

EMERGENCY RESPONSE PLAN
SCHOOLS AGAINST VIOLENCE IN EDUCATION
MURFREESBORO CITY SCHOOLS

DISTRICT LEVEL PLAN

(SAVE 1.1, 1.4)

The purpose of this plan is identify potential hazards and emergencies capable of impacting Murfreesboro City School students, employees, facilities, or operations and to describe the measurements necessary to prepare for them.

The plan is meant to serve as a quick reference guide for Murfreesboro City School employees in the event of an emergency. This plan should not take precedent over the judgment of key officials responsible for responding to any emergency situation.

INCIDENT RESPONSE TEAM (IRT)

According to the Safe and Drug Free Schools and Community Act of 1994, all school sites will have in existence and operation a Site Safety and Incident Response Team. The Incident Response Team is a supportive service that will plan and intervene in events affecting staff and students. The team will meet with schools on a regular basis to review, discuss, and act upon the needs of the school.

The IRT will:

- *Meet with building administrators and key staff to develop an action plan
- *Ensure staff is familiar with their IRT responsibilities
- *Plan for adequate appropriate training for IRT members
- *Facilitate staff meetings to provide information related to Incident Responses
- *Ensure that staff, media, and parent liaisons are accurately and promptly informed during resolution.

ICS/DISTRICT MULTI-HAZARD EMERGENCY MANAGEMENT TEAM CONTACTS

(SAVE-1.5)

| TITLE | NAME-LOCATION | NUMBERS |
|----------------------------------|------------------------------|----------|
| Incident Command/Director | Dr. Linda Gilbert - CO | 893-2313 |
| Safety Official | Melanie Price - CO | 893-2313 |
| Public Information | Lisa Trail – CO | 295-9061 |
| Liaison Official | Greg Lyles – CO | 893-2313 |
| Planning - Intelligence | Gary Anderson – CO | 893-2313 |
| Operations - General | Ralph Ringstaff - CO | 893-2313 |
| Operations - Maintenance | Larry Willeford – Salem Pike | 898-7126 |
| Operations – First Aid | Sara Walker – CO | 663-2826 |
| Operations - Crisis Intervention | Kim Frank | 893-2313 |
| Operations – Food and Water | Larry Willeford – Salem Pike | 898-7126 |
| Logistics - Communication | Scott Campbell - CO | 893-2313 |
| Logistics - Supplies | Gary Anderson - CO | 893-2313 |
| Administration & Finance | Gary Anderson – CO | 893-2313 |
| Special Education | Joe Marlin – CO | 893-2313 |
| Attendance | April Zavisa – CO | 893-2313 |
| Legal Services | Kelley Baker – City Hall | 849-2616 |

| TITLE | ROLE/RESPONSIBILITY (SAVE 1.4, 1.13) |
|--|--|
| Director of Schools Dr. Linda Gilbert | Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ERP; determine strategies to implement protocols and adapt as needed |
| Safety Official Melanie Price | Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities |
| Public Information Official Lisa Trail | Develop relationship with local media, prepare media releases; establish "media center" near Command Post; coordinate information with Director and District Support Team; document activities |
| Liaison Official Greg Lyles | Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, assist in accessing services when the need arises; document activities |
| Planning/Intelligence Gary Anderson | Assist Director in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities |
| Operations Ralph Ringstaff & April Zavisa | Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities |
| Operations-Maintenance Larry Willeford | Monitor site utilities (electric, gas, water, HVAC); shut off only if danger exists or directed by Director; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape, as needed, etc); document activities |
| Operations-First Aid Sara Walker | Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities |
| Operations-Crisis Intervention Kim Frank | Provide and access psychological first aid services for those in need (working with "Operations: First Aid; access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities |
| Operations-Food/Water Larry Willeford & Sandy Scheele | Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities |
| Logistics-Communication Scott Campbell & Lisa Trail | Establish/oversee communications center and activities during an emergency (two-way radio, battery operated radio written updates, etc.); send emergency communications to parents; check computer and phone lines; document activities |
| Logistics-Supplies Gary Anderson | Responsible for establishing and maintaining "Emergency Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities |
| Administration and Finance Gary Anderson | Responsible for overall documentation and record keeping activities; photograph or videotape damage to property; develop a system to monitor expenses and financial losses, secure all records. |

SAMPLE LETTER TO PARENTS

TO: Families of Murfreesboro City School Students

From: Dr. Linda Gilbert, Director of Schools

Re: Incident Response Plans

The safety and well being of our students and staff are critical to the learning environment of Murfreesboro City Schools. An Incident Response Plan has been designed to minimize the dangers posed to any individual on a school campus in the event that an emergency develops. Your cooperation is needed in our efforts to make sure all our attention may be directed to securing the safety of our children should a crisis arise.

Please follow the procedures below if you hear of an emergency at school:

DO NOT TELEPHONE THE SCHOOL- Phone lines are limited and MUST be kept clear to communicate with emergency responders. School personnel have specific responsibilities to attend to student/teacher needs.

WATCH FOR MCS UPDATES on Twitter @MCScommunicates and the MCS website cityschools.net.

TUNE IN TO LOCAL RADIO OR TV STATIONS- Media outlets CityTV Channel 3, WGNS Radio station (1450 AM) WMOT (89.5 FM), and the major Nashville stations will be kept informed.

DO NOT COME TO THE SCHOOL UNLESS STUDENT PICKUP IS REQUESTED- All entrances to school buildings must be free of traffic to allow emergency response vehicles immediate access.

In most cases, students will be able to remain and be cared for at the school they attend. IF IT BECOMES NECESSARY TO RELOCATE STUDENTS AND STAFF OFF CAMPUS, THE ALTERNATIVE LOCATION WILL BE PROVIDED.

Please keep this important information at home and your place of work.

FIRE EVACUATION PLANS

Detailed Fire Drill Instructions will be posted in each room.

1. Teachers will move their students out quickly and quietly following the designated route. **NO TALKING!!!**
2. Move completely away (minimum of 100') from the building and check the student roll.
3. The first person out should open and hold open the exterior building doors for classmates.
4. The last person out of each classroom should shut all windows and the classroom door.
5. Return to the building when the all clear is sounded.
6. Alternate warning signal will be announced over the intercom or portable address system.
7. NOTE: Do not call the office about the legitimacy of a fire alarm. We do not know whether an emergency situation exists until the building zone is checked.
8. **Note: Treat all drills as the real thing regardless of the situation!**

TORNADO INSTRUCTIONS

1. In case of a tornado alert, school will be warned by police or other informed people. When weather conditions are threatening and a tornado is sighted, the tornado drill signal:
SHORT BLAST OF THE BELL OR A GENERAL ANNOUNCEMENT
2. Students will move with their teacher to a designated safe area.
3. Generally, the alert area will be located next to the classroom in hall, close to wall. All students are to: REMAIN CALM, NO PUSHING, and NO TALKING.
4. Each student should sit on the floor with his head between his knees. The arms should be over the head to protect the head and face (Duck and Cover Position).
5. NO TALKING. STAY QUIET for any additional instructions given by the teacher.
6. Persons should be far enough away from doors and windows to avoid flying glass.
7. No one should be in front of back hall near doors.
8. Persons out of class (in the hallway, library, rest room, etc.) should go into the nearest safe area.
9. To return to class an announcement will be made.
10. Get out of open buildings like the gym, cafeteria.
11. If caught in the room, get under your desk or another heavy object to protect yourself from flying debris. Also get as far away from windows as possible.
12. If caught out of doors, try to lie flat in a low place such as a ditch or gully.

