

**EMERGENCY
RESPONSE PLAN**

Riley's Rule/Chase Morris Act

**CANEY VALLEY
PUBLIC SCHOOLS**

2024-2025

Updated 9/16/2024

Caney Valley Schools Emergency Response Plan

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Caney Valley Schools Emergency Response Plan

2. INTRODUCTION

What is an Emergency?

- A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood, storm, epidemic, riot, earthquake, intruder, or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and/or district and require the combined efforts of the State or other political subdivisions. School district facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
- B. School district emergencies can be small and easily managed, or they can be large and difficult to manage. Every school district emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

- A. To effectively handle an emergency, a comprehensive Emergency Response Plan (ERP) must be developed and a Response Team must be organized before an emergency occurs. Our school's Emergency Response Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- B. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. All district and site personnel will complete training.
- C. Students and parents must understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.
- D. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgements based on the situation. Staff will receive annual training in the emergency response plan.
- E. Procedures will be developed to provide for disabled and non-English speaking students and staff.
- F. This plan shall be reviewed annually by the administration and updated to maintain current procedures.
- G. Drills will be conducted in accordance with State Policy to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from the participants.

- H. Each Classroom will be supplied with a classroom ERP that provides instructions on how to respond to specific situations.
- I. Provisions for off campus emergencies will be addressed in this plan (e.g. bus accidents, field trips, etc.).
- J. A copy of this plan will be filed with the school district office.

**CANEY VALLEY SCHOOLS EMERGENCY RESPONSE PLAN
Approval Statement**

Site Principal (required) Date

Superintendent (required) Date

Law Enforcement (recommended) Date

Fire / EMS (recommended) Date

Safety Consultant Date

**County Health Department Date
(recommended)**

Board President(required) Date

Board Vice-President(required) Date

Board Clerk (required) Date

Board Deputy Clerk(required) Date

Board Member(required) Date

CANEY VALLEY SCHOOLS EMERGENCY RESPONSE PLAN

3. Basic Plan

A. Situation and Assumptions

a. Situation

- i. The school district consists of 2 separate campuses
 1. Ramona Campus - Middle School (6-8), High School (9-12), and Superintendent's Office. 620 Wyandotte Ave., Ramona, OK 74061
 2. Ochelata Campus - Elementary (pk-5), 401 W. Main St, Ochelata, OK 74051
- ii. The principal has the primary responsibility for developing and implementing the site ERP and executing the policies of the district
- iii. Site personnel and/or local law enforcement agencies handle most emergencies.

b. Assumptions

- i. During an emergency, centralized direction and control is the most effective approach to management of emergency operations.
- ii. In case of an emergency that is beyond the capabilities of the site to handle, personnel will coordinate with local emergency response agencies.

B. Communications

a. Emergency Communications

When an emergency condition exists the Principal will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used. Notifications will be given in plain language. **Code words will not be used.**

1. Intercom
2. RAVE
3. Remind App
4. Cell Phones
5. Telephone
6. Runners

b. Emergency Language

When an emergency condition exists the Principal will notify the necessary personnel utilizing the following terms and conditions:

Hold
Secure
Lockdown
Evacuate
Shelter

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

c. Media Relations

The district Information Officer will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings

d. Emergency Contact Numbers

City Emergency Services9-1-911

Fire, Police Paramedics

Ramona Police
Department.....918-536-1242
918-693-0059

Ramona Fire Department918-536-2255

Sheriff Department918-337-2800

Highway Patrol918-627-0440

Hospitals:

Bailey Medical Center918-376-8000
Hillcrest918-579-1000
Jane Phillips Medical Center.....
1-800-824-8854
1-918-333-7200

Life Flight918-494-6977
St. Francis 918-494-2200
St. John918-744-2191
OSU Medical Center918-599-1000

Area, Statewide and National Services

AIDS Hotline 1-800-535-2437

Ambulance 1-918-336-1111

Child or Adult Abuse
Hot Line 1-800-522-3511

Missing and Exploited
Children
1-800-843-5678

National Weather Service 918-743-3311

Poison Control Center 1-800-522-4611

Teen Hotline 1-800-852-8336
(1-800-852-TEEN)

Toxic Chemical and
Oil Spills 1-800 424-8802

National Runaway1-800-786-2929)
(1-800-RUNAWAY)

