

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Item
July 23, 2014

OFFICE OF INSTRUCTIONAL ENHANCEMENT
Mississippi School of the Arts

- E. Approval of the Mississippi School of the Arts 2014-2015 Crisis Management and Safety Plan

Executive Summary

The *Mississippi School of the Arts 2014-2015 Crisis Management and Safety Plan* includes the policies and procedures regarding crisis prevention, reaction, and recovery for the school. The document is based upon national and state models for crisis management as recommended by the Office of Safe and Orderly Schools at the Mississippi Department of Education.

This document has the following change from the previous year publication:

- Added policy on restraint of volatile subjects as indicated by the Office of Safe and Orderly Schools

Recommendation: Approval

Back-up material attached



Crisis Management and Safety Plan

Based on the
Mississippi Department of Education
Division of School Safety
Harrison County Schools
Emergency Response and Crisis Management Center
Safety Manuals

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I Policy

Intent and Definition of Crisis Management

Intent – Crisis Management is a central component of comprehensive School Safety. The most important consideration in both Crisis Management and Safe Schools efforts is the health, safety and welfare of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention using strategies that range from building design to discipline policies and programs that improve school climate.

Definition – Crisis Management is that part of a school division’s approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront, and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.

School Board Policy Statement

The Mississippi School of the Arts Crisis Management Plan operates within the framework of the Mississippi Department of Education School Board policy.

Crisis Management Planning

A. Definitions

1. “Crises” shall include but not be limited to situations involving the death of a student, staff member, or a member of a student’s immediate family by suicide, substance abuse, illness, or accident. The administration shall have the authority to determine what is a crisis incident and to convene the Crisis Response Team.
2. “Critical incidents” shall include situations involving threats of harm to students, personnel, or facilities. Critical incidents include, but are not limited to, natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents require interagency responses involving law enforcement and/or emergency services agencies.
3. The Mississippi School of the Arts “Crisis Management Plan” is a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the facility.

B. Crisis Response Team

The Mississippi School of the Arts Safety/Crisis Response Team shall be established to meet the demands of managing crisis incidents.

1. Membership: The crisis team shall consist of an immediately accessible core group who has the knowledge and skills to act in any emergency. A roster of team members will be posted in each school building.
2. Purposes: The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of team members are established in this document.

C. Crisis Management Plan

The Mississippi School of the Arts Crisis Management Plan includes provisions for Pre-planning, Intervention/Response, and Post-emergency activities, including the establishment or designation of the following:

1. Explicit procedures for each crisis incident.
2. Crisis headquarters and command post outside the school facility in the event evacuation is necessary.
3. Chain of command in the event a key administrator is not available.
4. Spokesperson to the media. This person will be the Executive Director or designee and is responsible for gathering and confirming all pertinent information about the incident.

Annual Start-Up of School Procedures

1. Confirm membership of the crisis team.
2. Send a list of team members to the staff of MSA.
3. Decide on a coordinator and substitute for synchronizing suicide intervention, critical incident, and post-trauma procedures.
4. Plan at least two crisis team meetings annually. It is mandatory that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and to check equipment such as crisis boxes.
5. Inform faculty of crisis members. Print intervention, crisis response, and critical incident procedures in a handbook.
6. Review critical incident communication codes with faculty and staff.
7. Update the phone lists.
8. The team needs to not only review procedures annually. **The key to successfully handling an incident is the preparation before the event.**
9. Meet with new staff members annually to inform them of intervention and crisis response critical incident procedures, emphasizing the referral process for crisis intervention.
10. Hold a general faculty/staff in-service on intervention, crisis response, and critical incident procedures every year.

II Mississippi School of the Arts Crisis Management Plan

Crisis Response Team

Responsibilities

The Mississippi School of the Arts Crisis Response Team, under leadership of the Executive Director or designee, is responsible for the following:

1. Establishing a protocol for dealing with crises and critical incidents.
2. Establishing a systematic approach for identifying, referring, and intervening with students identified as at-risk for suicide or other destructive behaviors.
3. Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
4. Providing information to students, staff, and community on Crisis Management referral procedures.
5. Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.
6. Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the Crisis Management Plan.
7. Conducting periodic reviews and updating of the Crisis Management Plan; conducting related updated staff training.
8. Insure the plan meets all state and federal mandated guidelines.

MISSISSIPPI SCHOOL OF THE ARTS CRISIS TEAM

The contact list and phone numbers are in the appendix section of this manual. Members include: Executive Director, Principal, Director of Maintenance, Transportation and Safety, Director of Residential Life, Counselor, School Nurse, Technology Coordinator, and 2 Teachers - Teacher representatives are appointed annually to participate on the committee.

Duties of members of the crisis response team are as follows:

A. The **Executive Director** will coordinate and supervise emergency management activities at the school. Assignments include:

1. Continuity of administration.
2. Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the campus or other sites.
3. Developing a comprehensive school emergency management program.
4. Designating and training a school Crisis Team.
5. Designating an Emergency Operations Center or command post in the Y-Hut.
6. Establish and maintain communications with county emergency services coordinator, as needed in major emergencies.

7. Establish procedures for emergency communications with school administration staff in compliance with school system plans.
8. Monitoring developing situations such as weather conditions or incidents in the community that may impact the school.
9. Keeping county officials, MSA/MDE staff, and school personnel informed of developing situations and initiate emergency notifications and warnings.
10. Directing emergency operations until public safety officials arrive on scene. Serving as a liaison to public safety personnel once they arrive on the scene.
11. Implementing evacuation procedures and measures to control access to affected area through Principal and Director of Residence Life.
12. Authorizing the release of information to the public.
13. Coordinating use of buildings as public shelters for major emergencies occurring in the county.
14. Providing damage assessment information to the Mississippi Department of Education.
15. Coordinating disaster assistance and recovery.
16. **Work with emergency personnel to follow their procedures and impart information to the team members.**

Executive Director or designee / Public Information Officer (PIO) – The Executive Director will release information to the parents and to the general public only through a designated PIO. When the Executive Director delegates this responsibility to the PIO, duties are:

1. Identify a potential “news center” site away from emergency operations where media representatives can receive briefings.
2. Prepare public information kit including identification, maps, supplies, signs, forms, sample news releases, battery-powered radio, school information, etc.
3. Collect, verify, and disseminate information to the media. Coordinate information with on-site officials; consider establishing a Joint Information Center “JIC” to ensure coordination of information being distributed.
4. Establish regular time schedule for news briefings and periodic updates.
5. Provide information in appropriate format for the general public including a format for sensory impaired or non-English speaking persons, if needed.

B. Individual Crisis Team Members. The Team’s duties are:

1. Develop and implement procedures for prevention, intervention and postvention.
2. Establish a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
3. Disseminate information to students, staff and community on referral procedures.
4. Provide training for teachers and staff.
5. Conduct drills.
6. Assist the Executive Director in controlling emergency situations.

C. Teachers/Residence Life Counselors are responsible for implementing appropriate procedures to protect students. These responsibilities include:

1. Evacuation – Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school campus or to an off-site evacuation shelter.
2. Student assembly – Maintain order while in student assembly areas.
3. Student accounting – Verify the location and status of every student. Report to the Executive Director or designee on the condition of any student that needs additional assistance.
4. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
5. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official “student release process.”
6. Maintain an incident log of all procedures and efforts.

D. Office Manager (Secretary) – The administrative secretarial staff has primary responsibility for emergency communications through internal communication within the school building under the direction of the Executive Director. Primary responsibility for record keeping also lies with this position. Duties are:

1. In an emergency, establish and maintain communications with school administration.
2. Initiate and maintain incident log as directed.
3. Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 9-1-1.
4. Report status of school and students to school administration as specified.

E. Principal/Directors – All tasks related to student accounting and student release. Duties also include.

1. Establish procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
2. Provide instruction and practice to all teachers and staff in the student assessment and reporting process.
3. Place reporting forms and procedures in classroom “emergency kit.” Establish procedures for communicating with teachers and residential life staff.
4. In an emergency, receive reports from all teachers and residential life staff on the condition and location of every student.
5. Assign persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
6. Implement student release procedures.
7. Other assignments designated by the Executive Director as needed.

F. Maintenance – Maintenance staff is familiar with the operations and infrastructure of the school buildings and are responsible for the stabilization of the buildings, controlling access, and securing the school facilities. Duties also include:

1. Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
2. Establish procedures for isolating hazardous areas.
3. In an emergency, survey damage and structural stability of buildings and utilities and report to the Executive Director or Director of School Safety.
4. Search the affected sections of the school for students or staff that may be confined or injured; but, do not put themselves or others at risk. This task may need to be accomplished by trained public safety professionals.
5. Implement building access control measures.
6. Secure student assembly areas.
7. Distribute supplies to student assembly areas.
8. Assist county officials in damage assessment.
9. Assist administrators in recovery procedures.

