

Jeffco Public Schools Department of School Safety



Emergency Response Crisis Management Manual *Revised 2019*

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Introduction

In support of the District's mission *to provide a quality education that prepares all children for a successful future*, it is the goal of Jeffco Public Schools to provide a safe school environment for all students and employees. The ability to prevent, mitigate, respond to and recover from school emergency and disaster situations is essential in achieving this goal.

This chart was made possible through funds from the United States Department of Education: Office of Safe and Drug-Free Schools Emergency Response and Crisis Management Grant and has been designed through consultation with and the collaboration and generosity of numerous Jeffco Schools Departments and personnel, metro area school districts and the many city and county emergency response and planning agencies in Jefferson County.

The purpose of this chart is to assist school personnel to recognize and respond appropriately to crises and emergency situations in an effort to maximize the safety and welfare of all students, visitors and staff. It can not be overemphasized that these are general guidelines and that staff, students and visitors should be confident in their skills to make life preserving decisions. As is well documented, emergency situations often occur without notice, the principles of emergency management contained in this guide will provide a framework for this decision making.

If there is an emergency, immediately call
911

Then call the District's Department of School Safety at 303-232-8688 or 303-982-2445 which will initiate a calling tree to the Community Superintendent, District Communications and others on your behalf!

Jeffco Public Schools Critical Contact Information

24 hour Emergency Services Dispatch	303-232-8688
	303-982-2445
Department of School Safety Admin	303-982-2443
Jeffco Public Schools	303-982-6500
Superintendent	303-982-6803
Community Superintendent's Office	303-982-6939
	303-982-6805
303-982-6836	
303-982-6611	
Risk Management	303-982-2455
Communications Services	303-982-6808
Mental Health Crisis Response Team	303-982-7263
303-982-7251	
Employee Assistance Program	303-982-0377
Transportation - Central Terminal	303-982-2324
North Terminal	303-982-1998
South Terminal	303-982-9057
West Terminal	303-982-5215
Facilities Management	303-982-2240
Environmental Services	303-982-2349
Information Technology	303-982-6851
Food and Nutrition Services	303-982-6748
Telecommunications/Telephone Services	303-982-2200

When an Emergency Happens-Next Steps

If an emergency actually occurs, make the basic decisions about what type of action is needed and respond immediately. This Emergency Management Plan includes general procedures for all-hazards emergency situations. In addition, each school Emergency Operations Plan (school EOP) summarizes key information, including staff roles and responsibilities in an emergency. Staff should be familiar with this resource and be able to adapt to each developing situation.

Notify Emergency Responders and the School Response Team (SRT)

To activate emergency responders, call 911 and the District's Department of School Safety at 303-232-8688 or 303-982-2445. In the midst of a crisis, people often believe that the situation can be handled in-house. It is better to have emergency responders en route or on scene as soon as possible, even if the incident has been resolved by the time they arrive, rather than to delay calling and risk further injury and damage. For instance, it is better to have emergency responders arrive at a school to find a fire put out than to arrive too late to prevent the loss of life or serious property damage. Realizing you are in charge of the initial emergency response, activate the SRT in order to take immediate steps to protect the safety of everyone involved.

Plans Must Comply with the Americans with Disabilities Act

Plans must comply with the Americans with Disabilities Act, among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, staff, and parents with disabilities. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information and technical assistance about the Americans with Disabilities Act (ADA) is available at <http://www.ada.gov>.)

Plans Must Address Language Access

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including Title VI of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/coord/titlevi.php>) and the Title VI Regulations of Other Federal Agencies (available at <http://www.justice.gov/crt/about/cor/fedagencies.php>).

Essential Emergency Supplies: “Go Kits” & “Clinic Go Boxes”

The Principal/School Administrator should immediately instruct office staff and teachers to access emergency response supplies if safe to do so. This includes the school’s Emergency “Go Kit”, visitor’s log, student rosters, and classroom kits, including Red and Green Cards. Take these supplies with you if the school is evacuated.

General Recommendations for the Whole School Emergency “Go-Kit”

- District Radio
- Building floor plan that identifies: shut-off valves for gas, power, water, HVAC, directional compass, building exits and electronic card readers, fire extinguishers/AED, (include temp buildings)
- Safety Data Sheet (SDS from the Facility Manager)
- Bullhorn/extra batteries
- Documentation materials (note pads, pens, pencils, markers)
- District Emergency Management Plan-Quick Reference Chart
- Basic First Aid Supplies
- Flashlights/extra batteries
- Staff Emergency Cards (work & home information)
- Student Emergency Cards (Court Orders/Custody Information)
- Student Medical Plans/special needs
- List of mobility-impaired staff/students requiring assistance
- Telephone numbers/extensions for all classrooms
- Extra orange and green fluorescent SRT vests (2-3)
- Chrome Books, i-pads, or other devices that provide access to Infinite Campus for reunification purposes
- Visitor Sign-in Log
- Current attendance roster
- Master keys
- Two-way radios (SRT typically have these on their person)

APPROVED SUPPLY STANDARDS FOR SCHOOL CLINIC “Go-Box”

- Significant Health Needs List
- Student Health Action Plans
- Waterproof Marker (Red)
- Pencil and paper for documentation of those individuals who require first aid support
- Basic First Aid Kit which includes Band-Aids, 4 x 4 gauze pads, triangular bandages
- Hand wash
- Disposable exam gloves
- Plastic waste bags
- Paper towel roll
- Disposable CPR face shield
- Fast acting sugar source (glucose gel)
- Crackers
- Juice boxes

School Personnel may collect student inhalers, Epinephrine and diabetic supplies if there is adequate time during the evacuation. Otherwise, plan on EMS support to provide for student assessment and medication administration during an emergency.

CLASSROOM EMERGENCY SUPPLIES

Classroom teachers may wish to prepare a classroom emergency response kit. This kit will be helpful if students must Shelter-in-Place for a long period of time. These materials will help children pass the time and thereby reduce anxiety. These materials may be kept in a small backpack or a portable box. This classroom kit should be taken if students must be moved to a safe area or evacuate the school building. Classroom kit contents might include:

- Student attendance roster
- Toilet paper, plastic bags, wet wipes
- Cat litter
- Bucket to hold materials (and cat litter)
- Red Card/Green Card
- Building floor plan that identifies: teacher’s specific classroom location on the map, directional compass, all building exits, fire extinguishers/AED, shelter locations
- Age appropriate activities for students (cards, puzzles, pipe-cleaners, crayons, books)
- Ziploc/zipper pencil bag to hold small flashlight, Smarty’s, disposable gloves
- Non-salty snacks/lollipops

Red Card / Green Card System

Green Card

- Evacuation- Held up by teacher at *Outside Assembly or Evacuation/Reunification Area* to indicate that all students/staff/visitors are accounted for and no assistance is needed.
- Shelter- Held up by teacher in Area-of-Refuge to indicate that all students/staff/visitors are accounted for and no assistance is needed.
- Lockdown- **DO NOT USE GREEN CARD**

Red Card

- Evacuation- Held up by teacher at *Outside Assembly or Evacuation/Reunification Area* to indicate that assistance is needed, (e.g., student/staff/visitor is not accounted for, there is an injury, need to communicate information to Incident Commander). Consider designating a student to hold up card if teacher is providing care to injured student.
- Shelter- Held up by teacher in Area-of-Refuge to indicate that assistance is needed, (e.g., student/staff/visitor is not accounted for, there is an injury, need to communicate information to Incident Commander). Consider designating a student to hold up card if teacher is providing care to injured student.
- Lockdown- **DO NOT USE RED CARD!!**

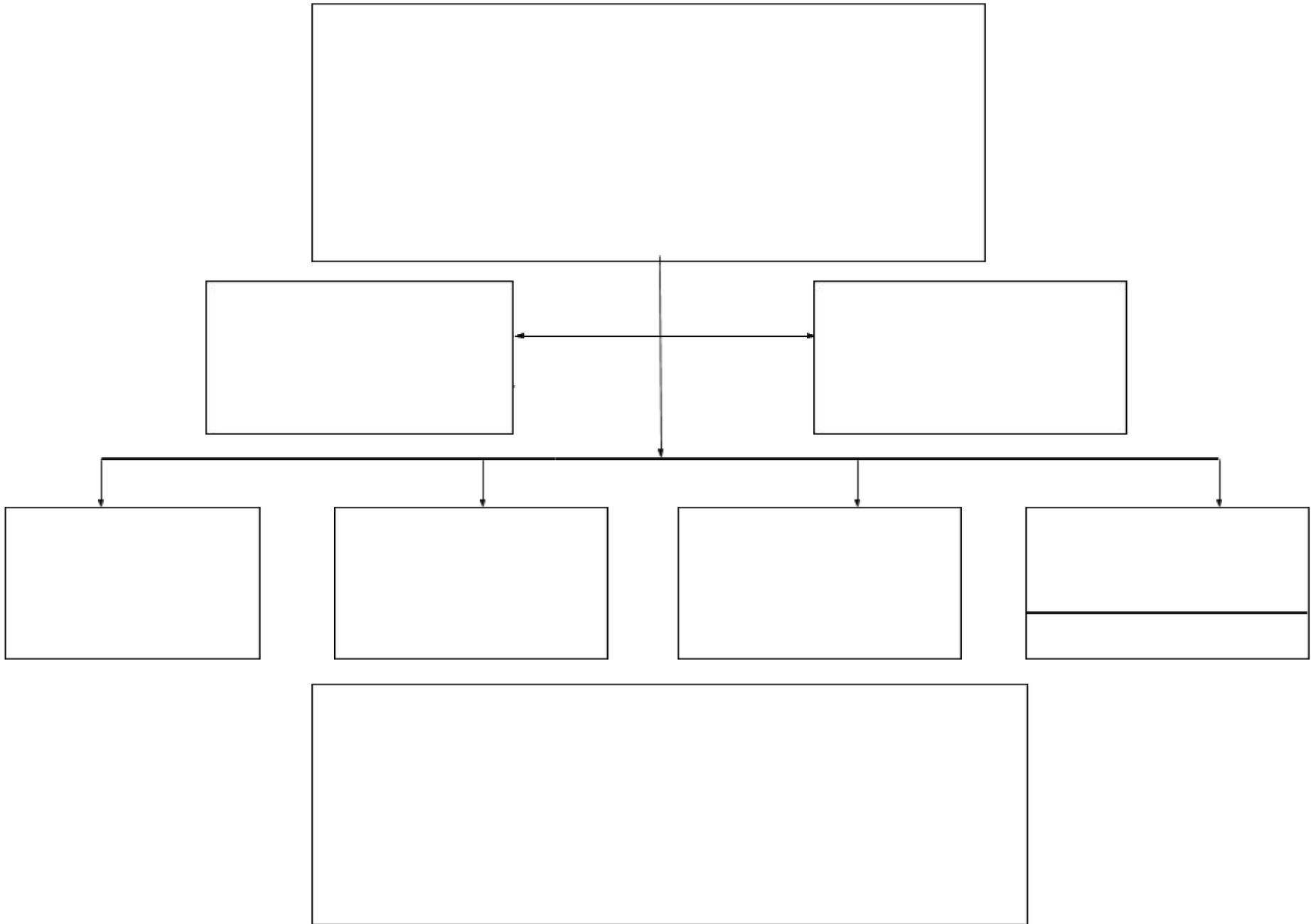
Follow the Incident Command System

Given today's threats, schools must be prepared to respond in partnership with local, State, tribal, and Federal agencies. As partners, you must respond together in a seamless, coordinated fashion using the same terminology and approach.

Schools must be prepared to respond in partnership with local, State, Tribal, and Federal agencies. As partners, you must respond together in a seamless, coordinated fashion using the same terminology and approach. The Incident Command System, or ICS, is a standardized, on-scene, all-hazard incident management approach. ICS allows school personnel and community responders to adopt an integrated organizational structure that matches the complexities and demands of the incidents without being hindered by jurisdictional boundaries. The ICS structure is flexible. It can grow or shrink to meet different needs. This flexibility makes it a very cost-effective and efficient management approach for both small and large situations. In this course, you'll learn ICS principles that can be applied to school-based incidents. And, more importantly, you'll be better able to interface with other community responders.

- ❖ In the event of a school emergency, the Principal/School Administrator or their designee will function as the school Incident Commander (IC) until a member of the District's Incident Management Team (IMT) arrives and assumes responsibility. The Principal/School Administrator will also activate the School Response Team (SRT) and refer to the school's Emergency Operations Plan (EOP) for further information & instruction. Principals/School Administrators should expect to transfer incident command to emergency responders as they arrive at the site, including fire, law enforcement, and/or the District Incident Commander. In a fire, the expertise/authority of firefighters will lead the way. In the event of a criminal incident, law enforcement will be in command.
- ❖ In a large scale emergency, a unified command structure will be in place, with the District Incident Commander directing District resources and coordinating with city and county, command staff and the Principal/School Administrator. With the leadership of the SRT, school staff will be responsible to account for and supervise students, coordinate student reunification with their parent/guardian, and other duties assigned through the School Emergency Operations Plan (EOP) or by the Incident Commander. Student reunification will not begin without the guidance of District's Department of School Safety and Student Services/Crisis Mental Health.

Incident Command SRT Org Chart



First decision: Is the building safe?

This is a critical decision, and one of the first decisions to be made during an emergency.

Support Health Needs and Provide Emergency First Aid

The primary goal in an emergency is to protect human life. If students, staff, parents or visitors are injured, their injuries must be attended to as circumstances allow until emergency responders arrive. Each school's Emergency Operations Plan (EOP) identifies school staff trained in CPR/First Aid. Support acute medical needs or illness to the extent of your ability.

Communicate Accurate and Appropriate Information

During a crisis, Principals/School Administrators should first activate an emergency response and then focus on managing the emergency situation. When notified, District's Department of School Safety will contact the Community Superintendents Office, Communications Services and all support service departments on your behalf.

The role of Communications Services during and after an emergency is to be the official District information source, freeing up the Principal/School Administrator to provide for the safety and needs of students, staff, and visitors. Parents/guardians and community members will receive timely, accurate and useful information about an unfolding situation through Communications Services.

Please refer all media inquiries to District Communications.

Document Your Actions

All Jeffco Public School responders (e.g., Principal/School Administrator, SRT, District responders) should document actions taken during the response. This will provide a record of key decisions and actions. Keep all original notes and records as these may be considered legal documents. The Principal/School Administrator should collect and file all documents.

