as any family would. This is a private time of reflection for us and it would not be appropriate to bring in cameras.*
- *We will have further information when we have a chance to meet with our crisis management team.*

Breaking up a fight

- Walk briskly - don't run
- Get help
- Assess and evaluate:
 - The number of students
 - The size of students
 - Any weapons
 - Proximity of individuals who can assist
- Dismiss the audience
- Identify yourself to the fighters
- Call the student by name
- Stay away from the middle
- Give specific commands
- Defer to rules, not personal authority

Breaking up a fight (con't)

- Separate the aggressor and the victim
- Avoid physical force if possible
- Remove participants to neutral locations
- Obtain identification
- Get medical attention if necessary
- Describe incident in writing
- Debrief relevant teacher(s)
- Provide protection and support for victims
- Provide counseling
- Report incident

Handling a Weapon – Wielding Student

- Evacuate the area
- Evaluate the perpetrator
- Isolate
- Negotiate
- Remain calm
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, nonintimidating distance
- Avoid abrupt sporadic movements
- Look for a place to dive or jump
- Report incident to law enforcement

Intruder in School with a Weapon

(consult related directives - Intruder in Building and Evacuation)

- Initiate building lockdown while notifying police via 911
- Give 911 as many details as possible, including lockdown information
- Arrange for a school representative to meet responding police officer(s) at a site away from building
- Give representative the following:
 - ⇒ map of school with intruder's location noted
 - ⇒ lockdown information
 - ⇒ school safety kit
 - ⇒ cell phone and numbers to contact within building
- Direct representative to move to prearranged "principal's command post" outside of school building to await arrival of more police units and establish communication within school
- During lockdown, wherever possible, teachers are to post large square signs in exterior classroom window indicating status of classroom and safety of students -
 - ⇒ BLUE indicating room is safe and locked
 - ⇒ RED if problems are being experienced (injuries or attempts to enter room are being made)
 - ⇒ NO SIGN - empty room or teacher unable to post sign due to problems in classroom. The schedule may determine occupancy.
- Police recommend that schools consider labeling a window in each classroom with the room number facing outward as part of school's safety program. Numbers should be able to be read at a distance.
- The police will provide an staff level officer to take charge of the situation. The officer in command will most likely have the support of the Police Tactical Squad (SWAT). The evacuation of the teachers and students from their classes will be controlled by the police.
- In the classroom, teachers are to maintain student silence. Students are to be gathered on the floor as far away from visibility from the hallway as possible such as the far, interior corner in a one door classroom. IN classes with two doors, students are to be on the floor with their backs against the interior wall seated in a wedge formation.