LOCATION OF ACTIVITY SITES

Activity	Operations Site(s) Location
• Decision Making/Control:	First - Executive Director's Office, Administration Building; Second – SLC Director of Safety Office; Third – State Room, State Bank on West Cherokee Street
• Communications/Notification:	State Room, State Bank on West Cherokee Street
• Evacuation: :	Parking Lot beside Enochs Hall, behind the Public Library, off campus locations Bank of Brookhaven parking lot and First Baptist Church.
• Shelter:	off campus location First United Methodist Church; Episcopal Church of the Redeemer and/or First Baptist Church
• Student Accounting and Release:	Student Life Center Receptionist Desk
• Building Safety/Security/EMR:	Cafeteria
• Information/Media Support:	State Room, State Bank on West Cherokee Street, Executive Director's Office
• Family Contact/Visitation:	Counselor's Office
• Support Counseling:	Counselor's Office/Y-Hut Offices as needed

Emergency Drills

The following emergency drills will be conducted:

Bus Evacuation Drill	2 per year
Fire Evacuation Drill	Monthly (rotating buildings for evacuation)
Campus Evacuation Drill	1 per year
Tornado Drill	3 per year
Lock Down Drill	2 per year

Crisis Control Center Emergency Kit

The following items shall be maintained in the designated School Crisis Control Center/Administrative Building and carried to any alternate site which may be designated:

1. Responsibilities checklist – who does what.
2. Keys to all doors in the school facility.
3. Floor plan that shows the location of all exits, all telephones and telephone wall jacks, computer locations, and all other devices that may be useful in communication during an emergency.
4. Blueprints of school building(s), including utilities.
5. Map of evacuation route(s).
6. Faculty/staff roster with:
 - a) List indicating those with first aid, CPR, and/or EMT training.
 - b) List of mobile/cellular telephone numbers.
7. Crisis response equipment (two-way radios, cellular telephones). NOTE: Red Outlets in the Student Life Center are linked to the backup generator in the instance of power outage.
8. Phone lists: See Appendix A
 - a. Community Emergency Numbers
 - b. School Numbers:
 - Central Office telephone and fax numbers
 - List of portable telephones of division staff
 - Extension numbers for school security, school health nurse, counselor and other support staff.
 - c. Other Resource Numbers:
 - Home/work telephone numbers of parent networks, school volunteers, local clergy, and other resources previously identified.

Medical Protocols

Medical protocols are to be provided by attending doctors for all students whose medical conditions require or may require assistance of school personnel. Classroom teachers and other staff who work directly with these students are to be provided information about the condition and a protocol to follow. Conditions that are almost always present in the student population and may require assistance include asthma, allergies, diabetes, and epilepsy.

III Critical Incident/Emergency Management

Overview

Critical incidents and emergencies involve threats of harm to students, personnel, and/or facilities and require immediate and effective responses.

In all cases, if after school hours, the Principal duties shall be conducted by the Director of Residence Life.

Definitions

“Crisis Response Procedures” are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses.

“Evacuation” means that all students, staff, and visitors exit building(s) and move to designated safe areas at least 1500 feet from the school (ensure evacuation areas are accessible during winter months). **The off-site evacuation center for this school is Bank of Brookhaven, if evacuation is being made from the Y-Hut, Johnson Institute or Lampton Auditorium or campuswide. In the instance of a fire at the Student Life Center, the relocation center is the First United Methodist Church behind the John Wesley House.**

“Relocation” means moving students, staff, and visitors from evacuation areas to relocation centers. The centers might be large community buildings, e.g. churches, town hall, fire station. Students and staff may be bused or walk to predetermined relocation centers. **The off-site relocation center for this school is the First Baptist Church, First United Methodist Church and Episcopal Church of the Redeemer as needed for overflow.**

“Lockdown” means all students and staff will remain in their assigned workspace/classroom or immediately move to a designated area of the school. Use of the lockdown procedure should occur when an emergency situation exists somewhere else within the school or in the immediate area outside the school where the presence of students and staff would place them in danger.

Using the Crisis Response Procedures

A copy of this Crisis Response Procedures Guide should be placed in every classroom, cafeteria, office and any other places where school telephones are available. The Guide outlines procedures for responding to school crises.

Crisis Response Procedures

Intent

Crisis Response Procedures are intended to guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events that can affect the school community for days.

Procedures for General Crisis Intervention

Source: Association of California School Administrators

Unanticipated events, such as suicides, school bus crashes, natural disasters, or multiple injuries or deaths can quickly escalate into a schoolwide catastrophe if not dealt with immediately and effectively. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on the other students. As a reminder, for the purposes of this manual, crisis is defined as:

A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.

The following procedures should be implemented if a schoolwide crisis occurs.

Immediately Following Notification of Crisis

The school Executive Director or designee should implement the following procedures when the school is notified of a near-death or fatal crisis situation:

1. Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.
2. Tell office staff members NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the Executive Director or designee until told otherwise. When using student office help, it may be useful to request that only adults answer the school telephone for the remainder of the day.
3. In case of reporting student death, verify the reported incident by calling the police or coroner.

DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY!

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with #3. Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (#2) the following school day/operating day.

Following Verification of Crisis

The following actions are listed in a priority order. In actuality, several things will happen simultaneously. **It is critical, however, that #1-10 occur BEFORE THE PUBLIC ANNOUNCEMENT (#11) IS MADE.** Once verification of a crisis has occurred, the Executive Director and/or crisis response team designee(s) must attend to the following:

2. Notify the appropriate MDE division director of the event.
3. Convene the Crisis Response Team. Do not unnecessarily alarm others, use the coded message developed for these situations (i.e., “CRT members, please report to Library or Executive Director’s office,” or “CRT meeting will convene in Executive Director’s office in 10 minutes.”)
4. Have a staff member or other designee notify counselors. If the affected student was in a special education or other special program, notify the appropriate program coordinator.
5. Assign Crisis Response Team members in the building to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parent or guardian consent, have these absent students transported to the school if practical and appropriate.
6. Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Also prepare statements for telephone inquiries.
7. Decide on a time for an emergency staff meeting and notify staff in a manner that does not unnecessarily alarm others. Invite designated outside professional counselors to join the meeting to help staff members process their own reactions to the situation.
8. Identify students, staff and parents likely to be most affected by the news (e.g., due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected student). These persons are targeted for additional support.
9. Determine if additional district/community resources are needed – or are needed to “stand by” – to effectively manage the crisis, and notify them if appropriate. If counseling is deemed necessary, Executive Director/Principal will contact MEA Cares (601) 898-7500 to set up needed resources prior to release of the information.
10. Assign team members in the building to:
 - a. Provide support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep lists of students seen by the professionals. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
 - b. Review and distribute guidelines to help teachers with classroom discussion.

- c. Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - d. Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - e. Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student's class schedule for the remainder of the day if that will be helpful to teachers in those classes.
- 11. Station staff/student support members as planned prior to making the announcement.
 - 12. Announce the crisis by delivering a typed statement to every classroom before the end of the period. Include locations of in-building support.

Once the announcement is made, assigned staff members will perform the following:

- 1. Monitor the students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concerns.
- 2. Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day or as soon as possible. Implement the plan previously developed to handle masses of parents who will pick up their children.
- 3. Notify bus drivers – especially those who drive the buses usually traveled in by the injured or deceased student, or who are experiencing the most severe shock.
- 4. Notify Brookhaven High School regarding siblings or other students predicted to be strongly affected.
- 5. Collect deceased student's (if any) belongings from his/her classroom or other sites at the end of the day.
- 6. Officially withdraw a deceased student (if any) from the school attendance rolls.

School Threat Assessment Response Protocol

Purpose

The purpose of this protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur. The protocol is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. *NOTE: This protocol is applicable during any school-sponsored event or function, whether or not the event or function is on school property.*

Procedures

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals.

- 1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;

- Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer;
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer;
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.
 3. Any MSA staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
 - Immediately notify the designated law enforcement officer/campus security assigned to the school and provide the officer with complete information regarding the information received.
 - Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.
 4. Once an assessment of the threat is complete, the law enforcement officer and administrator shall consider options for follow-up action.

