

ERIE COUNTY TECHNICAL SCHOOL



Safe School Plan

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Equal Opportunity Education Institution*

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Goals and Mission

Goals for Creating a Safe School Campus

1. To create a safe environment where learning can thrive.
2. To address the needs of students and staff in order to foster constructive behaviors.
3. To provide protection for students and staff.
4. To ensure the protection of school property.

School Safety Mission Statement

The School Safety Mission of the Erie County Technical School is to manage a school campus where students and staff can work and learn in a safe and productive environment. This effort will be a collaborative effort of ECTS staff, students, parents and safety-related community agencies.

What Makes a School Safe?

A Safe School Climate is enhanced by:

1. Staff members that work to build student relationships that are warm, consistent, stable and respectful.
2. A belief in the dignity and value of each child.
3. Awareness among students and staff of what is expected and valued in the school.
4. Students and staff that experience a sense of belonging and community.
5. Educators that take responsibility for meeting the needs of children.
6. Opportunities for students to exercise influence over their lives, thus encouraging the development of self-discipline.
7. Parents and staff that form a partnership for the benefit of the students.
8. Staff and students that are familiar with, and use, a conflict resolution process.
9. A school building that is physically well ordered and maintained.

Adapted from: *Reclaiming Youth at Rise: Our Hope for the Future*; Brendtro, Brokenleg & Van Brocken

Creating a Positive School Atmosphere

- A. Fostering partnerships between parents and school
 1. Facilitate communication with parent and teacher:
 - a) Telephone calls.
 - b) Written correspondence.
 - c) Mid quarter evaluations.
 - d) E-mail correspondence.
 - e) Parents will be notified of Senior Portfolio/Graduation Project requirements.
 2. Open-house opportunities for parent visitation.
 3. Parents' signature to acknowledge review of student handbook.
 4. Appropriate letters and news releases from ECTS administration to parents.
 5. Community members may enroll in RCTC evening courses on ECTS campus.
- B. Student Body and Staff Relations
 1. Students will receive an orientation of the Handbook and will sign emergency card to verify.
 2. Teachers are encouraged to interact with students in a mentorship relationship so teachers may come to know students through:
 - a) Skills USA leadership and competition activities.
 - b) Intra-lab competitions.
 - c) The nature of half-day class period.
 - d) The encouragement of the teacher in the Co-op job placement.
 - e) Common interest in the content of program curriculum.

- C. Improving Principal's Visibility
 - 1. Greet students in morning.
 - 2. Be present in the cafeteria when students are gathered for lunch.
 - 3. Be present in the hallways during class changes.
 - 4. Address students by name.
 - 5. Set the norm for appropriate behavior through role-modeling.
 - 6. Provide opportunities for students to interact with the principal for reasons other than discipline:
i.e. Skills USA, NTHS, lab visits.
- D. Improving Attendance
 - 1. Set high expectations for school attendance.
 - 2. Outline consequences for nonattendance.
 - 3. Notify parents of truant or absent students:
 - a) Teacher calls home for parent notification @ 5 absences
 - b) Letters to parents upon 10th and 15th day of absence
 - 4. Offer acknowledgement for outstanding attendance.
 - 5. System for monitoring and addressing students chronically absent or truant:
 - a) Contact with home school counselors and administrators.
 - b) Routine student accounting systems reports run to track truancy.
- E. Improving School Appearance
 - 1. Encourage and empower students, teachers and parents to contribute to the improvement of the school facilities.
 - 2. Remove graffiti immediately.
 - 3. Repair damaged facilities and equipment quickly.
 - 4. Provide enough trash receptacles throughout the facility.
 - 5. Encourage ownership of the school by displaying student work in prominent places.
 - 6. Attend to grounds, parking lots, landscaping and exterior of the buildings

Creating a Secure School Campus

"There is a concept in security work called target hardening. Simply put, it means making what needs to be protected inaccessible, difficult to find or get" It is important that we address the issue of security in a way that does not elicit the very atmosphere of fear we are trying to diminish. Reducing access or target hardening is one way to secure the building".

A quote from Safekeeping: Adult Responsibility, Children's Rights

The Erie County Technical School has identified five categories that enhance school security.

- A. Incidents are occurrences or actions that are likely to lead to threatened school security.
- B. Dangers are threats or exposure to injury, pain, harm or loss associated with incidents.
- C. Perpetrators are those people responsible for brining about or carrying out the incident and exposing others to danger.
- D. Times are those time when access and incidents are likely to occur.
- F. Locations are areas where people can be victims of incidences.

By addressing these five areas, we can reduce the incidents of violence within the school and between students.

Reducing Incidents

Reducing Incidents against People

- A. Policies clearly state violence against people will not be tolerated and consequences are clearly outlined.

- B. Training for staff around issues relating to violence will be held regularly. (ex. date rape, sex crimes, criminal code, crime prevention, etc.).
- C. Partnership with law enforcement will be formed see MOU with PSP.
- D. Working agreement for reporting incidents to police will be devised.

Reducing Incidents against Property

- A. Access to building is limited.
- B. Halls, stairwells, bathrooms, out-of-the way areas are supervised.
- C. Clear and enforceable policies against vandalism exist.
- D. Chain of custody procedures exist for protection of money and valuable equipment.
- E. Access to certain areas of the school will be limited.
- F. Inventory of equipment and the condition of the equipment are done yearly.
- G. Lockers are assigned to each student with a master key kept in the office.
- H. Surveillance equipment is used to monitor interior and exterior spaces on campus.

Reducing Incidents in Specific Time Periods

Prior to School Opening

- A. School opened at a specific time each morning.
- B. Strong staff presence in halls, parking lots, cafeteria.
- C. Clear expectations of behavior per student handbook.
- D. Specific directions on where students are expected to go upon entering school.
- E. Specific direction for parking lot rules and traffic flow.

During Class

- A. Proper reporting of class attendance.
- B. Clear and enforceable policies for tardiness.
- C. Faculty and staff to monitor student movement in halls.
- D. Mid-session breaks to be monitored by instructors and aides.

Lunch Periods

- A. Students will be made aware of cafeteria behavior expectations.
- B. Student drivers will not loiter in parking lots on campus.
- C. Student drivers will adhere to timely arrival upon campus.

After School

- A. Clear and enforceable policies for students caught unsupervised after school in off-limit areas.
- B. Check to ensure that doors and windows are properly secured when school is closed.

Special Events

- A. Establish clear behavioral expectation and rules for special events.
- B. Train supervisors how to intervene.
- C. Strong identifiable teacher presence.
- D. Spectators not permitted to leave and return.

Reducing Crimes in Specific Locations

Transportation

- A. Clear and enforceable policies for student behavior on buses Per home school management.
- B. Student drivers to read and follow rules per driving permission.
- C. Students are encouraged not to carry riders to and from home school and ECTS.
- D. Student drivers with excess tardiness will lose driving privileges.

School Grounds and Open Spaces

- A. Signs posted prohibiting trespassing (where appropriate).
- B. Clear and enforceable penalties for loitering and for vandalism of school property.
- C. Landscaping design to minimize areas where perpetrators may conceal themselves.

Parking Lots

- A. Separate parking areas for staff, students and visitors.
- B. See I-Transportation.

Lockers Areas

- A. Lockers secured with locks.
- B. Students will not share lockers.
- C. Students may not expect a right to privacy in lockers.
- D. Storage areas locked when not in use.

Main Buildings

- A. Exterior
 - 1. Lighting of the exterior to provide a clean path and visual display.
 - 2. Trimmed shrubs and trees to prevent their use as cover and for an unobstructed view of the building.
 - 3. Windows and doors locked securely.
 - 4. Minimize exterior storage and clutter.
- B. Entrances
 - 1. Controlled entrance and exists of building.

Halls

- A. Faculty and staff to monitor halls before and after school.
- B. Faculty and staff to assume responsibility of all students as they pass in the halls.
- C. All ECTS employees to address person not wearing a visitor tag in the building. They may ask "May I help you?"