Standard Response Protocol

Lockout / Lockdown / Evacuate / Shelter

Principals/School Administrators must quickly assess the situation and decide what plan of action will best provide safety and protect property. There are many factors to consider, such as whether a specific response can contain danger, or whether the emergency involves a few people or the entire school. Emergencies differ; therefore, requiring different responses.

IN THE EVENT OF A SERIOUS EMERGENCY, PRINCIPALS/SCHOOL ADMINISTRATORS MUST DETERMINE:

Is the building safe, and can students/ staff shelter in the building safely?

Your answer will result in a key decision: to stay in the school or evacuate.

- If the school building is safe, the decision will be to Lockdown, Lockout, or Shelter during the emergency (e.g., intruder, tornado sighted, chemical spill, danger in the neighborhood, or on school grounds).
- If the school building is not safe (e.g., it is on fire), the decision will be to Evacuate to your offsite location.

Your decision will be based on the nature of the situation and whether the school building is a safe place. A Lockdown, Shelter or Evacuation will generally be ordered when a situation presents danger to a large portion of the student body.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

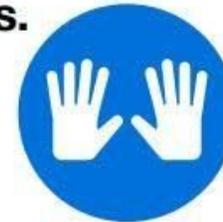
LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



Use Common Terminology to give Directives: No Codes

Communication is essential when responding to an emergency. To activate the School Response Team (SRT), the Principal/School Administrator should call them directly or make an announcement to have them report. In an emergency, the Principal/School Administrator may make an announcement via the public address (PA) system, by megaphone or personally direct teachers to have students perform a specific action.

It is strongly recommended that Principals/School Administrators as well as school staff communicate in an emergency using common terminology rather than codes, stating requests clearly and calmly. Using common terminology reassures students and staff that the situation is under control. When making an announcement, it is essential that you repeat the announcement at least two times, keeping in mind that teachers and students may be involved in a noisy activity such as playing loudly in a gym class. The first announcement will quiet them down, the second will ensure that they hear, understand and act.

Always use common terminology when directing staff and students during an emergency. BE SPECIFIC and SAY IT TWICE!!

To ACTIVATE THE SCHOOL RESPONSE TEAM “SRT”

“Attention Staff. Please listen closely. Members of the School Response Team, please come to the main office immediately.” (Repeat at least two times; consider announcing the names of the personnel on the SRT)

To INITIATE AN EVACUATION OF THE BUILDING

“Attention staff and students! Please listen closely. Teachers and students, evacuate the school immediately. Teachers, take your class folder and attendance roster with you. Proceed to your designated Outside Evacuation/Reunification Area or Evacuation Site. Please evacuate now! (Identify the location of any hazards, repeat at least two times).

To INITIATE A SCHOOL LOCKDOWN

“Attention staff and students! Please listen closely. Lockdown! Lights! Locks! Out of Sight! (Repeat at least two times). (Identify the issue if possible.)

To INITIATE A SCHOOL LOCKOUT

“Attention staff and students! Please listen closely. Lockout! All Students and Teachers return to the inside of the school immediately. Secure all entry doors!” (If the location of the hazard is known, share and repeat your message at least two times).

Lockout

WHAT?

Lockout is used to protect students, staff, and visitors when conditions **outside** the school building are too dangerous. Normal operations may occur within a building once students are recovered and perimeter doors have been secured and locked (e.g., suspect at large, civil disturbance, dangerous animal).

WHY?

To keep students and staff safe from danger outside the building!

- A dangerous event outside of school
- A dangerous animal is in the neighborhood
- A dangerous event in the neighborhood

Who?

- The Principal/School Administrator (their designee) or a school staff member is authorized to order a Lockout. Often this has to be an immediate decision.

How?

- The Principal/School Administrator will direct office staff to call 911 (if this was not previously done)
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's office and Communications and other related support service departments on your behalf
- The Principal/School Administrator (Incident Commander) shall activate the emergency plan and will make the following announcement:

“Attention staff and students! LOCKOUT Get inside of the building and lock outside doors. Please listen closely. Lockout immediately!
There is a situation outside the building! Teachers and students return to inside the building immediately. Perimeter doors will be locked!”

REPEAT AT LEAST TWO TIMES - (Consider identifying the location of the hazard when making the announcement)

- Staff to lock exterior doors

- Teachers/Staff take attendance
- NO person is allowed to enter or leave the building unless otherwise directed by law enforcement or District Department of School Safety
- The Principal/School Administrator must contact District Communications for assistance in providing updates to the community through School Messenger
- The Principal/School Administrator should release from Lockout in an orderly manner after consultation with District Department of School Safety

IF POSSIBLE: Place a large sign in the front entrance window that reads:

“THIS SCHOOL IS UNDER LOCKOUT. NO PERSON MAY ENTER OR LEAVE.
PLEASE MOVE AWAY FROM THIS SCHOOL BUILDING.
PLEASE CONTACT *(District Communications)* FOR FURTHER INFORMATION.”

General

Please advise schools to leave their District radio “ON” if the situation is:

- In process
- Awaiting resolution
- Might require two-way communication with Jeffco Schools Security Dispatch, Communications, Community Superintendent, or Superintendent’s Office etc. regarding updates on the situation

Lockdown

What?

Lockdown is used to protect students, staff, and visitors inside the building when conditions are too dangerous to allow movement within the building. Lockdown is used when there is a threat of violence or serious incident that could jeopardize the safety of students and staff (e.g., intruder, hostage incident). The Lockdown protocol offers a means of concealment and safety for all staff, students, and visitors if followed correctly.

Why?

To keep students and staff safe from danger inside the building!

- A dangerous event in the school
- A dangerous intruder inside the building

Who?

- The Principal/School Administrator (their designee) or any school staff member is authorized to order a Lockdown. Often this has to be an immediate decision.

How?

- The Principal/School Administrator will direct office staff to push the lockdown alarm button that will immediately notify District's Department of School Safety of an emergency.
- The Principal/School Administrator or designee will call 911 (if this was not previously done).
- If safe, the Principal/School Administrator or designee will contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's office, Communications and other related support service departments on your behalf.
- Principal/School Administrator should consider training staff to access and use the building PA system in the event of an emergency
- The Principal/School Administrator shall activate the Lockdown protocol and make the following announcement:

“Attention staff and students! Lockdown! Locks! Lights! Out of Sight!

REPEAT AT LEAST TWO TIMES - (Consider identifying the location of the hazard when making the announcement).

- Staff to **LOCK** interior doors, shut off classroom **LIGHTS**, and **HIDE**

FIRE ALARM Clarification

A fire alarm may be activated by an intruder intentionally, by the compression from gun fire or explosion or accidentally triggered during a Lockdown. In several situation an active shooters has pulled fire alarms to lure people out of hiding. ALL STAFF and students are instructed to stay in their LOCKDOWN location until Law Enforcement or District Safety team personnel have made entry into their room. All Staff and students are also permitted to leave their LOCKDOWN location if they determined that staying in the LOCKDOWN location would jeopardize their safety. If a fire alarm is activated everyone should consider true indications of fire i.e. visible fire, smell of smoke, or activation of water sprinklers before leaving a safe hiding place.

Communication while in Lockdown

- During a lockdown, staff should expect communication to occur only when the Law Enforcement enters the classroom
- If safe, school staff are encouraged to remain in contact with 911 during a Lockdown situation
- School radios are discouraged from use during a lockdown
- Depending on the circumstance, Principals may use discretion when using the District two-way radio
- Texting is generally safer and recommended over making an actual phone call, since lines should be kept open for direct calls to 911 to communicate more emergent situations

ATTENTION: In the event of a Lockdown situation, law enforcement and/or Jeffco Schools Security ONLY will release classrooms. The order for an evacuation during/after a lockdown situation will not occur over a PA system.

Accidental Lockdown Button Activations:

The IC or backup may announce that the activation was accidental, but MAY NOT release the Lockdown. Teachers and students must stay in their position until released by Law Enforcement and/or Jeffco Schools Security.

LOCKDOWN DRILLS ONLY:

- District's Department of School Safety and trained school staff will unlock and enter every classroom to provide feedback to all teachers and students
- Schools **are not** to combine LOCKDOWN drills with Fire Alarm activations
- It is appropriate to end Lockdown drills with a PA system announcement stating the drill is complete

Evacuation: On-Site vs. Off-Site

What?

Evacuation procedures are a set of flexible guidelines that are designed to help provide safety for students, staff and visitors through the controlled movement of occupants from a hazardous situation to a place of safety.

On-Site Evacuation

This protocol is used when the circumstances require students/staff to quickly evacuate the building, stage and wait on school property while the situation is investigated. All students and staff will be accounted for while waiting for building re-entry or off-site evacuation notification.

Off-Site Evacuation and Staging Areas

This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and may be released to their parents or guardians. **School will identify safe multiple locations in different directions away from the campus. These locations are called “Staging Areas” where the school will wait until either they are able to return to the building or the building is not able to be reoccupied. Staging Areas may be a park, a church, a Rec center or other location near the school that can accommodate the entire school body. If the building is not able to be reoccupied Emergency Dispatch will contact the District’s Transportation department and buses will arrive to transport the school to a Jeffco school that is not impacted by the emergency.** During emergencies, parents, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The blockage of streets and building access by large numbers of people can severely hamper the response of emergency agencies. The most effective way to prevent this is to redirect concerned individuals to the pre-determined evacuation/reunification site. District Communications will utilize *School Messenger* to communicate information to parents and guardians.

Why?

Evacuation guidelines are needed in order to improve the chances of a positive outcome in a negative situation such as fire, smell of gas, bomb, bomb threat or other threat of violence, chemical/hazmat spill, or an act of violence or structural damage within a building.

Who?

The Principal/School Administrator or their designee is the only person who is authorized to issue the directive to evacuate the school building.

How?

- Upon discovery of the emergency, the Principal/School Administrator will direct office staff to call 911 (if it was not previously done).

- **The announcement must clearly distinct either an *On-Site* or *Off-Site* evacuation**
- Contact District’s Department of School Safety via district radio, or by calling 303-232-8688 or 303-982-2445, which will initiate a calling tree to include Community Superintendents and Communications Services.
- In case of a suspected fire, alarms and strobes must be activated by use of a pull station.
- The Principal/School Administrator (Incident Commander) will activate the emergency operations plan and call for an Evacuation using the following announcement:

“Attention staff and students! Please listen closely. Teachers and students, evacuate the school immediately. Teachers, take your class attendance roster and Red/Green Card and two way radios with you. Proceed to your designated *On-Site* or *Off-site* location. Please evacuate **now.**” REPEAT AT LEAST TWO TIMES - (Consider identifying the location of the hazard when making the announcement.)

- The Principal/School Administrator shall activate the SRT for assistance and wait for first responders outside of the main entrance of the building if safe to do so
- The Logistics Coordinator of the SRT will take the whole school emergency “Go Kit”, visitor/staff sign-in logs, and other supporting documentation with them to the evacuation site
- Teachers shall be responsible for the complete evacuation of their classroom(s)
- Once the destination is reached, teachers shall take roll and hold up their Green Card if all students/classroom visitors are accounted for
- Teachers who are missing students, have extra students or individuals, or need assistance should hold up their Red Card
- The Principal/School Administrator shall confirm and communicate that individuals requiring evacuation assistance from the building are evacuated from the Area-of-Refuge with the help of first responders
- If the circumstances allow, the Principal/School Administrator shall confirm with the Safety Coordinator that the building was swept to ensure no person was left inside
- Once the destination is reached, the Operations Coordinator shall be responsible for the accounting of evacuated individuals by tracking Red/Green cards from teachers, as well as the accountability of all staff/visitors that were in the building at the time of evacuation
- Immediately report missing students, staff or visitors to the Principal/School Administrator

If *On-Site* areas are unsafe:

- Move students to the *Off-Site* evacuation location indicated in the school’s Emergency Operations Plan/School Safety Checklist
- Depending on the situation, the Principal/School Administrator may inform law enforcement and/or District’s Department of School Safety that assistance from Transportation may be needed
- When needed, reunification shall commence from the Off-Site evacuation location with the direction and assistance from District Department of School Safety, Crisis Mental Health, and Community Superintendent(s)
- Building re-entry: The District Incident Commander will make this decision after consultation with District Department of School Safety, Community Superintendent, Risk Management, Facilities Management and/or Environmental Services et.al. to determine when it is safe to re-enter the building

The fire alarm **is not** generally activated to initiate a non-fire related evacuation. Non-fire related evacuation notifications will be initiated by PA system and/or two-way radio communications. **Elevators remain functional.**

Shelter

What?

Shelter procedures are a set of flexible guidelines that are designed to help provide safety for students, staff and visitors through the controlled movement of occupants from a hazardous situation to a place of safety.

Why?

Shelter guidelines are needed in order to improve the chances of a positive outcome in a negative situation such as the approach of severe weather or a hazardous material incident in the neighborhood surrounding the school.

Who?

The Principal/School Administrator or their designee is the only person who is authorized to issue the directive for a Shelter.

How?

- Typically, school personnel will be informed by law enforcement of a situation that may require the Shelter Protocol
- If school staff discovers the emergency, the Principal/School Administrator will inform office staff to call 911 (if this was not previously done)
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendents Office, Communications Services and other related support service departments on your behalf
- The Principal/School Administrator will activate the emergency plan and will make the following announcement:

“Attention staff and students! Please listen closely. Staff, students and visitors: please shelter immediately for (Ex: *tornado, hazmat spill.*) Take your emergency classroom folders and go to the closest designated shelter area which is identified on the floor-plan inside of your classroom folder. Wait for further instruction. SRT, please turn on your two-way radio and go to your pre-assigned location now. Please shelter now”.

REPEAT AT LEAST TWO TIMES - (Consider identifying the location of the hazard when making the announcement.)

- Teachers shall be responsible for checking attendance and reporting this information to the SRT member in their area

- Depending on the nature of the emergency:
 - Direct students and staff to designated or closest shelter area, which should be away from all exterior windows, exterior doors, and skylights
 - Move away from affected or potentially hazardous areas i.e. suspicious package
- If safe, the Principal/School Administrator shall confirm with the Safety Coordinator that outside areas are swept to ensure no person is outside
- The Principal/School Administrator will check-in with SRT members who are in their designated area to ensure accountability of staff and students
- The SRT shall be responsible for assisting the main office in accounting for students, staff and visitors after the situation has been resolved:
 - This will include all the students, staff, and visitors in the school; and the reporting of the total of all those who are unaccounted for.
 - Individuals who are unaccounted for shall have their last known location communicated to the Principal/School Administrator
 - Teachers should utilize the red card/green card protocol in their Shelter areas to aid the SRT with accountability
- Immediately report missing students, staff or visitors to the Principal/School Administrator
- First-Aid/Clinic Aid personnel will assist in supporting care if medical attention is needed until the arrival of emergency personnel
- Hazardous material/Chemical incidents: consider shutting down building HVAC systems with the assistance of the building Facility Manager/Safety Coordinator
- Only if applicable, direct students to take protective sitting position when needed:
 - Announce that students should sit down on their knees, place their head near/on the floor, and clasp their hands over the back of their neck/head. If there is time, students can also grab backpacks or coats to shield themselves.
- The Principal/School Administrator will make the decision to return to normal operations. Consult with District's Department of School Safety when appropriate.