A. If it is agreed the threat is credible:

1. The law enforcement officer will be instructed to initiate appropriate action to remove the student from school.
2. If possible, have the student's access badge turned off or take it until investigation is complete.
3. The student's parents or guardian shall be notified in accordance with School policy.
4. The school administrator shall take administrative action in accordance with School policy.

B. If it is agreed that the threat is not credible, the school administrator shall assume responsibility to institute any further action deemed necessary and/or as specified by School Board policy.

Follow-Up Considerations

The Threat Assessment Response Protocol shall be periodically reviewed to assess its effectiveness. Changes will be made, as needed, based on actual experiences and current practices.

General Evacuation Procedures:

1. Principal/Director of Residence Life, after consulting with the Executive Director, gives the directive to evacuate students and staff, indicating whether primary or alternate evacuation routes should be used.
2. Close but do not lock windows and doors (except during bomb threats, keep internal doors open, per school board policy) and turn off lights.
3. All students and staff travel to designated evacuation areas at least 1500 feet away from building(s). (Ensure evacuation routes and designated areas do not place students and staff in vicinity where emergency service vehicles enter the school complex.)
4. Teachers/Residence Life Counselors take attendance and report any missing students to the Principal/Executive Director preferably in writing.
5. Per school board policy, use cell phones, two-way radios, or a predetermined runner system to maintain effective communications system.
6. If the decision is to move students and staff to relocation centers, the Executive Director or designee shall contact the Brookhaven High School principal and the transportation coordinator to move students and staff.
7. If harsh weather or other emergencies exist, and the local bus provider does not have capacity to move all students and staff quickly, the Director of School Safety and school bus coordinator shall call the Brookhaven High School bus service for additional transportation support.
8. Executive Director or designee issue predetermined messages that have been coordinated with local law enforcement agencies.

Lockdown – MSA buildings are in perpetual lockdown on exterior doors.

Lockdown means all students and staff will remain in their assigned workspace/classroom or immediately move to a designated area of the school. Use of the lockdown procedure should occur when an emergency situation exists somewhere else within the school or in the immediate area outside the school where the presence of students and staff would place them in danger.

Anyone who witnesses an intruder:

1. Call 911 and notify the police of the emergency and the need for immediate police assistance.
2. Contact Executive Director (daytime) or Director of Residence Life (night time).

Administrative Actions:

1. Principal/Director of Residence Life, after consulting with the Executive Director whenever possible, gives the directive for building(s) lockdown.
2. Executive Director/Principal/Director of Residence Life/Security Officers uses predetermined announcement declaring lockdown condition.

Teacher and Staff Actions:

1. Staff should lock all hallway doors - no doors should be barricaded.
2. During a gun incident, instruct students to “drop to the ground” or “run into the building quickly.”
3. Tell the students that we have an emergency and you don’t know what it is.
4. Teachers, staff, visitors and students remain quiet in designated lockdown area, on the floor, away from windows and doors, and with all lights turned off.
5. Remain in lockdown mode until the “all clear” command is given by the Directors.
6. Teachers take attendance and when contacted report missing students
7. Care for the injured and seek further medical attention as needed.

Additional Actions by Administration after an incident:

1. Executive Director will contact the Mississippi Department of Education and school board.
2. Contact parents of injured students (immediate relatives of injured staff members).
3. Executive Director and Principal meet with law enforcement upon arrival.
4. When appropriate, custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
5. Law enforcement directs wrecker(s) to remove vehicles blocking emergency routes.
6. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parent(s)/guardian(s) describing the facts known at the time and procedures for accessing support as needed.
7. At all times attend to the safety of students and staff.
8. Executive Director or Principal keeps an informal time and procedures log of response activities.
9. Executive Director and district spokesperson may contact media with predetermined message that has been coordinated with law enforcement.
10. Executive Director and Principal work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
11. Counselors provide victim assistance services through MDE.
12. Complete an incident report and file in Executive Director’s office.
13. Debrief crisis response team and staff.

Accident

Bus and automobile accidents involving students and staff traveling to and from school and during field trips.

1. Secure vehicle, position flares well away from accident scene and display other appropriate warning devices.
2. Direct someone to call 911 and the Principal or Executive Director.
3. Remain with the students at all times.
4. Check all passengers for injury and administer first aid, if appropriate.
5. Principal and other key personnel report to scene of accident.

6. Ensure children remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from highway.
7. Administer first aid by utilizing trained staff from the immediate vicinity.
8. Get names and addresses of any witnesses and report to law enforcement and principal.
9. Make no statements to bystanders or media.
10. If necessary, team leader convenes crisis response team at the school and decides what additional resources and support will be needed.
11. Principal or designee verifies accident report with law enforcement and attempts to determine who has been injured, extent of injuries, and hospital where victims have been taken.
12. Principal directs preparation of a phone list identifying names of students, staff, and parents who need to be notified.
13. Principal immediately contacts parent(s)/guardian(s), or other close relative(s) of accident victims.
14. Executive Director and the district spokesperson prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
15. The School Counselor initiates grief counseling plan as determined by need and severity of the situation.
16. Complete an incident report and file in Executive Director's office.
17. Debrief with crisis response team and staff.

Allergic Reaction

Many students and staff are allergic to certain foods or food additives or may develop a dangerous reaction to prescription medicine or other chemicals/substances.

1. Consistent with school board policy and the Family Educational Rights to Privacy Act (FERPA), school administration should provide every staff person who routinely interacts with students or staff known to have food or other allergic reactions with an Emergency Care Plan that includes student/staff names, parent/guardian/relative names, phone numbers, and allergic symptoms, as well as appropriate first aid measures.
2. If a student or staff member is exposed, or is suspected of having been exposed to food, chemical, bee/hornet venom, or other allergic substances, check for a medical alert tag, and contact the School Nurse, and then the Principal/Director of Residence Life. The Nurse should perform the following actions:
 1. Direct someone else to call 911 and inform a secretary or school administrator who will contact parent(s)/guardian(s);
 2. Monitor and maintain ABC's (Airway – Breathing – Circulation) as needed;
 3. Observe student or staff member;
 4. EMS transport to Emergency Room for further treatment if necessary;
 5. Notify physician if required.
3. Caution parents to carefully watch child for next 24 hours and contact physician at first sign of any delayed allergic reaction.
4. Complete the district accident/incident report and file in Executive Director's office.

Assault/Fighting

Violence or threat of physical harm to students, staff, administrators, or other persons not involving a dangerous weapon or firearm.

1. Directors/crisis response team members approach in a calm manner and direct combatants to stop fighting.
2. Direct someone to contact campus security.
3. Principal/Executive Director directs lockdown response for classrooms in the immediate vicinity of the altercation if appropriate.
4. Appropriate de-escalation strategies should be used:
 - remain emotionally neutral;
 - quickly analyze situation to decide response;
 - if warranted, and trained staff are available, restrain combatants;
 - seek additional trained support staff for backup.
5. Staff removes other students and secures the scene.
6. Assess extent of injuries and administer first aid or seek further medical support.
7. Staff in area record witness names and report them in writing to Principal.
8. Escort combatants to the Y-Hut office, keeping them isolated from other students.
9. Principal/Executive Director calls parent(s)/guardian(s).
10. Principal conducts investigation and follows school discipline policies and administrative procedures.
11. Refer victim to counselors for victim assistance services if required.
12. Executive Director reports incident to law enforcement when appropriate.
13. Complete an incident report and file in Executive Director's office.

Irrational people

Proactive Efforts by all Staff

- Watch for indicators of harassment or bullying;
- Report problems that are simmering and have the potential to escalate, thereby affecting more students and becoming much more serious. Report problems to the Executive Director and/or Security, depending on urgency;
- Do not be alone with a student in a non-public, inappropriate place.

Verbal Abuse Actions

- Report immediately to Principal or Executive Director;
- Remove the student from the environment and get to Principal, Executive Director, or security office;
- Disciplinary action will follow as appropriate and in accordance with school policy.

Physical Abuse Actions

- Remain calm;
- Don't give a reaction;
- Ask any students in the room to leave immediately and get help;
- Stay with the irrational student unless personal safety is at risk;

- Do not yell or physically charge or touch toward the student;
- Attempt to get self or victim away from the irrational student;
- Tell the victim to get out of the space as soon as possible or verbally try to separate the people in an altercation;
- Attempt to maintain space between the student and self/victim (if possible a desk or large furniture can block immediate danger until help arrives);
- If there are hazards in the room, try to maneuver the irrational student away from it (mirrors, hot equipment, art supplies with sharp edges);
- Do not get backed into a corner;
- When help arrives, immediately remove self from the space. Allow the authorities to take control.
- Discipline may include a statement, photos of damage, and appropriate action in accordance with MSA policy.