C. Site Assignments and Staging Areas

On-Site Locations and Staging Area			
	Primary	Alternate	Alternate
On-Site Command Post	Library	Principal Office	Designated Classroom
Student Care	Gymnasium	Cafeteria	Supt. Office/2-3 Floor ELEM.
First Aid	Counselor's Office	Designated Classroom	Teacher's Workroom
Student Request/Release	Gymnasium (Foyer)	Cafeteria	2nd Floor SO/2-3 Floor ELEM.
Media Staging	Superintendent's Office (SO)	Library	Designated Classroom
First Responder Staging	Library	Principal Office	Designated Classroom
Public Works Staging	Library	Principal Office	Designated Classroom
Student Relocation Center	Gymnasium	Cafeteria	2nd Floor SO/2-3 Floor ELEM.
District Staging	Library	Principal Office	Designated Classroom

Off-Site Locations and Staging Area			
	Ramona	Ochelata	
On-Site Command Post	Ramona First Baptist Church	Ochelata Bible Holiness Church	
Student Care	Sanctuary	Sanctuary	
First Aid/SPED	Classrooms	Classrooms	
Student Request/Release	Foyer	Foyer	
Media Staging	City Park	East of Church on public land	
First Responder Staging	Church Office	Church Office	

Public Works Staging	Church Office	Church Office	
Student Relocation Center	Gymnasium	Gymnasium	
District Staging	Church Offices	Church Offices	

D. ICS Assignments

Position	1st Primary	2nd Alternate
Incident Commander (IC) **	Building Principal/Athletic Director	Building Counselor / Assistant Principal
On-Site Coordinator	Steve Cantrell/Athletic Director	Site Principal/Assistant Principal
Information Officer	Steve Cantrell	Site Principal/Athletic Director
Site Commander	Site Principal/Athletic Director	Site Counselor /AP
Technology	Kacy Medlin	Kristin Hudson
Search and Rescue Liaison	Site Administrator	Building Counselor
Safety/Damage	Site Administrator	Clint Hudson
Medical/First Aid	Site Secretaries/Athletic Director	Coaching Staff
Student Care Coordinator	Site Counselor	Alt. Counselor
Student Request/Release	Site Secretaries	Superintendent's Staff

**** Local Law Enforcement becomes the IC upon arrival.**

E. Evacuation Checklist

a. Evacuation

- ☐ **Site Commander (SC) initiates evacuation procedures**
- ☐ **SC contacts Incident Commander (IC)**
- ☐ **SC determines if students and staff should be evacuated out of the building or to a designated relocation center. IC contacts Principals and superintendent staff.**
- ☐ **Direct students and staff to follow evacuation drill procedures and routes. Follow alternate routes if the normal route is too dangerous.**
- ☐ **Turn off lights, close and lock doors.**
- ☐ **Disabled Students are evacuated per predetermined Special Education guidelines.**

b. Teachers

- ❑ Direct Students to follow normal evacuation drill procedures unless SC alters route.
- ❑ Take Go-Bag containing classroom rosters and first aid supplies.
- ❑ Turn off lights and close and lock doors.
- ❑ When outside of the building, account for all students. Inform the SC immediately of missing students.
- ❑ If students are evacuated to a relocation center, stay with class unless relieved by a buddy teacher. Take roll again when you arrive at the relocation center.

c. Relocation Centers

- i. Ramona Campus: 1. Ramona Baptist Church 2. Caney Valley Elementary Gymnasium 3. Other location identified by the principal
- ii. Ochelata Campus: 1. Ochelata Bible Holiness Church 2. Caney Valley High School Gymnasium 3. Other location identified by the principal

F. Cardiac Arrest Event (per the American Heart Association)

a. Protocol for Cardiac Emergency Response Team

- i. Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below.
- ii. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.
- iii. Follow these steps in responding to a suspected cardiac emergency:

1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:

- a. The person is not moving, unresponsive, or unconscious.
- b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.
- d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2) Facilitate immediate access to professional medical help:

- a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's

condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.

b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).

c. Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

e. The closest team member should retrieve the automated external defibrillator (AED) in route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR

a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.

i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.

ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED:

a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will

need to press the shock button or if it will deliver automatically.

i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

b. Minimize interruptions of compressions when placing AED pads to the patient's bare chest.

c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

5) Transition care to EMS.

a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.

b. Team focus should now be on assisting EMS safely out of the building/parking lot.

c. Provide EMS a copy of the patient's emergency information sheet.