SCHOOL BUS ACCIDENTS INVOLVING INJURY
(SAVE 1.11, 1.14)

THE BUS DRIVER WILL:

A. Immediately call the emergency police number (911) or switch to POLICE frequency and call in. **Do not move the bus!**

1. Provide self-identification
2. Give location and address of accident
3. State type of injury (ies) to students and/or self
4. Relate the number of victim(s)
5. Request ambulance(s)
6. Bus accident – Bus must be state inspected before use.

B. Call principal of school or Director of Schools, Transportation Director, or if not available contact Central Office.

The principal or designee will notify the Director of Schools or designee.

In the event of a bus accident that causes injuries or death, law enforcement officials will contact loss of life parents.

C. In the event of a bus emergency on a field trip, athletic trip, or band trip the Director of Schools and principal will be notified and report to the scene. They will establish an off-site command post. The Transportation Director will go to the school in order to relay information to concerned parties.

BREAKING UP A FIGHT

1. Contact Administrator of building
2. Get help
3. Assess and evaluate: Number of Students
Size of Students
Any Weapons
Proximity of individuals who can assist
4. Recognize subjects
5. Dismiss the audience
6. Identify yourself to the fighters
7. Call the students by name
8. Stay away from the middle
9. Remove glasses
10. Give specific commands
11. Refer to rules, not personal authority
12. Separate the aggressor and the victim
13. Avoid physical force if possible
14. Remove participants to neutral locations
15. Obtain identification
16. Get medical attention if necessary
17. Debrief relevant teacher(s)
18. Provide protection/support for victims
19. Provide counseling
20. Report incident in writing

DISTURBANCES - DEMONSTRATIONS

Prevention of possible disturbances through sound and relevant educational programs and open lines of communication is essential and should be the prime concern of each administrator. The principal or his/her representative must meet any activity that interrupts the normal school day positively and aggressively. Disorder uncontrolled can only lead to a further breakdown in normal school activities. If a situation develops that cannot be controlled fully and effectively, then it is imperative to request assistance from sources outside the school, **including the Murfreesboro Police Department.**

A. PUPIL DISTURBANCES

Make every effort to isolate the group involved in the disturbance, identify leaders, and observe actions.

Discontinue class movement until the situation is under control.

If the situation is beyond control, call for the Murfreesboro Police. The officer on the scene assumes full authority until the disorder is controlled and the school resumes normal activities.

Have designated staff members control entry to the office, access to the intercom, protect student records, and control entry to the school building.

If the situation precludes continuation of classes, the principal should confer with the Director of Schools and receive approval to close the school.

Notify the bus owners and drivers as to school dismissing. School staff members should closely supervise all dismissals.

1. Demonstration should remain off school property. They may not block driveways or walkways.
2. If any attempt is made to interfere with normal school activities, the principal or his/her representative should order the individual or group, to cease the illegal activity.
3. If there is not an immediate favorable response, notify the Murfreesboro Police Department.
4. Observe actions and attempt to identify leaders in the event of arrests and prosecution.
5. Notify the Director of Schools.

DRUG – ALCOHOL ABUSE

A. DRUGS

The use, sale or possession of illegal drugs at school must always be reported to the Principal who will contact the Murfreesboro Police Department.

1. Detain the person(s) involved for the investigating officers.
2. Release all confiscated contraband to the arresting officer, have the officer sign the “substance release” form and give a copy of the release to the officer.
3. Notify the office of Director of Schools.
4. Forward copies of “substance release” form to Director of Schools.
5. Follow the School Board policy regarding disciplinary measures.

B. ALCOHOL

The use and/or possession of alcohol may be handled administratively or reported to the police, depending on the situation. Any student who knowingly possesses, sells, or transmits alcohol will be reported to the Police Department.

1. Phone Murfreesboro Police Department at 615-893-1311.
2. Detain the person(s) involved for the investigating officers.
3. Confiscate the alcohol and release it to the arresting officer on request. Upon request, release confiscated contraband to the arresting officer, have the officer sign the substance release form and give a copy to the officer.
4. Notify the office of the Director of Schools.
5. Follow the School Board policy regarding disciplinary measures.

EMERGENCY CLOSING OF SCHOOLS DUE TO INCLEMENT WEATHER OR OTHER EMERGENCIES (SAVE 1.21, 1.15)

It is every employee's responsibility to have a phone close by in order to receive your call from the **Director of Schools by School Messenger** should ice or snow conditions develop prior to the opening of school, the Transportation Supervisor and Director of Schools will make the decision regarding the safe operation of buses.

Employee Responsibility is to be informed:

1. Listen to the radio or television whenever announcements are made regarding school closings. Follow MCS Twitter @MCScommunicates and cityschools.net for up to date information.

2. Local radio and television stations will be notified of the decision.

Persons assigned by the Director of Schools will make notification to the media.

3. The final decision for closing the schools will be made by the Director of Schools or, in her absence, by her designee.

4. The Director of Schools, supervisors, and other central office personnel should report for work. All custodial personnel and maintenance employees will report for work as usual.

5. When school is cancelled, the building will be closed. All activities scheduled to be held at school facilities will be cancelled, **unless otherwise approved by the Director of Schools. The principal or his/her designee should check on the building each day.**

6. In the event that our system has a significant loss of personnel and/or extended school closing, we would consider busing our students to some of the surrounding systems or increasing our class sizes with the personnel left in the system.

EARTHQUAKE

THE PRINCIPAL OR DESIGNEE WILL:

- A. Monitor radio stations for announcements.
- B. Attend to safety of students.
- C. Notify Central Office
- D. Notify Maintenance Department if needed

PRINCIPALS SHOULD OVERSEE THE FOLLOWING PROCEDURES:

1. Students should get under a desk, table or bench to hold on to one of the legs.
2. Cover eyes. If no table is available, sit down against a wall where no furniture or objects will fall on them.
3. When shaking stops, students and staff should check for injuries.
4. Be ready for smaller earthquake after-shocks.
5. Be on the lookout for fires. Earthquakes can cause fire alarms and sprinklers to go off.
6. If students are outside, stay outside. Move away from building, trees, streetlights, and power lines. Crouch down and cover head.

ELECTRIC STORMS

The principal or designee will direct students and/or staff to:

1. Stay away from open areas and find shelter in an enclosed building as quickly as possible upon the approach of the storm.
2. Stay indoors and do not venture outside.
3. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed.
4. Do not seek shelter under isolated trees, near wire fences, or close to playground equipment. Avoid the highest object in the area when there is no shelter.
5. Do not use the telephone during the storm; lightning may strike telephone lines outside.
6. Do not handle flammable materials in open containers.
7. Do not use metal objects, such as bats, clubs, and other metal toys.