In accordance with MS Code 37-9-14, all staff are obligated to pitch in and take an active role in ceasing any and all hostile activities.

Administrative Actions:

Any staff member that has acted irrationally will be handled by security officers or the police. Principal or Executive Director will notify parent(s)/guardian about immediate removal of any irrational student.

Principal or Executive Director will notify parent(s)/guardian of the victim, if any.

Statements will be taken from involved parties.

Policy regarding dismissal/reprimand will be followed.

Document all activity and notify law enforcement, in accordance with MS Code 37-9-14.

Restraint

In accordance with referenced legislation, is recognized that instructional and other staff may be called upon to intercede in situations wherein students may be displaying physically violent behavior. District policy positively prohibits the use of excessive force, or cruel and unusual punishment regarding student management. Staff may, however, use restraint techniques to control and restrain a student under the following conditions:

1. The student is an imminent danger to himself.
2. The student is an imminent danger to others
3. To prevent the destruction of property.

Any use of restraint will be preceded by the following verbal intervention:

1. Order the student to desist in the behavior.
2. Advise the student they will be restrained if behavior does not cease.

If the student is non-compliant with verbal intervention, the staff member should, if physically possible, apply any of the restraint techniques that have been taught by the district. Staff are cautioned to use common sense and sound judgment in responding to student altercations. For example, a 5'2" teacher cannot be expected to restrain a 6', 200 pound football player.

Acceptable restraint techniques include:

1. Arm bar and wrist lock.
2. Pressure Point Control Techniques.
3. Any generally accepted law enforcement restraint techniques.

Restraint is to be applied until compliance is met and the student is no longer a danger. Under absolutely no circumstances will restraint techniques be used as punishment. The student is to be removed from a public area immediately and a report filed. Staff untrained in these techniques should immediately call campus security for help at the beginning of any issue they see progressing into a volatile state.

Bomb Threat [*Evacuation*]

Call Received

1. Record exactly what the caller says.
2. If possible, ask the caller:
 - a. Time bomb set to detonate?
 - b. Is it visible or hidden?
 - c. Type of bomb?
 - d. How it got in school?
 - e. Where it's located?
 - f. What it looks like?
 - g. Why placed in school or on grounds?
 - h. Note any caller accent, age, sex, background noise, mental state, etc.
 - i. Write down perpetrators phone number from the Caller ID system.
3. Report to campus security.
4. Contact Executive Director if possible.

Suspicious Device Found

1. If a suspicious device is found, the MSA staff member will notify MSA Security.
2. If possible, contact Executive Director.
3. Do not touch or attempt to move the suspicious device.

Administrative Actions

1. Principal calls 911 or may choose to contact police and fire departments using regular phone numbers so as not to trigger scanners, and quickly convene the crisis response team which used the information gathered from the bomb threat phone guide to decide how the school should respond.
2. Principal contacts Executive Director.
3. Principal follows policy and procedures to communicate predetermined emergency announcement directing school off-campus evacuation.
4. Executive Director will contact the Mississippi Department of Education Deputy Superintendent.
4. Maintenance turns off school utilities.

3. Maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
4. Director of School Safety and Executive Director decide appropriateness of moving students and staff to buses or relocation sites during extended evacuation.
5. The police bomb squad then takes charge of the incident and scene upon arrival.
6. Principal assists the Executive Director/spokesperson in preparation of a statement for staff to read to students and send to parent(s)/guardian(s) describing the facts known at the time and procedures for accessing support as needed.

Teacher and Staff Actions:

1. All teachers and staff scan work area for unusual objects while evacuating the building; direct students who are in bathrooms or halls to exit with closest class and then report immediately to assigned teacher once in evacuation area. Evacuation area is the parking lot at the Bank of Brookhaven until assessments can be made to relocate permanently if needed or return to campus.
2. Close doors, but do not lock the door after the last person exits the room if nothing unusual was observed.
3. Teachers take attendance in evacuation area and immediately record missing students to Principal or Director of Residence Life.
4. Report suspicious objects to Director of School Safety/Directors once evacuation procedures are complete.

Additional Administrative Actions following incident:

1. Executive Director keeps all informal time and procedure log of crisis response activities.
2. Principal works with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
3. Executive Director's secretary complete required district reports and an incident report for file in Executive Director's office.
4. Debrief with crisis response team and staff.

Death at School

The death of a student or staff member on school grounds or while traveling to or from the school.

1. Principal/Director of Residence Life or designee contact 911.
2. Principal/Director of Residence Life or designee contacts Executive Director.
3. Principal/Director of Residence Life or designee notifies school counselor(s).
4. Executive Director will contact the Mississippi Department of Education.
5. Convene crisis response team and develop a plan for the following:
 - Executive Director ensures the family of deceased is notified;
 - Principal alert counselors at schools where any siblings are enrolled;
 - Provide grief support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas

keep lists of students seen by the professionals. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.

- Review and distribute guidelines to help teachers with classroom discussion.
 - Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student's class schedule for the remainder of the day if that will be helpful to teachers in those classes.
6. Station staff/student support members as planned prior to making the announcement.
 7. Delivering a typed statement to every classroom before the end of the period or convene a student assembly. Include locations of in-building support.

Once the announcement is made, assigned staff members will perform the following:

8. Monitor the students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concerns.
9. Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day or as soon as possible. Implement the plan previously developed to handle masses of parents who will pick up their children.
10. Notify bus drivers – especially those who drive the buses usually traveled in by the injured or deceased student, or who are experiencing the most severe shock.
11. Notify Brookhaven High School regarding siblings or other students predicted to be strongly affected.
12. Collect deceased student's belongings from his/her classroom or other sites at the end of the day.
13. Officially withdraw a deceased student from the school attendance rolls
14. Principal keeps an informal time and procedures log of crisis response activities.
15. Principal/Executive Director makes home visits to affected families with counselors or crisis team members.
16. Prepare to hold community support meeting(s) if appropriate.
17. Relay information about wake(s) and funeral(s) to students, staff and community as it becomes available.
18. Plan long-term response and follow-up counseling.
19. Complete an incident report and file in Executive Director's office.
20. Debrief with crisis response team and staff.

Demonstration/Riot [*Lockdown*]

An event where a group of people threaten to disrupt school activities or cause personal or property damage.

1. Principal contacts Executive Director and Directors.
2. Executive Director will contact the Mississippi Department of Education.
3. Executive Director may convene the crisis response team.
4. Directors determine whether to ask demonstrators to disperse, notify law enforcement, or initiate lockdown procedures using predetermined code word (phrase).
5. Direct students who are in bathrooms or halls to join closest class or nearest adult and then report immediately to assigned teacher once in evacuation area; inform the office about student's location during lockdown.
6. Custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
7. Principal assesses the severity of injuries and determines need for further medical support.
8. Principal keeps an informal time and procedures log of crisis response activities.
9. Executive Director may contact media with predetermined message.
10. Complete an incident report and file in Executive Director's office.
11. Debrief with crisis response team and staff.

Explosion [*Evacuation*]

An explosion may result from chemical interactions, ruptured propane tank, detonated bomb or other combustible materials/chemicals.

1. Assess injuries; use serious illness/injury section of this guide, if appropriate.
2. Call 911, the nurse, the Executive Director and Principal.
3. Executive Director will contact the school board.
4. Follow evacuation procedures and/or activate emergency code system. Leave classroom doors unlocked and direct students who are in bathrooms or halls to join closest class and then report immediately to assigned teacher once in evacuation area.
5. Teachers take attendance in evacuation area and immediately report missing students to the Principal/Director as soon as possible.
6. Custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
7. Law enforcement directs wrecker(s) to remove vehicles blocking emergency routes.
8. Nurse secures treatment for any injured persons.
9. Convene crisis response team and assess situation.
10. If immediate threat of fire, the fire chief assumes control of the incident.
11. Director of Maintenance oversees turning off school utilities.
12. Executive Director prepares a written statement for staff to read to students and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
13. Executive Director or designee keep an informal time and procedures log of crisis response activities.

14. If criminal behavior is suspected, law enforcement takes charge of incident.
15. Executive Director may contact media with predetermined message that has been coordinated with law enforcement.
16. Directors work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
17. Complete an incident report and file in Executive Director's office.
18. Debrief with crisis response team and staff.