General Sheltering Information:

- Tornado activity can have up to a 13 minute advance warning. Consider having a small flashlight if you lose power. Shelter until the expiration time has ended from the initial alert, or when warning siren systems are no longer sounding.
- In general, sheltering for a hazmat release can last up to an hour in order for the plume to blow out of the area. Consider having plastic and duct tape to cover air exchange vents to minimize contamination with inside air. Wait for further instruction from 911 Dispatch.
- Assess general medical needs during this time i.e. diabetic, seizure, and/or other needs of vulnerable populations. When possible, move vulnerable populations to shelter with trained staff.

Student Reunification

Student Reunification procedures are used to ensure a safe, secure and orderly means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds are unsafe. Reunification occurs as a result of an unscheduled release or release from school to an off-site *reunification area* where students and staff are accounted for. Department of School Safety, Student Services, the District Incident Management Team, and Mental Health Crisis Response Team will assist in coordinating reunification efforts. Depending on the circumstances for reunification, the SRT for the school, as well as other district personnel, may assist in managing the student reunification process if the circumstances allow.

Principal/School Administrator or their designee may:

- Consult with the Incident Commander and District Security to determine if the planned relocation site is appropriate and ensure that there is a safe evacuation route
- Notify the contact person at the relocation site to prepare for the arrival of students

SRT Operations Section Coordinator

The Operations Section Coordinator may work with the District Incident Management Team to coordinate the reunification of students, parents and legal guardians. In an emergency, bus schedules may be disrupted and students may be evacuated to a new location. All students must be accounted for and reunited with their legal guardians in an orderly manner. Each parent or legal guardian must sign out their child. The student's emergency card, Go-Box Report, or Infinite Campus should be consulted to determine guardianship.

Responsibilities:

The Operations Section Coordinator will partner with the District Incident Management Team:

- Securing an *evacuation/reunification site* for arriving students and staff away from waiting family members
- Setting up a student release area where students will be escorted to meet their parent/guardian
- Setting up an adult check-in area for parents/guardians to sign-in and for staff to check identification
- Directing staff to escort the parent/guardian of any injured, missing or deceased student to a private area for Crisis Response to provide notification
- Calm waiting parents/guardians and explaining that an orderly process is required for the safety and accounting of students
- Releasing students only to authorized persons after checking proof of identity (be sure to check the emergency card for custody issues)
- Department of School Safety will coordinate to ensure law enforcement and District Security Officers are at the reunification site.

Introduction to Mental Health Crisis Response and Recovery

The mission of Jeffco Public Schools is to provide a quality education that prepares all children for a successful future. Integral to this mission are safe and secure schools. Meeting students' safety and security needs allows them to focus on academics and realize their full potential. When safety and security needs are met, students are able to attend to their learning and work toward their full potential.

Emergency and crisis situations, whether natural disaster such as a tornado, flood, accidental death, or a person-caused event such as a school shooting, suicide, or murder, are becoming more prevalent as our world becomes increasingly complex. Situations occurring at a school, in the community, or elsewhere impact our sense of security and challenge staff and students' coping abilities. Individuals' basic instincts predetermine their initial response to crisis. Typically, this is one of three reactions: fight, flight, or freeze. Through focused attention such as basic training and repetitive practice, individuals can alter their response. An individual's mental health state prior to a crisis is the greatest determinant of their mental health state post-crisis. Attending to mental health needs immediately is paramount. Many people get the mental health support they need to manage their lives within a month or two after a crisis. For those most impacted it is often necessary to participate in more intensive mental health support services. Addressing these needs helps to reduce or eliminate Post Traumatic Stress Disorder (PTSD).

This Mental Health Crisis Response section of the ERCM manual will:

- Provide information about the impact of emergencies and crises on students and schools
- Describe the Jeffco District Mental Health Crisis Response Team
- Describe School Mental Health Response Protocols
- Provide the Principal/Site Administrator and the School Mental Health Professional with resources to share with parents and students
- Assist the Principal/Site Administrator and the School Mental Health Professional in managing the crisis response/recovery phase of a traumatic event with the goal of returning to learning as quickly as possible

The Effects of Crisis on Students and Learning

Crisis will disrupt the learning process. For students, a traumatic experience may cause ongoing feelings of concern for their own safety and the safety of others. Students may become preoccupied with thoughts about their actions during the event, often times experiencing guilt or shame over what they did or did not do at the time. They may need to engage in constant retelling of the traumatic event, or may be overwhelmed by feelings of fear or sadness. When children are preoccupied with concerns about their well-being or the well-being of others, they are not able to focus on learning. Reactions to a crisis vary from one individual to another. Students exposed to violence often show increased absence from school, fluctuation in grade point averages, more high risk behavior, and greater need for alternative educational services such as shortened schedules, home-bound services, etc. These should be considered short-term interventions with the goal of returning to "normalcy" as quickly as possible. It is critical for parents and educators to understand the dynamics of crisis and trauma on children.

Crisis in the community or at a school has ripple effects that impact other schools. For example, a violent incident at a high school may create anxiety among students at nearby elementary or middle schools. Appropriate school response is critical to support students through the

challenges they face following exposure to a traumatic event. Despite individual differences, there are some commonalities in children's developmental response to trauma that allows us to plan for appropriate supports and interventions.

Possible Effects of Crisis on Preschool Students (Ages 3-5)

Preschool and early primary students are still in a "me-centered" world. They may feel responsible for the death or illness if they had a bad thought about the person around the time of the incident. Reassure them by telling them the facts and letting them know they are not responsible. This may need to be stated several different times and in several different ways. Magical thinking may cause them to feel that death is reversible and, if we perform some ritual or wait until tomorrow, they will come back. Calmly and consistently assure them that this is permanent. They may worry about losing people close to them. This will also likely bring up any former losses they have experienced, from a beloved pet to a grandparent.

Preschool students may lose recently acquired developmental milestones and may revert to behaviors such as bedwetting, thumb-sucking, and baby talk. They may become more "clingy" to their parents and worry about their parents' safety and return. These young students may also become more irritable, have temper tantrums, and experience difficulty calming down. A few students may show the reverse behavior and become very withdrawn, subdued, or even mute after a crisis. These students may have difficulties falling or staying asleep or have nightmares about the event or other bad dreams. Students often make sense of these events through their play. It is important for adults to pay attention in order to respond to their needs and perceptions.

Possible Effects of Crisis on Elementary School Students (Ages 5-12)

At this age students begin to understand that death is permanent. This is a complex concept and they are still trying to understand the notion of death. As a result, they may be especially curious about physical details so they can better understand. The level of interest in details may surprise us because, as adults, we don't ask. Be aware that this is normal. Answer questions as honestly and concretely as possible. This helps children comprehend that death is a normal part of our life journey.

Elementary students may show signs of distress through symptomatic complaints such as stomachaches, headaches, and pains. Students may display a change in behavior, such as hyperactivity, increased irritability, aggression, anger, and avoidance. Their behaviors may be inconsistent. These students may show a change in school performance and have impaired attention and concentration and more school absences. Older elementary students may talk excessively and ask persistent questions about the event.

Possible Effects of Crisis on Middle and High School Students (Adolescents)

Reactions of adolescents are similar to adults and may include shock, denial, anger, sadness, depression and/or guilt. ("What could I ...or...should I have done?" / "If only I had...") There is a tendency to personalize these situations causing an individual to look at their own mortality and fears around death. However, adolescents usually have a sense of immortality and believe this will "never happen to them." They tend to idealize or romanticize the death of a loved one. They can be very dramatic, may become overly emotional and often want to be with their friends.

Middle and high school students exposed to a traumatic event may feel self-conscious about their emotional responses to the event. They often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and/or retribution. A traumatic event for adolescents may foster a radical shift in the way these students perceive the world. Some of these adolescents may engage in self-destructive, accident-prone, and/or high-risk behaviors. There may be a shift in their interpersonal relationships with family, teachers and classmates. Students may show a change in their school performance, attendance and/or behavior.

Variations among Students

Regardless of our ability to predict general response to crisis, there is still tremendous variation among students. The variety of individual responses to crisis is related to many factors, including a student's prior history of trauma or loss, prior or current mental health issues such as depression, anxiety, or behavior problems, and individual differences in temperament.

Possible Effects of Crisis on Teachers and Staff

Traumatic events also affect school administrators, teachers and staff. During the early stages of most crises, teachers and staff are called on to account for students and provide for their physical safety. After the crisis is contained, teachers may be asked to talk to students to reassure them and provide emotional support. However, teachers themselves may have been impacted by the crisis, and it may be difficult for them to talk to students while trying to manage their own feelings.

Staff may experience the following:

- Numbness, shock and or difficulty believing what has occurred
- Slow or confused mental reactions
- Uncertainty or difficulty with decision making (even small judgment calls)
- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone, including family and friends
- Increased irritability
- Feelings of fatigue, hopelessness and/or helplessness
- Feelings of anger or rage

Staff needs support during and after a crisis. It is hoped that staff will recognize that varied reactions are normal and are encouraged to seek support if they have difficulty coping. Jeffco Public Schools provides support to employees through an Employee Assistance Program (EAP).

Impact of Crisis

Understanding the ripple effects of a crisis is essential to planning an appropriate and effective crisis response and recovery. Principals/Site Administrators and crisis team members should plan for the potential impacts of a crisis on students, families, and communities and prepare to offer supportive interventions.

District/School Mental Health Crisis Response

Jeffco Public Schools provides for the short and long-term recovery of students and staff following a crisis through support from the District Mental Health Crisis Response Team and School Mental Health Crisis Response Teams. The purpose of these teams is to:

- Assist with coping and understanding reactions to crisis
- Support the emotional stabilization of students, teachers and parents
- Restore a sense of safety
- Restore an effective learning environment
- Provide referrals to other support services as necessary

District Mental Health Crisis Response Team (DMHCRT)

The District Mental Health Crisis Response Team is managed through Student Services and Health Services. It is an ad-hoc team staffed by Jeffco mental health employee representatives including counselors, nurses, psychologists and social workers. These staff members participate in training to develop expertise in crisis response/recovery.

If directed by the Community Superintendent or the Principal/Site Administrator, the District Mental Health Crisis Response Team can mobilize a team to support schools in managing and addressing mental health needs. District Mental Health Crisis Response Team members help to plan the overall response, the initial staff information session, can assist teachers in talking to their students, can provide immediate direct services to students, support parents in addressing concerns about their children, and recommend resources to support services. Team members can also assist in preparing information letters to be sent home, working with Communications Services to respond to the media, visiting homes and securing appropriate written materials and/or referral information. The DMHCRT **always** coordinates its response and services with the Principal/Site Administrator and the site-based mental health professionals.

Responsibilities:

- Establish procedures to guide the work of the District Team
- Maintain linkages to partner agencies that support mental health crisis response in Jeffco (e.g., Employee Assistance Program, Jefferson Center for Mental Health, Victim Advocates, Community Crisis Responders, etc.)
- Maintain a list of appropriate mental health resources in the community
- Maintain letters and handouts for students, teachers and parents regarding trauma and recovery
- Organize crisis recovery training opportunities
- Identify personnel to respond to articulation areas
- Notify all members of the team when there is an emergency
- Ensure notification to Jeffco departments (e.g., Community Superintendents, Safety and Security, Communications, etc.) as indicated
- Ensure that team members have an opportunity to debrief after each crisis
- Annually, provide summary information to the Board of Education

To mobilize the District Mental Health Crisis Response Team, the Principal/Site Administrator will notify the assigned District coordinator from Student Services at 303-982-7263 or Health Services at 303-982-7251.

School Mental Health Crisis Response Designee

The Principal/Site Administrator designates one person to serve as the point of contact for mental health crisis response at the beginning of each school year when they develop the school's *Emergency Management Plan*. This person should be a part of the schools Building Emergency Response Team (BERT). As part of the school's "BERT" the school mental health responder is responsible for coordinating the school's response to a traumatic event, assessing its psychological impact on students and staff, identifying needed resources, and providing assessments and interventions as indicated. The school-based mental health responder is typically a counselor, nurse, psychologist or social worker. Principals/Site Administrators should take care to select staff that are highly trained, able to multi-task and respond well under stress.

School Site Responsibilities before an Emergency or Crisis:

- Identify the primary Mental Health Crisis Responder
- *This person will coordinate the in-school crisis recovery response and the interface with the District Mental Health Crisis Responder*
- Identify additional personnel with mental health or counseling training
 - *These individuals will provide supports to students, staff and parents*
- Provide orientation for school staff who may be involved in Mental Health Crisis Response and discuss how to coordinate with the District Mental Health Crisis Response Team
- *The school personnel need to know what to expect **before** a crisis*
- Review the District Mental Health Crisis Response Team Manual
- *Each School Mental Health Crisis Responder needs to know how to interface with the District Mental Health Crisis Responder*

Deciding if Support from the District Mental Health Crisis Recovery Team is Necessary

The most urgent priority during a crisis is to provide safety and account for all students. The work of mental health crisis recovery begins as soon as students are safe and accounted for. The Principal/Site Administrator must initially decide if the crisis recovery response can be managed by the school personnel or if the expertise of the District Mental Health Crisis Response Team is needed. This decision is a judgment call and it is best practice to consult with the Director of Student Services or Health Services in making this decision. The DMHCRT will provide different types of assistance depending on the nature of the emergency or crisis. Personnel will provide a range of support services for individual crises and school-wide emergencies. In the event of a large scale crisis that would overwhelm District resources, the DMHCRT will provide support services in partnership with community, city and state agencies. The Director of Student Services and Health Services will assist in coordination of mental health crisis response efforts in a large scale emergency.