Restrooms

- A. Staff monitoring of restrooms between classes.
- B. Students to use in-lab restrooms where possible.
- C. Problems such as graffiti, damages and smoking to be reported immediately.
- D. Spot-check of restrooms during class.

Cafeteria

- A. Policies that address misbehavior in the cafeteria.
- B. Cafeteria monitored by staff during lunch.

- C. Procedures for locking up cash and food when cafeteria not in use.
- D. Table and chairs sturdy and kept in repair.

Office Areas

- A. Desk storage areas locked.
- B. Proper lighting.
- C. People entering office area easily observable.
- D. Computer security.
- E. Backup system for school records.
- F. Access to computer system is restricted to authorized personnel.
- G. Office staff to present a cordial welcome to guests and students.

Reducing Crimes by Specific Persons**Students**

- A. Programs for students at risk.
- B. Plans for reducing violence by students.
 - 1. Guidance services available.
 - 2. Student centered classes
 - 3. Fair and consistent consequences to intentional misconduct.
- C. Discipline policies to address interpersonal violence and damage to property.
 - 1. See Board Policy, Pupil 200.
 - 2. ECTS administrators and counselors to work in conjunction with home school staff.
- D. Alcohol and Other Drug Policies and Mental Health Policies reviewed by Principal.
- E. Policies to implement Weapons Control Act and other state and national mandates.

Visitors

- F. Visitors access procedures.
 - 1. Visitor sign-in and acquire ID Badges.
 - 2. Visitors to be questioned by staff when not in ID Badge compliance.

Staff

- A. Process for careful screening of potential employees for prior criminal history.
- B. Clear and enforceable policy on maintaining a professional relationship with students.
- C. Sexual harassment awareness training.
- D. Alcohol and other drug abuse education.
- E. First aid training every three years.
- F. General Safety training.

Reducing Dangers that Threaten School Security**Gangs**

- A. Clear and enforceable policy on gang involvement and gang related Activities.
- B. Graffiti removal plan.
- C. Ban on beepers, cellular phones, and other electronic devices.
- D. D. Non-students must report to the office for permission to be on school campus.

Weapons

- A. Clean and enforceable policy for the possession of any weapon.
- B. See Board policy, Pupils 200.

Alcohol and Other Drugs

- A. Clear and enforceable policies for the possession and sale of alcohol and other drugs.
- B. Policies for the administration of medication during the school day.
- C. Procedures for sharing information with and receiving information from the police.
- D. Student assistance for the prevention and intervention of alcohol and other drugs use.
- E. Policies that address staff use of alcohol and other drugs in keeping with the Drug Free Workplace Act.
- F. Policy on confidentiality.

Ethnic and Racial Conflict

- A. Clear and enforceable policies regarding ethnic intimidation and hate crimes.
- B. Educate students, parents, and staff on policies and expectations.

Roles and Responsibilities**Roles and Responsibilities of the Director and Principal**

- A. To set high expectations for student and staff.
- B. To develop a plan for assessing school climate.
- C. To provide a safe, secure and peaceful school.
- D. To provide staff with information concerning legislation that affects schools.
- E. To implement and enforce all policies and procedures concerning school safety and crisis intervention.
- F. To provide training to implement programs of prevention and intervention.
- G. To work cooperatively with social and law enforcement agencies.

Roles and Responsibilities of the Teacher

- A. To be highly visible, especially before and after school and during times of student's movement.
- B. To model respectful behavior.
- C. To set clear standards of academic performance and student conduct.
- D. To promptly and professionally report illegal or dangerous situations.
- E. To intervene to protect students, other staff members, and school property.
- F. To complete all paperwork necessary to maintain and to support programs enhancing school safety, preventions and intervention.

Roles and Responsibilities of the Student

- A. To be productively involved in the school by participating in student activities.
- B. To follow school rules, especially concerning peer relationships, alcohol, drugs and weapons.
- C. To provide information regarding safety threats and intimidation in the school.
- D. To participate in program of prevention and interventions when needed.

Roles and Responsibilities of the Parent

- A. To provide current home and work numbers and addresses for emergency purposes.

- B. To provide current copies of Protection from Abuse statements and court orders pertaining to child custody.
- C. To ensure the student is dressed within the acceptable standards of the School Dress Code Policy.

Guidelines for Dealing with Safety and Security Issues

In the even of a disruptive incident in the school, the following should be accomplished:

1. Protect life and property by any lawful means available.
2. The school principal or his designee should check any injury sustained on the school grounds, within the school, or on the way to or from school via district transportation as soon as possible. Appropriate medical attention will be provided. If the nursing staff is unavailable, 911 will be called to provide needed medical assistance.
3. Follow adopted Erie County Technical School policy that specifies procedure to be followed and disciplinary action to be administered.
4. Notification of police is required in specific cases.
5. Incident report forms should be completed and promptly processed.

Guidelines for dealing with specific safety/security issues are outlines on the following pages.

Guidelines for Dealing with Person Initiated Safety and Security Issues

Arson/Fire

A. Immediate Response

1. Upon discovery of the fire or explosion, the nearest staff person sounds fire alarm and reports the location and nature of the fire to the Principal's Office immediately.
2. The Principal, Director or his/her designee will call the fire department (call 911) when the fire department is not automatically notified. The Superintendent of Record is also to be notified.
3. Evacuate the building. All persons are to use the standard fire drill exit procedure and go to the assigned standing area – and then proceed as far from the building as safety dictates. Students are not to be taken to areas needed for emergency vehicles such as parking lots.
4. While awaiting the emergency agencies, account for all students and staff.
 - a) Staff members must take a class roster out of building and take attendance.
 - b) The principal will check the attendance of every teacher.
 - c) Emergency data forms, for both students and staff must be taken out of the building by principal or his/her designee for all evacuations.
 - d) Everyone is to remain outside until the appropriate emergency and/or school official approve the re-entry.
5. Teacher Responsibility
 - a) Make sure students have advance awareness of exit routes and "safe areas".
 - b) Leave lights on.
 - c) Leave all room doors closed but unlocked.
 - d) Take attendance at the "safe area". Account for any missing students and report any unaccounted students to the principal or fire marshal.
 - e) Report any possible relevant student rumors/information to the administration.
6. Student Responsibility
 - a) Evacuate the building as directed as quickly as possible.
 - b) Report to the safe area and remain there until released by your instructor.
 - c) Identify any missing student.
 - d) Contact your instructor if you have any information related to the fire.

B. Required Reporting Procedures

1. Appropriate follow-up disciplinary measures and/or actions will be initiated if it is determined that arson is suspected.

C. Prevention Strategies

1. Have the fire department become familiar with the building floor plan.
2. Whenever possible, secure all storage areas.
3. Give special attention to storage of chemicals.
4. Limit the amount of combustible material used in labs.
5. Whenever possible, install smoke/heat detectors in areas where combustible materials are stored.

Assault/Fighting**A. Immediate Response**

1. Teacher or other school staff should verbally intervene with fighting students.
2. A call for assistance should be initiated.
3. Verbal intervention should continue while removing from the area any objects that could be used as a weapon or would endanger the student should they fall against them.
4. The principal will determine the severity of the situation. If necessary, the police will be notified.
5. Students involved will be checked as soon as possible for any injuries sustained.
6. If blood is discharged, follow medically approved guidelines for dealing with blood and body fluid discharge.

B. Required Reporting Procedures

1. Principal should follow the Erie County Technical School board policy related to student fighting.
2. The police will be notified and disorderly conduct charges filed against students who engage in fighting when deemed appropriate by principal.
3. Notify the Home Schools where appropriate.

C. Follow-Up Action

1. Assign personnel to specific areas of the school during times when students are not under supervision such as class changes, before and after school, when students are entering or exiting the building.
2. Require that all staff members share information with administrators on potential conflict situations.
3. Conflict resolution training for all staff.