6) Action to be taken by Office / Administrative Staff:

a. Confirm the exact location and the condition of the patient.

b. Activate the Cardiac Emergency Response Team and give the exact location.

c. Confirm that the Cardiac Emergency Response Team has responded.

d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.

e. Assign a staff member to direct EMS to the scene.

f. Perform "Crowd Control" – directing others away from the scene.

g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.

h. Consider medical coverage to continue to be provided at the athletic event if continued after the event.

i. Consider having the students stay in place (ie. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.

j. Designate people to cover the duties of the CPR responders.

k. Copy the patient's emergency information for EMS.

l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).

m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.

n. Contact school district administration, human resources and/or sports facility management.

G. Lockdown

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building.

- ☐ **The Site Coordinator will issue a lockdown order by announcing a warning over the intercom system.**
- ☐ **Site Secretary will send Rave Panic Alert**
- ☐ **Direct all students, staff, and visitors into classrooms or secure rooms.**
- ☐ **Lock classroom doors and turn off the lights.**
- ☐ **Cover windows and block door access.**
- ☐ **Move all persons away from windows and doors.**
- ☐ **Direct students to remain silent, and to silence all cell phones.**
- ☐ **Allow no one to enter or leave the classroom until the Site Commander or law enforcement gives the all clear signal.**