Site-based mental health professionals and support staff typically can meet the needs of the school without District assistance if:

- The emergency or crisis is relatively small scale
- *Example: A student breaks an arm; a teacher is in a car accident*

- The emergency or crisis involves one student or a few students
- *Example: A student who previously attended the school dies; a teacher has a death in the family*
 - The impact of the emergency or crisis is limited and contained
- *Examples: A student with a broken arm is transported to the hospital; a lost student is found*

The school may want assistance from the District Mental Health Crisis Response Team if:

- The emergency or crisis is very serious and/or has wide ranging effects
- *Example: A student may have been abducted; a student is hit by a car; a student dies on school grounds*
 - The emergency or crisis is the result of a death and/or involves multiple students
- *A student commits suicide; two students are killed in their neighborhood in a shooting incident*
 - The emergency or crisis affects the school and/or community and may take time to resolve
- *Example: A tornado hits a school; a car careens into a playground and injures multiple students; students witness a tragic event*

Responding to a Mental Health Crisis

Making a plan is the first step to beginning the recovery process. If the crisis is managed by the school-based mental health professional, the BERT will develop a plan. If the DMHCRT is involved, they will work with the Principal/Site Administrator and school-based mental health professionals to develop a response plan.

General Guidelines for Mental Health Response

- Contact your Community Superintendent
- Decide if you need the support of the District Mental Health Crisis Response Team
- Notify your identified District Mental Health Professional
- Notify the District Mental Health Crisis Response Team
- Consult with the family regarding the facts of the situation and determine their needs and wishes (The family may not want some information made public. **Maintain confidentiality.**)
- Determine what to tell students, staff, and community
- Prepare announcement to be read to students in classes at the beginning of the day
- Meet with the entire staff as soon as possible
 - Clarify facts
 - Offer support
 - Clarify help and services available (identify process and space designated for mental health support)
 - Provide information about various responses and suggestions about how to support students
 - Provide information to help staff understand their own reactions
 - Encourage staff members to read prepared announcement to students themselves and request mental health backup as needed to engage in follow-up classroom discussion
 - Offer the regular schedule and provide flexibility to meet student needs

- Provide flexibility for staff to meet their needs
- Schedule time for all staff and crisis responders to debrief at the end of the day
- Consider contacting schools of siblings. Identify others (peers, friends) who may be at risk
- Prepare a letter to go home to parents
- Manage information as appropriate
- In case of death, remove name from central computer, attendance lists, mailboxes, auto dialer, etc.
- Pictures in yearbook should remain without alteration
- Gather personal belongings and determine how to return to family
- A home visit is encouraged
- Determine next steps (next day, long term)
- Memorials discouraged (See Mental Health Crisis Response Team Manual)

Recommendations for school officials:

- DO NOT use public address systems (face to face meetings are best)
- DO NOT share any medical information unless approved by the family
- DO NOT share legal information unless approved by the family

Helping students:

Take the time to properly announce the incident and to talk about the event. This will help you return to routines in a timely manner.

Remember:

- Some students may need additional TIME AND SUPPORT
- Be flexible with your plans and schedule
- Provide normal schedule and breakout groups as necessary
- Assure staff that they will do the right thing. Help them feel secure. Teachers and counselors are experts in working with young people
- There is “no right way” to grieve or react to a crisis
- Be honest with students! (What they imagine can be worse than the truth)
- Children take their cues from the adults. They will mirror our behavior
- Allow students to vent feelings in a safe environment. Recognize diversity of spiritual beliefs and avoid religious interpretations
- When children have unusual reactions, sending them home to get support from their parents can be an acceptable option

Guidelines for the School-Based Mental Health Crisis Response Team:

- Notify team members and set up a meeting
- If possible, arrange for team to meet before school
- Clarify facts of crisis

- Decide what to tell students, staff, and community
- Establish team member roles and responsibilities
- Meet with all staff (be sure to include secretaries, custodians, food service workers, and support staff)
 - Clarify facts
 - Offer support
 - Clarify help and services available (identify process and space designated for mental health support)
 - Provide information about various responses and suggestions about how to support students
 - Provide information to help staff understand their own reactions
 - Encourage staff members to read prepared announcement to students themselves and request mental health backup as needed to engage in follow-up classroom discussion
 - Offer the regular schedule and provide flexibility to meet student needs
 - Provide flexibility for staff to meet their needs
 - Schedule time for all staff and crisis responders to process at the end of the day
- Notify Community Superintendents, Communications Services, and any other affected departments
- Notify schools who may be affected by the tragedy, (schools with siblings, team members, friends)
- Monitor staff and students throughout the days following the crisis to ensure physical and emotional safety
- Bring in outside resources if needed
- Provide information on situation and upcoming events (be sure to obtain permission from parents)
- Do not use PA system. A combination of a written statement for the teacher to read and face-to-face contact is best
- If there is a death, remove the name from all mailing lists, central computer, absentee lists, auto dialer, etc.
- Take care of personal belongings
- Check with the family and find out what their needs and wishes are. **Maintain confidentiality**
- Hold staff debriefing at the end of the day
- Establish next steps, and determine follow up procedures and practices
- Discuss memorials and anniversaries

Guidelines for the District Mental Health Crisis Response Team:

- Set up a pre-meeting with the school's Mental Health Crisis Response Team
- Arrive at least ½ hour early
- Meet with the Principal/Site Administrator to:
 - Review details of the crisis
 - Determine what will be said; dispel rumors
 - Identify on-site resources
 - Meet with all staff including secretaries, custodians, food service workers, bus drivers, etc.
- Review guidelines for dealing with crisis
- Determine priorities
- Introduce and identify crisis response team members

- Identify team leader
- Ensure telephone coverage (make sure those answering the telephones know what to say)
- Determine who will speak to media
- Establish assignments
- Determine areas for providing services (conference room/counseling center, etc.)
- Determine what announcements should go to the student body, parents and community
- Enlist the PTA and visitors, if possible, to set up food stations
- Notify Communications Services of other affected schools, central administration and outside groups who may be involved
- Ensure family communication and pay special attention to siblings
- Decide how to inform absentees (staff and students)
- Consider inviting other mental health resources (Jefferson Center for Mental Health, Victim Advocates, EAP, community counseling resources) to respond to crisis
- Obtain information about funeral arrangements, hospitalization
- If a death occurred, be sure to remove the name from mailing lists, central computer, absentee lists, auto-dialer, etc.
- Discuss plan for personal belongings, desk space, and locker
- Do not remove picture from yearbook, do not enlarge picture, do not place on a special page
- Arrange an end of the day staff meeting to discuss concerns, and determine next steps

Working with City, County and Community Agencies

The District maintains partnerships with the following agencies to support mental health crisis response in the event of an emergency:

- Jefferson Center for Mental Health
- Jefferson County Health Department
- Jefferson County Department of Human Services
- Victim Advocates
- Second Wind Foundation
- Jefferson County Office of Emergency Management
- Red Cross
- Neighboring school districts

Types of Crisis Recovery Assistance

Intervention after a crisis must take into account the range of current and/or anticipated reactions of students, parents and staff. For example, given a particular crisis, there may be a need to stabilize emotionally distraught students, assess and counsel, refer specific students for treatment and provide information on stress and coping to others. Interventions must be selected with regard to the needs of individual students, staff, parents and the community. The DMHCRT routinely helps Principals/Site Administrators assess student, staff, and community needs and develop intervention plans to meet them. Interventions are firmly grounded in assessment and an understanding of school needs. There are a number of possible best practice crisis recovery interventions that range from Psychological First Aid to intensive evidence based

treatments. The District and School Mental Health Crisis Response Teams primarily provide services to stabilize students and restore a sense of psychological safety and security for those impacted by the crisis. *Students in need of intensive services are generally referred to partner agencies for ongoing or intensive support/treatment.*

Psychological First Aid

Psychological First Aid refers to an array of interventions that provide students, teachers and parents with information, emotional support and activities to cope with a crisis. Whether Psychological First Aid will be provided and the manner by which it is applied depends on the nature of the crisis.

Classroom Interventions

Classroom interventions are typically delivered to groups of approximately 20-35 students at a time in their school classroom. Activities may vary, but the goal of intervention is to provide accurate information, assess coping, and help restore a sense of safety and security.

Providing Information: Providing accurate information helps dispel rumors and reduces anxiety. With the support of Mental Health Crisis Response Team members, teachers provide students with accurate information in a developmentally appropriate manner. Key messages are carefully prepared beforehand with the Principal/Site Administrator, Mental Health Crisis Response Team Coordinator and Communications Services as appropriate. Students are generally provided with basic facts in a non-sensational manner and given an opportunity to dialogue and ask questions.

Talking About Emotions: Students experience a variety of emotional reactions in response to a crisis. Crisis team members may talk with students, staff and parents about possible emotional reactions in order to normalize feelings and help students anticipate what they might experience.

Restorative Activities: Crisis team members may assist school staff to engage students in a variety of activities to promote affective expression and positive coping. For example, students might write letters of support to a classmate in the hospital or make a memory book for parents of a classmate who died. Each activity is thoughtfully planned and student participation is voluntary.

Small Group Interventions

District and School Mental Health Crisis Response Teams may provide support to small groups of students. Small group dialogue allows students time to talk about and work through traumatic experiences. Mental Health Crisis Responders may direct students into small groups when they are similarly impacted by a crisis (e.g., witnessed it firsthand), display needs for more intensive support or react in ways that might upset other students, such as when a student cries inconsolably in a classroom intervention. Small group interventions may include education, support and consultation with parents of children who display difficulty coping.

Individual Counseling

Short-term individualized support is generally provided when a student is significantly impacted by a crisis and displays difficulty recovering. The focus of these services is to work through experiences that hinder a student's ability to engage in school activities and learning. For example, a school psychologist may work with a child who becomes anxious and avoids the school playground where they witnessed a friend fall from the play equipment and become paralyzed. Students may be referred for private counseling as appropriate.

Student Services maintains a number of resources to assist schools and individuals with the crisis recovery process. These resources may be obtained by contacting Student Services.

Student Services Resources

- Handouts for parents
- Handouts for teachers
- Sample letters to parents and the community
- Books for children and adolescents about coping with grief and loss
- Referral list to community resources

Resiliency in the Face of Trauma

The goal of Jeffco Public Schools crisis recovery efforts is to create opportunity. As educators and mental health specialists, we do this by providing the supportive conditions needed to help students and staff begin the process of healing and return to the limitless world of learning.

Suicide Behavioral Protocols

Troubled students often give warning signs if they are considering suicide. Every situation is different, and the response often requires professional judgment. The complexity of suicidal behavior warrants consultation with appropriate colleagues. Whenever possible, suicidal behavior should be treated as a medical concern rather than a legal concern. Due to the potentially tragic outcome of student actions, District staff is expected to follow the district protocol regarding suicidal behaviors.

- Staff members should familiarize themselves with the general warning signs of suicidal behavior. Following is a list of the most common warning signs:
 - Suicide threats
 - Previous suicide attempts
 - Statements revealing a desire to die
 - Sudden changes in behavior such as withdrawal, apathy, moodiness, anger
 - Depression, which may manifest itself in crying, sleeplessness, loss of appetite, and statements about hopelessness and worthlessness
 - A preoccupation with and asking questions about death
 - Trouble concentrating and making decisions

- Loss of interest in appearance
- Taking unnecessary risks
- Acquiring a weapon
- Failing to take prescribed medications or follow required diets
- Making final arrangements, such as giving away personal possessions
- Sudden appearance of happiness and calmness after a period of some of the characteristics listed above

- All threats or warning signs must be reported immediately to the appropriate mental health professional in the building (counselor, nurse, psychologist, social worker)
- Concerns must also be reported immediately to the building administrator
- The building administrator (designee) should immediately notify parents of the concern/threat and recommend the parents have the student evaluated by an appropriate medical or mental health professional
- The building administrator (designee) should document the parental notification in writing. Documentation should include the name of person notifying, the date and time of notice by the school district employee, and the name of parent. If multiple attempts to notify the parents are required, each attempt should be documented
- The building administrator should notify those teachers and other staff members with a need to know so they are aware of the issue and can observe the student for behaviors of concern. Those behaviors should be reported immediately to the designated mental health professional working with the student
- The building administrator should consider referring the student and his/her family to the school counselor, nurse, psychologist, social worker, or additional outside mental health professionals for further discussion and resources

If a STUDENT shows suicide warning signs, immediately:

- Escort student to the office in a confidential manner
- Ensure student is seen as soon as possible by the mental health professional in your building
- Remain with student until appropriate contacts are made - have student transported by emergency personnel or picked up by parents for a mental health evaluation

Contact the following:

- Building mental health professional
- Parent or guardian (discuss counseling options for student and parents)
- If appropriate, law enforcement 911 or SRO
- If appropriate, Community Superintendent
- If appropriate, District's Department of School Safety 303-232-8688 or 303-982-2445
- If appropriate, the school of sibling(s)

If a STAFF member shows suicide warning signs:

Bring the staff member to the main office in a confidential manner, offer support, voice concerns honestly and openly, and contact the following:

- Principal/School Administrator
- Law enforcement authorities: SRO or 911
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's, Communications Services and other related support service departments on your behalf
- Spouse or appropriate family member
- If appropriate, building counselor
- Ensure staff member is seen as soon as possible by a trained mental health professional
- Document situation and intervention information
- Offer counseling support information to spouse and or family member(s)

Illness, Injury or Death

When there is an incident at school or off school grounds the Principal/School Administrator should be notified. The Principal/School Administrator shall consult the Community Superintendent to determine whether to access the District Mental Health Crisis Response Team. He/she will meet with the entire staff as soon as possible to discuss the incident, clarify facts and provide suggestions about how to respond to student inquiries about the illness, injury or death. A time will be set to meet at the end of the day for staff to share their perspectives, discuss new concerns or questions regarding the incident and plan for next steps. (See the District Mental Health Crisis Response Manual.)

A home visit is encouraged. Always check with family regarding their needs and wishes. The family may not want some information made public. Maintain student /staff confidentiality.