Fire *[Evacuation]*

The primary responsibilities of all employees if a fire – experiences excessive heat radiating from an adjoining wall, ceiling or floor, smelling smoke, observes flames or smoke:
Remember **R.A.C.E.**

- R** - Rescue. Get all individuals away from danger into a safe area.
- A** - Alert. Call 911, Pull the nearest fire alarm, and report the fire to the Principal.
- C** - Contain. Close doors as you leave the area if safe to do so.
- E** - Extinguish or Evacuate. If safe to do so, and if properly trained. Extinguishers are located in all school facilities. Know the location of the extinguisher in your area. If you cannot extinguish, evacuate the area.

Teachers and Staff Actions:

1. Teachers direct students who are in bathrooms or halls to join closest class and then report immediately to assigned teacher once in evacuation area.
2. Teachers take attendance in evacuation area and report missing students to the Principal as soon as possible.
3. Custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
4. Law enforcement directs wrecker(s) to remove vehicles blocking emergency routes.
5. Custodian/maintenance turns off school utilities.
6. Determine if there are any injuries and report to nurse.
7. Teachers supervise students in evacuation area.
8. Wait for administrative decision to re-enter school or to dismiss or move students and staff to relocation areas.

Additional Administration Actions following incident:

1. Executive Director's secretary keeps an informal time and procedures log of crisis response activities.
2. Executive Director assists the district spokesperson to prepare a written statement for staff to read to students and send to parents/guardian describing the facts known at the time and procedures for accessing support as needed.
3. Directors work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation. If needed, Principal or Executive Director will contact MDE for counseling professionals.
4. Complete an incident report and file in Executive Director's office.

5. Debrief with crisis response team and staff.

Hazardous Material [*Lockdown or Evacuation*]

Hazardous materials include poisons, petroleum products, fertilizers, biological contaminants, explosives and other corrosive materials that have the potential of becoming a hazard in the immediate vicinity of the school. In the case of a hazardous spill:

1. Notify the Principal, who will notify the Executive Director.
2. Call 911 and activate the fire department.
3. Assess the extent of injuries and need for additional medical attention.
4. Directors may convene the crisis response team.
5. Determine location, quantity and danger potential of hazardous materials.
6. Fire chief becomes the team leader and works with the Executive Director to evacuate or direct lockdown using predetermined code word (phrase).
7. Staff direct students who are in bathrooms or halls to join closest class and then report immediately to assigned teacher once in evacuation area; inform the office about student's location during lockdown.
8. Custodian/maintenance turns off school utilities.
9. Teachers take attendance in evacuation area and immediately report missing students to the Director/Principal upon request.
10. Seal off area and keep students and staff away from the hazardous material.
11. Custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
12. Executive Director contacts MDE.
13. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parents/guardian describing the facts known at the time and procedures for accessing support as needed.
14. Executive Director's secretary keeps an informal time and procedures log of response activities.
15. Principal and Executive Director works with the School Counselor and MDE to initiate grief counseling plan as determined by need and severity of the situation.
16. Complete an incident report and file in principal's office.
17. Debrief with crisis response team and staff.

Hostage [*Lockdown*]

Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. This may include situations where a person barricades themselves in a building or vehicle and threatens suicide. A hostage situation should always be handled by law enforcement officials.

General Procedures

1. Do not intervene in the hostage/barricade situation.

2. Call 911 and the Executive Director, who will notify MDE.
3. Executive Director yields team leader authority to law enforcement commander who directs procedure for lockdown or evacuation using predetermined code word (phrase).
4. Staff direct students who are in bathrooms or halls to join closest class or group; inform the office about student's location during lockdown.
5. Activate the crisis response team (if time allows or Executive Director/Security makes the decision) and decide plan of action if there is to be a lockdown or evacuation. A public announcement will be made to such effect as on page 16 & 17 for Lockdown or Evacuation for any other purpose.

Lockdown:

6. Staff lock all hallway and exterior doors – however, no doors should be barricaded that would prevent rapid evacuation.
7. If the fire alarm is activated during a lockdown that involves a hostage or weapons crisis, staff should direct students to wait until an announcement is made to leave the area.
8. Staff, students and visitors remain quiet in designated lockdown area, on the floor, away from windows and doors, and with all lights turned off.
9. Remain in lockdown mode until the “all clear” command is given by the principal or law enforcement commander.

Following Incident:

1. Custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
2. Executive Director notifies parent(s)/guardian(s) of students involved.
3. Executive Director and district spokesperson prepare a written statement for staff to read to students and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
4. Executive Director or designee keeps an informal time and procedures log of response activities.
5. Principal and Executive Director work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
6. Conduct victim assistance services as provided by MDE.
7. Complete an incident report and file in Executive Director's office.
8. Debrief with crisis response team and staff.

If Taken Hostage

1. Follow instructions of hostage taker.
2. Remain calm and do not panic. Reassure students if they are present that everything will be okay.
3. Treat the hostage taker with respect and act as normal as possible.
4. Ask permission to speak and do not argue or make suggestions.
5. Don't intervene; allow law enforcement to negotiate.

6. School will complete steps 2-19 above as appropriate.

Intruder [Lockdown]

Unauthorized person in school building or on school property.

1. Ask unauthorized visitor to identify himself/herself.
2. If visitor is uncooperative, contact the MSA Security and Principal.
3. Principal notifies Executive Director.
4. MSA security asks intruder about purpose for being in school.
5. If no legitimate reason, MSA security asks intruder to leave.
6. If intruder remains uncooperative, MSA security contacts additional law enforcement.
7. Executive Director initiates lockdown using pre-determined announcement.
8. Teachers direct students who are in bathrooms or halls to immediately enter closest classrooms and remain until lockdown ends.
9. If intruder leaves before law enforcement arrives, write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information and report to MSA Security and Principal.
10. Complete an incident report and file in Executive Director's office.

Missing Student

Student(s) unaccounted for at school.

1. Refer all requests for release of individual students to the office prior to their departure from school; require a written student release note from parents.
2. If an "unauthorized" or unknown person is in or near your workspace, note their appearance, make and color of vehicle, or any other identifiable information, and report observations to the Principal.
3. Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person back to office for approval.
4. Notify the Principal of any suspicious student absence or unknown person in building.
5. Principal will notify Executive Director.
6. Principal will contact parent(s)/guardian(s) to gather more information or communicate student absence.
7. Activate missing student code throughout school.
8. Principal will call 911 if necessary.
9. All staff is on lookout for missing student and immediately report any new information to the Executive Director or Principal.
10. Inform staff once missing person is found.
11. Complete an incident report and file in Executive Director's office.
12. If necessary, the incident will be moved to a kidnapping situation.

Kidnapping

Kidnapping means the unauthorized removal of a student from school property without consent either from school officials and/or parent(s)/guardian(s). In many instances this violation of school rules and state law is perpetrated by a parent or relative involved in a domestic dispute.

1. Verify child is missing and then contact Principal.
2. Principal contacts parent(s)/guardian(s) and checks student file for any restraining orders or other background information.
3. Gather facts about abduction, description of abductor and any vehicle involved.
4. Principal calls 911, Executive Director, and notifies counselor and nurse as needed:
 - police may interview child's friends;
 - school staff provide support for students being interviewed;
 - follow school policy and procedure on confidentiality.
5. Convene crisis response team and decide on response plan.
6. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parents/guardian describing the fact known at the time and procedures for accessing support as needed.
7. Executive Director keeps an informal time and procedures log of response activities and assists the district spokesperson to contact the media with predetermined message that has been coordinated with law enforcement.
8. Principal and Executive Director works with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
9. Counselors provide victim assistance services as required.
10. Complete an incident report and file in Executive Director's office.
11. Debrief with crisis response team and staff.

Natural Disaster *[Evacuation or Lockdown]*

A flood, hurricane, tornado or earthquake will often strike without warning; appropriate emergency procedures must be initiated immediately. School should use tone-alert radio to receive advance notice of any natural disasters.

Floods

Floods cause property damage and personal injury. Flood waters may be slow moving and rise gradually, giving school administrators adequate time to plan a timely school dismissal. However, there are times, especially during a flash flood, that school officials and emergency service providers have a very short response time.

1. When there's adequate response time, contact local weather service or the Lincoln County emergency management center.
2. Convene crisis response team, assign responsibilities and discuss options.
3. Consider if students and staff will be safer remaining at school or in buses and cars traveling home, or in evacuation or lockdown mode.
4. Make announcements as appropriate over the all call system.