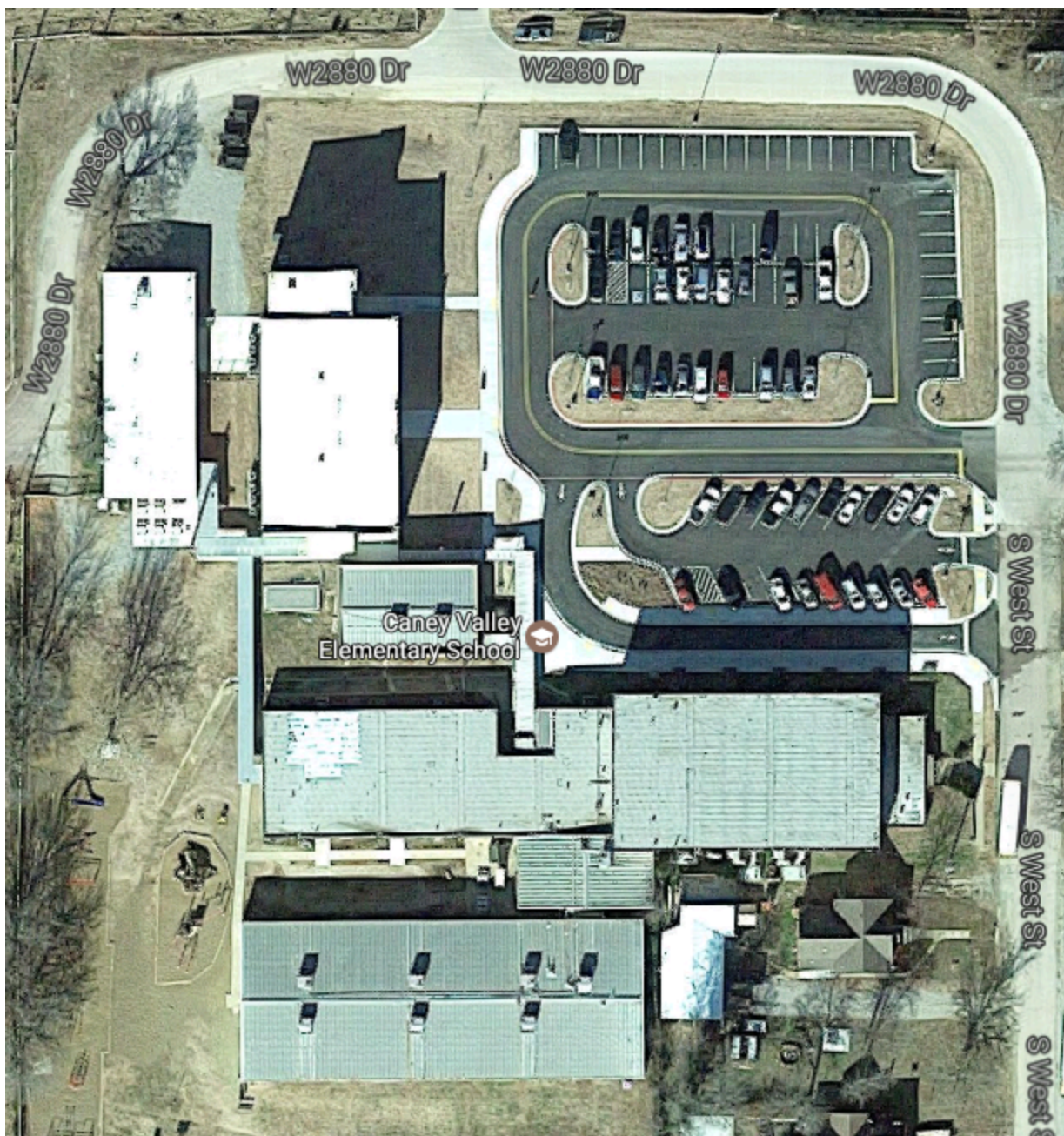
H. Shelter-In-Place

Shelter-in-place provides refuge for students and staff within school buildings during an emergency. Shelters are located in areas that maximize the safety of the inhabitants. Safe areas may change depending on the emergency.

- ☐ **Identify safe areas in each building.**
- ☐ **Site Coordinator warns students and staff to assemble in safe areas. Bring all persons inside the building.**
- ☐ **Take Go-Bag with student rosters and first aid supplies.**
- ☐ **Turn off lights, lock and close doors.**
- ☐ **Take roll using class rosters.**
- ☐ **Notify the site coordinator of any missing students.**
- ☐ **Remain in safe area until notified by site coordinator or emergency responders**

I. School Maps

CANEY VALLEY ELEMENTARY OCHELATA, OK



CVE MAP CONT'D
Main Building

N **E**
W **S**

Gym/PE									
Schaper									Ridge
Butterfield - 8		Edwards - 9					Room 14		Room 13
				SPED		Workroom			Jamison
Boys Restroom		Girls Restroom		Room 11		Lounge	Room 16		Room 15
Principals Office				Mansel		Girls Restroom			Medlin
Longan		Mail Room		Room 10			Janitor Closet		Computer Lab
		Johnson					Server Room		
Secretary		Room 1					Boys Restroom		Ross
Fogle									Room 19
Main Entrance							Dolan		LittleSun
							Room 18		Room 20
							Herdman		Corder
Robledo		Lakey					Room 21		Room 22
Room 7		Room 2							
							Open		Uhrich
							Room 23		Room 24
Barnett		Harris							
Room 6		Room 3					Indian Ed		Smith
							Room 25		Room 26
Schaper		Ketchum					Jones		McDaniel
Room 5		Room 4					Room 27		Room 28

CVE Map Continued

3 Story Original Building

S W
E N

Third Floor									
	Castoe		Empty Classroom			Rumery			
	Room 303		Room 304			Room 305		Stairs	Mechanical
									Electrical
Storage								Landing	
			Stairs						
	Craig					Jones			Elevator
	Room 302					Room 301			
Second Floor									
	Grace				Teacher	Boys	Girls		
	Room 203		Empty Office	Cramer	Workroom	Restroom	Restroom	Stairs	Mechanical
			Room 204	Room 205					Electrical
								Landing	
			Stairs						
	Guess					Henry			Elevator
	Room 202					Room 201			
First Floor									
Tornado		Tornado			Tornado	Tornado			
Pre-K and		1st Grade			2nd Grade	3rd, 4th, 5th		Stairs	Mechanical
Kindergarten						Grades			Electrical
								Landing	

			Stairs						
	Band - Burns					Empty Classroom			Elevator
			Main	Entrance					

School Maps cont'd.

CANEY VALLEY MS/HS SITE
RAMONA, OK



N
E W
S

VoAg	Show Barn									
LeMay	Thomas									
								Gym		
			RR	GYM						
			Longan Rm 32						Band Room	Burnes
Brinker Rm 20	Wilson		Rm 31							
			Mitchell Rm 30							
	Rm 19									
West Door to Science Bldg								West Door to Parking Lot		Rm. 3 Boris
Rm 18				Cafeteria				Rm. 4 Pasdac h		
Transiti on	Wynn					APC Sanders				Rm 5 Bay
	Rm 17							Boy's Bathroo m		
Rm 16			Fogle			Counselor s' Offices Hill Phillips				
	Janitor's	Girls	Dawson							Rm 6 Gavellas
	Rm.	Bathroo m	HS Office	Door	Door Door		Girls's Bathroo m	Rm. 6.5		
						Main Office				
Davidson Rm	Patters on	Malone	Bedard	Woo den	Roger s	Scott		D. Scott	Fox	Madaffa ri