If a death occurs on school property, immediately contact:

- 911
- District's Department of School Safety 303-232-8688 or 303-982-2445
- Contact your Community Superintendent
- Notify the District Mental Health Crisis Response Team
- Consult with the family regarding the facts of the situation and determine their needs and wishes (The family may not want some information made public. Maintain confidentiality.)
- Determine what to tell staff, students and community
- Prepare announcement to be read to students in classes at the beginning of the day
- Meet with the entire staff as soon as possible
 - Clarify facts
 - Offer support
 - Clarify help and services available (identify process and space designated for mental health support)
 - Provide information about various responses and suggestions about how to support students
 - Provide information to help staff understand their own reactions
 - Encourage staff members to read prepared announcement to students themselves and request mental health backup as needed to engage in follow-up classroom discussion
 - Offer the regular schedule and provide flexibility to meet student needs
 - Provide flexibility for staff to meet their needs
 - Schedule time for all staff and crisis responders to debrief at the end of the day
- Consider contacting schools of siblings. Identify others (peers, friends) who may be at risk.
- Prepare a letter to go home to parents with support of Communications Services
- Manage information as appropriate
- In case of death remove name from central computer, attendance lists, mailboxes, auto dialer, etc.
- Pictures in yearbook should remain without alteration

- Gather personal belongings and determine how to return to family
- A home visit is encouraged
- Determine next steps (next day, long term)
- Memorials discouraged (See District Mental Health Crisis Response Manual)
- Other considerations:
 - Supply a break room with food and drink for the staff and crisis team
 - Help staff understand there is no “right way” to grieve
 - Be prepared for staff and students who are having difficulty returning to “normal” daily schedules
 - Prepare a room for students who may need “time-out”

Food Borne Illness

Food borne illness (also known as food poisoning) is an illness contracted by eating contaminated food. Effects range from mild fever, upset stomach, cramping, headache, diarrhea, dehydration and possible death. The top six food borne illnesses include: Hepatitis A., Salmonella, Shigella, Giardia, E. coli, and Viral Gastroenteritis (Jefferson County Department of Health and Environment).

Why does food borne illness occur? Food borne illnesses usually result from some combination of poor food handling practices during some phase of the food production or food preparation chain such as inadequate cooking, improper cooling or refrigeration, improper hot and cold holding, cross contamination, and inadequate hand washing by food handlers. Food borne illness occurs in homes, schools and commercial food operations. (CDPHE)

- If a number of students become ill due to possible food poisoning, use the following guidelines:
 - Bring ill students to a central location that can be monitored, e.g., clinic, gymnasium, library
 - Contact health support personnel
 - Assign staff to monitor ill students
 - Food and Nutrition Services staff should save ALL foods in the kitchen
 - Keep accurate records of involved students (e.g., on-set of symptoms, what was eaten, if symptoms are severe; what hospital students were taken to)
 - Practice Universal Precautions at all time

The Principal/School Administrator should discuss the situation with Food and Nutrition Services. Food and Nutrition Services has knowledgeable professionals who will assist in determining the problem and its source. Procedures and practices are in place to help the Health Department determine the level or if there is an issue related to food borne illness from Food and Nutrition Services or if the contamination came from a different source. It is important to remember Food and Nutrition Services is not the only place students encounter foods on school campuses. Caution must be used not to assume where the contaminant came from and careful communication is necessary to control misinformation and rumors.

➤ Contact the following if appropriate:

- Principal/School Administrator
- District Department of School Safety, 303-232-8688 or 303-982-2445 (this will activate calling tree to potentially include Health Department, Food and Nutrition Services, etc.)
- Notify District Communications
- Notify Community Superintendent's Office
- Notify Health Services
- Contact Parents/Guardians of students who have been affected
- Risk Management

Intruder/Hostage

At times it is difficult to distinguish between guests who may be unaware of, or are not following, school protocols for checking in at the main office, from intruders who may present a risk to students and staff. Use the following information to guide your actions:

Intruder

When an unauthorized person enters school property:

- Immediately contact 911
- Notify Principal/School Administrator
- Notify District's Department of School Safety at 303-232-8688 or 303-982-2445
- If safe to do so, ask another staff person to accompany you before approaching guest/intruder
- If safe to do so, politely greet guest/intruder and identify yourself
- If safe to do so, ask guest/intruder the purpose of his/her visit
- If safe to do so, inform guest/intruder that all visitors must sign in at the main office
- If intruder's purpose is not legitimate, ask him/her to leave. If safe to do so, accompany intruder to exit

If an intruder refuses to leave:

- Notify law enforcement, and District's Department of School Safety if intruder still refuses to leave. Give law enforcement a full description of the intruder, including any vehicle information if known. (Keep intruder unaware of call for help if possible)

- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- **Announce Lockdown action if appropriate**
- Maintain visual contact with intruder from a safe distance at all times while they remain in building

Hostage Situation

- Call 911
- If hostage taker is unaware of your presence, do not intervene
- Contact District's Department of School Safety immediately
- Announce Lockdown action
- The IC or designee will ensure staff outside are notified of the Lockdown and to move students away from the building to the evacuation/reunification site
- Give the dispatcher details of the situation; description and number of intruders, exact location in the building and that the school is in Lockdown
- Safety and Security once contacted will redirect any buses en route to the school to an alternate location
- Security will ensure that the Community Superintendents are informed. The IC will transfer control to law enforcement
- The IC will ensure detailed notes of events are taken
- Teachers and staff will implement Lockdown procedures upon hearing the alert. If outside, move to designated *Evacuation Areas* and wait for further instructions
- Everyone should remain in Lockdown until law enforcement officer enters the classroom for release

If taken hostage:

- Follow instructions of hostage taker
- Remain alert and observant
- Try not to panic
- Calm students if they are present
- Treat the hostage taker as normally as possible
- Be respectful toward hostage taker
- Ask permission to speak and do not argue or make suggestions

Active Shooter/Armed Intruder:

An active shooter or armed assault involves one or more people intent on causing physical harm to students and staff. Intruders may possess a gun, knife, bomb or other harmful device.

Staff:

- Announce a Lockdown alert. Direct staff and students outside of the building to move immediately to the *Evacuation/Reunification* Area(s). Consider using school-based two-way radios to also help communicate this directive.
- **Call 911**, giving the name and exact location of the school, the nature of the emergency, number and description of intruder(s), type of weapon(s), area of the school where last seen and actions taken by the school. Caller will remain on the line to provide updates
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf
- The IC will direct any support staff outside to stop pedestrians and all vehicles from entering the site until law enforcement arrives
- Safety and Security Dispatch will communicate with transportation to ensure any buses going to the school are redirected
- Law Enforcement will designate a Command Post
- If possible and safe to do so, the IC should meet and brief arriving law enforcement officers

Teachers:

- Upon first indication of an armed intruder, call for a Lockdown, **LOCKS! LIGHTS! OUT OF SIGHT!**
- Call 911 immediately
- Contact the front office immediately
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors, turn off lights
- Tell the students to get down on the floor and up against an interior solid wall out of line of sight from the door (window) and remain quiet
- Account for all students
- Teachers, staff and students will remain in Lockdown until released by law enforcement
- If an intruder enters and begins shooting, **"TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE"**, exit the building or run to another location that can be locked

Student Threats of Violence

All threats must be taken seriously and investigated. Every situation is different, and the response often requires professional judgment. A threat of violence should never be dismissed unilaterally. The Building Threat Assessment Team should be convened to determine the level of threat and steps that should be taken to mitigate or eliminate any potential violent acts. If a student is directing the threat towards themselves and not others, the District Suicide Behavior Protocols should be followed.

Use the following as guidelines for actions:

- Student and staff safety are the first priority
- Assess the situation; identify who, what, when, where, why and how
- Contact Law Enforcement
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf
- Follow the Threat Assessment Guidelines
 - Contact your Community Superintendent
 - Complete Building Level Referral Form
 - Complete Interview Form
 - Complete Threat Warning Signs and Risk vs. Stability Checklist
 - Meet with the student's parent/guardian to explain the concern
 - Consider a referral to the Jefferson County Juvenile Assessment Center (JCJAC)
 - The Assessment Center will require a copy of the forms in order to conduct a threat assessment. The student may be transported to the JCJAC prior to form completion
 - Consider appropriate mental health support
 - Consider accessing special education supports if appropriate
- If the student is assessed to be a Level 1 or 2 risk, and this is not mitigated by information obtained from law enforcement, the Jefferson County Juvenile Assessment Center, The Jefferson Center for Mental Health, other agencies, or mental health professionals; the Principal/School Administrator should communicate with their Community Superintendent regarding the appropriateness of the District Level Threat Assessment Team assessing the case
- Remember the Threat Assessment process does not interfere with or prevent the discipline process or law enforcement investigation

The Building Threat Assessment Team:

- Student's ability to carry out the threat
- Student's desire to carry out the threat
- Discipline consequences
- Appropriate intervention
- Appropriate services
- Re-entry plan

- Safety/Supervision plan
- Documenting the behavior in Infinite Campus

Drive-by Shooting

General guidelines for staff outside the school building and in close proximity to shots being fired:

- Alert students in the area and have them drop to the ground immediately
- If the vehicle leaves, quickly re-enter the building
- Administer basic First Aid if there are injured students
- Report the names of witnesses, injured students, and suspected perpetrators, if known, to law enforcement

General guidelines for staff inside the school building and in close proximity to shots being fired:

- Implement Lockdown or Lockout protocol as appropriate
- Ensure that all students stay in the classroom
- Wait for instructions from the Principal/School Administrator

The Principal/School Administrator (IC) must contact:

- Law enforcement 911
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf

Bomb Threat

A bomb threat is a threat that an explosion of some type will occur. The threat may be delivered in writing, by email, video, telephone, etc.

Response to written, email or video bomb threats:

- Gather and document as much information as possible about the threat
- Call 911 to report immediately
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf
- Convene SRT and determine appropriate next steps
- Avoid making a unilateral decision about the validity of the threat. **It is not always necessary to evacuate the building**

Response to phone threat:

- Gather and document as much information as possible about the threat
- Use the Bomb Threat Checklist
- Ask the caller where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling and why the caller is doing this
- Convene SRT and determine appropriate next steps
- Avoid making a unilateral decision about the validity of the threat

School Incident Commander Responsibilities:

- Notify law enforcement
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendents Office and Communications Services and other related support service departments on your behalf
- Consult with District's Department of School Safety and law enforcement
- Direct staff to visually inspect their areas for items that are out of place or suspicious
- If a suspicious item is located, notify law enforcement. **DO NOT ACTIVATE THE FIRE ALARM**, or use cell phones or two-way radios near the item
- You may use the Public Address System to provide information or to indicate response action (does not emit radio frequency)
- Have building maps and master keys available
- IC should consult with law enforcement, District's Department of School Safety and Community Superintendents Office to decide whether there will be a return to the building or dismissal
- Notify Communications Services of decision
- Document all activities

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received:

Was number captured in caller ID?

Phone Number listed:

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other | _____ |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Taped
- Foul
- Irrational by threat maker
- Read message

Remarks:

Weapon on Campus

A report of a weapon on campus requires an immediate response. The presence of a weapon on campus creates a situation that is detrimental to the safety and welfare of students and staff.

School Policy JICI:

A weapon is defined as:

- A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air
- A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches in length, or any knife, regardless of length, which the student uses or threatens to use
- A slingshot, bludgeon, brass or spiked knuckles, or artificial knuckles of any kind
- Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury

Consider the following:

If the weapon is no longer in the possession of the student and the student is contained, others are not in danger; consult with law enforcement and follow your investigation and discipline processes.

If the weapon is in the possession of a student and there is a possibility of injury or death:

- Call 911
- Consider whether a Lockdown is appropriate
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services

If shots are reported:

- Call 911
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445
- Determine whether a Lockdown or other action is appropriate
- First priority is the safety of students and staff

Kidnapped or Missing Person

If it is suspected that a non-custodial parent, or other person without parental consent, has removed a student from school premises, or during an activity in the community, or if a student is reported as missing, use the following to guide the response:

On school grounds:

- Use the public address system and ask the student to report to main office, “*Your attention please. Would John Smith please come to the main office?*” Repeat the announcement at least two times
- Search the facility and grounds for student
- Review the student records to determine whether there is a history of custody issues

Contact the following:

- Law enforcement (911):
 - Be prepared to provide the following information: your name and position, your phone number, student’s name, gender, age, grade level, when and where the student was last seen, description of student, what he or she was wearing, parent/guardian name, address, phone number(s), school name and location, names of close friends of the victim, suspect’s name if known, and the description of the suspect’s vehicle including the license plate, make and model, color.
- District’s Department of School Safety 303-232-8688 or 303-982-2445 which will contact the:
 - Community Superintendent’s Office
 - Communications Services
 - Neighboring schools if appropriate

Principal/School Administrator shall contact the parent or legal guardian and inform them of the situation

Sexual Assault

A sexual assault creates an extreme physical and emotional situation. If an assault of this nature occurs, it is vitally important to protect the victim's privacy and rights.

If an assault occurs on site or at a school activity, use the following guidelines:

- Secure the area immediately and if possible, move the victim to a secure, private area
- Assign a staff member of the same sex to stay with victim, provide support, but do not interview
- Immediately contact law enforcement (911) and District's Department of School Safety 303-232-8688 or 303-982-2445. Give description of assailant(s): height, weight, gender, hair/eye color, clothing, and ethnicity
- Assign staff to meet law enforcement and emergency medical personnel, designate an entrance that ensures the privacy of the victim
- Contact the following if appropriate:
 - Community Superintendent
 - Communications Services
 - Parent or guardian of the student
 - Neighboring schools
 - District Mental Health Crisis Response Team
 - Risk Management

If an assault occurs off-site and not at a school activity, the following actions should be taken:

- Contact the following if appropriate:
 - Law enforcement
 - Community Superintendent
 - Communications Services
 - Parent or guardian of the student
 - Neighboring schools
 - District Mental Health Crisis Response Team

Animal Attack or Threat

In Jefferson County many of our schools, especially those in the mountains, are located in areas with wild animals (e.g., deer, elk, bears, mountain lions, raccoons, snakes, etc.). It is possible that an animal could attack a student or staff member and cause serious injury or even death. It is also possible that a student or staff member could be attacked and bitten by a rabid and/or potentially dangerous loose pet.

Due to these possibilities and in order to ensure safety, consider the following:

- Securing the perimeter
- Move people away from the animal threat
- Move students and staff to a safe location outside, or inside, the building
- Do not try to scare the animal away as the animal may become alarmed and react aggressively
- If safety permits, assign staff to keep track of the animal until it moves off school property or assistance arrives

Consider contacting the following if appropriate:

- Law enforcement (911)
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services
- Parents and guardians
- Neighboring schools
- Risk Management

FIRE EVACUATION PROCEDURES

The preplanning of different types of emergencies can have a strong influence on whether the emergency has catastrophic consequences or whether it ends in a success story for everyone. These guidelines are being presented in order to improve the chances of positive outcomes in negative situations.