Bomb and Bomb Threat**A. Immediate Response**

1. Should a bomb threat exist, the principal and director are to be notified immediately. Local fire and police agencies are to be called by the principal or his/her designee (Call 911).
2. It is most probable that the building will be evacuated. The evacuation will be determined by the ranking school administrator and the proper law enforcement agency.
3. All students, faculty, administration, and support personnel are to evacuate the building using the fire alarm system or if appropriate by the direction over the public address system.
4. All persons are to use the standard fire drill exit procedure and go to the assigned standing area as per directions – and then proceed as far from the building as safety dictates. (Note: Students are not to be taken to any areas needed for emergency vehicles such as parking lots or roadways).

5. While awaiting the emergency agencies account for all the students and staff.
 - a) Staff member must take class roster out of the building and take attendance.
 - b) The principals(s) will check the attendance of every teacher.
 - c) Emergency data forms, for both student and staff must be taken out of the building by a principal or his/her designee for all evacuations.
 - d) Everyone is to remain outside until the re-entry is approved by the appropriate emergency and/or school officials.
 - e) If re-entry is not possible, the administration will make transportation arrangements.
6. The teacher's responsibility includes:
 - a) Make sure students are aware of exit routes and "safe areas".
 - b) Leave lights on.
 - c) Leave all room doors closed but unlocked.
 - d) Do not touch anything suspicious.
 - e) Take attendance at the "safe area." Account for any missing students. Unaccounted students are to be reported to the director, principal or fire marshal.
 - f) Report any possible relevant rumors/information to the office.
7. Student Responsibility includes:
 - a) Evacuate the building (s) as directed as soon as possible.
 - b) Report to the safe areas and remain there until released by your instructor
 - c) Identify any missing student(s).
 - d) Contact your instructor if you have any information related to the bomb threat.

B. Required Reporting Procedures

The person receiving a bomb threat is to use the written procedure provided by ECTS administration (**Refer to telephone form-page 21**). When a bomb threat is made on a direct outside line, do not hang up the phone even if the caller hangs up. As long as the line is not disconnected on the school's end, the call can be traced.

C. Prevention Strategies

1. Require that all chemical storage areas are locked and that a careful inventory be maintained.
2. Keep the building(s) as secure as possible and limit access to it.
3. Staff members who answer telephones are to receive instruction on how to handle threats.

Burglary

The unlawful removing, taking or carrying away of property from a school building that is legally closed.

A. Immediate Response

1. Call the police upon discovery of a burglary.
2. Notify the director and/or principal.
3. Call the maintenance supervisor who will notify the building administrator.
 - a) Protect the crime scene until the police arrive.
 - b) Photograph the area.
 - c) Secure the area after the police investigation is complete.
 - d) Contact the security system company.
4. The principal, with the help of necessary staff members, will conduct an immediate inventory and prepare a list of all missing equipment, making sure the manufacturer's name serial number, model number, color, value, and all other identifying characteristics of the stolen equipment are recorded.

B. Required Reporting Procedures

Appropriate follow-up disciplinary and/or actions will be initiated if it is determined that students were responsible.

C. Recommendation

1. Frequent inventory of all serialized equipment is recommended.
2. When feasible, implement a "sign out" log for all audio/visual equipment.
3. Do not keep large amounts of money in school overnight.

D. Prevention Strategies

1. Have broken windows repaired as quickly as possible.
2. Limit distribution of keys and periodically check key distribution.
3. Keep storage rooms locked at all times.
4. Limit all signs that identify the contents of a room.
5. All inventories should be signed and dated by the person conducting the inventory.
6. When equipment is sent for repair, require a signed receipt from the person picking up the equipment.
7. Inspect contents of all delivered equipment and supplies.
8. Require that all school equipment be inscribed with the school name.
9. Require that all small pieces of equipment such as video tape/CD players, calculators, balance scales, etc. be secured out of sight.
10. Personal property at school is the responsibility of the owner and not the school.

Child Abuse

The Child Protective Services law defines an abused child as any person under the age of 18 who shows evidence of one of the following: non-accidental, serious physical injury, non-accidental serious mental illness, serious physical neglect or sexual abuse. The injury, neglect or abuse must be caused by the acts or omissions of a perpetrator.

A. Immediate Response

1. If the alleged act involves a parent, guardian or caretaker, immediately contact the guidance counselor or principal.
2. The building principal will be notified of all reports of child abuse. The principal will work with the guidance counselor to contact the appropriate social service agency(s).
3. The building principal, if warranted will notify the director.

Alcohol and Other Drug Possession

Refer to Erie County Technical School Board Policy, 227, page 1-14

Extortion

Defined: The use of "mild" threats or intimidation to demand money or something of value from another.

A. Immediate Response

1. Ask the victim to provide a detailed account of the extortion incident. If the student is capable, have him/her complete a written incident report form.
2. Notify parent/guardian of students involved.

B. Required Reporting Procedures

1. Notify police if the situation warrants it.

C. Follow-up Actions

1. Attempt to recover the money or property.
2. Take appropriate administrative action.

D. Prevention Strategies

1. Advisors and/or teachers should not keep money in rooms. All money should be kept in office until it can be deposited.
2. Money should be deposited in a timely manner with receipts.
3. Students should be advised against bringing large amounts of money to school and/or showing it to other students.
4. Advisor should instruct students on the proper safeguards of valuables.

Gang Activities**A. Immediate Response**

1. Where appropriate graffiti should be photographed and analyzed (local gang crime unit).
2. Identify all students involved in gang activity.

B. Required Reporting Procedures

1. Notify appropriate law enforcement agencies.
2. Violent gang related activities must be reported to the principal.
3. Appropriate follow-up disciplinary measures and/or actions will be initiated.

C. Prevention Strategies

1. Eliminate graffiti as soon as possible.
2. Investigate all rumors of student-related gang activity.
3. During orientation assemblies, stress that any gang-related activities will result in long-term suspensions and/or expulsions.
4. Gang-related colors and items of clothing should be prohibited.

Larceny/Theft

The unlawful taking of property belonging to another with the intent of depriving the rightful owner access or use of the property. (Offense occurs when the school is legally open.).

A. Immediate Response

1. Upon notification of stolen property, initiate a thorough search for the missing property.
2. Attempt to ascertain who was the last person having responsibility for the stolen equipment/property.
3. If the stolen property belonged to a student, notify the parents.

B. Required Reporting Procedures

Notify the police, if deemed appropriate by the principal.

C. Follow-up Activities

Take appropriate administrative action if it can be determined that a student committed the act.

D. Prevention Strategies

1. Adequate staff must be available to supervise students at all times.
2. All areas not in use should be secured.
3. Large amounts of money should be placed in school safe.
4. Two adults should be responsible for large amounts of money.
5. All money should be deposited in a timely manner with appropriate procedures.

Robbery

Robbery is the use of “strong” threats, fears, or intimidation to take money of something of value that is under direct control of another.

A. Immediate Response

1. If the victim has been injured, obtain medical help and notify the parents.
2. Call the police. Notify the parents/guardian of the victim.
3. If appropriate, preserve the crime scene. Do not allow anyone access to the area until police arrive.

B. Required Reporting Procedures

1. Prepare an incident report with the time you were notified and what action you took.
2. Appropriate follow-up disciplinary measures and/or actions will be initiated.

C. Prevention Strategies

1. Staff and administration should be present in the halls before, during and after school.
2. “Hall Sweeps” should be conducted.
3. Secure all entrances possible.
4. Question anyone in the halls.
5. A “sign in” procedure, with badges, should be established for all buildings.
6. Access into the building(s) should be limited.

Sex Offenses

Includes actual or attempted rape, sodomy, child molestation, indecent exposure, sexual intercourse and obscene phone calls.

A. Immediate Response

1. If the alleged violation involves a student and an employee of the school, refer to Board policy.
2. In all cases of a sex offense:
 - a) If the victim has been injured, obtain immediate medical help.
 - b) Call the parents/guardians of the victim.
 - c) Call the police.
 - d) Isolate the victim until the parents and police arrive. Have an adult stay with the victim.
 - e) Protect the crime scene if the incident occurred on school property.
 - f) DO NOT question the victim beyond his/her initial report of the incident-it is important that the investigating officer hear the first story the student tells.