GAS LEAK

1. Natural gas leak, with odor in the building, may occur and bring the danger of explosion, (natural gas rises and will often be outside because most gas lines are located on the outside of a building). Natural gas is mixed with Mercaptan to give it an odor. The gas goes up, and the odor goes down.

Under no circumstances should any personnel or students use flammable items such as lighters, matches, lab equipment, gas-powered engines, etc.

If odor is detected in the building and it has been determined that the facility is unsafe, **Contact Principal** or designee and they will:

1. Call 911 for assistance and evacuate building, move to alternatively assigned school
2. Call gas utility (Phone 1-888-286-6700) and maintenance department
3. Do not turn on lights or electrical appliances and notify building occupants
4. Attend to student safety.
5. Notify the Central Office.

SUICIDE THREATS
SUICIDE THREAT CHECKLIST

DO:

1. Contact Police call 911.
2. Contact the guidance counselor.
3. Remain calm. Stay with the student. Remember the student may be overwhelmed, confused, as well as ambivalent.
4. Get vital information if possible (name, address, home phone number, parent's work number). Send another teacher or student to get help.
5. Clear other students from the scene. Direct them to return to class.
6. Assure the student that he or she has done the right thing by talking to you.
7. Assure the student that emergency help is coming. Tell the student that there are options available.
8. Contact parents to inform them of the situation.

DO NOT:

1. DO NOT ignore your intuitions if suicide is suspected.
2. DO NOT minimize the student's threat. Take it seriously.
3. DO NOT be concerned about long periods of silence. Give the student time to talk.
4. DO NOT leave the student.
5. DO NOT lose patience with the student.
6. DO NOT argue with the student about whether suicide is right or wrong.
7. DO NOT promise confidentiality. Instead, promise help.
8. DO NOT discuss the incident in the teacher's lounge or with another student.

SIGNS OF DEPRESSION OR SEVERE EMOTIONAL DISTRESS

- 1. LOW SELF-ESTEEM: A POOR SELF-CONCEPT**
May make self-critical remarks like “I’m no goof,” or “I’m just a burden.”
Considers self A failure; guilty of some wrong.
Says “I can never do anything right.” Feeling of helplessness is prevalent.
- 2. SENSE OF HOPELESSNESS OR HELPLESSNESS**
Cannot think of any way to make things better; perceives no hope in sight (tunnel vision). Even when alternatives exist; despondent about the future.
- 3. SHAME, HUMILIATION, OR EMBARRASSMENT**
Loss of face among peers is a critical problem for youth to deal with. May think no one likes him/her.
- 4. LISTLESSNESS, TENSION, IRRITABILITY**
May react impulsively to or be upset about seemingly small events; quick anger.
- 5. SELF-DESTRUCTIVE THOUGHTS MAY BE EXPRESSED**
Intensity and frequency may vary as well as direct or indirect expression.
- 6. SADNESS AND DEPRESSION**
May often appear sad and depressed or show signs of tension and extreme anxiety.
- 7. ACTING OUT BEHAVIORS THAT MAY MASK DEPRESSION**
Chemical use, refusal to go to school, sexual promiscuity, running away, fighting, and recklessness, and delinquency, preoccupation with hostility or revenge.
- 8. UNUSUAL CHANGES IN EATING OR SLEEPING PATTERNS**
Noticeable decrease or increase in appetite with significant weight change.
Anorexia or bulimia are extreme examples.
- 9. SUDDEN PERSONALITY CHANGES**
Shy, reserved persons may become aggressive or impulsive. Cautious persons may engage in risk-taking or fighting. Generally inactive persons may become hyperactive. Normally gregarious persons may become shy, withdrawn, or isolated.
- 10. NEGLECT OR PERSONAL APPEARANCE**
Formally well-groomed person may become apathetic about personal appearance and hygiene.

POST – INCIDENT PROCEDURES

- 1. If the situation warrants total staff involvement, utilize a chain of notification and communication for faculty and staff. May use School Messenger phone system.**
2. Other support services will be notified by the administrator as needed. (Example: Department of Human Services, etc.)
3. Refer to “Media Communications”. Remember students should be protected from the media. No names of students should be released to the media without parental consent.
4. Assign faculty to identify those directly exposed to the trauma.
5. Provide opportunities for discussion of the facts, as well as fears and concerns, in small groups whenever possible.
6. Encourage parents to return their children to school as soon as the situation is considered safe.
7. Check attendance carefully for related absences; encourage attendance, and provide reassurance.
8. Have a follow-up meeting to process events and evaluate the effectiveness of the post- crisis plan.
9. If the situation occurs during the school day and students do not need to know all of the circumstances will use person-to-person notification. Ex. Support Staff, Aids may go room to room.

PLANNING FOR STRANDED STUDENTS

These guidelines are to be implemented when normal or emergency dismissal procedures have been executed and students remain at school who cannot, for whatever reason, leave the school premises with assurance of appropriate care.

All local school principals should execute the following in an effort to facilitate disposition of students:

PRE-EVENT PLANNING

1. Notify all parents of your school's procedures for students who are stranded at school.
2. Develop telephone procedures to be put into effect at any time early or unusual dismissal becomes necessary.
3. Establish dismissal procedures that call for Administrative Staff and Head Custodian to stay until all others have departed. Teachers are expected to remain until the principal feels that the local circumstances will allow their dismissal.
4. Maintain media contact to keep abreast of weather situation.
5. Once all students are gone, release remaining personnel and secure the building(s).

EMERGENCY TRANSPORTATION PLAN

(SAVE 1.10)

SCHOOL YEAR _____

School _____

Address _____ Zip _____

Phone # _____ Fax # _____

Principal's Name _____ Phone # _____ Cell # _____

Bus pick-up at school (i.e., front address, left side parking lot, etc. Remember, pick-up and drop-off sites must be accessible by a large bus) _____

ALTERNATIVE BUILDING LOCATIONS, WALKING DISTANCE

Alternative Building Location # 1 Name/title/phone of lead contact

Name _____

Address _____

Alternative Building Location # 2 Name/title/phone of lead contact

Name _____

Address _____

ALTERNATIVE BUILDING LOCATIONS, REQUIRING TRANSPORT

Alternative Building Location # 1 Name/title/phone of lead contact

Name _____

Address _____

Bus pick-up site at this location (i.e., front address, left side parking lot, etc.)

Alternative Building Location # 2 Name/title/phone of lead contact

Name _____

Address _____

Bus pick-up site at this location (i.e., front address, left side parking lot, etc.)

Student/Staff Count and Special Needs Chart

| # Students (non special needs) | # Special needs students and/or adults | #Wheel chairs | #Teachers | #Office staff | #Custodial staff | # Other |
|--------------------------------|--|---------------|-----------|---------------|------------------|---------|
| | | | | | | |

EMERGENCY TEAM “TOOLBOX” OR “GO KIT”

(SAVE 1.17)

Each Multi-Hazard Emergency School Team is to develop a “toolbox” to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness activities. A member of the Multi-Hazard Emergency School Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.) The toolbox should be portable and readily accessible for use in an emergency.