The following are examples of situations where these guidelines may be utilized:

1. **Explosion**
2. **Fire**

FIRE RELATED EVACUATION PROCEDURES IN SCHOOLS

In a time of emergency, it may be necessary to evacuate students from a school. The basic principles of an evacuation procedure should involve:

- Evacuation direction from trained and designated Zone Coordinators (previously referred to as Fire Marshals)
- At least two (2) predetermined escape routes, predetermined primary and secondary Evacuation/Reunification Areas
- A mandatory accountability procedure for students (Red Card/Green Card), staff and visitors at Evacuation/Reunification Areas
- Reunification process in place when necessary

International Fire Code 2006 (IFC 2006), Section 408.3.1 states, that the first FIRE drill of each school year shall be conducted within 10 days of the beginning of classes. A practical FIRE evacuation exercise shall be carried out at least monthly in compliance with Section 405.2 of the IFC 2006. Unannounced exercises should be done each quarter. For additional information, please reference Jeffco Public School District Policy EBCB Safety Drills.

Schools are required to complete and maintain a copy of the Fire Drill Report Form at the school and make available upon request.

METHODS OF COMMUNICATION

The common method used for communication in the event of a fire emergency is the fire alarm system. This system is designed to notify the building occupants of a fire emergency and should not be used for lock down, tornadoes or other situations requiring the students or other personnel to remain in place.

Other communication systems available to the school staff are the school's Public Address system, portable radios, cell phones, telephones and whistles.

A hand held Public Address System unit may be used to support or as a substitute for the buildings Public Address system. Should all communications systems fail, runners can be used.

INCIDENT COMMAND POST (ICP)

An Incident Command Post is the geographical location for all designated personnel having command or authority in an incident. During a fire- related incident, the Fire Department will designate the location of the Incident Command Post. The School Incident Commander will work within the Unified Command structure.

It is essential that the Incident Command Post be staffed by school/district administration at all times during an emergency.

FIRE EVACUATION PROCESS

The fire evacuation of students, faculty, staff and visitors should be planned to ensure efficient and speedy operation. In all schools, students, faculty and staff occupying any room should be familiar with a primary and secondary (alternative) exit route and Evacuation/Reunification Areas. These exit routes should be prominently displayed in each room. (See Display of Building Floor Plans)

ADDITIONAL KEY POINTS

(a) Escape Routes

- Heat, fire and smoke may present the greatest hazard. Visibility may be restricted.
- Normal passageways may be inaccessible or too dangerous to use.
- Escape routes and exit paths for leaving a building should be assessed in detail for the likely effect an emergency may have on them.
- These blocked or inaccessible conditions may be practiced during the monthly drills. Staff or faculty may block the passage to simulate these situations.

(b) Personal Belongings

- When moved from a danger area, staff and students must not return to collect personal belongings until allowed to do so by the emergency personnel.

(c) Elevators

- Elevators will not be used in fire emergencies.

(d) Safe Areas/Area of Refuge

- If unable to evacuate, relocate to the designated AREA OF REFUGE and immediately notify emergency responders to ensure the safe evacuation of these individuals
- In some instances, evacuations may be to another floor or safe area in the School.

- In the case of a fire emergency, a person with a disability may be placed in an enclosed exit stairwell, as temporary refuge in a safe area. A faculty or staff member must remain with this individual.
- Areas of Refuge must be pre-approved by both school officials and local fire officials to ensure they meet the requirements of (areas-of-refuge) a safe area.

(e) Evacuation/Reunification Areas

- If evacuation to the outside is appropriate, the Evacuation/Reunification Area for evacuated personnel should be far enough away from the building to ensure that everyone is safe from falling debris, smoke and emergency services activities.
- Ideally, the areas selected should be a safe distance from the affected building and should allow for further movements in the event of additional danger.
- Do not assemble in pathways of emergency response vehicles or fire lanes.

(g) Evacuation

- When instructed, evacuate the classroom or building immediately.
- Adhere to the established evacuation procedures, closing all doors behind you and following a pre-established checklist. Move to the appropriate Evacuation/Reunification Area.

(h) Firefighting

- **EVACUATION TAKES PRECEDENCE!** Only attempt to use a fire extinguisher if safe to do so.

(i) Firefighter Access

- Give firefighters clear access and follow all their instruction.

DISPLAY OF BUILDING FLOOR PLANS

It is necessary that a copy of evacuation instructions and an updated floor plan be prominently displayed in each room and corridor. The plans must indicate a primary and/or secondary emergency escape routes.

The principal (or their designee) shall have a copy of these floor plans to give to the arriving emergency responders. The plan shall show the school's floor plan, all exit doors, the location of the school's fire alarm panel and any remote annunciator, fire extinguishers, gas shutoff, water shutoff, electricity shutoff and any other controls deemed necessary for the building.

FIRE CHECKLIST(s)

Incident Commander Fire Checklist

The SRT Documentation specialist shall record the time that each bullet point is accomplished.

- If the fire alarm was not activated, activate the fire alarm by utilizing the nearest manual pull station. *You may direct others to do this*
- Try to verify the location of the fire by using the fire alarm control panel or by information from students or teachers etc.
- Announce to students, teachers, faculty and staff over the public address (PA) system the location of the fire and direct them away from the fire.
- Direct office staff to call 911 and District Security at 303-982-2445 or 303-232-8688 and then evacuate immediately.
- Teachers must escort their class and report to the Evacuation/Reunification Area accounting for all students and visitors in the classroom utilizing Red Card/Green Card.
- Have Zone Coordinators verify that specific non-classroom areas are evacuated as they report to their assigned Evacuation/Reunification Areas.
- Incident Commander to meet Fire Department at the Flag Pole.
- Advise emergency responders of the location of the fire, the stage of the evacuation and the accounting of students, teachers, faculty and staff.
- If anyone is unaccounted for, advise emergency responders of the person missing and their last known location.
- If directed to relocate any or all of the students, follow the direction of the emergency responders.
- Do not reenter the building until advised to do so by the emergency responders.

Note: If the office area is the threatened portion of the structure-

Relocate to the outside via the safest possible path.

Activate the manual fire alarm pull station while exiting.

Direct all other operations from the office's Evacuation/Reunification Area or Alternate Evacuation/Reunification Area.

Teacher's Fire Checklist

- In a calm orderly fashion evacuate and escort students and visitors from the classroom or area, closing the exit door behind you and moving to your designated Evacuation/Reunification Area.
- If time allows also close all the doors that lead into the hallways.
- After arriving at the Evacuation/Reunification Area, verify that all of your students are accounted for utilizing Red Card/Green Card. (Red Card- missing, additional or injured student(s) and visitors. Green Card- indicating that everyone is accounted for).
- If anyone is unaccounted for, advise the Incident Commander of their last known location.

- Do not reenter the building until advised to do so by the Emergency responders.

Note: If directed to relocate to a different area by the Emergency responders -

- Advise the Incident Commander that you are relocating
- Calmly walk the students to the new Evacuation/Reunification Area
- Verify that you have all of your students
- Report to the Zone Coordinator your safe arrival

Zone Coordinator Fire Checklist

- While clearing the building enter each space in your designated area to verify it is empty
- While physically searching each space **ASK ALOUD** if anyone is in the area.
- While physically searching each space **ANNOUNCE** that the fire alarm has been activated and the building must be evacuated.
- If someone is found escort him or her to the nearest safe exit and then resume your search.
- Once you have verified that the room is empty turn off the lights and close the door as you leave.
- If safe to do so, move to your next designated search area(s) and repeat the above process.
- Once your search is complete, report to your nearest designated Evacuation/Reunification Area.
- Begin taking accountability of staff and students and report the count to the Operations Section
- Do not reenter the building until advised to do so by the emergency responders.

Fire or Explosion

A fire or explosion requires an immediate response. A fire must be immediately reported to the Principal/School Administrator who will be responsible for communicating with the fire department and District Department of School Safety.

In the event of a Fire or Explosion:

- Activate the fire alarm and contact the fire department (911)
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf
- Evacuate using fire drill procedures
- **Incident Commander will meet the Fire Department at the Flag Pole wearing a yellow vest with a copy of the emergency plan, map and incident command structure**
- Faculty and students should assemble at the predetermined *Outside Evacuation/Reunification Areas*; this site should be a minimum distance of 100 feet from the building and in an area that does not block emergency responders
- The teacher should be the last one to leave; be sure that students needing evacuation assistance are accommodated

- Once everyone is out, close the classroom door; DO NOT lock the door
- Do not close windows; if time permits equipment should be turned off
- Principal/School Administrator (IC) should ensure that halls, bathrooms, closets and storage areas, have been checked for students or staff
- If students are outside they should gather at their assigned *Evacuation/Reunification Area*
- Students who are not in an assigned class should join the nearest teacher's group
- Teachers should take attendance and relay information about missing students to the Operations Section Coordinator
- Utilize the Red Card, Green Card System

Wildfire

- Determine whether there is imminent danger; if there is, consider what is the safest response, typically Shelter-in-Place or Evacuation to a safe location
- Communicate with fire response agencies, District Department of School Safety, and Community Superintendent's Office to determine appropriate action

Fire Drill

- Notify District's Department of School Safety and fire department in advance of fire drills
- Sound the fire alarms and evacuate the building following procedures in this manual (Section 2.4)
- Provide fire drill information to all substitute staff members
- Identify the fire exits and clearly label and communicate the location to staff and students
- Post fire drill exits and routes in classrooms and other appropriate locations (identify primary and secondary Evacuation Routes)
- Staff should be familiar with the location and operation of fire extinguishers
- Keep stairways, doors, and exits inspected daily; keep them free from obstructions
- Conduct monthly fire drills, hold these drills at different hours of the day
- If a building evacuation occurs due to a false alarm, count this as a required drill
- Communicate with staff and students after the drill, debrief the response
- Consider fire alarms during lunch, passing period, etc.
- Consider blocking traditional exit routes during drills

Hazardous Materials (HazMat)

Hazardous materials come in the form of explosive, flammable, combustible, reactive, corrosive, toxic substances, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in chemical manufacturing plants. The major threat from this kind of situation is toxic fumes and/or contact with skin. Notification about HazMat concerns is provided several ways; someone reports the odor of gas and/or chemicals, warning sirens, weather alert radios, emergency broadcast system through radio/television, and law enforcement or fire department personnel.

Hazardous Materials Emergencies

There are products you may use daily, which are considered hazardous materials. Even tools and equipment may contain a hazardous material. In small amounts and employing proper care, most of these materials present little risk.

However, even small amounts may pose a risk when spilled or released unintentionally. One means of understanding the products you work with is to review the Safety Data Sheets (SDS's) for your product before using the material. SDS sheets for reported materials at Jeffco facilities can be viewed online at MSDS Online from the link on Environmental Services' website. Remember to obtain the username and password for the site before clicking on the MSDS Online link.

Large scale hazardous materials incidents can occur when trucks, trains, or pipelines are damaged resulting in the release/spill of chemicals at or near the school site. Smaller scale incidents may result from the improper handling or storage of hazardous materials or accidental spill of school chemicals at the school site.

Hazardous Materials Spill Procedures for Schools

Your school's emergency plan should address the specific roles of the school's administration and the proper contact information during an identified emergency situation. The following general guidance provides specific examples and how to address "HazMat" response calls that may be in addition to the emergency reporting procedures identified in your plans.

How do you know if a school spill constitutes an emergency?

Understanding the materials that you work with is the best way to avoid an incident and to respond appropriately when a product is spilled. If you have questions about proper handling or hazard identification, please contact Jeffco Environmental Services (ESD) at 303-982-2349. If you need an immediate response after hours or are having difficulty reaching the main number, call District's Department of School Safety at 303-232-8688 or 303-982-2445. The following guidance is intended to inform school personnel response and was developed for principals, vocational, art and science instructors, and facility managers. A HazMat emergency situation is typically handled one of two ways:

BUILDING EVACUATION

If a decision is made to evacuate, use the Directed Evacuation procedures provided in this manual. Indicate the location of the hazard. Evacuate students away from the location of the chemical problem. Move everyone uphill/upwind from the situation. Wind and water can quickly transport hazardous materials.

SHELTER

If the decision is made to Shelter-in-Place, use the procedures provided in this manual. Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the release of hazardous material(s) in the vicinity of the school building. Consider shutting down the building air handling system.

The Incident Commander should consider contacting:

- Law enforcement 911
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office, Communications Services, Environmental Services and other related support service departments on your behalf

The facility manager should have Safety Data Sheets (SDS's) which include hazardous chemical inventories in each building. A copy of this information should be kept on a flash drive in the Fire Book for easy access by the Facility Manager in an emergency.

If students or staff comes into contact with a hazardous material, the information below will serve as a general guide, however, always consult the SDS for more detailed information:

CORROSIVE MATERIALS: THESE SUBSTANCES CAUSE PHYSICAL DAMAGE TO TISSUE

- Wash-out eyes for 15-20 minutes, keep eyelids open, and don't rub affected area
- If possible, get under shower and remove all your clothing, and wash with soap
- Call Poison Control at 800-222-1222 or 303-739-1123 to speak to a poison control specialist
- Call 911 for emergency medical assistance

FLAMMABLE MATERIALS: THESE ARE LIQUIDS AND GASES THAT BURN READILY

- Evacuate students and staff immediately from area
- Turn-off gas and electrical supplies

TOXIC MATERIALS: POISONOUS SUBSTANCES

- Wash hands and affected area immediately
- Take off and discard contaminated clothing
- Call Poison Control at 800-222-1222 or 303-739-1123 to speak to a poison control specialist
- Call 911 for emergency medical assistance
- **Appropriate antidote should only be administered by a medical professional operating under Physician's direction**

REACTIVE MATERIALS

These are substances that undergo a chemical change and may result in an explosion, creating a flammable, corrosive and toxic condition

- Close all doors
- Evacuate students and staff immediately to safe area
- Implement decontamination procedures from local fire department and/or health personnel

BROKEN MERCURY THERMOMETER (PEA-SIZED OR SMALLER SPILL)

Move students out of the classroom and call Environmental Services (ESD) 303-982-2349 to clean the spill. If you have an appropriate mercury spill kit (sulfur-based kit) and proper personal protective equipment (latex gloves at minimum), you may apply the ESD-approved material on the spill and call ESD to remove the product debris. **Do NOT try to clean up a spill where a heat source is near the material since elemental mercury will vaporize.**

General Response Guidelines:

- Typically does not require evacuation of the entire school
- Ensure spill does not make it to drain/sewer
- Do not attempt cleaning the spill without approved materials and never use a vacuum.
- Never handle the material without proper protection (gloves, respiratory protection, appropriate clean-up materials)
- If using mercury spill kit, place debris in Ziploc bag and seal
- Use a wet paper towel to clean area after material is removed
- Call ESD to report
- Wash hands and any affected skin areas thoroughly
- Seek medical attention for anyone ingesting mercury containing products or compounds (or those exposed through injection - e.g., contaminated broken glass cut).