B. Required Reporting Procedures

1. Prepare an incident report and notify the principal or director.

C. Follow-up Activities

1. Take appropriate administrative action if it is determined by the police that the perpetrator was another student.
2. Take appropriate administrative action if it is determined by the police that the perpetrator was a staff member.

D. Prevention Strategies

1. Any student making unwanted comments must be referred to the principal's office for disciplinary action.
2. Staff members must be aware of school policies and actively enforce them.

Trespassing

The unlawful presence on school property.

A. Immediate Response

1. Upon notification that outsiders are in the building or on school property, assemble available staff and conduct a thorough search for the individual(s). If appropriate, notify school security and/or police.
2. If the intruder(s) is located, offer assistance to them in case they are "lost". In the event they have no lawful business in the school, advise them to leave.
3. Do not attempt to restrain the intruder if he/she wants to leave.
4. When an outsider is located, make a mental note of what the person is wearing and a general description of the person. If the individual refuses to leave or runs from you, you will have a description to give to the police.
5. When necessary, the building principal calls the police.

B. Required Reporting Procedures

1. If you know the identity of the intruder(s), send a warning letter to his/her residence, noting the date and time of the initial incident and inform the individual(s) that you will file trespassing charges if he/she is on school property again without permission or without legitimate school business to conduct. In some cases, it may be advisable to have the school solicitor send this letter, particularly when the behavior is of the threatening nature.
2. Copies of these letters must be kept on file indefinitely.

C. Follow-up Activities

1. If the person(s) is seen again, file a defiant trespass charge with the police.

D. Prevention Strategies

1. Access into the building(s) should be limited.
2. Large signs be posted stating that trespasser will be prosecuted.
3. A visitor sign-in procedure with badges should be established for all building(s).

Vandalism

The willful and malicious destruction of property belonging to another.

A. Immediate Response

1. Report all acts of vandalism to the police so that an investigation can be conducted. On minor acts of vandalism, make note of the time date and type of damage for future reference. It is not practical to report such minor acts to police.
2. Photograph all acts of vandalism.
3. Conduct an investigation to determine who caused the vandalism.
4. As soon as possible, clean up and repair acts of vandalism. This will help deter additional, similar acts of vandalism.

B. Required Reporting Procedures

1. Notify the principal or director, if appropriate.

C. Follow-up Activities

1. Take disciplinary action if the students are determined to be the vandals.
2. Actively prosecute all vandals. Restitution in the form of money or labor is of paramount importance.
3. Attempt to determine why the act might have been committed for future preventive strategies.

D. Prevention Strategies

1. Interior lighting should be adequate to illuminate all areas of a building.
2. All doors should be locked and entrance light should be lit after hours.
3. Building supervision should be provided during after school activities.
4. All buildings should be supplied with cameras and an adequate film supply.

Weapons

Any object that can be reasonably used to inflict bodily injury. Defined by ACT 26.

A. Immediate Response

1. If it is rumored that a student possessed a weapon, the principal should be notified immediately to investigate the situation. The principal should try to approach the student with another staff member.
2. The principal should conduct a locker search or a personal search as stated in school board policy.
3. When a suspected weapon comes into the possession of an administrator the following procedures should be followed:
 - a) Place the suspected weapon in a large envelope
 - b) Write the date, time and from who the weapon was taken on the envelope. If more than one person has custody of the weapon prior to it is coming into the possession of the administrator, have each person sign the envelope to establish a chain of custody.
 - c) Turn the weapon over to the police.

B. Required Reporting Procedures

1. The superintendent of record should be notified, if appropriate.
2. The principal should complete the appropriate documentation.
3. Appropriate follow-up disciplinary measures and/or action will be initiated.

Weapon Threat and Hostage Situation

The police are the best personnel to disarm a weapon from a student or intruder. However, some situations occur when school personnel must act to protect the students and themselves.

A. Immediate Response

1. Should you walk into a situation when a student or intruder has a weapon and is threatening to use it, try not to be seen. Remain calm so you can focus your thoughts. Quietly and slowly back away, so you can call for help (911).
2. Follow lockdown procedures (see next section) in the Safety Plan.
3. If the situation occurs in the classroom and help is not able to be summoned the following is suggested:
 - a) Move slowly. Maintain a wide berth, honoring your personal space and theirs. If possible, for your protection try to keep an obstacle between you and the actor.
 - b) Direct the students to remain calm and if possible give space to the actor.
 - c) Maintain eye contact only if it is not perceived as hostile by the actor, otherwise, avert eye contact and only look directly shortly when speaking.
 - d) Request that the actor put the weapon down or return it to their pocket stating that it would be easier to talk. Should they refuse to go along with them.
 - e) Do not argue with the actor, but try through questioning to get clarification on the problem. Listen
 - f) If you have gauged the actor's response, try to diffuse the situation by asking the actor if they would like to sit down and talk. If possible, ask if they would like some refreshments. Stay at a distance.
 - g) Assure the actor that you know they really do not want to harm anyone. Ask them to relax and take some deep breathes.
 - h) Announce all moves you are going to take and do slowly.
 - i) Do only what the actor tells you to do.
 - j) Make no promises you know cannot be fulfilled.
 - k) Request that the students be allowed to leave. If permission is refused, ask if you may speak with the students to insure they remain calm.
 - l) Never trigger the actor's vulnerability by holding out your hand to receive the weapon. Ask them again to put it down.
 - m) Maintain a non-threatening body posture. Keep hands visible, making no quick moves.
 - n) Use active listening skills; clarifying, paraphrasing, etc. Reassure them that they do not want to escalate the situation by hurting someone. Communicate that help is available to resolve some of the issues they have presented.
 - o) Buy time until a trained response team arrives on the scene.

Lockdown Emergency Situations

Includes weapons in class, intruder with a weapon, shooting, stabbing, hostage situation, or any other incidents that may cause serious bodily injury or emotional trauma.

A. Immediate Response

1. Attempt to STAY CALM!
2. Notify the office immediately. If necessary or possible, dispatch a messenger to the office with a CODE L message.
3. Remove students from danger, if possible.
4. DO NOT attempt to disarm or restrain dangerous individual(s).
5. Give medical assistance up to your proficiency.

B. Lockdown Office Procedures

1. Dispatch the principal or his designee to the room or area in question, unless imminent danger exists. If possible, another staff person should accompany the principal. Try to get a visual assessment of the situation without being noticed.
2. Turn off the bell system. You do not want students or staff members in the corridors if there is potential danger.
3. Send Code L message to other rooms via secretaries and available staff unless their safety would be compromised. If no other alternative exist, an encoded Code L message should be delivered over the public address system.
4. Notify the police (Call 911) for assistance, if directed by the principal. Stay on the line with the police. Leave two open lines for emergency calls. Do not have all possible open lines in the office, since a hostage situation may occur in the office.
5. Contact the superintendent of record and inform him/her that an emergency exists.
6. Assist professional law enforcement and medical emergency response as needed.

C. Other Staff Procedures

1. Do not dismiss students to change classes once the Code L message has been received. Do not dismiss students until informed to do so.
2. Keep your doors closed and all students in your room until you receive a dismissal notice. Students should remain seated, away from windows and doors for safety reasons. If possible, the doors should be locked. Should gunfire be heard the students should lie on the floor away from doors and windows.
3. Teachers, who are not performing assigned teaching duties, should attempt to clear the halls and restrooms of students and escort them to the nearest classroom. If students are in the hall and cannot access rooms quickly for safety, they should lie on the floor to be less of a target.
4. All teachers not performing their teaching duties should report to the office for further instructions.
5. If the hostage situation extends beyond daylight hours and the students cannot safely be removed from the building, lights should be turned off so the students do not become targets.
6. Since restrooms will not be accessible during the crisis, accommodations should be made within the classroom (i.e. wastebaskets, cupboards for privacy).