5. If there is no time to evacuate to high ground or to board buses, then the decision to move all students and staff to the school roof or upper floors of the Student Life Center may be in order. Consideration for the ages of students, weather exposure and wind chill should be made when this becomes the only option.
6. Contact 911 and maintain cell phone or radio contact.
7. Teachers take attendance in evacuation area and immediately report missing students to the Principal/Director as soon as possible.
8. Custodial/maintenance staff wearing orange vests work with law enforcement or help to prevent unauthorized people from entering school grounds.
9. Maintenance turns off school utilities.
10. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
11. Executive Director's secretary keeps an informal time and procedures log of response activities.
12. Principal and Executive Director works with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
13. Complete an incident report and file in Executive Director's office.
14. Debrief crisis response team and staff.

Hurricane

If a hurricane is in the Gulf of Mexico and predicted to hit Mississippi or Southeast Louisiana, Executive Director and Director of Safety will determine necessity of school evacuation a minimum of 24 hours in advance of landfall or mandatory evacuation that would prevent ease of travel on interstate highways. If weather is deemed a threat to the campus and safety of students, MSA will activate the campus call tree to parents/guardians to pick up their student from campus. If students remain on campus, the procedure for Tornado will be followed if necessary.

Tornado/Earthquake (Duck and Tuck)

If a Tornado Watch is issued:

If a Tornado Watch (tornado may be developed), students and staff are instructed to stay on campus and indoors away from windows as much as possible.

If a Tornado Warning is issued:

If a Tornado Warning (tornado has been formed and sighted), Executive Director or designee will make an announcement to take cover in the hallways.

If Indoors for Tornado or Earthquake:

1. Instruct students to drop to crouched position, head down, hands clasped behind head, with back toward windows, under tables/desks and away from bookshelves and cabinets.
2. Remain near walls or in hallways; don't take cover in the center of rooms or in large open spaces like gymnasiums, libraries or cafeterias.

After the disaster:

3. Wait until wind/tremors stop.
4. Evaluate situation and implement evacuation procedures if necessary.
5. Go to designated safe area 300 feet away from the school and take attendance. School designated area on campus is the parking lot behind the Public Library. If debris is great, assemble at the Bank of Brookhaven.
6. Report missing students and staff to the Principal/Director as soon as possible.
7. Supervise students until they can safely return or other administrative direction is given.
8. As appropriate, custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
9. Maintenance turns off school utilities.
10. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
11. Directors contact Executive Director for further action.
12. Executive Director's secretary keeps an informal time and procedures log of response activities.
13. Principal and Executive Director work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
14. Complete an incident report and file in Executive Director's office.
15. Debrief crisis response team and staff.

If Outdoors for Tornado or Earthquake:

1. Stay outside and move away from buildings to designated evacuation area 300 feet away from school and take attendance, avoiding trees, telephone poles and any overhead wires.
2. Lie face-down with hand clasped behind head.
3. Evaluate situation and await reentry signal from principal or direction is given to move to relocation areas.

After the disaster:

4. Custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
5. Maintenance turns off school utilities.
6. Communication coordinator and district spokesperson prepares a written statement for staff to read to students and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
7. Directors remain in contact Executive Director for further information.
8. Executive Director's secretary keeps an informal time and procedures log of response activities.
9. Principal and Executive Director work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.

10. Complete an incident report and file in Executive Director's office.
11. Debrief crisis response team and staff.

Serious Injury/Illness

Serious injury or illness can happen at any time without prior warning. Symptoms must be dealt with swiftly and appropriately.

1. Send runners to call 911 and notify Principal. Do not leave victim(s) unattended.
2. Maintain open airway and administer CPR if trained and if necessary.
3. Do not move the victim unless an immediate emergency situation dictates.
4. Immobilize victim if potential head, neck or back injury.
5. Control bleeding by applying direct pressure and elevation.
6. Help prevent shock by keeping victim warm, dry and calm.
7. Check for medical alert tags.
8. Executive Director or Principal contact parent(s)/guardian(s).
9. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.
10. Principal and Executive Director work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
11. Complete an incident report and file in Executive Director's office.
12. Debrief crisis response team and staff.

Suicide

When a student or staff member attempts to take his/her life or completes the act of suicide, either at school or in the community.

Attempt

1. Take the threat seriously and if necessary call 911.
2. Intervene as appropriate to prevent completion of suicide.
3. Obtain assurance from the person that (s)he will not harm (further harm if self-destructive actions have already taken place) themselves and direct someone else to seek medical help or professional assistance-do not leave student alone.
4. Secure area and prevent non-essential people from accessing location.
5. Prevent other students from witnessing a traumatic event.
6. Principal or Executive Director contact parent(s)/guardian(s), and school counselor(s) (for assistance in handling procedures if needed).
7. Engage support from MDE and counselor.
8. Executive Director convenes crisis response team to:
 - alert counselors at schools where any siblings are enrolled;
 - inform staff who in turn will communicate information to student body;
 - prepare strategy in case other students attempt or complete suicide.
9. Remain calm and assure other students everything will be okay.

10. Permit students to leave school only with parental permission and carefully track attendance.
11. Directors keep an informal time and procedures log of crisis response activities.
12. Complete an incident report and file in Executive Director's office.
13. Debrief with crisis response team and staff.

Completion

1. Directors will convene crisis response team and:
 - contact law enforcement;
 - ensure family of deceased is notified through pre-established method;
 - alert counselor and nurse at schools where any siblings are enrolled;
 - inform staff who in turn will communicate information to student body;
 - prepare strategy in case other students attempt or complete suicide.
2. Hold faculty meeting as soon as possible to communicate next steps.
3. Permit students to leave school only with parental permission and carefully track attendance.
4. Engage support of counselors and any peer intervention or student assistance personnel.
5. If questioned by media, the Executive Director should state that law enforcement official are investigating an untimely death (do not give names or any personal information) and direct the media to the district superintendent for an official statement.
6. Executive Director or Principal keeps an informal time and procedures log of response activities.
7. Executive Director and Principal work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
8. Make home visits to affected families with counselor(s) or crisis team members.
9. Relay information about wake(s) and funeral(s) to students, staff and community as it becomes available.
10. Complete an incident report and file in Executive Director's office.
11. Debrief with crisis response team and staff.

Weapon [Lockdown]

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to, gun, knife, metal knuckles, straight razor, noxious, irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors.

1. Contact Principal and call 911.
2. Principal contact Executive Director.
3. Convene crisis response team and assess situation as to:
 - location of person with weapon;
 - extent of existing and potential for further injuries;
 - how the school will respond.

Administrative Actions:

4. Directors, using pre-determined announcement, directs students/staff to move away from immediate danger to safety; some situations may warrant lockdown and others evacuation
5. Contact parents of injured students (immediate relatives of injured staff members).
6. Executive Director and Principal meet with law enforcement upon arrival.
7. When appropriate, custodial/maintenance staff wearing orange vests work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and prevent unauthorized people from entering school grounds.
8. Law enforcement directs wrecker(s) to remove vehicles blocking emergency routes.

Teachers and Staff Actions:

9. Direct students who are in bathrooms or halls to join closest class and to inform the office about location during lockdown;
10. If the fire alarm is activated during a lockdown that involves a hostage or weapons, staff should only respond to the announcement to evacuate the building;
11. During a gun incident, instruct students to “*drop to the floor/ground*” or “*run into the building quickly*;”
12. During lockdown, staff should lock all hallway and exterior doors – however, no doors should be barricaded to prevent rapid evacuation;
13. Teachers, staff, visitors and students remain quiet in designated lockdown area, on the floor, away from windows and doors, and with all lights turned off;
14. Teachers take attendance in evacuation area or in lockdown mode based upon announcement and immediately report missing students or additional students not generally under their supervision to the Principal/Director as soon as possible.
15. Care for the injured and seek further medical attention as needed until help arrives.
16. If evacuated by law enforcement, no one can reenter the building until released by the administration or law enforcement.

Additional Administrative Actions after the incident:

17. Executive Director and district spokesperson prepares a written statement for staff to read to students and send to parent(s)/guardian(s) describing the facts known at the time and procedures for accessing support as needed.
18. At all times attend to the safety of students and staff.
19. Executive Director or Principal keeps an informal time and procedures log of response activities.
20. Executive Director and district spokesperson may contact media with predetermined message that has been coordinated with law enforcement.
21. Executive Director and Principal work with the School Counselor to initiate grief counseling plan as determined by need and severity of the situation.
22. Counselors provide victim assistance services through MDE.
23. Complete an incident report and file in Executive Director’s office.
24. Debrief crisis response team and staff.

Appendix A-G

Appendix A: Announcements

Lockdown

Class in Session (no lunches in progress)

“Students and Staff – It is necessary at this time to begin a school-wide lockdown. All students are to remain in class or room where you are. Students in the hall report immediately to the nearest room. Students on off block report to the nearest room with a door. Teachers lock your classroom door. No one is to leave the classroom until an all clear announcement is made by an administrator. If we need to evacuate the building, an announcement will be made.”