“TOOLBOX” CHECKLIST

- Copies of all forms completed in development of the school or facility Multi-Hazard Emergency School Plan (Chain of Command, Students Needing Assistance, etc.)
- Map of building(s) with location of exits, phones, first aid kits, assembly areas
- Blueprints of school building(s), including utilities
- Videotape of inside and outside of the building and grounds
- Map of local streets with evacuation route (for Alternative Building Location requiring Transport)
- Flashlights
- First aid kit and latex gloves
- Faculty/staff roster (including emergency contacts)
- Student roster (including emergency contacts for parents)
- Master schedule
- Two-way radios and/or cellular phones available
- Battery powered radio and spare batteries
- Several legal pads and ball point pens
- Grease boards and markers (for dry erase boards)
- White peel-off stickers and markers (for name tags)
- Local telephone directory
- Lists of district personnel’s phone, fax, and beeper numbers
- List of other emergency phone numbers

SCHOOL GROUNDS HAZARD ASSESSMENT
(SAVE 1.9)

This checklist will help you identify hazards that exist on school property. Identifying these potential hazards will provide useful information for planning evacuation routes and assembly areas. Begin your assessment of the school grounds with the school building itself. Then assess other structures on the property. Finally, complete your assessment by surveying the grounds.

Date Surveyed: _____

Surveyed By: _____

| Hazard | Location/Comments |
|---|-------------------|
| <p>School Building Long unsupported roof spans, large, window panes over exits, Heating and AC units, overhangs, tree/shrubs that require pruning, non functional door locks (exterior/interior, non functional window locks, campus-wide communication available, adequate two-way radios (for safety team, alarm in working order, adequate for need). Other (list)</p> | |
| <p>Playground Equipment in need of repair, Rocks or other material that could cause injury, exposed nails, screws, or bolts. Other (List)</p> <p>_____</p> <p>School Grounds Trees/shrubs that present a fire/wind hazard or provide areas for an intruder to hide, streams in close proximity, electric wires, gasoline or propane tanks, natural gas lines, fences in need of repair, on –campus traffic control plan. Other (list)</p> | |

BUILDING HAZARD ASSESSMENT
(SAVE 1.9)

Administration, teacher, or staff to assess hazards throughout the building that require mitigation can use this checklist. Be sure to check every room, including shop areas, custodian's closets, storage areas, and the gymnasium. Complete this form for each area surveyed. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the school and to develop a plan and schedule the hazards.

Area: _____

| Hazard | Location/Comments |
|---|-------------------|
| Toxic, corrosive, and flammable materials not stored to withstand falling and breaking (Note: be sure to check for cleaning compounds, art supplies, and science materials, etc.) | |
| Unsecured appliances (e.g., water heaters, space heaters, toaster ovens, microwave ovens, televisions, computer equipment, etc.) | |
| Unsecured filing cabinets or cabinets with inadequate drawer latches, cabinets loaded from top drawers down, cabinets away from doors and desks | |
| Inadequately supported light fixtures | |
| Unanchored table lamps | |
| Windows not composed of safety glass, especially near exits | |
| Unsecured athletic equipment | |

IDENTIFYING POTENTIAL HAZARDS IN THE NEIGHBORHOOD AND COMMUNITY
(SAVE 1.9)

Being aware of the potential hazards in the community can affect your school planning process. For example, knowing that a facility uses toxic chemicals in processing helps you plan for a hazardous materials emergency. Locate the potential hazards described below on a street map of your community. Then contact your Emergency Manager to verify that you have identified all potential major hazards.

| Hazard | Location |
|--|-----------------|
| Facilities containing toxic, chemically reactive, and/or radioactive materials. Include manufacturers and users (e.g., gas stations) | |
| High-voltage power lines | |
| Transportation routes of vehicles carrying hazardous materials (e.g., truck routes and railroad rights of way) | |
| Underground gas and oil pipelines | |
| Underground utility vaults and above-ground transformers | |
| Multi-story buildings vulnerable to damage or collapse (e.g., non-reinforced masonry construction) | |
| Water towers and tanks | |

EGRESS (or EVACUATION) ASSESSMENT
 (SAVE 1.9)

Tosha Subpart E-1910.35 to .40

| Hazard | Comments |
|---|-----------------|
| Evacuation drill carries out regularly? N.F.P.A. #101, Section 31-1.5.2 (8 per year) | |
| Do the doors swing outward with exit travel? | |
| Are panic bars working freely when doors are locked? | |
| Are primary exit routes obvious, marked and free from any obstruction? | |
| If exit signs are not obvious, are there arrows distinctly pointing to them? | |
| Are doors that might be mistaken for exit marked "Not An Exit"? | |
| Are there exits through intermediate rooms that are subject to locking? | Locations: |

IDENTIFYING POTENTIAL HAZARDS ALONG EVACUATION ROUTES

(SAVE 1.9)

One key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered en route from classrooms and other activity rooms to safe, open space areas.

Use this form to review the evacuation routes from your school, making hazards and potential hazards along the routes. It may be helpful to ask your local fire department to send an inspector too complete the survey with you.

| Hazard | Location/Comment |
|--|------------------|
| Hallways and/or doors containing glass panels that are other than tempered glass or plexiglas | |
| Glass trophy cases | |
| Lockers, bookshelves, or other storage units along hallways (hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.) | |
| Unsecured fire extinguishers along route | |
| Lighting that is dependent on electricity rather than sunlight | |
| Elevators (elevators are vulnerable to damage from fires, earthquakes, and other hazards. Signs should be posted.) | |
| Hanging plants above or near seating areas | |
| Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia) | |
| Paper or other combustibles (e.g., greasy rags) stored near heat source functioning door locks | |
| Functioning door locks | |
| Functioning intercom/communication device | |
| Other hazards (list): | |

CLASSROOM HAZARD ASSESSMENT

(SAVE 1.9)

Administrators, teachers, or staff to assess classroom hazards that can be eliminated at little or no cost can use this checklist. Complete this form for each classroom surveyed. Use the information gathered during the classroom hazard assessment to determine the scope of classroom hazards throughout the school and to develop a plan and schedule to reduce the hazards.

Room _____

Surveyed By _____

| Hazard | Location/Comments |
|---|--------------------------|
| Free standing cabinets, bookcases, and wall shelves | |
| Heavy objects on high shelves | |
| Aquariums and other potentially hazardous displays located near seating areas | |
| Unsecured TV monitors | |
| Unsecured wall-mounted objects | |
| Hanging wall-mounted objects | |
| Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia) | |
| Paper or other combustibles (e.g., greasy rags) stored near heat source | |
| Functioning door locks | |
| Functioning intercom/communication device | |
| Other hazards (list): | |

MEDICAL EMERGENCIES

TREATMENT & REPORTING OF ILLNESS & INJURIES OF PUPILS

When pupils incur an injury or illness at school, the staff shall take the following action:

1. Emergency first aid shall be given.
2. Serious injuries and illness shall be reported immediately to the parents and to the Director of Schools. The teacher or other members of the school staff shall deal with an emergency promptly by taking appropriate action, including sending the child to the hospital or summoning medical aid or ambulance. In all cases where it is necessary to send the pupil to the hospital, every effort must be made to notify the parents.
3. Each school shall keep a written record on file in the office of the principal of all injuries sustained by pupils or staff members while at the school. A copy of the report shall be forwarded to the Director of Schools as quickly as possible.
4. Prevention of the spread of communicable diseases and infectious conditions in the school is of greatest importance. If one student in the classroom has symptoms which indicate to the classroom teacher and/or school principal a condition which might spread to the other students, the only safe course of action is to exclude the student from school until such time as the student is recovered or presents to the classroom teacher a written statement from the private physician indicating that the condition is not communicable or infectious to others.