D. Hostage Situation

1. Police must be notified as soon as possible about a hostage situation. Who makes the call and from where the call is made, is unique to each situation. The important information for whoever is making the call is the following:
 - a) Number of perpetrators.
 - b) Types of weapons.
 - c) Number of hostages.
 - d) Number of known injuries.
 - e) Names of adults and students held hostage, if known.
 - f) Types of demands being made, if known.
 - g) Any and all instructions the perpetrators may have given (if possible, the caller should remain on the phone with the police so updated information may be obtained prior to arrival of the police on the scene).
2. Your primary concern is for the safety of those not directly involved in the hostage situation. If the situation permits, the orderly evacuation of all uninvolved classrooms is advised. Do not sound the fire alarm or make a public address announcement. This will require an individual going to each classroom instructing teachers where to take his/her students. Teachers must maintain control of the class and know the names of each student in the class.
3. Once the police have arrived, they have the primary responsibility for resolving the hostage situation. School officials should provide whatever assistance they can. The responsibility for the non-involved students and staff rests with the school authorities on the scene. Any decisions

- to transport non-involved students away from the scene should be made jointly by the school authorities and police.
4. Emergency information on students should be removed from the building so that parents/guardians can be notified. Any other information that will assist in preparing lists on non-involved, as well as involved students should be removed from the building, if possible.
 5. The police department's public information officer or the ranking officer on the scene should handle media inquiries. School authorities should be concerned with the safety and removal of all non-involved students and staff.

Guidelines for Dealing with Naturally, Environmentally Initiated Safety and Security Issues

Chemical Emergencies/Hazardous Material Incidents

A. Internal Spills or Releases

1. All staff members shall be aware of the chemicals that they come in contact with and the potential hazards that may exist under the PA State Employee Right to Know Laws.
2. If a chemical spill, efforts should be made to prevent students and faculty members from coming into contact with it. Confine the hazard, close down and restrict access. If possible shut off any ignition sources.
3. If the spill or release poses a danger, students and staff shall be relocated to another area of the building or evacuated. Evacuation procedures can be followed as outlined in the "Fire" section.
4. In line with provided training, staff shall attempt to contain the spill to as small an area as possible, while at the same time, not placing themselves in any danger.
5. The local fire company and Haz-mat team shall be requested by calling 911 to assist in the confinement and containment.
6. The Principal or designee on the Crisis Team will meet the emergency units, brief the personnel on the situation, and direct them to the scene.
7. Should a spill enter the ground, storm drain, atmosphere, etc. school officials shall report the spill to the Department of Environmental Resources at 717-457-6585.
8. If deemed appropriate, school officials may call in clean-up contractor(s) to clean up the spill.
9. Do not re-enter the area until advised to do so by proper authorities.

B. External Spills or Releases

1. There are times and situations where a chemical spill may occur off site that could affect the school. This could be at a nearby business/industry or transportation incident. In this case, the local fire company will be the agency in charge and will contact the school authorities.
2. In some cases, emergency responders may give a "Shelter in Place" order. The school shall close all windows and shut down any air handling/heating systems that may draw outside air into the building. Students shall remain in their rooms until further instructions are received from school administration officials or fire company officials.
3. In some cases, emergency responders may give a "Hasty" Evacuation order. This will mean that students shall immediately evacuate the school with the assistance of staff and response personnel. In cold or inclement weather, student can get coats but shall not take other belongings or books. Teachers shall take attendance records along with them.
 - a) Students and staff shall go to the assigned mass care center. The location of this and distance may vary due to variables, such as weather, type of chemical, size of chemical plume, etc.
 - b) If feasible, students and staff shall walk to the assigned facility. If not feasible, school officials will arrange transportation of students to the mass care center.
4. In some cases, a non-hasty evacuation may be required. During this time school officials will arrange for buses to come to the school and transport the students to one of the alternate sites, or home.

- a) If the students are transported to an alternate site, belongings and school books may be taken along. Teachers shall take along attendance records and keep track of the students for whom they are responsible.
5. No matter which type of evacuation is used, if the children are taken to an alternate location and not transported home, school officials shall contact the local media to announce the location of the children. Other information such as transportation home or pick up arrangements can be issued.
6. The building administrator shall designate staff member to bring student emergency cards.

C. Gas Leaks

1. In the event of a natural gas (propane) leak within the structure, normal procedures for a fire evacuation shall be followed. The whole building shall be evacuated.
2. Windows shall be allowed to remain open to assist in ventilation of the building.
3. No electrical equipment shall be turned on or off during the evacuation. If time permits, open flames, such as pilot lights shall be extinguished.
4. In the event the gas leak is outside the building, but the odor filters into the building, that part of the structure will be evacuated following the fire drill procedures.
5. The building administrator shall designate staff members to bring student emergency cards.

Weather Incidents

A. Weather Warning

Issued whenever severe weather or flooding is imminent or is occurring. Immediate steps should be taken to preserve the safety of all students and staff. (i.e. tornado warning).

B. Weather Watch

Issued to alert people that conditions are organizing that might cause some type of severe weather or flooding. This is used for planning and preparedness purposes and should not be confused with a warning (i.e. flood watch, severe storm watch).

C. Weather Statements

1. Issued at frequent intervals during emergency conditions to keep the public informed about the status of the emergency weather conditions.
2. The director or principal will assign someone responsibility to monitor weather alerts and report any incidents.

D. Severe Weather – General Rules

1. Stay away from windows or outside doors.
2. Shutdown equipment as necessary.
3. Seek shelter inside a building in the designated shelter areas. Stay away from building areas with large roof spans, such as cafeterias, auditoriums or gymnasiums.
4. Account for people in building shelter areas.
5. Stay in shelter areas until the “all clear” signal is given.
6. When leaving shelter areas, be aware of potential hazards from downed electrical lines and building damage.
7. Do not leave the property until told to do so by someone in authority.

E. Snow Storms, Blizzards and Freezing Rain

1. School officials will monitor wintertime weather and make decisions on canceling, delaying or dismissing school based on current protocol.

2. In the event that a severe snowstorm or blizzard would not allow children to get home, they will remain at the school under the care of staff.
3. This will be announced over local media and any pertinent instructions provided to parents/guardians.
4. Initiate clean up procedure on a continuing basis. Particular emphasis should be placed on:
 - a) Clearing snow from exits, fire protection equipment and utilities.
 - b) Removing snow from roofs in area subject to drifting. Typically these areas are at the junction of buildings with different roof heights.
 - c) Inspecting roof drains to be sure there is no ice build up.
 - d) Inspect roof to be sure no objects could clog roof drains as snow melts.
5. Check all areas of the facility to be certain that sufficient heat is being maintained to prevent protective systems, process equipment and piping, and other systems from freezing. Particular attention should be given to areas such as concealed spaces above suspended ceilings that contain sprinkler and/or water piping. In addition, entryways and remote start towers should be given special attention when protected by sprinklers.

F. After a storm has ended, (if you are designated):

1. Prepare an initial damage assessment and make temporary repairs.
2. The remaining snow should be removed, with priority given to hydrants, exits, and access routes.
3. Once the temperatures begin to rise, those areas within the facility that were most likely to suffer freeze damage, should be promptly inspected to detect as early as possible any cracks or leaks in piping.

G. Earthquakes and Building Collapse

1. These occur with very little warning and are usually over before you realize what has happened.
2. If time allows, students and staff shall seek protection under sturdy countertops, desks and tables. Short, reinforced spans, such as doorways will also offer additional protection. Protect your head and neck. Stay away from glass windows, loose items.
3. In the event of a building collapse, students in unaffected areas shall be evacuated as per fire evacuation guidelines. Account for everyone in some manner.
4. Prior to the arrival of emergency services, staff members and the Crisis Team shall assess the areas involved and provide aid. The principal or designee on the Crisis Team will be available at the entrance to brief first responding units and direct them to the scene.
5. No chances shall be taken. Quite often, a collapse will leave standing areas weakened and additional collapse may occur later. Stay away from windows, skylights, lights, etc. Do not use elevators.
6. If the emergency is widespread, it may take emergency services some time to get to the school with proper resources.
7. If conditions permit, maintenance personnel should cut off gas, fuel oil, electrical and water service at the main disconnects. Watch out for downed electrical lines.