BROKEN BAROMETER OR OTHER LARGE ELEMENTAL MERCURY SPILL

This is much more mercury and requires evacuation of the classroom and the immediate area around the classroom. Call ESD immediately for response procedures. Turn down the heat. Open windows where applicable. Depending on the size of the release, shutting off the air handler is recommended (except where doing so increases heat in the area). ESD will respond within the hour to clean the spill and assess any need for further action.

General Response Guidelines:

- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445
- Isolate the area and do not allow anyone to walk through the mercury
- May require evacuation of section of school depending on amount spilled and air handler options
- Do not attempt cleaning the spill and never use a vacuum.
- Ensure spill does not make it to drain/sewer
- Do not handle the material

➤ Get immediate medical attention for anyone ingesting material, individuals who received significant skin exposure (spilled on their clothing or skin), or those with cuts from contaminated debris

SPILLS GREATER THAN ONE POUND (TWO TABLESPOONS)

- Evacuate wing or affected building
 - Shut off air handler
 - Call 911 for immediate assistance with the spill if:
 - Material has gotten on individuals
 - Material has gone down the drain
 - Anyone has ingested material
 - Seek follow-up medical assessment for individuals exposed, or potentially exposed to vapors.
- A release of one pound or more of mercury must be reported to the National Response Center. ESD reports to all applicable agencies and handles the small and medium spill clean-ups for Jeffco using approved respiratory protection, protective clothing, mercury monitors, and a “mercury vacuum”.*

NATURAL GAS LEAK OR ODOR

General Response Guidelines:

- Call 911
- Contact District’s Department of School Safety 303-232-8688 or 303-982-2445
- Consider evacuating the building
- Call ESD 303-982-2349 for additional assessment
- Detecting an unidentified natural gas odor (rotten eggs) should elicit immediate response

If a gas odor is detected throughout a building, act immediately and call 911 from outside of the building. Do not use phones or turn lights or equipment on or off.

GAS LEAK IN SCHOOL

Evacuate the affected building or wing until Jeffco Facilities Maintenance and the fire department has cleared the area for re-entry. Public Service is responsible for gas supply equipment outside the school and Jeffco Facilities Maintenance is responsible for equipment associated with the building. Public Service should be contacted to check exterior connections and supply lines. The fire department, Public Service and Environmental Services can monitor for explosive atmospheres. ESD should clear the building with the fire department to ensure that odors are not related to other sources and to document conditions during the event.

General Response Guidelines:

- Call 911 (fire department should be called whenever a natural gas leak is confirmed or suspected)
- Evacuate the building

- Use runners, to communicate evacuation procedures – avoid using alarm system, intercom/building paging system, public address system, electronic bull horn, radios, cell phones, or telephones
- Shut down electrical equipment in unaffected areas on the way out
- Do not re-enter affected areas
- Restrict access to the building or affected area
- If the gas leak is in a laboratory or the result of an equipment leak such as from a kiln: shut-off the area gas using the emergency gas kill switch/button that should be located near the room exit
- Evacuate the room and other affected areas
- Ventilate the area (open doors and windows – if safe to do so)

Note: Some odors smell similar to natural gas. After response personnel have determined that no gas leak exists and if odors persist, call ESD for additional assessment.

When a school receives notification of a gas leak outside the school resulting from damage to supply lines, such as during road work or line repair, follow instructions provided by the reporting agency, official emergency personnel, or directions communicated by officials via the news media.

In rare cases the odor additive in natural gas may not be detectable. Ensure that all equipment containing natural gas is in good condition and free of leaks. Replace defective equipment and call Facilities Maintenance to repair defective connectors.

Chemical Spill – General

Hazardous materials can include lab chemicals, cleaning products, art materials, photographic developers and many other products used in school.

Small Spills

If the spill presents no hazard to occupants, small spills may be contained and cleaned by site/school personnel that are familiar with the hazards and properties of the material spilled. Proper Personal Protective Equipment (PPE) should be worn whenever handling spilled materials (the type of personal protection varies depending on the material, but should always include appropriate hand and eye protection). Refer to the product's SDS for information regarding hazards and personal protection.

General Response Guidelines:

- Evacuate the immediate area and inform co-worker that you will be cleaning a spill
- Wash off any materials that have spilled on you or others, **unless otherwise indicated on the SDS.**
- Rinse affected area for a minimum of 15 minutes and remove all affected clothing
- Put on appropriate gloves and protective eyewear
- Locate spill kit or spill clean-up materials appropriate for the material spilled
- Place spill debris (including absorbents, etc.) into a container compatible with the product spilled and securely close the container
- Do not directly handle broken glass associated with the spill. Use brush and dustpan and place broken glass into puncture resistant container such as a stiff cardboard box (unless material spilled reacts with organic materials), sturdy plastic, or in-tact glass vessel

that can be closed and will not leak

- Label and store container of debris along with other compatible waste until ready for pick up by Environmental Services
- Dispose of gloves and thoroughly wash hands

Review procedure or practice associated with the spill. Can future accidents be avoided by altering a process or practice?

Large Spills

Seek assistance (ESD) for clean-up of toxic materials, oxidizers, shock sensitive chemicals, air or water reactives, or most spills greater than a pint. Seek assistance whenever you are unfamiliar with the properties of the material spilled (see section below for solvent spills).

General Response Guidelines:

- Immediately Evacuate the area
- Call 911 if the spill presents a hazard, you are unsure of the risk, and/or you are unable to contact Jeffco Environmental Services for guidance and response
- Call District's Department of School Safety at (303) 982-2445 or (303) 232-8688
- Wash off affected body parts in emergency shower and remove any contaminated clothing. Wash affected body parts for a minimum of 15 to 20 minutes using tepid water (if affected, hold eyes open over eyewash for 15 minutes). Seek follow-up medical attention (provide a copy of the SDS for the medical care provider)
- Seek immediate medical attention for students or personnel that may have ingested material or received a cut from contaminated media
- If safe to do so, cover or berm-off potentially affected drains
- Shut down air handler as appropriate
- Secure and restrict access to affected room and surrounding affected area. Do not allow re-entry by untrained personnel
- Provide response personnel with information about the spill:
 - Product name and/or chemical formula and CAS number
 - SDS (Safety Data Sheet)
 - Amount spilled
 - When and where spill occurred
 - Length of time release occurred (if released from equipment)
 - Names of affected people (those potentially exposed) and contact information
 - Actions taken upon discovery

Non-School-Related Spills

(e.g., industry, contractor activity, rail car, tanker truck, or other transportation related incident):

- If safe to do so, protect drains (e.g., berm off or cover), but do not attempt to clean spill Avoid any contact with material. First responsibility is personal safety
- Follow school emergency response plan and instructions of official emergency response agencies (e.g., Fire Department/HazMat Team, railroad HazMat team, Colorado Department of Public Health and Environment, Jefferson County Department of Public Health,

- Determine whether to Evacuate or Shelter-in-Place

If decision is to Evacuate:

- Exit through non-affected routes to *Outside Evacuation/Reunification Areas* up-wind and a safe distance from the spill or release
- Do not block emergency routes (stay clear of roadways, drives, and sidewalks)
- Utilize "Red Card, Green Card System" to account for students

If decision is to Shelter-in-Place:

- Shut off HVAC system
- Close doors and windows
- Maintain telephone, cell, or radio contact with response personnel
- If possible, use markings on windows to indicate to response personnel the locations of people within the building
- Limit use of phones to clear lines for emergency communications
- Provide response personnel with information about the spill: • If school related, chemical/product name (CAS number if available), MSDS, quantity spilled and location
- When spill occurred
- Length of time release occurred (e.g., if released from equipment)
- Names of affected people (e.g., those potentially exposed) and contact information, along with where they were sent for medical attention
- If related to transportation accident, identify markings on affected vehicles (e.g., rail car, tanker truck)
- If related to release from equipment, contractor, or delivery vehicle, note and report type of equipment and contractor names on vehicles

All Spilled Chemicals

Materials released into the environment can pose a health risk to humans and create long term environmental hazards. Chemicals released to:

- Floor drains, sinks, toilets or manholes (sanitary sewer)
- Outdoors (soils or paved areas)
- Storm drains
- Irrigation ditches
- Ponds, streams, lakes, canals, etc.

All Chemical Spills should be reported to the District's Environmental Services Department (ESD) as soon as possible. They will respond to the incident and report to appropriate agencies. ESD is the regulatory liaison for the District in all environmental matters. *Do not dispose of any liquids or hazardous materials in the regular trash. Call ESD to pick up your hazardous waste or for information on proper disposal procedures for your waste type.*

Environmental Services Phone Number

303-982-2349

Flammable Material

This type of spill would include solvents, gasoline, acetone, and alcohol.

- Call 911 if needed (see below)
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445
- Call ESD for clean-up, for disposal of debris and to report any releases to the environment (soil, water, sewer)
- Flammable materials pose a risk of fire and/or explosion. Because these materials are very volatile, they are easily inhaled and in sufficient concentrations and quantity can quickly fill a room with vapors

Small Spills of Flammable Material (example: less than ½ quart)

- Unless product spilled presents an acute hazard (very toxic, air or water reactive, shock sensitive, strong oxidizer, etc.), spills of less than 1 pint can be cleaned up by trained, qualified school staff that are familiar with the product properties and hazards – and who have donned appropriate Personal Protective Equipment (PPE)
- Evacuate the classroom/immediate area
- Extinguish all open flames (e.g., hot plates, Bunsen Burners, etc.) or other ignition sources in the room and shut down equipment with the potential for sparks (within the immediate area)
- Protect drains or contain spill
- Place contaminated clean up materials in appropriate glass or metal waste container and close. Unless “soaked” rags are placed in appropriate flammable container, air out rags outdoors
- Report releases of any flammable material to the sewer to ESD

Large Spills of Flammable Material (example: ½ quart to 1 gallon)

- Spills in storm or sanitary sewers are a potential explosive/fire hazard. Immediately call 911, District's Department of School Safety and ESD
- District's Department of School Safety and ESD will determine the appropriate response agencies and make the necessary notifications
- Evacuate wing or entire building depending on explosive/flammability potential and size of spill. Route occupants via evacuation pathways that avoid traveling through or near the affected area
- Extinguish all open flames, ignition sources (potential sparking or static) and shut down electrical equipment in affected area

Very Large Spills of Flammable Materials (example: Excess of a Gallon)

- Call 911
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445
- You will receive instructions from local first responders to evacuate or Shelter-in-Place

Indoor release: Evacuate occupants to safe distance away from the building

- Shut down HVAC unless doing so would raise internal temperatures excessively

Outdoor release (spill occurred outside the school): Shelter-in-Place

- If fire/explosion risk exists that could impact school building, evacuate to safe remote location
- Shut down HVAC and close windows and doors
- Extinguish sources of ignition
- Shut off gas to building
- Shut down HVAC system as needed
- Call ESD
- Follow instructions provided by Hazardous Materials emergency responders

Damage to Compressed Gas Cylinder

Rapid release of pressure in a vessel presents an extreme immediate physical hazard. There have been many cases in which damaged cylinders have become uncontrolled rockets or pinwheels and have caused severe injury and damage. Careful procedures are necessary for handling the various compressed gases, the cylinders containing the compressed gases, regulators or valves used to control gas flow, and the piping used to confine gases during flow

SIMPLE LEAK

A “simple” compressed gas leak is one that involves minimal personal risk, such as a minimal inhalation hazard. Rapid pressure release is not occurring and the cylinder is secured to a cart or wall.

- If a leaking cylinder is discovered, consider whether it is safe to move the cylinder and inform ESD. You should also call the vendor as soon as possible. Under no circumstances should any attempt be made to repair a cylinder or valve.
- Call vendor or ESD for response guidance (and container pick up)

MAJOR LEAK

A “major” compressed gas leak is one that presents more than a minimal personal risk, and/or fire hazard, and/or is large and uncontrollable. Never attempt to handle a release of an acutely toxic gas.

- Immediately vacate the area
- Contact 911 and District’s Department of School Safety at (303) 982-2445 or (303) 232-8688
- Consider Evacuating the building
- Turn off ignition sources
- Alert others in the area that a release has occurred
- Never attempt to right a fallen damaged cylinder that is rapidly releasing contents. Clear immediate and surrounding classrooms – especially for large cylinders
- Ventilate the area only if it can be done safely
- Provide information to responders about location of cylinder and type of material

- Ensure that ESD has been called to monitor air conditions and assess conditions for re-entry

Flammable Gases

If the gas is flammable, flash points lower than room temperature compounded by high rates of diffusion present a danger of fire or explosion. Flammable gases, such as acetylene, butane, ethylene, hydrogen, methylamine and vinyl chloride, can burn or explode under certain conditions. If you encounter a leaking cylinder of flammable gas:

- Immediately vacate the area
- Contact 911 and District's Department of School Safety at 303-232-8688 or 303-982-2445
- Consider Evacuating the building
- Turn off ignition sources
- Alert others in the area that a release has occurred
- Never attempt to right a fallen damaged cylinder that is rapidly releasing contents. Clear immediate and surrounding classrooms – especially for large cylinders
- Ventilate the area only if it can be done safely
- Provide information to responders about location of cylinder and type of material
- Ensure that ESD has been called to monitor air conditions and assess conditions for re-entry

Inert Gases

Inert gases, such as argon, helium, neon and nitrogen, are not toxic and do not burn or explode. However, they can cause injury or death in sufficiently high concentrations by displacing air in closed quarters. If oxygen levels are low enough, people entering the area can asphyxiate.

If you encounter a leaking cylinder of inert gas:

- Evacuate the immediate area
- Consider whether to evacuate the building
- Contact 911, District's Department of School Safety 303-232-8688 or 303-982-2445, and ESD
- Air out/ventilate the room or affected area (open windows and doors and make certain the air handling unit is on or use portable fans to introduce air back into the area)
- Call to have the damaged cylinder removed by the vendor
- Call ESD to confirm that oxygen levels have returned to normal.