PRINCIPAL'S RESPONSIBILITIES IN CRISIS SITUATIONS

(SAVE1.14, 1.15)

The principal is responsible for safety and security of all persons (students, faculty, and staff under his/her jurisdiction. All reasonable efforts within the discretionary powers and functions of the office shall be made to ensure that safety issues are addressed and that steps are taken to protect the assets of the school system.

THE PRINCIPAL SHALL:

1. Appoint an assistant(s) or designee to be thoroughly familiar with all aspects of the site's plans and strategies as it relates to emergency/disaster procedures.
2. Develop emergency/disaster procedures as a part of the overall school safety committee's plan.
- 3. Develop and maintain appropriate evacuation plans for the site and to see that plans have been approved by the appropriate authority. In the event of an evacuation the bus drivers will be contacted and dispatched to the appropriate school.**
- 4. Parents will be notified by SCHOOL MESSENGER.**
- 5. Office staff will be responsible for releasing students in the event of an emergency.**
6. Conduct all evacuations and disaster drills as required by state law and Board policy.
7. Maintain records of all such activity.
8. Identify resources to assist the EMERGENCY RESPONSE TEAM in the event of a major activity, which would delay immediate response from outside agencies.
9. Modify all evacuation plans and safety plans as required due to facilities or operation changes and to review, at least annually, all plans.
10. Provide the Central Office with the names and home telephone numbers of all administrative personnel, Head Custodian, and other persons having keys to the facility.

SHOULD ANY EMERGENCY OCCUR AT THE SITE OR SCHOOL-SPONSORED ACTIVITY, THE PRINCIPAL SHALL:

1. Provide aid to any injured.
2. Take steps to control the situation to prevent additional injuries.
3. Notify the appropriate response agency, police, fire, ambulance, electrical/gas utilities, etc. In the event, the **Central Office must be notified.**
4. Respond upon notification to after hour's events such as fires, burglaries, vandalism, or storm damages that may require support from their BOE or outside groups to prepare the site for use.
5. Be prepared to move the site's activities to an alternate location in the event of necessity.
6. Monitor commercial radio/TV stations for information, instructions, etc., in the event of a major widespread event.
7. Travel to the site or arrange to have a representative travel to the site to inspect and report the conditions of the facility when the event occurs after hours.
8. Prepare an incident report in writing stating facts about the crisis/situation and forward a copy of such report to the Director of Schools.
9. Verify any missing or injured students/staff and report to the Director of Schools.

EVACUATION PLAN FOR DISABLED STUDENTS AND FACULTY

Principals should develop special on-site emergency evacuation plans for physically and mentally disabled students and physically disabled faculty. The following recommendations should help develop a plan to meet school site needs.

1. Each school should maintain an up-at-date list of disabled students and/or faculty with their specific needs. Assistant Principal will check on disabled or CDC students.

2. Specified able-bodied adults must be assigned to each disabled student and/or faculty member. The number of able-bodied adults must be sufficient to assure the safe and timely evacuation of the disabled person(s). In addition, specified able-bodied adults must be assigned as back-up persons in case of absences or injury (see appendix).

3. Evacuation plans must include varied strategies when disabled persons are away from their usual classrooms or offices (e.g., library, bathroom or cafeteria).

4. Evacuation plans should be reviewed by the staff and the disabled person.

5. Students and faculty on the ground level follow the established site routes for emergency evacuation, accompanied by teacher or aide.

6. Evacuation drills must be scheduled periodically in order to familiarize able-bodied staff, as well as the disabled students and/or faculty with their roles during an emergency evacuation.

7. Emergency plans for the disabled must be reviewed periodically so that recently enrolled disabled students and/or newly assigned disabled faculty will be informed what to do during an emergency.

8. Principals should coordinate the evacuation of the disabled with local fire department.

9. Schools with high numbers of disabled students and/or faculty will need to assure sufficient able-bodied assistance, supervision and available back-up.

10. It is recommended that medically disabled children wear some sort of identification tag. A medic-alert bracelet is recommended.

11. Alternate evacuation routes should be identified and also used, so that the students and faculty would be familiar with other exit routes during an emergency.

REQUIRING 911

1. THE PRINCIPAL OR DESIGNEE WILL:

a. CALL 911

b. Stay on the phone line until all needed services has been requested. The 911 operators will ask for the nature of your emergency. The caller should state what he/she needs (police, ambulance, or both). The 911 operators will record the necessary information. Therefore, it is very important that the caller have as much of the following information as possible ready to give the 911 operators.

*SELF IDENTIFICATION

*SCHOOL NAME

*WHAT HAPPENED

*LOCATION OF INJURED

*TYPE OF INJURY

*NUMBER OF VICTIMS

*TYPE OF WEAPON

*NAME DESCRIPTION, AND LOCATION OF PERSONS INVOLVED

*DESCRIPTION AND LICENSE NUMBER OF ANY VEHICLE INVOLVED

2. The Central Office must be notified as soon as possible after any calls are made for police, fire, and ambulance service. It is the responsibility of the principal or site administrator to ensure that notification is made.

3. If possible, the principal or site administrator will direct and/or assist emergency personnel responding to any given situation until they are relieved by incident command from responding agency (Police, Fire, EMS, etc.)

4. The principal or site administrator shall enact any emergency evacuation procedures that are appropriate for the situation.

CRIMINAL ACTIVITIES

There can be a fine line of distinction between a situation that is a reportable incident to the Murfreesboro Police Department and a situation that may be handled administratively. The principal should exercise sound judgment in this area; however, **IF THERE IS ANY DOUBT ABOUT THE SERIOUSNESS OF THE SITUATION, THE POLICE SHOULD BE NOTIFIED.**

Whenever the police are called to a school for any reason, the principal or his/her representative, should notify the Central Office. When possible, all persons suspected to be involved in the law violation should be detained for the investigating officers.

1. ACTS THAT MUST BE REPORTED TO THE POLICE

- a. Robbery
- b. Burglary
- c. Larceny of school property
- d. Arson
- e. Criminal assault
- f. Aggravated assault
- g. Wounding
- h. Carrying a weapon
- i. Bomb threats
- j. Any other act that under State or Federal Law could result in a felony charge.