H. After the initial event has passed (if you are so designated):

1. Be prepared to start search and rescue operations immediately.
2. Initiate salvage operations.
3. Prepare an initial damage report and initiate temporary repairs in an effort to prevent further damage.
4. After shocks can be dangerous. Keep non-emergency personnel out of any weakened structures, until authorities have deemed they are fit for occupancy.

Utility Failure

- A. An electrical power failure or water main break may affect the capability of holding classes. School officials shall contact local officials for guidance concerning the canceling, delay or early dismissal of the school.
- B. If the power outage is local and involves only one building or area at the facility:
 - 1. Try to determine the duration of the outage.
 - 2. Make sure the problem or affected circuits are properly isolated and that repairs are underway.
 - 3. Determine that fire pumps, critical process equipment, and protective signaling systems receive priority treatment when planning restoration.
 - 4. Check to be sure that all circuits are properly repaired before they are restored to service.
 - 5. Have the power load reduced to a minimum before power is restored.
- C. If power outage is widespread
 - 1. Determine the magnitude of the outage and its estimated duration.
 - 2. Make sure the operation of fire pumps or emergency generators is monitored.
 - 3. See that areas are patrolled for security and fire surveillance.
 - 4. Have as many circuits as possible disconnected so that the system will not overload when power is restored.
- D. Planned or emergency interruption of a public water distribution system often results in the loss of both fire protection and service water. In order to minimize the effect of this situation:
 - 1. Notify the local fire department.
 - 2. Discuss the duration of the shutdown with officials of the water department.
 - 3. Develop a priority list to water usage if it becomes necessary to conserve marginal or private supplies.

Bus Accident

Note: The sending school districts are responsible for bus transportation of all ECTS students. If an accident is first reported to ECTS administration, ECTS director or his designee will initiate a first response until the sending school administration is notified and able to accept administrative responsibility.

- A. In the event of an accident involving a bus en route to or en route from ECTS, the school principal, district office, and bus contractor shall be notified as quickly as possible. Home school personnel will be notified and manage the event.
- B. An injured students and/or staff shall be transported to a medical facility based on recognized emergency medical services protocol.
- C. A designated district official and representative of the bus contractor will be dispatched to the scene of the accident. The district official will work with the emergency providers on the scene and gather a list of all medical facilities that students or staff members were transported. This information shall be relayed to the accident information coordinator at the district office as soon as possible.
- D. The district official and/or bus contractor shall arrange for another bus to transport uninjured students. The uninjured students shall be transported to school. At the school, a list of names of all uninjured students/staff shall be gathered and this information provided to the accident information coordinator.
- E. A district official shall become the "Accident Information Coordinator" and work out of the district office. The A.I.C. or assistant shall contact the hospitals where the students were transported. The hospitals should be asked to gather the names of the patients they have received from the accident and provide that information to A.I.C.

- F. Through the local media, radio and television, parents should be requested to call the district office for information on their child. A phone number should be given which has several lines on to handle multiple calls.
- G. Parents may be calling before the A.I.C. has an opportunity to have the list of injured and uninjured. School staff should take telephone numbers where the parents can be reached. As soon as confirmation of the status (injured or uninjured) and location of the student has been received, the parent shall be called.
- H. The caller shall not comment on the condition of the patient, but shall tell the parent where to go to be with their child. Details of the accident shall not be discussed with the parents at this time. Staff personnel shall be as reassuring as possible, but only state known information (i.e. Do not state, "I'm sure your child's fine" and have the parent get to the hospital and find the injuries to be serious).
- I. In the event a child is injured, and no contact has been made with the parent, the A.I.C. shall notify the school principal or designee, and request that this be done.
- J. School personnel shall be accommodating as possible towards the parents and students in providing information and assistance.

Bus Emergency Guidelines

- A. While students are on the bus, the bus driver is responsible for the health and safety of the passengers. In the event of an emergency, the bus driver is the person in charge until relieved by the bus contractor or district official.
- B. In case of a fire, students shall evacuate the bus by the nearest exit. Students shall stay together as a group, maintaining a safe distance away from the bus.
- C. At no time shall a school bus travel through, water that is over 8 inches deep (i.e. flood conditions). Children shall not be discharged if they have to walk through standing or running water during flood conditions.
- D. Caution shall be used when driving in snow and ice conditions. If appropriate, chains shall be used. Student shall not be discharged from the bus if they cannot get to their homes safely during a snow event.
- E. In the event the bus driver spots a tornado, a 90 degree turn shall be made away from the direction of the approaching tornado. If time and distance will not allow for such protective action to take place, the bus driver should:
 - 1. Have the children evacuate the bus. The bus shall be parked a safe distance from where refuge is taken.
 - 2. If possible, have the students:
 - a) Take refuge in the basement of a building, or
 - b) Huddle under the girders of a bridge/overpass, or
 - c) Lay face down in a ditch or ravine with hands covering their heads
 - d) Students must be aware that the ditch or ravine may fill with water if rain is heavy.
- F. In any situation where students cannot be discharged safely, they shall be returned to the school where picked up. School officials shall provide for the students until arrangements can be made to get them home safely.

School-wide Crisis Response

ECTS will work in conjunction with the sending school districts crisis teams. The ECTS Crisis Team consists of the Principal, director, and guidance counselors.

Procedures for General Crisis Response

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

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

Crisis Management Team Responsibilities

Crisis management is most effective when a team of trained professionals, who exhibit a high degree of cooperation and teamwork, strive for a common goal of bringing the building back to emotional and psychological stability. Effective teamwork is a product of experience and communication. Teams that can implement their plan efficiently and competently will engender an atmosphere of safety and care for the school community. This team may be comprised of the following team members. Teachers, counselors, pastors, mental health liaisons, administrators, nurses, head custodians, district psychologists and police.

The responsibilities of this team would include:

A. Responsibilities Prior to a Crisis

1. Provide training for those who will serve on the Crisis Team.
2. Decide who is in charge.
3. Designate substitutes and clarify coverage of team members.
4. Develop strategies particular crisis unique to the region of campus.
5. Develop strategies to support the work of the team.
6. Insure continuing educational opportunities for the Crisis Team.
7. Establish a liaison that contacts resources within the community during crisis.
8. Review the plan at least annually.

B. Responsibility During and After a Crisis

1. Implement the guidelines to respond to the circumstance presented by the crisis.
2. Identify and contact the resources needed to implement the plan.
3. Coordinate the internal and external resources involved in implementation.
4. Participate in staff meeting pertaining to the crisis and update them on any additional information/procedures.
5. Be accessible to aid teachers with classroom discussion pertaining to the crisis.
6. Be accessible to intervene with students as individuals or in a group.
7. Refer students who seem to need more than the school or team can provide.
8. Notify parents/guardians of the students who are beyond the resources of the school to address and identify possible community resources that are available.
9. In case of death, provide funeral/visitation information if affected family has given permission.

C. Responsibility Post-Crisis of the Crisis Team

1. Conduct a post-vention meeting to review the process and make necessary changes.
2. Facilitate the return of students referred to community resources.

3. Debrief the staff and the Crisis Response Team.
4. Prepare a post-vention plan for additional concerns such as anniversary dates, holidays, support groups, and so on.
5. Provide a list of suggested readings to teachers, parents and students.
6. Write thank you notes to out-of-building school and community resource people who provided support during the crisis.

Tragic Event: A Natural, Accidental, Violent or Potentially Violent Crisis

A tragic event may happen in the school or community that impacts the students' ability to learn and the school's ability to educate. Some of these events are natural disasters while others are fabricated. The Erie County Technical School must be prepared to address these occurrences in a decisive manner in order to minimize their impact. There are three situations where the school must respond.

