

EVACUATION of a building and/or grounds

BUILDING EVACUATION

Signal – fire alarm or verbal command from administrator

Possible Reasons – fire, explosion, flooding, bomb threat, hazardous materials release or other unsafe conditions inside the building, severe weather (people in portables will evacuate to main buildings)

Actions:

1. Announce to students/people in room that you will all be leaving immediately, quickly, and quietly.
2. Students may take only immediately accessible personal belongings (purse, backpack, coat). No one is allowed cell phone use until the point of destination is reached and permission given.
3. Take roll book, keys, and emergency kit. Close and lock the door when room is empty, and guide students out of the building to at least 500 ft. away from building, using the predesignated route posted by your door. Be alert for hazards along the way, and re-route if necessary to avoid dangerous conditions, like heavy smoke or falling debris.

Once outside the building:

4. Assess students for injuries/needs – nurse will be available with emergency kit
5. Account for each student. Inform an administrator as soon as possible if you have missing students.
6. Keep your class together and account for students frequently. No student is to be dismissed without approval of the principal. If anyone does leave, document who left, with whom, and at what time.
7. Remain in place until "all clear" signal is given and
8. Listen for further directions – a site evaluation may be necessary – see flip side for "site evacuation" instructions.

KEY POINT – NO CELLPHONES, RADIOS, WALKIE TALKIES

are to be used within 1000 ft of the building unless/until an "all clear" to do so has been given.

EVACUATION — Building Evacuation/Site Evacuation

SITE EVACUATION – leaving the entire school grounds

Signal – verbal command with fire alarm

Possible Reasons – neither building nor grounds are safe, environmental issues, explosions

Actions:

1. Announce to students/people in room that you will all be leaving immediately, quickly, and in an orderly manner
2. Students may take only immediately accessible personal belongings (purse, backpack, coat)
Students may not use cell phones until destination is reached, at least 1,000 ft. from building
3. Take roll book, keys, emergency kit; close and lock the door behind you, after ensuring the room is empty. Use the route posted by the door to leave the building, re-routing if necessary to avoid dangerous conditions such as heavy smoke, obstacles, or falling debris
4. Guide your students to the pre-designated area – either to the walking destination or to the buses waiting to transport to the final destination
5. Account for each student once outside the building, and once again at final destination. Inform administrator on site of any students unaccounted for
6. Assess students for needs/injuries; school nurse will be available with emergency kit
7. Listen for further instructions regarding return to building and/or dismissal of students to parents/home

SHELTER IN PLACE — Lockdown/Duck, Cover, Hold

Explanation:

“**Shelter in place**” is used as a response for any event when it is safer for our students and employees to stay inside, stay put, and/or take cover. Classrooms are the usual areas where people may be sheltered, but depending on the situation, hallways, offices, and bathrooms may be used.

“**Lockdown**” is used in conjunction with **shelter-in-place** when we need to further protect the people inside by preventing intruders’ access into the building or into the classrooms/offices – all entrances are secured/locked. In the event of environmental contamination, air handlers may also be shutdown, limiting exposure to outside air.

“**Duck, Cover, Hold**” is used in some shelter-in-place circumstances such as severe weather (where there may be some limited movement within the building to “weather-safe” areas) or with gunfire when the additional protection of the duck and cover position is needed. The weather safe area for each room is posted by the door, and green “weather safe” room signs further identify areas where students/others will assume the duck and cover position.

Signal: a pre-determined bell (different from evacuate): verbal instructions from an administrator, such as: “Hold your students in place until further notice and disregard bells,” or “Proceed to your weather-safe areas immediately,” or “Teachers, go to your lockdown procedures now.”

Possible reasons: a dangerous environmental situation outside, such as a biohazard or chemical release, the on-campus death of a student or staff, an armed/angry/disruptive person in the building, an intruder on the grounds or in the area, a hostage situation or missing child, a severe weather or tornado warning.