2. ACTS THAT MAYBE HANDLED ADMINISTRATIVELY OR REPORTED TO THE POLICE, DEPENDING ON THE SITUATION.

- a. Larceny of personal property
- b. Fighting
- c. Trespassing
- d. Vandalism

CUSTODY/KIDNAPPING CUSTODY PROCEDURES

1. In order to comply with the difficulties in this sensitive and volatile issue, the principal or designee should consider the following procedures:
 - a) Insist on accuracy of the student record card information pertaining to custody, court orders, and releases.
 - b) Comply with information provided on the Student Record card.
 - c) Maintain a current file of legal documents pertaining to appropriate students.
 - d) Direct school secretaries to have at their desk a list of students, who are not to be released to anyone, except a particular parent or guardian.
 - e) Direct secretary to tag appropriate Student Record cards.
 - f) When a parent telephones a request that a child be released from school, direct that the identity of the caller be confirmed (by a separate call to the parent or guardian if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return calls should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
 - g) Notify the Director of Schools or designee (if applicable).
 - h) Make sure all teachers are aware of the situation.

KIDNAPPING PROCEDURES

2. AFTER ASCERTAINING THAT A KIDNAPPING HAS OCCURRED, THE PRINCIPAL OR DESIGNEE WILL:
 - a) Call 911
 - b) Notify the parent or legal guardian
 - c) Notify the Director of Schools or his designee.
3. DO NOT release any information to the media unless instructed otherwise by the Director of Schools or designee.

DEATH OF A STUDENT OR EMPLOYEE

1. IMMEDIATE ACTION:

- a. Contact School Safety Education Officer and call 911.
- b. Notify Central Office.
- c. Establish communication with the Guidance Department.
- d. Be as knowledgeable as possible about the factual information surrounding the death.
- e. Faculty members should be informed and advised what to tell students.

2. REFERRALS

- a. Alert staff to refer students (close friends, classmates, family members) who are having problems coping.
- b. Utilize Guidance Department staff to conduct emergency prevention groups.
- c. Provide individual counseling and support to students and teachers as needed.
- d. Following the death, continue to be alert to needs of student and faculty.
- e. Contact parents of students experiencing difficulty.

DRIVE-BY SHOOTING

1. TEACHER RESPONSIBILITIES

- a. When shots are heard, shout to students "GET DOWN"
- b. Remain in prone position until vehicle exits area
- c. Be alert for vehicle returning to area
- d. Be prepared to shout again "DROP TO THE FLOOR"
- e. Notify principal's office ASAP and Police
- f. Report any injuries
- g. Organize students and try to remain calm
- h. Arrange for classroom monitor
- i. Report to principal's office to answer questions from school Administrators and police

2. PRINCIPAL'S OFFICE

- a. **Lockdown** and call Police Department 911
- b. Call 911 for ambulance, if necessary
- c. Call Director of Schools
- d. Call School Nurse by cell phone or radio
- e. Secure building by locking exterior doors
- f. Hold students beyond dismissal when necessary
- g. School staff should remain with students until the emergency is over
- h. Advise media if school dismissal will be delayed
- i. Provide counseling services as needed

NOTE: The Director of Communications is the official spokesperson for the media when an emergency exists.

WEAPON CONFRONTATIONS

1. Handling a Weapon – Wielding Student – from the School Safety Leadership Curriculum Guide of the National School Safety Center

- a. **Evacuate the area and school goes on Lockdown**
- b. **Call 911 and report incident to law enforcement**
- c. Evaluate the perpetrator
- d. Isolate
- e. Negotiate
- f. Remain calm
- g. Avoid heroics
- h. Don't threaten
- i. Keep a safe, non-intimidating distance
- j. Avoid abrupt sporadic movements
- k. Look for a place to dive or jump

IF YOU ARE CONFRONTED WITH A WEAPON

1. Stay calm and remember that the person who is threatening you with a weapon has not decided whether to use it or not.
2. Keep in mind that the person is probably as afraid as you are. In fact, fear is often the reason the person has the weapon in the first place.
3. Avoid rushing or trying to disarm the person. **Even trained law enforcement professionals try to avoid this course of action.**
4. Negotiate with the person. Try to get as many “yeses” as possible, starting with a basic request such as “Is it Ok if I take a few steps back?” The longer you can keep the person talking, the less likely the actual use of the weapon will occur.
5. Negotiate three steps back. Try to get the person to agree to let you back up three steps. Distance may help to reduce the anxiety, as well as the accuracy of the weapon.

RAPE-SEXUAL ASSAULT (NOT CHILD SEXUAL ABUSE)

Reporting Procedure

The following procedures **MUST** be followed when an individual reports that they have been the victim of a sexual assault, attempted rape, or rape.

Obviously, certain situations will require contact with police, ambulance, or fire department. In those emergency cases, the principal should make the appropriate call(s).

- Call school nurse and POLICE.
- Contact the parent(s).
- Do NOT investigate beyond who, what, when, where.
- Do NOT bring witnesses together.
- Do NOT contact the alleged offender.
- Do NOT bring the victim and the alleged offender in together.
- Contact the Director of Schools' office and report situation.

**POLICE DEPARTMENT – 911
DIRECTOR OF SCHOOLS OFFICE – 615-893-2313
DEPARTMENT OF HUMAN SERVICES – 615-898-7880**

MEDIA COMMUNICATIONS

In any building level crisis situation, it is likely that the media will contact the school site first. If you must answer questions before the Director of Schools or PIO arrives,

REMEMBER:

1. Do NOT alienate the press by being abrupt or saying “no comment.” Rather than answer “no comment” you might say “**I can’t share that information with you at this time.**”
2. Protect and enhance the district’s credibility by establishing our district as the best source of information on the crisis.
3. Prepare basic facts truthfully, clearly, and concisely in writing for your own use. Give factual information only, not opinions.
4. DO NOT identify students by name nor give out names of victims until families have been notified. Facts should include who, what, when, where, why, and how. For example, you might say: *Two of our students were assaulted by three unknown assailants on the south parking lot about 9:30 am. Their condition is unknown at this time. Students were transported to the hospital by ambulance. Parents have been notified. The incident is under investigation by police officials. The next information will originate from the Murfreesboro Police Department.*
5. Employees have rights. Do not make even the slightest suggestion that an employee might be at fault. Only the courts can determine guilt or innocence.
6. Speak calmly and objectively. Do not overreact, even if provoked. Remain cool and courteous. You know more about the situation than the media, and you have the home-court advantage.
7. Do not feel compelled to respond to emotional charges. The same facts must be used consistently with all media.
8. Listen carefully to the question the reporter is asking, and specifically answer that question only. Don’t allow the reporter to change your topic in midsentence. If possible, state board policy about how the situation will be handled.
9. If irrelevant questions are asked, feel comfortable in responding that the questions are not pertinent to the issue and move to a new thought. Parroting the reporter’s question is very dangerous on radio or videotape because the tape can be edited to sound like you concur whether you do or not. Example: 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 word. “The students are continuing their usual schedules.” Never offer your “personal” or off the record” opinion.
10. If you don’t know the answer to a question, say so. However, offer to find out and let the person know as soon as possible.

BOMB THREAT

1. GENERAL

The past experiences of police bomb squads indicate that explosive or incendiary devices, including false devices, are generally planted in easily accessible areas. The following are considered the most accessible areas:

- a) The outside perimeter of each building and the parking garage.
- b) Common areas such as lobbies, hallways, and receiving areas.

Cubicles and office areas are the most difficult to access without attracting attention; therefore, they are low probability bomb placement areas. To facilitate searching the common areas, all employees should make an effort to maintain these areas in a neat and orderly manner that will allow searchers to quickly determine if a bomb, package, etc., has been planted.