- A. Emergency personnel have been summoned and arrive at the scene. The direction of emergency management is turned over to the police. They will take the necessary steps to secure the safety of the school community, address any medical emergency needs, and gather relevant data to calm the situation.
- B. The media will arrive on the scene and the school media policy needs to be implemented. A designated spokesperson should be available.
- C. The school can anticipate concerned family members arriving who will need information. Arrange off-site information center if necessary.

The following procedures should be implemented if a school-wide crisis occurs. A general Crisis Intervention Checklist is provided at the end of this section to help you track the actions taken.

- A. Immediately following Notification of a Crisis, the school administrator or designee should attempt to act based on the following guidelines when the school is notified of a near-death, fatal crisis or other situation that may influence the emotional or psychological safety of students and staff.
 1. Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come to the office if he or she called in the information) until appropriate steps can be taken.
 2. Tell office staff member NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise.
 3. In cases of reported student death, verify the reported incident by calling the police liaison or coroner. Do not disturb the affected student's family.
- B. Assessing the Level of Crisis
 1. Level I: A crisis or emergency should be considered Level I if the incident affects only the specific building in which the situation arose. An example would be a minor parking lot incident. If the police or any other resource needs to be notified, the incident is NOT considered a Level I.
 - a) The principal or designee will manage the response and follow-up.
 - b) Where appropriate, the director is advised promptly and kept up-to-date.
 2. Level II: A crisis or emergency is considered Level II if local emergency agencies are called upon to assist the principal and director in managing the response and follow-up. No criminal activity is suspected. An example would be a multi-vehicle car crash involving the deaths of several students.

- a) The Director or Principal assumes leadership.
 - b) The ECTS crisis response team may be mobilized to assist.
 - c) Local police and other community resources are often involved as a support.
 - d) The superintendent of record and JOC president are advised promptly and kept up-to-date.
3. Level III: A crisis or emergency is considered to Level III if crisis response teams must assume leadership. An example would be a plane crash or chemical spill.
- a) The Superintendent of record, ECTS administration and ECTS crisis response team are in full mobilization to support local emergency agencies and community needs. The JOC president is kept up to date.
4. Level IV: A crisis is considered a Level IV if criminal activity is strongly suspected, in process or has occurred on school property. An example would be weapons possession, a hostage situation, etc.
- a) The ECTS administration and crisis response team are fully mobilized to assist.
 - b) The Superintendent of record and the JOC president are advised promptly and kept up to date.
 - c) Should the police be called, they assume leadership.

NOTE: In crises, Level II-IV, the Director or his designee will communicate with the media and assist in the development and distribution of any other essential communications.

Unexpected Death within the School Community

Any response will need to consider whether the implications will be of short or long duration and how people will be uniquely affected. The administration recognizes the sensitivity needed in facing these types of crisis and has designed this response to address these issues.

A. Initial report and Response

1. The Director or Principal is informed of the situation and then he informs school personnel.
2. The Director or Principal appraises the situation and its impact on the school community. The Director informs the superintendent of record and the JOC president of the situation.
3. If death occurs at a sending school, the principal will contact the sending school principal to verify information and request a statement that may be shared with ECTS faculty, staff and students.

B. First Day

1. ECTS administration will convene to initiate a plan.
2. A member of the team will be assigned to gather accurate information about the situation..
3. The Principal will inform staff of the crisis and the plan.
4. The administration prepares a statement to be given to the public or news media in order to make certain the statement is accurate and appropriate.
5. Guidance counselors and support team members will be assigned to locate, gather and inform closest friends of the deceased /injured and provide support before the classrooms are notified.
6. Faculty members will read a prepared formal statement announcing the death and/or event to the students prior to the AM and PM sessions. The announcement communicates the school's sympathy to the family, and appries the students that counselors are available in (designated area) to meet with students and assess the level of trauma. When a student is seen, their parents must be notified. If the student expresses suicidal ideation and/or gestures call parent and refer appropriately.
7. At the beginning of the AM or PM session, time is set aside for students to address their concerns and to clarify any misinformation they may have.

8. The Crisis Response Team is available to any faculty member or substitute who feels ill as ease addressing the topic. The following themes should be highlighted:
 - a) To assure the students that there are staff persons available in the building.
 - b) To correct any misleading information the students might have about the event.
 - c) To help foster a supportive environment among the school community.
 - d) To deter the contagion factor if the death was a suicide, by discussing possible alternatives to suicide.
 - e) To encourage students to discuss with their parents their reactions and feelings about death.
9. A counselor or mental health liaison may follow the schedule of a student who has died and if needed, assist the teacher in classroom discussion and in processing their reaction to the death.
10. The Director or principal contact the family to express the school community's condolences and to discuss how the school can assist them with their concerns or requests.
11. School personnel are directed to follow the school's media policy concerning requests for information.
12. Sending school should be notified when appropriate.
13. Bus drivers should be informed when appropriate.
14. All ECTS staff should monitor building and grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concern.
15. Debriefing meetings are held at appropriate intervals for all school personnel, and for the members of the Crisis Response Team to examine the day's events and to identify students who need further assistance. Ongoing strategies will be devised to meet the needs of the student body and planning for Day 2.

C. Second Day

1. The Crisis Response Team meets to review the plan for the day.
2. Importance should be given to normalizing the school routine as much as possible.
3. Devise a list of the deceased/injured student's friends and relatives in the building and meet with them if it is deemed necessary.
4. Teachers should be advised to review materials in their classrooms, instead of teaching new lessons.
5. Faculty is debriefed (method is by principal's discretion, (i.e. memo or meeting).
6. An opportunity may be provided for students to meet as a group.

D. Third Day or Day of Funeral

1. Funeral attendance by staff and students should follow school policy, and attendees should return after the services.
2. A debriefing session should be held for the Crisis Response team to support, to assess and to plan any further need for services. The staff shares information about students for whom there are specific concerns and follow-up strategies are devised to monitor these students. Plans should also take into consideration staff members who may still have difficulties with the crisis aftermath.

E. Fourth Day or the Day after the Funeral

1. A final debriefing is scheduled to support, assess and plan any further services.
2. Mark calendar dates for 6 months and/or 1-year anniversary, and identify students who may be affected.

Level IV Crisis Intervention

The actions taken after severe acts of violence can have a major effect on the well being of students and the community at large. It is difficult to respond in a timely and appropriate manner without a pre-established, detailed plan. This outline serves as a guide for this level of intervention.

Students Involved in Violent Events

- A. Disciplinary Action
 - 1. ECTS Board Policy is referenced.
 - 2. Specific consequences for the violation are instituted.
 - 3. Minimize the risk of another confrontation by attempting to resolve the initial conflict.
 - 4. Give the students the opportunity to recover emotionally from the incident.
 - 5. Should charges be filed, cooperate with the police investigation to facilitate completing investigation and minimizing complications.
- B. Students and Staff Traumatized by Direct Exposure to the Event
 - 1. Lessen the impact by a quick and thorough response.
 - 2. Identify for the Crisis Response Team the intervention that need to occur so they can respond appropriately and reestablish control.
 - 3. Follow the outlining for Post-vention after the Crisis.
- C. Students and Staff Affected by the Introduction of Violence, Weapon or a Hostage Situation
 - 1. Recognize that the school/community may no longer be perceived as safe.
 - 2. An intense trauma reaction is often created when death occurs from a weapon or when hostages were taken.
 - 3. Be aware of the potential for revenge and follow-up rumors.
 - 4. Follow intervention procedures for Level IV.
- D. Day One
 - 1. Implement plans for providing qualified counselors to implement NOVA protocols for incident debriefing. Students, faculty, and staff may require both short-term and long-term counseling support.
 - 2. Maintain open communications with victims and their families whenever large groups of students are affected.
 - 3. Keep in close contact with injured victims and/or surviving family members.
 - 4. Determine the need for additional health services and resources to attend increased physical needs of students.
 - 5. Hold meeting to provide staff with information related to the crisis, eliminating rumors, advise them of next steps, and advise them on what to tell their parents.
 - 6. Develop written statements for teachers to read in class. Send similar statements to parents where appropriate.
 - 7. Help students, faculty, and staff to deal with their own reactions. Whenever possible, help teachers and staff deal with their reactions first, before they interact with parents.
 - 8. Hold special meeting with victims and their siblings.
 - 9. Designate space for "safe rooms" where at anytime, students, teachers and staff can receive comfort and counseling and talk about events during the crisis.
 - 10. Provide information to parents/guardians/who want to know how to help their children cope with feelings about the crisis.
 - 11. Hold special educational support groups for students who feel angry about the crisis to express their feelings.
 - 12. Keep parents/guardian informed of the support services being made available to their children.
 - 13. Where appropriate, provide a place after the crisis where parents/guardians can meet with counselors and other adults to discuss ways to help their children transition back into school.
 - 14. Provide a list of suggested readings to teachers, parents and students.