SHELTER IN PLACE — Lockdown/Duck, Cover, Hold

Action: (please note different responses for different signals)

— **for signal “shelter-in-place” or “hold students in classroom”**

1. Close doors, windows, and blinds (students who are in hall or bathrooms will go to the nearest classroom or office)
2. Account for students, let office staff know with predesignated system who is missing and who is extra
3. Disregard bells until further instructions or “all clear” is given
4. Inform students in age-appropriate language that you are staying in the room because the principal says that is the best place to be right now, and that he/she is handling a problem outside
5. Instruct students to remain quiet so further instructions may be easily heard

— **for signal “lockdown” all of the above PLUS**

1. Lock doors and windows
2. Cover door window and turn out lights
3. Move students away from doors and glass
4. Remain in place until further instructions or “all clear” is given – if gunfire is heard, give command to “duck and cover” or drop to the floor/ground, using any possible object for protection

— **for signal “Tornado warning, take shelter**

1. Proceed immediately to the weather-safe area posted by the door, accounting for each student with your roll book in hand
 - a. If you are staying in your room, close doors and windows, move students away from glass and take shelter under any sturdy objects available (flying debris causes most of the injuries seen in high winds). Be aware that another class may join you in your room
 - b. If you are leaving your room, take your roll book and keys, close door behind you after room is emptied
2. Remain in place and in position until “all clear” signal is given

GENERAL CLASSROOM MANAGEMENT

The most important concept is that **you are in charge** of safety for your students (and yourself) until help arrives. The students will take their cues for behavior from you. Keep your voice and your actions CALM and AUTHORITATIVE. Give simple and specific directions to students about what to do. Be prepared to recall/recount events as accurately as possible for administrators, police, etc.

SITUATION SPECIFIC

Armed Intruder/Hostage Situation

- Call 9-1-1 if you are able to do so; if you have an intercom or other means of communication with the office that will allow them to hear what is happening, turn that on if possible
- Attempt to isolate the individual with the weapon
- Keep as much distance as possible between intruder and you/students
- Do not make sudden movements or inflammatory/derogatory or judgmental statements
- Follow his/her instructions as much as possible, and as calmly and reassuringly as you can
- Make mental notes of times and details to report later

Assaults/Fights

- Call for adult help that might be nearby.
- Walk briskly toward those involved and command firmly "Stop now and move away from each other". Use first and last names if you know them.
- Do not try to physically separate the "fighters" unless you are reasonably sure you can do that without harm to yourself.
- Dismiss onlookers – "Move away," "Take your seats immediately" or whatever is appropriate for the setting.
- Once fighters are separated, remove them to a neutral area, preferably out of sight/sound of each other, assess for injury.
- Call for nurse, SRO, administrator.
- Obtain ID from student/onlookers whom you do not know.
- Make notes of details for later reporting.

Armed Intruder/Hostage Situation

Assaults/Fights

CLASSROOM MANAGEMENT / PHYSICAL INCIDENTS

Child Abuse Reporting

The law is very clear; "Anyone having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect" must report the case immediately to any state or local law enforcement agency or to the Texas Department of Protective and Regulatory Services (TDPRS), usually referred to as CPS. You may not "give" that responsibility to any other person, nor may anyone tell you not to make the report. You should:

1. Notify principal/administrator that you are making a report.
2. Involve the school counselor to secure emotional support/counseling for the student.
3. Involve the school nurse if there are signs of physical abuse that need assessment/documentation. Note: The counselor and /or nurse will also make their own reports.
4. Report to CPS within 48 hours by calling 1-800-252-5400 or by computer **www.reportabuse.ws** (login – *professional*, password – *report1*) or notify local police, family services division at 349-7861.
5. Keep your own personal notes regarding the situation so details may be recalled more easily if you are required to testify in court. Note: Do not try to investigate or confront abuser on your own.

Media Contact

Rumors, misinformation, and panic go hand in hand. In a critical event, it is essential that information be released FROM ONLY ONE SPOKESPERSON, usually the superintendent or coordinator for public information, or perhaps the principal/building supervisor. Unless you are one of these, DO NOT GIVE INFORMATION TO THE MEDIA. News reporters can be very persistent in their quest to "get the story," and may try to talk to you and your students, and even try to get pictures. Do not allow pictures or interviews of students – those require written parent permission.

ESCORT any MEDIA PERSONNEL who have reached you to the office/principal. If pressed for a response, simply state, "We are gathering information. Our district spokesperson will release the facts to you as soon as we know them."