2. RECEIVING BOMB THREATS

A bomb threat may be received by anyone in the system. Persons making such calls do not normally call anyone in particular and will deliver their message to the first person contacted, usually a secretary or receptionist. Consequently, it is important that a call of this nature be handled in accordance with an established process.

The Bomb Threat Checklist should be, Figure 1 (or similar checklist), to employees who are most likely to receive a call to assist them in remembering bomb threat information they may receive. A copy of the completed bomb threat checklist is to be provided to the law enforcement agency responding to the incident.

This checklist should be completed as soon as possible after receiving any threatening call while the conversation with the caller is still fresh in the mind of the individual receiving the call. The Bomb Threat Safety Precautions List is a list of safety precautions when handling or searching for a suspected bomb or when an employee has discovered a suspected bomb.

3. THE INDIVIDUAL RECEIVING THE CALL SHOULD:

- a) Remain Calm. Any employee receiving a bomb threat by telephone should attempt to transfer the call to a supervisor or Department Head. If this is not possible, the employee should try to notify a co-worker who can call the Murfreesboro Police Department while the caller is still on the line. The employee should also try to obtain as much information from the caller as possible using the Bomb Threat Checklist and should attempt to identify background noises that may help determine location where the call is made, such as traffic, music, laughter, etc.
- b) Make an educated guess as to the sex, age, race, voice, or accent of the caller or whether a disguised voice was used.

c) Keep the caller on the line as long as possible. Note the exact time the call was received. Ask the caller to repeat the message. Write down the exact words of the bomb threat if possible.

d) Ask the caller the location of the bomb, type of explosive device placed, what the device looks like, and time of detonation. If this information is refused, ask what section of the building will be destroyed, and again ask the time of detonation.

e) Tell the caller that the building is occupied and that the bomb might cause the deaths of innocent people.

Report the call immediately to the Murfreesboro Police Department. The individual employee encountering or made aware of a crisis situation as soon as possible.

4. SEARCHING

If employees are told to evacuate, they should survey their immediate work areas prior to evacuating. Personnel should not leave their assigned workstation without checking for suspicious objects.

All personnel should not operate light switches, use cell phones or other electronic equipment until cleared to do so.

All employees should be trained that if a suspicious object(s) is discovered, DO NOT TOUCH OR HANDLE IT; immediately notify a supervisor.

When all employees in an area are sure that their area does not appear to contain anything out of the ordinary, they should notify their supervisor of the status and leave the building, if directed.

If directed to leave the building, employees should take their own personal efforts such as purses, briefcases, lunch bags or anything which may appear suspicious to search parties.

5. OBJECT FOUND

If a suspicious object is found in any City facility, the MPD will initiate General Order 358.

The immediate action taken may be to leave the area around the suspicious object and the area above and below it as directed by the Police Department. The senior police supervisor will make this decision on the scene.

During the course of the evacuation, personnel should not touch or move the object, place anything on top of it, or immerse the object in water. They should leave all light switches in their present positions and do not use hand-held radios, cell phones, telephones, or any electronic transmitter.

The Director of Schools will be informed of the immediate area of evacuation, and a decision will be made about total evacuation of the facility. Upon exiting the facility, personnel should continue at least 200 additional feet beyond their designated evacuation areas.

The person identifying the object should stay available for the police and provide them with as much information as possible; i.e., is there ticking? Describe the size, shape, order, and location.

6. TRAINING

The Safety Director or the MPD will conduct training for the following personnel on bomb threats:

- a) Receptionist
- b) Department Head's support staff
- c) Personnel Department employees
- d) Any other City employee who is in direct contact with the public on a regular basis.

BOMB THREAT CHECKLIST

Exact time of call: _____

Exact words of caller: _____

QUESTIONS TO ASK

1. When is the bomb going to explode? _____

2. Where is the bomb located? _____

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? _____

7. Why? _____

8. Where are you calling from? _____

9. What is your address? _____

10. What is your name? _____

CALLER'S VOICE (circle)

| | | | | | | |
|---------|---------------|-------|-------------|--------|---------|------------|
| Male | Female | Young | Middle-aged | Old | Accent | Slang |
| Calm | Distinguished | Nasal | Angry | Broken | Stutter | Slow |
| Sincere | Lisp | Rapid | Giggling | Deep | Crying | Squeaky |
| Excited | Stressed | Loud | Slurred | Normal | | Frightened |

If voice is familiar, whom did it sound like? _____

Was there any background noise? _____

Remarks?

Person receiving call: _____

Telephone number call received at: _____ Date _____

BOMB – SAFETY PRECAUTIONS

The safety precautions listed below are designed to acquaint City employees with the inherent dangers associated with searching for, discovery of, and handling of suspected explosive or incendiary

While some of the following safety precautions may seem elementary, they should not be dismissed as unimportant or taken for granted. Adequate knowledge of precautionary provisions may save the lives of City employees and visitors to City facilities.

- 1) Do not use radio equipment to transmit messages
- 2) Do not change the lighting conditions
- 3) Do not smoke
- 4) Do not accept the contents of any container as safe or legitimate simply because it was delivered by routine means
- 5) Do not accept container markings and/or appearance as sole evidence of the identification and legitimacy of the container's contents.
- 6) Do not touch a suspected bomb
- 7) Do not shake, shock, or jar a suspected bomb
- 8) Do not cover a suspected bomb
- 9) Do not carry a suspected bomb
- 10) Do not assume that a suspected bomb is of a specific high-explosive incendiary type
- 11) Do not open any suspicious container or object
- 12) Do not cut a string, cord, or wire on a suspicious container or object
- 13) Do not cut or remove the wrapper on a suspicious container or object
- 14) Do not unscrew the cover of a suspicious container or object
- 15) Do not move the latch or hook on the cover of a suspicious
- 16) Do not raise or remove the cover of a suspicious container
- 17) Do not change the position of a suspicious container or bottle
- 18) Do not place a suspicious container or object into water

FORMING THE MULTI-HAZARD EMERGENCY SCHOOL TEAM

The school principal or faculty director is responsible for overseeing the formation of the Multi-Hazard Emergency School Team and is the designated leader. Certain positions in the school lend themselves to team membership. Those include: counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

Depending on the size and needs of the school, an emergency team could have any number of staff ranging from approximately six to twelve, depending on the size of the facility. Although these staff members make up the formal Multi-Hazard Emergency School Team, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care.

Suggested Steps For Team Formation

1. Principal/facility director communicates with all staff identifying specific needs, and requesting volunteers to serve on the Multi-Hazard Emergency School Team (see *Staff Skills Inventory*)
2. Principal/facility director or designee creates list of interested staff, making sure all major areas of need are addressed, including:
 - Physical/medical needs
 - Emotional/mental health needs
 - Students with special needs
 - Staff from all areas of the building (different floors, wings, out-buildings, etc.)
 - Staff with knowledge of transportation needs
 - Staff with knowledge of the building floor plan, locks, etc.
 - Staff with ability to convey information to the media
 - Staff with knowledge of community resources
3. A meeting is held with potential team members to discuss what will be expected for team membership.
4. Principal/facility director or designee follows up to update all staff on Team formation, and to fill in areas where deficits exist. (NOTE: Although an individual may seem “perfect” for a role, no one should be required to have a primary position on an emergency team if he or she does not feel capable of fulfilling his or her duties in time of need).
5. An initial meeting is held to formally establish the Multi-Hazard Emergency School Team, and to begin the process of developing the Multi-Hazard Emergency School Plan, using the forms on the following pages.
6. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.