15. Only after persons who have been directly affected by the crisis have received needed attention, evaluate whether community forums should be initiated to debrief others impacted by the crisis.
16. Where appropriate, fund additional time for teachers to work with students needing additional academic support due to such problems as grief, stress, difficulty concentrating and anxiety.

E. Day Two or Mourning Period

1. Deal with the problem of decreased students' desk and lockers. Have a counselor or qualified adult provide assistance, in the classroom discussion and in processing their reaction. In case of an empty desk, one strategy is to move the desk, over time, to the back row and all other desks forward, then eventually remove the desk.
2. When appropriate, removed deceased students' names from forms, posters, rosters, absence reporting logs, mailing lists, and anywhere else they could occur in the reporting systems.
3. In collaboration with families of victims and the school community, evaluate how affected areas in the school site where school violence took place should be handled when the students return to school.
4. Allow excused absences and time off for all students, teachers, and staff who wish to attend funerals and memorials.
5. Allow for and cooperate with families who are planning memorials and activities to remember victims.
6. Allow students to design their own memorial service to be held at school when appropriate.
7. Invite family members of victims to all ceremonies and memorials.
8. Have students return to classrooms after the memorial service to assure they are emotionally and psychologically safe.
9. Arrange a quiet area for staff and students who do not wish to attend memorials.
10. Avoid conducting funerals at school.
11. Allow students, families, and communities to contribute to a memorial fund in the name of the victims.
12. If establishing a permanent memorial on school premises, place them in areas that students could avoid seeing them if they choose.
13. Include students, families of victims, and community members in planning for memorials.
14. Consider the special needs of families of offenders.

F. Closure of Mourning Period and Moving Forward

1. Plan ahead for the attention the school will receive on the anniversary dates of the incident.
2. Plan for the emotional needs of the school community on anniversaries.
3. Consult with counselors, teachers, student and staff on when it would be the most appropriate time to signal closure of the mourning period.
4. Conduct a public ceremony to symbolize the closure of the mourning period, reclaiming the building and control media access to the ceremony and the building.
5. Hold a parents' night to bring closure to the crisis.
6. Return the school to normalcy and move forward as soon as possible.

Debriefing Staff and Crisis Team after Violent Incident

Following a serious act of violence in the schools, the staff often suffers from stress ailments such as insomnia, depression, anger, headaches, and ulcers. These conditions translate into higher rates of absenteeism and turnover, as well as, lower school and job performance. Much of this suffering and loss can be reduced if the affected individuals receive debriefing from experienced counselors 24 to 72 hours after the traumatic incident. Facilitation of this debriefing session would be better served by an outside facilitator who has expertise and may not be as emotionally drained by the incident. The following debriefing needs to happen to facilitate a return to normalcy in the building and to delineate concerns.

A. Interaction with and Observation of Students

1. Delineate observed behaviors of students.
2. Highlight those behaviors causing concern.

3. Detail why these behaviors need immediate attention.
4. Discuss what the students need.
5. Focus on particular students raising concerns.
6. Share what student behaviors left staff uncomfortable, fearful, and angry, etc.

B. Personal Reactions

1. Discuss what scared you as a staff member.
2. Describe what angered you most.
3. Share what you wish you could have done differently.
4. Share what you wish you had done differently.
5. Detail the resources and supports you would need if this incident were to occur again.
6. Highlight concerns for students' safety and future prevention.
7. Raise any issue that have not been covered.
8. Ask any unanswered questions you may have.
9. Share whether or not the process has been helpful.
10. Inform the staff of possible reactions and give directions on ways to normalize reactions.

Informing Students and Staff of the Tragic Death of a Family Member

Schools have often been put in the position of informing students of the death of a family member. This is difficult and requires sensitivity from those school personnel who must inform the students.

- A. The staff member receiving the call that a death has occurred should inform the principal. The family should determine when their child should be notified of the death and if an early dismissal is required.
- B. A staff member should personally go to the student's classroom and bring the child to the office or any place where privacy can be respected.
- C. It is preferable that a family member or family friend be present when the student is told of the death. They are able to clarify facts and give support and comfort.
- D. The principal, counselor, teacher or nurse should be present with the family member or their representative, when the student is told.
- E. The principal or counselor should get as many facts as possible about the death of the family member in order to inform those in the school who need to know.
- F. The student's teacher or counselor should inform the staff who teaches or interacts with the student so the student can be monitored upon return.
- G. Teachers could inform classmates of the student's loss and the funeral arrangements. Appropriate expressions of condolences could be discussed. Request by students to attend the funeral will be honored, if they coincide with the family's wishes and if prior written permission is received at school.

Crisis Occurring During the Summer

If a school administrator or other CRT member is notified of a crisis during the summer, the response is usually will be one of limited school involvement. In that case, the following steps should be taken

- A. Institute the phone tree to disseminate information to the CRT team members and request a meeting of all available members.
- B. Identify close staff most likely to be affected by the crisis. Keep the list and recheck it when school reconvenes.
- C. Notify staff and families of students where appropriate and recommend community resources for support.
- D. Notify general faculty/staff by letter or telephone with appropriate information.
- E. Schedule faculty meeting for an update the week before students return to school.
- F. Be alert for repercussions among students and staff. When school reconvenes, recheck friends and other at-risk students and staff, and institute appropriate support and referral procedures.

Appendix A

Bomb Threat Telephone Form

Call taken by: _____

Time of call: _____ Date: _____

Number called: _____ Location: _____ In: _____

QUESTIONS TO ASK CALLER: (Remember to act calm and listen carefully)

1. When will the bomb explode?
2. What is the location of the bomb?
3. What does it look like?
4. Can it accidentally explode?
5. Was it you that put the bomb in the building?
6. Why did you do it?
7. Where are you from?
8. Who are you?

THE CALLER'S VOICE:

- | | | | | | |
|--------------------------------|-----------------------------------|-----------------------------------|----------------------------------|---|---------------------------------------|
| ☐ Young | ☐ Old | ☐ Male | ☐ Female | ☐ Black | ☐ White |
| ☐ Calm | ☐ Excited | ☐ Loud | ☐ Soft | ☐ Happy | ☐ Angry |
| ☐ Slow | ☐ Fast | ☐ Clear | ☐ Slurred | ☐ Deep | ☐ High Pitched |
| ☐ Nasal | ☐ Lisp | ☐ Stutter | ☐ Accent | ☐ Raspiness | ☐ Crying |
| ☐ Sound | ☐ Laughing | ☐ Cracking | ☐ Normal | ☐ Deep Breathing | |

Other: _____

CALLER SOUNDED FAMILIAR ☐ WHO? _____**CALLER SOUNDED:**

- | | | | | |
|--------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|--------------------------------|
| ☐ Intelligent | ☐ Incoherent | ☐ Foul-mouthed | ☐ Irrational | ☐ Taped |
|--------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|--------------------------------|

BACKGROUND NOISE:

- | | | | |
|---|---|---------------------------------------|-----------------------------------|
| ☐ People Talking | ☐ Television | ☐ Street Noise | ☐ Machines |
| ☐ Music (What kind?) _____ | ☐ Other (explain): _____ | | |