Drive-by Shooting

- When shots are fired, command students to "Drop to the ground" or "Drop to the floor."
- When the vehicle leaves, if students are outside, instruct them to run into the building quickly and quietly
- Be alert for returning vehicle
- Notify principal/SRO or other to call 911
- Check for injuries, call for nurse/counselor
- Note details for report to police

Mass Casualty Incident

If something happens in your room/area to injure or kill a number of people, the first few minutes will be sheer chaos. The best you can do after calling 9-1-1 is:

- Assess who is "walking wounded" by asking anyone who can get up and move to get over by the door. (The nurse, other adults, EMS will take them to a safe place where they can be cared for further.)
- Account for your students/others in the room as much as possible; note who is there, who is not
- Perform first aid/comfort as best you can until help arrives.

Presence of a Weapon

- Assess if there is an immediate threat posed, or if the person is merely in possession, and advise principal/SRO/administrator immediately.
- Do not try to disarm the person who has the weapon
- Isolate him/her from others if possible
- Remove others from the immediate vicinity of the weapon if possible.

Drive-By Shooting

Mass Casualty Incident

Presence of a Weapon

Sexual Assault

- Notify principal immediately (he/she will call parents)
- Involve counselor/nurse to care for person until parents/law enforcement arrives
- Note details/comments in the event you are called to testify

Severe Bodily Injury

- Protect yourself and others from direct contact with blood or other body fluids.
- Do not move the victim(s)
- Call school nurse
- Use first aid guidelines on the back of this reference until nurse arrives.
- Visualization of a severely injured person is very traumatic. Get your "buddy teacher" to escort uninjured students into his/her classroom as quickly as possible

Student Walkout If a walkout occurs:

- Take roll immediately after and compare with the original roll to determine who left the classroom.
- Call principal/SRO. Security and /or police need to be present on the campus to deter any violent acts from students who are involved in the walkout.
- Stay with any students who are left in the classroom
- Await further instructions from administrator

Bullying/Harassment

We have a zero tolerance attitude toward disrespectful behaviors. It is the responsibility of every adult in the building to do the following if bullying, taunts, sexual harassment, etc. occur:

- Tell the perpetrators to stop the behavior immediately, "I will not tolerate disrespectful behavior."
- Get names if you don't know the student(s).
- Send the student to where he/she is supposed to be (class, his seat).
- Assign consequence suitable to the degree of misbehavior as outlined in the student code of conduct under "General Misconduct Violations"; notify principal/assistant principal.
- Notify parents of behavior – parent call, note home, or conference.
- Consider victim's needs, refer to counselor if signs of distress are observed.

Sexual harassment is a form of sexual discrimination which is illegal under Title IX of the Civil Rights Act. It can be described as unwelcome sexual conduct of a physical, verbal or graphic nature and can include unwelcome sexual advances, sexually abusive or vulgar language or other verbal, non-verbal or physical conduct that interferes with a person's performance or which creates an intimidating, hostile or offensive school or work environment. Use the same control measures noted above under "Bullying/Harassment."

Illegal Activity

This could include vandalism, graffiti, tobacco possession/use, etc.

- Notify principal/administrator/SRO
- Detain student(s) involved, if possible
- Notify parents
- Document your observations

Suspected Alcohol/Other Drug Use

If you suspect, because of behavior, physical signs, or conversation, that a student may be under the influence of alcohol or other drugs, ask the nurse or an administrator to come and escort the student to the health room or office for an "assessment of untoward behavior." Say to the student, in private, "I'm concerned about (whatever you have seen/heard) and I want to make sure you are OK. I've asked (whomever) to come and take you down to be checked by the nurse. I'll come check on you later." Remember that there are other possible situations that can cause some of the same signs/symptoms that drug/alcohol abuse present, such as lack of sleep, emotional problems, side-effects of legitimate medications, or mental illness. If the student's actions are extremely bizarre, see below under "psychotic behavior."

Illegal Activity

Suspected Alcohol / Other Drug Use

Out of Control Person(s)

Call for or send for principal/SRO/administrator as quickly as possible. Use a calm, firm, authoritative voice when talking to the person(s). The goal is to de-escalate the situation and keep everyone as safe as possible. Engage the person in conversation regarding his/her needs. Your agreement or disagreement with their actions/needs is not relevant at the moment; acknowledgment of their concerns may help them regain control.