Oxidizing Gases

Oxidizing gases include any gases containing oxygen at higher than atmospheric concentrations (above 23-25 percent), nitrogen oxides, and halogen gases such as chlorine and fluorine. These gases can react rapidly and violently with combustible materials such as the following:

- Organic (carbon-containing) substances such as most flammable gases, flammable and combustible liquids, oils, greases, many plastics and fabrics
- Finely-divided metals
- Oxidizable substances such as hydrazine, hydrogen, hydrides, sulphur or sulphur compounds, silicon and ammonia or ammonia

Fires or Explosions are possible

- Immediately vacate the area
- Contact 911
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office, Communications Services, and other related support service departments on your behalf
- Consider Evacuating the building
- Alert others in the area that a release has occurred
- Never attempt to right a fallen damaged cylinder that is rapidly releasing contents. Clear immediate and surrounding classrooms – especially for large cylinders
- Ventilate the area only if it can be done safely
- Provide information to responders about location of cylinder and type of material
- Ensure that ESD has been called to monitor air conditions and assess conditions for re-entry

Power Lines Down/Utility Failure

If a power line is down on or near school grounds and/or there is a utility failure (electrical power loss, gas shut-off, water shut-off, sewer leak), the following procedures should be implemented:

- The SRT should report to the Incident Command Post
- Notify staff of the situation (power line down/utility failure occurring)
- Initiate appropriate communication contacts:
 - Law enforcement, fire departments
 - Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf

- Do not cancel school or send students home without discussing the situation with Facilities Maintenance and the Community Superintendent's Office
- Power line down: do not evacuate building without approval from the utility company, fire department and/or law enforcement
- Remember that the line may be "hot" — touching a fence, railing, etc. in contact with the line may cause serious injury or death
- Notify students and staff to remain inside the building until further notice (consider Secure Perimeter)
- In the event of a power outage, students and staff should remain in classrooms unless instructed otherwise
- Assign staff to supervise outside doors and ensure that students stay inside

Severe Weather

The most comprehensive weather information is obtained by listening to a NOAA Weather Radio. During threatening weather, live broadcasts issue warnings for strong winds, large hail, tornadoes, flash floods and winter storms. In Jefferson County: tune to station 162.55 MHz.

Prior to making decisions related to Severe Weather, please consult with:

- District's Department of School Safety 303-232-8688 or 303-982-2445
- Community Superintendent's Office
- Transportation Department
- Communications Services

Lightning

If weather conditions indicate the potential for lightning:

- Get all students inside building immediately
- Do not use telephones, cellular phones or other communication devices (radios) unless absolutely necessary
- Turn-off television sets and computers

If you are unable to get inside:

- Do not stand under trees or metal towers
- If you are in a wooded area; look for shelter in a low place with small trees
- If you are out in the open; go to a low place like a valley, ditch or ravine
- Get off hills, don't stand in open fields where you are a tall object
- Get away from water, metal equipment, e.g., motorcycles or bikes
- Stay away from metal fencing, pipes, railings or anything metal which could carry lightning
- Do not lie flat on the ground
- Stay in a crouched position on the balls of your feet with your hands on top of your head

Blizzard/Snow Conditions

If weather conditions indicate the possibility of a snow emergency:

Winter Storm Watch: Be alert, severe winter weather is possible, e.g., cold air, strong winds, snow accumulation

Winter Storm Warning: Snowfall is expected to exceed six inches in a twelve-hour period or eight inches in a twenty-four-hour period

Blizzard Warning: This is an indication to expect the most severe winter weather; sustained winds of 35 miles per hour, considerable snow

- Listen to weather advisories on your weather radio, watch TV broadcasts
- Keep students inside
- Understand that the school may be designated as a shelter during emergencies
- Alert Food and Nutrition Services staff and consider preparing emergency provisions
- Provide students with information
- Release students to parents or guardians with proper identification
- Communicate all decisions with District's Department of School Safety and Community Superintendents

Flood

Flooding possibilities exist within Jefferson County. Be familiar with terms used to describe flood possibilities.

Flood Watch: Indicates that conditions are right for flooding to occur

Flood Warning: Indicates the threat that rising waters may damage or wash out bridges, close roads, and inundate buildings

Flash Flood Watch: Be ready to take appropriate action if a warning is issued

Flash Flood Warning: Requires prompt response if you are in an area subject to flooding:

- Evacuate students to higher ground
 - Keep students out of flood waters
 - Disconnect utilities: electricity and gas; DO NOT touch electrical equipment if floors are wet or under water
 - Report damaged utility lines to appropriate company
 - Water may become contaminated during floods. Do not use water sources for drinking until declared safe
-
- Assign staff member to monitor radio and TV broadcasts
 - Consider safest action: Shelter-in-Place, Evacuation, Early Release (consider road conditions)
 - Move school supplies and materials if there is a danger of water damage
 - School may be used as an emergency shelter for people displaced by flooding: food, supplies, and medical services will be provided by other county agencies

- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services

* Some of the potential areas where flash floods could occur: Coal Creek, Golden Gate (Tucker Gulch), Clear Creek, Bear Creek (including Turkey Creek and Mt. Vernon Canyons) and Deer Creek Canyon. Areas identified as potential flood plains: Ralston Creek, London Creek, Van Bibber Creek, Church Ditch, Farmer's Highline, North Sanderson Gulch, Sanderson Gulch, Lena Gulch, Clear Creek, Bear Creek, Deer Creek, South Platte River.

Severe Winds/Hail Storms/Thunderstorms

The following information is intended to support your decision-making should severe winds, hail storms, or thunderstorms occur:

Severe Thunderstorm Watch: Thunderstorms may develop, producing wind gusts up to 58 mph or stronger, or hail $\frac{3}{4}$ inch or larger in the watch area

Severe Thunderstorm Warning: A severe thunderstorm has been detected by radar or a trained spotter; impacted areas will be identified in the broadcast

- If students or staff are outside, get inside immediately, consider Shelter-in-Place, (locations within the school should be predetermined)
- Consider moving students and staff from temporary buildings to main buildings
- Large rooms with free-spanning roofs (e.g., gymnasiums, cafeterias, auditorium) may be dangerous, because the roof could collapse
- Keep exterior doors closed
- Consider closing outside windows, blinds, curtains and moving students away from windows
- If you are outside and cannot get inside:
 - Seek cover at low elevation, preferably with small trees
 - Stay low and shield your head with your arms
 - Do not lie flat on the ground (a hail storm may also have lightning)

Earthquake

If an earthquake occurs the most immediate danger is falling objects.

If inside:

- Take action at first indication of ground shaking; if you wait, it's more difficult to move
- Stay inside, move to protected locations within the building
- Take cover under tables, desks, counters, in a corner of room, doorway, hallways, stairways or areas without cover

- Move to inside wall, kneel with back to wall, place head to knees, cover head, support neck by clasping hands behind head
- Turn-off gas-operated equipment (e.g., Bunsen Burners), stay away from chemicals
- Stay away from windows, shelves, and heavy objects that may fall
- Anticipate noise which could cause emotional stress, this can be frightening, especially to small children

If outside:

- Take action at first indication of ground shaking; if you wait, it is more difficult to move
- Move to open space away from buildings, be aware of and avoid potential dangers; e.g., overhead power lines, gas lines, trees, etc.
- Lie down on the ground, don't try to stand up
- If you are on the school bus, stay on the bus, and remain seated

In preparing for the possibility of an earthquake, identify the:

- Potential earthquake hazards inside school; e.g., free-standing cabinets, bookcases, aquariums, wall-mounted TVs, clocks, etc.
- Special hazards in and around the school, e.g., gas and electrical power lines
- Potential earthquake hazards along evacuation routes
- Location of water mains, electrical and gas shut-off valves
- Location of chemical storage areas and gas lines
- Location of fire extinguishers
- Food and water supplies
- First Aid supplies

Tornado

A tornado is a violently rotating column of air in contact with the ground and capable of producing tremendous damage. It appears as a rotating, funnel-shaped cloud, which extends to the ground from the base of a thunderstorm.

The National Weather Service issues two types of tornado alerts:

Tornado Watch

Current weather conditions indicate a tornado is possible in or near the watch area. Pay attention to expiration times.

- Students should be brought inside the main building
- Close outside windows, blinds, and curtains
- Teachers should remind students of tornado drill procedures
- Continue normal building activities if appropriate

Tornado Warning

A funnel or tornado has actually been spotted or indicated on radar. Pay attention to expiration times.

- If conditions permit, assign a staff member to act as a tornado spotter
- If a tornado approaches, students and staff should Shelter-in-Place
- Teachers should keep classes together and take attendance
- If you are outside and unable to get inside, direct students to lie flat in ditches, culverts or ravines
- IC should consider having facility managers turn off the main gas supply to the building
- Do not turn off electricity
- Secure articles that may act as projectiles
- If parents arrive to pick-up their child: invite them inside until the situation has passed, suggest not removing the student from school

Safe areas in the building should be pre-designated and marked. Consider Shelter- in-Place. Teachers should be aware of the nearest safe area for protection from tornadoes and take role of students and visitors.

The following steps should be considered if tornado danger is indicated:

- Communicate to staff and students that they need to take appropriate action
- Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services
- If safe to do so, assign a staff member to monitor the weather via radio, text message, email, or other media

Bus Accident

In the event of a bus accident, follow the guidelines indicated below:

- Record accident location, time of day, bus number, route, names of personnel involved and the nature and extent of student and adult injuries
- Initiate the appropriate communication contacts:
 - 911 if call hasn't already been made
 - Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf
 - Principal/School Administrator
 - Family member(s)
 - School District Mental Health Crisis Response Team if appropriate
 - Neighboring schools
- If students are injured, gather the following information:
 - Names of injured parties
 - What hospital(s) were they sent to?
 - What is the extent of the injuries?
- Assign staff to go to the hospital(s), and the accident site with a cell phone; they will relay information to Principal/School Administrator/Incident Command
- Be sure to document the investigating agency, and request a case report number
- Identify if there is a towing company involved

Civil Disturbance

The Principals/School Administrators should be aware of circumstances that might create civil disturbances and/or public demonstrations within the school (e.g., a student walkout or an outside individual or group that incites student participation in an inappropriate activity)

Use the following as guidelines for action:

- Student and staff safety is the first priority
- Assess the situation; identify who, what, when, where, why and how
- Convene the SRT
- If there is a walkout/uncontrolled disturbance; DO NOT attempt to stop students
- Assign a staff member to maintain contact with the group and to keep track of their location (DO NOT escort or assume responsibility for supervision of students engaged in unauthorized activities)
- If the situation warrants, signal a building Lockdown or Secure Perimeter
- Contact the following:
 - Law Enforcement (911_
 - Contact District's Department of School Safety at 303-232-8688 or 303-982-2445, which will initiate a calling tree to include the Community Superintendent's Office and Communications Services and other related support service departments on your behalf
- If appropriate, secure building entrances, guard: utilities, fire alarms, critical infrastructure and school equipment
- Assign an adult to monitor switchboard for emergency calls
- Maintain normal school activities

Suggestions:

- Create a student advisory council: representatives of special interest groups, clubs, athletics, ethnic groups, social groups, etc.
- Use the council to discuss positive actions with school administration that the school can take to prevent and react to internal occurrences
- Clearly communicate policies/procedures for handling student(s) who violate school regulations and contribute to the civil disturbance

Communicable Disease

District policies and practices regarding the prevention of communicable or infectious disease are aligned and supported through the local public health department. The spread of infectious disease can routinely be prevented through good health habits and the practice of Universal Precautions at all times including:

- Thorough and Frequent Hand Washing
 - At least 20 seconds of cleansing and scrubbing with soap and water – always after restroom use, before eating, after sneezing or blowing your nose, after touching animals, after exposure to another person’s blood or body fluids
- Treat all body fluids as potentially infectious
 - Always keep a barrier (gloves, plastic) between you and another person’s blood or body fluids
- Respiratory hygiene
 - Cover your mouth and nose with a tissue when coughing or sneezing or sneeze into your elbow
- Do not share food or eating utensils
- Stay up to date on age appropriate immunizations and flu and pneumonia vaccinations

Additionally, as a component of emergency planning and through recommendations of local, state, and federal authorities, the Pandemic Influenza Response Plan provides guidance to Jeffco Public Schools regarding detection, response, and recovery from a pandemic event. The Plan describes the unique challenges posed by a pandemic that may necessitate specific leadership decisions, response actions, and communications mechanisms. The District has created a detailed plan specific to Pandemic Influenza which is generally applicable to any pandemic and can be acquired through the Safety, Security and Emergency Planning or Health Services Departments.

During any pandemic, Jeffco Public Schools, the Jefferson County Department of Public Health and Environment, and various regional health system partners will coordinate their plans to achieve the following goals:

- Maximize the protection of lives while minimizing educational and social disruption and preventable morbidity and mortality
- Document the Jeffco Public Schools procedures to implement when responding to a pandemic that threatens the public health of Jefferson County
- Contribute to emergency support functions, as appropriate at the county level, to define policies and procedures for Jeffco Public Schools and other public health partners in preparation for and in response to a pandemic
- Enable Jeffco Public Schools to continue to operate and provide services as normally and effectively as possible in the event of a pandemic with minimal academic and economic losses
- The District’s response will be directed by the Continuity of Operations Plan (COOP), which is essential in managing any disruption to services resulting from a generally unanticipated event that has the potential to profoundly and negatively impact a significant portion of the school population or cause serious physical harm to persons or the physical plant.

Acts of Terrorism

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion, or ransom.

Terrorists often use threats to:

- Create fear among the public
- Try to convince citizens that their government is powerless to prevent terrorism
- Get immediate publicity for their causes

Acts of terrorism include threats, assassinations, kidnappings, hijackings, bomb scares and bombings, cyber-attacks (computer-based), and the use of traditional, chemical, biological, nuclear and radiological weapons.

Prepare for acts of terrorism the same way you would prepare for other crisis events.

General Safety Guidelines:

- Be aware of your surroundings
- Report to your Principal/School Administrator if you feel uncomfortable or if something does not seem right
- Be aware of conspicuous or unusual behavior. You should promptly report unusual behavior, suspicious or unattended packages, and strange devices to your Principal/School Administrator, law enforcement or security personnel.
- Learn where emergency exits are located in buildings you frequent. Plan how to get out in the event of an emergency
- Know where Emergency “Go-Kits” are located in your building
- Be aware of the Emergency Management Plan and your responsibilities in an emergency or

CRITICAL PHONE NUMBERS AND LINKS

Poison Control (Rocky Mountain Poison & Drug Center) www.rmpdc.org	303-739-1123
Jefferson County Child Protection Services www.co.jefferson.co.us	303-271-4131
Jefferson County Juvenile Assessment Center www.jeffcojac.org	303-271-4567
Safe 2 Tell www.safe2tell.org	_____1-877-542-7233
Jefferson County Public Health http://jeffco.us/public-health/	303-275-7500
Jefferson County Food Safety http://jeffco.us/public-health/healthy-environments/food-safety/	303-232-6301
Colorado Crisis Services http://coloradocrisisservices.org	1-844-493-8255