7. Hold regular Team meetings throughout the school year (every one to two months) to review protocols and ongoing issues as they arise (may include local, state, or national issues that may affect the school).
8. Set dates to conduct orientation, review, and updates of plan.

The likelihood of effectively managing an emergency is increased with an established district-level plan and individual building plans tailored to the conditions and resources of the school or facility.

CHECKLIST FOR PLAN DEVELOPMENT

Under the directions of the principal, each school is to complete the following according to its unique needs and circumstances.

PLAN DEVELOPMENT CHECKLIST

Have each team member become familiar with this Multi-Hazard Emergency School Plan and other materials provided.

Complete the following:

- Cover Page
- Staff Skills Inventory
- Emergency Management Team Assignments
- 4a. Survey: Students Needing Special Assistance
- 4b. Survey: Staff Needing Special Assistance
- Classroom and Building “Hazard Hunt”
- Master List: Students Needing Special Assistance: Master List
- Master List: Classroom and Building “Hazard Hunt”
- Assembly Area (outdoors)
- Alternate Building Location (walking distance)
- Alternate Building Location (requiring transport)
- Student Accounting and Release
- Orientation and Training Schedule
- Drill Schedule and Log
- Emergency Transportation Update
- Create a Multi-Hazard Emergency School Team “Toolbox or Go Kit” using checklist provided.
- Adopt Visitor Screening Policy consistent with MCS Board policy
- Adopt General Dismissal Procedures consistent with Board policy
- Review the Multi-Hazard Emergency School Protocols (“Response” section); make necessary modifications for school-specific needs, using feedback from Staff Surveys and Emergency Team input, local or district phone numbers, and titles, etc.) Each teacher should have his or her “Classroom Crisis Response Procedures” booklet with him or her at all times.
- Review and update Severe Weather Safe Area for each room of building.
- Review and update Shelter in Place plan for each room of building.
- Establish a schedule and procedures for orientation, training, and practicing (suggestions for Orientation, Tabletop Exercise, Drill, Functional Exercise, and Full-Scale Exercises are found in this guide.)
- Submit the school’s plan to the Center for Safe and Drug Free Schools (include Cover page, and completed Form 1 and 3, as well as Forms 6 through 13).
- Practice the plan as scheduled. And update the plan at least yearly.

DISTRICT ERP MEDIA RESPONSE/COMMUNICATION PLAN
(SAVE 1.14, 1.16)

| | |
|---|---|
| Designated Public Information Officer (PIO) | Cheryl Harris will serve as official designee to speak with the media |
| Parent Communication Plan | Assuming all phone and computer systems are functioning, the MCS Parent Communication System will be used to send information relevant to the situation to the families of students. Incident Command will provide the message, written by PIO, and sent out by Parent Communication System Manager (PCM) April Hall, PCM may also record message as directed by Incident Commander |
| Community Communication Plan | PIO will contact all local media, including television, radio, and newspapers (Plan included) |
| Staging Areas | Media will be directed to the area formerly used for board meetings, as it is equipped for broadcast; alternative area would be the teacher training area located directly by front entrance. |
| Guidelines for Response to Media Questions | <p>Parents, family members, and the community are understandably alarmed when it comes to the safety of children. The mass media will play an invaluable role in informing the general public; therefore, in order to eliminate or minimize the possibility that erroneous information is spread, it is important to ensure that the media receive prompt, accurate information.</p> <p>*PIO will be honest. If information is unknown, say so. Tell interviewer that you will get back with them as soon as you are able. If a mistake is made, say so.</p> <p>*Outline points, if possible.</p> <p>*Use simple, to the point language. Avoid educational acronyms.</p> <p>*Never say "No comment."</p> <p>*Remember there is no such thing as "Off the record."</p> <p>*Always assume all microphones or cameras in a room are turned on and recording/broadcasting.</p> |

COMMUNICATION PROTOCOL TO BE FOLLOWED IN CRISIS AND EMERGENCY SITUATIONS

1. Reporting a Crisis.
The employee who encounters, or who is made aware of, a crisis or an emergency shall notify their supervisor of the situation as soon as possible. Should the employee be unable to locate their supervisor, the employee shall contact another supervisor. The supervisor shall report to the Director of Schools.
2. Communications during Normal Working Hours.
Announcements to schools employees during normal business hours will be made through the school system chain of command. The system will use email, text messaging, cell phones, and other forms of communication to keep employees who work outside the building updated as much as possible. Employees who work outside the building should develop a call-in procedure to use.
3. After Hours Communication.
Emergency situations may arise that close city schools or prevent employees from getting to work. When such situations occur during non-work hours, employees should consult CATV Channel 3, WGNS Radio station (1450AM), WMOY (89.5FM), major Nashville television stations, and Murfreesboro City Schools' website @www.cityschools.net. Additionally, MCS will alert employees and school families through the Parent Emergency System.
4. Media Inquiries.
All media inquiries should be directed to Murfreesboro City Schools' School/Community Relations Coordinator (615-893-2313 or 525-7173). Other employees should not speak on the system's behalf to the news media unless authorized to do so by the Director of Schools.

DRILL SCHEDULE AND LOG

(SAVE 3.11)

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school’s plan, and use the original to document drills when they occur.

SCHOOL NAME: _____ **SCHOOL YEAR** _____

Fire Drills: Two fire drills in the first month of school, one per month each following month

| Monthly | Date Conducted | Weather Condition | Number of Occupants | Evacuation Time | Comments, Notes |
|---------|----------------|-------------------|---------------------|-----------------|-----------------|
| 1st | | | | | |
| 2nd | | | | | |
| 3rd | | | | | |
| 4th | | | | | |
| 5th | | | | | |
| 6th | | | | | |
| 7th | | | | | |
| 8th | | | | | |
| 9th | | | | | |
| 10th | | | | | |
| 11th | | | | | |
| 12th | | | | | |

EARTHQUAKE DRILLS: TWO EACH YEAR

| Date Scheduled | Date Conducted | Number Occupants | Response Time | Comments, Notes |
|----------------|----------------|------------------|---------------|-----------------|
| 1st | | | | |
| 2nd | | | | |

SEVERE WEATHER SAFE AREA: Twice each year, including one in March

| Date Scheduled | Date Conducted | Number Occupants | Response Time | Comments, Notes |
|-----------------|----------------|------------------|---------------|-----------------|
| 1 st | | | | |
| March | | | | |

OTHER DRILLS OR PRACTICE - such as Lockdown, Shelter in Place, Intruder, Bomb Treat, etc.

| Date Scheduled | Date Conducted | Event | Comments, Notes |
|----------------|----------------|-------|-----------------|
| 1st | | | |
| 2nd | | | |