Psychotic Behavior

This can be exhibited in a number of ways: manic behavior, incoherent/babbling speech, responding to "voices in head," alert but unresponsive to verbal or touch commands, extreme paranoia, anything truly bizarre and seemingly uncontrollable.

- Call for nurse and administrator
- Isolate from other students if possible
- Protect yourself and other students if behavior is threatening

Suicide Threat/Attempt

Management of threat:

- Recognize and approach the student directly; **talking about suicide does not increase the risk.**
- Encourage verbalizing feelings; listen for immediate risk.
- Ask the person if he/she has a plan and means (drug, weapon, car), if present, act immediately:
- Call counselor/student assistance coordinator
- Do not leave the student alone

Suicide attempt:

- Send for principal/counselor/nurse
- Try to calm the student and others
- Do not leave student alone, but dismiss onlookers
- Ask "buddy" teacher to take other students into his/her classroom

Most bomb threats come by phone. If you receive a threat on your classroom/office phone, be ready to use the outline below to try and elicit as much information as possible from the caller, and notify the principal/building administrator. Generally, the level of response is dependent upon the amount of information received. Most threats are just that – words with no action, but no threat is taken lightly. Your principal/building administrator has to make a judgment call – overreaction to bomb threats may trigger more threats and major school disruptions, yet failure to respond in an appropriate, precautionary way may lead to injury or death if a bomb goes off. Making that decision is a huge responsibility. Once the information is gathered, there are three possible options:

1. ignore the threat
2. evacuate immediately
3. conduct a systematic search and evacuate if a device or suspicious item is located.

Your role is to follow your administrator's directions, account for your students, and protect them as much as you can.

If you see a suspicious device, **LEAVE IT ALONE**. Bombs are designed with different triggering mechanisms, so do not touch, move, or disturb the suspected bomb. Be sure that walkie talkie/cell phones are turned off immediately, and are not used at all within 1000 feet of the building.

Secure the area from disturbance, notify the principal/building administrator/SRO at once.

Prepare to evacuate – students may take immediate personal belongings (no locker visits).

Account for students at evacuation site and use pre-designated plan to inform administrators of any missing students.

In the event of an actual explosion, there will be chaos. Check for any injured students, provide whatever first aid you can. Assess which people in the room can move out on their own, and prepare them to evacuate if/when that signal is given. Do not allow students to leave the room except in an orderly evacuation – they are generally safer in the room until an evacuation signal is given, or EMS/other emergency personnel come to escort them.

You may be asked to “inspect” or “sweep” your room. Divide the room mentally, top and bottom, with an imaginary line drawn around the room at mid-wall height. Look around the room perimeter at floor level, and around the room again at floor level between desks, etc. Go around the room again visually, looking for anything unusual, out of place, etc. Continue around the perimeter until you reach the mid-level imaginary line half way up the wall. Then sweep your eyes across the ceiling, and then again around the perimeter of the room at high wall level. Note any unusual student behavior, prepare for possible evacuation, and do not let the students leave the room during that time.

THREATS or RUMORS of BOMBS / TERRORISM

BOMB THREAT REPORT
Notify principal immediately

KEEP CALLER ON THE LINE AS LONG AS POSSIBLE!

Ask: What time is it set to go off? _____

Where is the bomb located? _____

How did it get there? _____

What does it look like? _____

Why are you doing this? _____

Who are you? _____

Exact words used by the caller _____

Description of voice: _____ man _____ woman _____ child _____ whisper _____ muffled

Accent: _____

Special Notes: _____ intoxicated/slurred speech _____ other

_____ speech abnormalities _____

Background noise (music, children, talking, traffic, airplane, office machines, etc.) _____

Retrieve the following from the phone (Cisco) directory:

Time call came in _____

Number/name if noted _____

Do not erase the information from the directory.

In widespread critical events – community, state, or national - your immediate responsibility is to safeguard your students. You must remain calm and speak and act with authority – you are in charge!
Below are some lessons we learned on September 11, 2001.