During Lunch or After School Hours/During Class Changes

“Students and Staff – It is necessary at this time to begin a school-wide lockdown. Students, teachers, and residential life staff in the cafeteria are to report immediately to the nearest room with a door. All students join closest class or adult and stay there until an all clear announcement is made. Then report immediately to assigned teacher once in evacuation area. Adults lock doors where you are as soon as students are inside. If we need to evacuate the building, an announcement will be made.”

Evacuation

Class in Session (no lunches in progress)

“Students and Staff – It is necessary at this time to begin a school-wide (or building) evacuation. All students are to follow the evacuation routes nearest your location. Students in the hall evacuate the building and report immediately to your teacher. Students on off block report to the SLC first floor representative. Staff do not lock your classroom door. No one is to enter the building until an all clear announcement is made by an administrator. If we need to relocate, an announcement will be made.”

During Lunch or After School Hours/During Class Changes

“Students and Staff – It is necessary at this time to begin a school-wide (or building) evacuation. All students are to follow the evacuation

routes nearest your location. Students in the hall evacuate the building and report immediately to the SLC floor representative or residence counselor. No one is to enter the building until an all clear announcement is made by an administrator. If we need to relocate, an announcement will be made.”

Relocation

“Students and Staff – It is necessary at this time to begin a school-wide relocation. All students are to follow the evacuation routes nearest your location. Report to the Bank of Brookhaven parking lot. Students in the hall evacuate the building and report immediately to your teacher or residence counselor. No one is to enter the campus until an all clear announcement is made by an administrator.”

Tornado

If a Watch is issued:

Students and Staff a Tornado watch has been issued for us until _____. Students are required to stay on campus and indoors away from windows until an announcement is made.

If a Warning is issued:

Students and Staff a Tornado warning has been issued for us until _____. Students need to take cover in the hallway (on the first floor if in the SLC) in the crouched position and remain there until an announcement is made.

Appendix B: Communications

All further information to be used at the discretion of the Executive Director.

Procedures for contacting students because of a school emergency are listed in policy form in the Student Handbook. Refer all communications with parents to policies and procedures listed in the Student Handbook.

ANNOUNCEMENTS

Initial Announcement of Crisis Event

TO:

FROM:

“We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ had died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building _____ (location) to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.”

“As soon as we know the family’s/families’ wishes we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules.”

Student Suicide

To be read to the students by the classroom teacher.

TO: School Faculty

FROM: Director

SUBJECT: (Crisis)

DATE:

John Doe committed suicide early Saturday morning. From the faculty, staff, and administration, we extend our sympathy to John’s family and friends. We encourage all students to consider the tragic nature of this death and to realize that death is final.

John’s death is a reminder to us all that the act of taking one’s life is not a solution to any of life’s problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member. Counseling is available at _____.

Funeral services for John will be held on _____ at _____. Expressions of sympathy may be sent to (name and address).

Student Death from Accident or Illness of Which Students May Be Aware

As many of you are aware, we were sorry to hear that _____, a student in the 11th grade of our school, died on _____ from injuries in a car crash. The funeral arrangements have not been completed. As soon as we learn the funeral plans, we will announce them. Those of you who want to discuss your feelings about _____'s death should obtain a pass from your teacher to go to the library where there are counselors available. This help will be available throughout the school day.

Thank you for your cooperation today.

Communications with Media – Executive Director or designee will handle all media relations in conjunction with direction from MDE.

Most news people are sensitive, open to suggestions and interested in doing a reputable job. When dealing with the media, the following suggestions will promote clear communications:

- Deal up-front with reporters. Be honest, forthright and establish good communication with the media before problems or a crisis occurs.
- Do not try to stonewall the media or keep them from doing their job.
- The school should decide what to say, define the ground rules, issue a statement and answer questions within the limits of confidentiality.
- Identify a single information source.
- Advise school staff of media procedures.
- Advise students of the media policy. Let them know that they do not have to talk, and can say no.
- If the crisis is a death, consult with the deceased student/staff member's family before making any statements and get their permission to release information.

During a Crisis:

- Attempt to define the type and extent of the crisis as soon as possible.
- Inform employees what is happening as soon as possible.
- Designate that a central source, such as the crisis communications center, coordinate information gathering and dissemination.
- Instruct all employees to refer all information and questions to communications centers.
- Remind employees that only designated spokesmen are authorized to talk with news media.
- Take initiative with news media and let them know what is or is not known about the situation.
- When communicating, remember to maintain a unified position and uniform message; keep messages concise, clear, and consistent; keep spokesman and alternates briefed.
- Contact the top administrator or designee to inform him of the current situation, emerging developments, and to clear statements.

- Delay releasing information until facts are verified and the school's position about the crisis is clear.
- Read all releases from previously prepared and approved statements to avoid danger of adlibbing.
- Assign sufficient staff to handle phones and seek additional information.
- Keep a log of all incoming and outgoing calls and personal contacts.
- Relieve key people from their normal duties so they may focus on the crisis.
- Express appreciation to all persons who helped handle the crisis.
- Prepare a general announcement to be given by the principal or designee. A straightforward sympathetic announcement of loss with a simple statement of condolence is recommended. Also, a statement that more information will be forthcoming, when verified, can be reassuring to students and staff.

Tips for Working with the Media

Don't

- DON'T try to keep the media out or "kill" a story.
- DON'T say "no comment."
- DON'T adlib.
- DON'T speak "off the record."
- DON'T speculate.
- DON'T try to cover-up or blame anyone for anything.
- DON'T repeat negative/misleading words.
- DON'T play favorites among media.

Do

- Emphasize your good record.
- Be accurate and cooperate as best you can.
- Be prepared for and prepare in advance a response to questions that might violate confidentiality or hinder the police investigation.
- Insist that reporters respect the privacy rights of your students and staff.
- Speak to reporters in plain English – not educationese.
- When asked a question and you don't know the answer, say so, then offer to find out and call the reporter back.

Guidelines for Communicating with the Media in Times of Crisis

1. The ***primary goal*** should be to keep the public informed about the crisis while trying to maintain the privacy of students and ensure as little interruption of the educational process as possible.
2. As soon as possible, ***prepare a written statement*** that gives the basic facts clearly and concisely. Two or three minutes spent writing down some specific points is valuable. If there is time, try to anticipate what some of the questions will be and prepare answers. News people will always want to know: who, what, when, where, why, and

- how. Try them out on your colleagues and see if they have any recurring questions. *Use the same facts* in dealing with all media so the story is consistent.
3. If news media personnel arrive on campus while students are in class, **guide** their **activities** so they will not disrupt the educational process. The news media can come onto the campus but should not be permitted to enter classrooms.
 4. **Don't presume** to tell a reporter what is or isn't newsworthy. That decision is made by the reporters and their editors. And never – absolutely never – lie to a reporter. Tell the bad news quickly; get it over with. It may be your only chance to set the record straight. It's vital to establish our district/school spokesperson as the best source for information on the crisis. If the media think you're hiding something, they're likely to dig hard for information from other sources and play the story more sensationally – and perhaps less accurately. Protecting and enhancing the district/school's credibility is important.
 5. **Talk conversationally**, or you will inadvertently pitch your voice up and sound strained. If you don't understand the question, say so. Parroting the reporter's question is a very dangerous on radio or video tape because the tape can be edited to sound like you concur whether you do or not. Suppose the reporter asks, "How are you handling this terrible shock?" Don't respond, "We are handling this terrible shock by..." Instead, respond in your own words to the effect that, "The students are continuing their usual schedules, following a morning assembly where we discussed the situation."
 6. **Answer each question and then be silent.** Stick with the statement. Don't embellish it and don't respond to media pressure to chat about it. Just because a TV reporter sticks a microphone in your face or a radio reporter lets the tape run does not mean you have to fill that prolonged silence. Don't worry...your pauses will be removed in the editing process. If you are standing for the interview, don't back up, even though the microphone seems to be put down your throat. Plant your feet firmly and stand your ground. Suggest that everyone sit down if you need "space."
 7. Remember that **conflict is news**, and reporters often frame their questions to bring out the conflict or emotion in a story. Guard your students against such intrusions if grief is involved in the response. (However, if the media wants student or community viewpoint, it may be well to arrange for them to talk to your PTA president.)
 8. If a reporter asks **several questions** at once, say something like, "You've asked me several questions here...where would you like me to begin?" If a reporter interrupts you before you've finished answering your question, pause, let the reporter finish, and then continue your answer. Don't let the reporter get you off track or tell you when you've finished your answer. However, don't go into lengthy detail or run off with the interview either.
 9. Don't let a reporter's friendly, sympathetic manner disarm you into giving him/her additional information. Don't assume any chatty comments **"are off the record"** even if you say they are. Keep in mind that the media aren't in business to help you with your communication needs; the media are in business to (1) make money and (2) disseminate news. "News" can be defined as any information of interest to the public.
 10. Reporters are under constant **deadlines**, but no deadline is so important that it's worth making an inaccurate statement. If a reporter says he/she has deadline problems, ask