National or Area Critical Situations – Best Practices

Phone/e-mail communication

It is quite understandable that each employee wants reassurance that his/her family is "OK ". In order to assure that each person has the opportunity to do that, the phone system must be used effectively to prevent overload. Please do not rush to the phones trying to "find out what happened." As soon as a grasp of the situation is had, your building administrator will inform you in the best way possible. Keep your computer turned on for email, and to read the DISD intranet.

Suggestions:

- Each building could have designated turns for employee phone use. Keep the initial calls from work short – one minute or less – to touch base with family members. Use e-mail if possible to prevent tying up phone lines. Individual cell phones might also be an option, but those may also be overloaded quickly.
- Incoming calls also tie up the lines. A prepared statement will be given to the receptionist/secretary to limit time on incoming calls. It is the DISD practice in critical situations to allow parents to pick up their children if they choose, but reassurance should be made to the parents on the phone that the students are being carefully watched and that their safety is our priority. School will most likely not be cancelled – that decision, if made by the superintendent, will be made public *only after the school administrators and you* have been informed of that decision. If you have not heard it from your school administrator, then schools have not been closed. Your principal/supervisor will have a briefing at the end of the day to update you on events that have occurred and to advise you of plans for the next day.

Student Awareness

Elementary Age

- TV off in classrooms
- Adults can access information in main office or library if area is closed to students. Students may be given brief statements by teacher (prepared by principals) and reassured that they are safe.
- Each campus/building should have an employee meeting after school to quickly bring each person up to date and determine/disseminate plan for next day.
- Students who have had recent losses or critical home situations may need further one-on-one care; send to counselor or nurse for parent contact.

Middle School

- No TV for students for initial introduction of events, or no TV at all...continued exposure to media coverage is frightening and disruptive. Teachers should have access to information.
- Teachers give prepared statement of events to classes at appropriate times with assurance that they are safe, or principal can make announcements.
- No one allowed in halls without a pass or companion.
- Each campus/building should have an employee meeting after school to quickly bring each person up to date and determine/disseminate plan for next day.
- Students who have had recent losses or critical home situations may need further one-on-one care; send to counselor or nurse for parent contact.

High School

- TV may be appropriate at some times in some classes.
- Announcements by principal to all in building about events.
- High school students may not be released to drive home without parent approval.
- Students with cell phones may also want to call their parents. They may also take turns. Those phone calls should also be limited in time, and take place in the classrooms.
- Each campus/building should have an employee meeting after school to quickly bring each person up to date and determine/disseminate plan for next day.
- Students who have had recent losses or critical home situations may need further one on one care; send to counselor or nurse for parent contact.

SIGNS AND SYMPTOMS of POST TRAUMATIC STRESS DISORDER

There is a whole range of typical responses following traumatic events. Below are some for teacher to watch for in the different development stages.

Preschool/Early Elementary – helplessness, paralyzing and generalized fears, confusion, inability to verbalize fears and concerns, engaging in traumatic play (re-enactment of incident), separation anxiety, regression (thumb-sucking, “bathroom accidents”), eating disturbances, sleeping disturbances – “cranky” at school

Older Elementary and Middle School – specific fears, telling/retelling details of the traumatic event, games that re-enact the trauma, fear of being overwhelmed by their feelings, hostile/aggressive/bullying behavior toward peers, impaired concentration and poor coping skills in the classroom, impaired sleep, eating disturbances, somatic complaints, fear of “ghosts”

Adolescents – detachment, denial, guilt, shame about their fears/vulnerability, new/increased risk-taking or even life-threatening behavior, drug or alcohol abuse, promiscuous sexual behavior, criminal or delinquent acts, automobile infractions such as speeding or drag racing, abrupt changes in friendships

Your role

If you observe or hear about these behaviors, consider referral to the campus CARE team, school counselor, and/or calling the parents. Give verbal reassurance and demonstrate adult behaviors that re-establish physical and emotional safety in the school environment and set clear boundaries and reinforce expected, positive behavior.

You may also experience PTSD and some of the signs and symptoms mentioned. You cannot be effective in your work at school if you don't take good care of yourself physically (eating and sleeping), mentally, emotionally (support of family, friends, counseling) and spiritually in a way meaningful to you.

Employees may contact our district Employee Assistance Program, (EAP), to obtain CONFIDENTIAL COUNSELING for personal problems, depression, family or relationship problems, alcohol or other substance abuse, anxiety, anger management, etc. The EAP number is 1-800-622-7276, or call 369-0283 for DISD assistance.

Post Traumatic Stress Disorder

District Numbers (All have prefix "369")

Main # at Central Administration – 0000 (always answered during business hours)

Superintendent's office	0002	Support Services	0280
Workman's Comp. Issues	0048	Health Services	0280
Human Resources	0040	Attendance	0290
Operations	0200	Public Information	0005
Technology Help Desk	1234	Student Assistance	0283 or 0280
Transportation	0300	DISD Employee Assistance	1-800-622-7276

Mental Health and Substance Abuse information may be obtained by calling the Student Assistance or DISD Employee Assistance phone numbers.

Community Numbers

Child Abuse (Educators may report two ways, by phone or computer)

1-800-252-5400 or www.reportabuse.ws Login (user name) *professional* Password – *report1*

Div. of Family Services Denton Police Dept.	349-7861
Non-emergency police dept.	349-8181
American Red Cross	382-6363
Denton County Health Dept.	349-2900
Non-emergency fire dept.	349-8840
Denton County United Way Referral	556-2688

Crisis Hotlines

American Cancer Society	1-800-227-2345
Alcohol Abuse Hotline	1-800-553-7160
Denton County MHMR	1-800-762-0157
Rape Hotline	1-800-656-4673
Runaway Hotline	1-800-621-4000 or 1-800-580-4357
Suicide Hotline	1-800-762-0157
Friends of the Family	1-800-572-4031 (Sexual assault, domestic violence)
Poison Control	1-800-764-7661

Phone Numbers

Websites

Employee Assistance Program

FIRST AID – what to do until help arrives

Basic Concepts: The most important thing to remember is **TO STAY CALM**, and protect yourself and others from blood and other body fluid contamination. Do not move injured victims unless they are in immediate danger; keep them warm and quiet.

Bleeding – put on gloves! Hold (or have victim hold if possible) direct pressure with a clean bandage over the bleeding wound. Maintain firm constant pressure for at least 5 full minutes. If bleeding is severe, elevate the bleeding wound above heart level in addition to the firm pressure. **DO NOT USE A TOURNIQUET TO CONTROL BLEEDING UNLESS YOU ARE CERTAIN THE BLEEDING LIMB CANNOT BE SAVED, SUCH AS IN AN AMPUTATION.**

Seizures – protect the person from injury (especially the head) by cradling. Do not try to restrain the victim from movements and do not place *anything* in the mouth. It is common for a person having a seizure to have some “frothy spit,” even a little bleeding, around the mouth, and to make some “strangling” noises in the throat. Most people who have had a seizure need to sleep for 15 – 20 minutes after the seizure is over; this is normal, and you should allow the person to sleep...just monitor their breathing and skin color every few minutes.

Head Injury – if possible, have the person lay quietly on his/her side (vomiting is common, and this will help prevent choking). Apply firm pressure if there is bleeding, and ice to the area if possible. Check victim for orientation (name, location, date) and consciousness every few minutes.

Loss of Consciousness – check for breathing by tilting the head back and lifting the chin, and putting your ear close to the victim’s mouth/nose to see if there is any air moving or if the chest is rising. If there is no breathing present, put your mouth over the victim’s mouth, hold the nostrils closed, and, keeping the head tilted back, blow into the mouth until air reaches their lungs and makes the chest rise. Keep giving breaths every 3 – 5 seconds. If the unconscious person is breathing, just keep him/her lying on the left side and keep checking for breathing. If you know how to do the Heimlich maneuver for choking and/or CPR, use those techniques as you’ve been instructed. CPR and use of the Automatic External Defibrillator (AED) requires completion of a course on those skills. Contact your school RN or DISD Health Services at ext. 0280 for more information.



Exposure to Blood/other Body Fluids

- Thoroughly wash the exposed area as soon as possible with soap and water; if your eyes come into contact with another’s body fluids, flush with constant stream of water for at least 5 minutes.
- Report to nurse for initial assessment/first aid/documentation
- Obtain worker’s compensation documents from school office and complete
- Notify Human Resources at 369-0040 of exposure. You will be advised of healthcare options during that conversation