- how long you have to get the information, and then try to obtain it within that amount of time. Don't put reporters off: they will only get more insistent and abrasive if you do so.
11. It is best not to answer a query with "***No comment.***" Otherwise, the reporters may report you wouldn't answer questions or may interpret for themselves why you aren't answering. Instead, say, "I can't share that information with you right now, but I will call you as soon as I can release it." (And do call them). Or say, "I don't know the answer, but I should have it in an hour. Please call me." If you can't reveal information at all, tell the reporters why. *Examples:* Relatives of an injured student haven't been notified yet or revealing the identity of a witness would jeopardize an investigation, etc.
 12. After you provide the written statement to the media or answer subsequent questions, keep a media **log** of whom you speak to and what you give them. Whether it is the basic statement or a subsequent update. This allows you to track which medium received what information.

Communications with Parents and the Community

A very important aspect of managing crises is dealing with parent reactions. Communication with parents and the community is best begun before a crisis occurs. Some useful strategies include the following:

1. Educate parents about the school crisis plan, its objectives, and the need for it. Such information can be included in the school handout or other informational materials prepared for parents, at parent orientations, or at other informational meetings.
2. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of a crisis.
3. Develop materials that may be needed including:
 - a) draft formats of letters to parents informing them of what happened,
 - b) information really: possible reactions of their child and ways to talk with them, and
 - c) how the school and school division are handling the situation.
4. Develop a list of community resources that may be helpful to parents.
5. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

In the event of an emergency, parents have very specific information needs. First, parents want to know their child is safe; then, parents want to know the details of the emergency situation, to know how it was handled, and to know that the children will be safe in the future. The first reactions are likely to involve *fear*. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of a crisis or disaster:

1. Tell parents exactly what is known to have happened that is allowable within confidentiality of student information. Do not embellish or speculate.
2. Implement the plan to manage phone calls and parents who arrive at school.
3. Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible.

The meeting is 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. In the event of an incident that involved damage or destruction, an open house for parents and other members of the community to see the school restored to its “normal” state helps everyone get beyond the crisis.

TELEPHONE INSTANT MESSAGING OR PHONE TREE

When a crisis occurs during weekends, vacation periods, or when a large number of staff are away from school, it will be necessary to transmit information via instant message through the school’s database. If the system is down, the directors of departments will contact their staff members and staff will work with emergency manuals to contact students. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

Crisis Communication Checklist

DAY 1

In the event of a serious accident, sudden death, or similar events:

- a. Direct staff and others not to repeat information until verification is obtained.
- b. Notify MDE and appropriate personnel.
- c. Convene Crisis Response Team and assign duties.
- d. Notify building support staff and place on standby any MDE available counseling resources.
- e. Inform closest friends of the affected student and provide support.
- f. Prepare formal statement or announcement.
- g. Announce time and place of emergency staff meeting.
- h. Identify other/additional students, staff, and parents likely to be most affected by news.
- i. Assess need for additional community resources.
- j. Make official announcement.
- k. Hold emergency staff meeting.
- l. As needed, assign team members and other staff to notify parents, support staff, and feeder schools.

Day 1 Staff Meeting

At the first staff meeting during a school crisis:

- a. Pass around a photograph of the deceased/injured student to familiarize staff with the student.
- b. Review the facts of the crisis and dispel rumors.
- c. Help staff members process their responses to the situation.
- d. Describe the feelings that students may experience and suggest how teachers might handle specific situations.
- e. Provide guidelines for helping students who are upset.
- f. Encourage teachers to allow for expressions of grief, anger, etc., in the home room or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
- g. Encourage staff to dispel rumors whenever possible and discourage any “glorification” of the event (especially in cases of suicide).
- h. Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following Monday morning.

DAY 2

- a. Gather faculty members and update them on any additional information/procedures.
- b. In case of death, provide funeral/visitation information if affected family has given permission.
- c. Identify students in need of follow-up support and, in accordance with the school’s crisis response plan, assign staff members to monitor the most affected students:
 1. Coordinate any ongoing counseling support for students on campus;
 2. Announce ongoing support for students with place, time, and staff facilitator.
 3. Notify parents of affected students regarding community resources available to students and their families.

Immediately Following Resolution of the Crisis

- a. Convene crisis response team for debriefing as soon as possible:
 1. discuss successes and problems; and
 2. discuss things to do differently next time.
- b. Allow staff opportunity to discuss feelings and reactions.

Long-Term Follow-up and Evaluation

- a. Provide list of suggested readings to teachers, parents, and students.
- b. Amend crisis response procedures as necessary.
- c. Write thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.

Appendix C: PHONE INFORMATION

EMERGENCY PHONE NUMBERS

Brookhaven Police Department	601-833-2424
Brookhaven Sheriff Department	601-833-5251
Brookhaven Fire Department	601-833-7311 or 601-833-5251
King's Daughters Medical Center	601-833-6011
Ambulance	601-833-6011
Civil Defense	601-833-8561
Gas	1-800-371-5417
Water	601-833-7721
Electric	1-800-766-1648
Poison Control	1-800-222-1222
Entergy	601-835-4749
MS Highway Patrol	601-833-7811
Entex	601-833-5471
EPA	601-359-3680
Liberty Police Department	601-657-8021
Magnolia Police Department	601-783-9926
McComb Police Department	601-684-3213
Monticello Police Department	601-587-7732
Wesson Police Department	601-643-2211
Brookhaven Fire Department	601-833-7311
McComb Fire Department	601-684-2124
Monticello Fire Department	601-587-2721
Tylertown Fire Department	601-876-3434
Daily Leader	601-833-6961
WAKH	601-684-8349
WBKN	601-833-6221
WCHJ	601-823-9006
WRQO	601-833-6413
WLBT	601-948-3333
WJTV	601-372-6311
WAPT	601-922-1607

Appendix D: Building Maps

Appendix E: Intervention with Students Who May Be Suicidal

Students Who May Be Suicidal

Immediate Action

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others, the following action is to be taken:

1. Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
2. Immediately report concerns to an administrator.
3. **Under no circumstances should an untrained person attempt to assess the severity of suicidal risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

Response to a Suicide Attempt Not Occurring at School

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff.

As opposed to convening a Crisis Response Team meeting and alerting the student body, any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A Suicide Attempt Becomes A Crisis To Be Managed By School Staff Only When One Or More Of The Following Conditions Exist:

1. Rumors and myths are widespread and damaging.
2. Students witness police action or emergency services response.
3. A group of the attempt survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

1. Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
2. If school office staff members heard the report, tell them to repeat or give out any information within or outside school unless they are specifically told to do so.
3. Have the Crisis Response Team member closest to the survivor talk to the most profoundly affected friends and determine the type support they need.
4. Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

Appendix F:

Epi Pen Administration Instructions

Appendix G: Crisis Incident Forms

**Mississippi School of the Arts
Site Status Report/Missing/Injury Report**

Name: _____

Date: _____ **Time:** _____ **Location:** _____

Person in charge at the site: _____

Message via (circle): **2-Way radio** **Telephone** **Messenger**

Employee/Student Status

	Absent	Injured	# sent to Hospital	Dead	Missing	Unaccounted for (away from site)	# released to parents	# being supervised
Students								
Site Staff								
Others								

Structural Damage (check damage/problem and indicate location(s)).

Check √	Damage/Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling	
	Other (list):	

Bomb Threat Call Procedure

*****Do NOT give out your name to the caller.*****

Questions to ask caller...Complete as caller responds.

1.	When is the bomb going to explode? _____
2.	Where is it right now? _____
3.	What does it look like? _____
4.	What kind of bomb is it? _____
5.	What will cause it to explode? _____
6.	Did you place the bomb? __No __Yes (if no, who did?) _____ _____
7.	What is your name? _____
8.	What is your address? _____
9.	Sex of Caller (circle one) Male Female
10.	Age of Caller _____
11.	Distinguishing characteristics in the voice _____ _____
12.	Length of call _____
Name of Reporter: _____ Date: _____	