Rm 15	Rm 14	Rm 13	Rm 12	Rm 11	Rm 10	Jackson		Rm 9	Rm 8	Rm 7
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RAMONA CAMPUS CONT'D SCIENCE BUILDING

	Lab			Classroom						
						Room 22				
						Sample			Main Building	
						Room 21				
	Lab			Classroom		Flaming				

ADMINISTRATION BUILDING

Upstairs										
		Staff Bathroom								
		Janitor's Room								
		Girls Bathroom								
		Boys Bathroom				Ward			Wright	
						Rm 104			Rm 102	
										STAIRS
		Medlin								DOWN

[illegible]

**CANEY VALLEY SPORTS COMPLEX
RAMONA, OK**

E
N S
W

				Visitors stands		
	Shot and disk for track	Football field/track				
	Hitting Barn		Concession	Home stands		Football locker room
Football practice field	Softball field	Parking lot		Baseball	Field	
	Softball concession					

ABDUCTED STUDENT

Steps of Action:

1. Notify principal
2. Notify police (911)
3. Provide as much information to police as possible (picture of student, description of clothing worn, description of abductor and any vehicle used in the abduction).

Personnel Rules:

Principal or Designee:

Gather as much information as possible to assist police. Notify parents personally, or designate appropriate staff members to do so.

Notify the police and central administration office.

Counselor:

Assist administrators.

Auxiliary Staff:

Report to the principal for assignments as needed.

NOTES:

ASSAULT OF A STUDENT ON CAMPUS

Steps of Action:

1. Call for emergency medical treatment, if needed.
2. Notify police (911) if deemed appropriate.
3. Keep the victim of the assault in appropriate office until parents are notified.
4. If assailant is a student, notify parents and follow the discipline management plan.

Personnel Roles:

Principal or Designee:

Gather known information and determine what actions(s) will be taken.

Nurse or Designee:

Be available to administer first aid as needed. Assess whether or not further emergency medical treatment is needed.

Teacher:

Remain with students, keeping students clear of the assault site.

Counselor:

Be available for instructions from the building principal.

NOTES:

BOMB THREAT

1 of 5

Bomb Threat Made by Phone:

Stay calm and try to keep the caller on the phone as long as possible and ask the following questions:

Then give this information to your administrator immediately:

- When will the bomb explode?
- What kind of bomb is it?
- What will cause it to explode?
- Where is it right now?
- What does it look like?
- Did you place the bomb?
- Why did they place the bomb?
- What is your address?
- What is your name?

Suspect Description

- Gender
- Age
- Race
- Shirt
- Pants
- Scars/Tattoos
- Height
- Shoes
- Weight
- Jewelry
- Complexion

- Glasses
- Hair Color
- Hair Style
- Weapon Description
- Direction of Escape
- What the suspect said
- Vehicle: make model, color, tag number

BOMB THREAT CONTINUED 2 of 5

Bomb Device Found:

Immediately contact the site administrator.

UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

On receiving a message that a bomb has been planted in the school:

___Principal notifies 911 (police) and Superintendent.

___Principal convenes the Emergency Management Team.

___Emergency Management Team (Administrators, Administrative Designees and Law Enforcement) conducts a Threat Assessment and determines the appropriate action.

___Use the intercom system to instruct teachers to check their email. Emergency Management Team members go to classes with substitutes, rooms where outsiders are gathered, and to areas where the intercom is not heard.

___Via email teachers are instructed to conduct a visual search of their room to determine items that are out of place.

___Teachers respond to the original email after visually searching their room.

___Principal orders evacuation or shelter-in-place based on determination.

___If lock-down is ordered, use the procedure in the lock-down section of this checklist.

NOTES:

BOMB THREAT *CONTINUED 3 of 5*

If evacuation is ordered, follow these procedures:

- ___ Principal alerts staff and students.
- ___ Use standard fire drill procedures to evacuate school building(s) unless evacuating into the reported bomb location, then direct students and staff to a new location you determine to be safe.
- ___ Direct students to take their belongings.
- ___ Students and staff must be evacuated to a safe distance away from the school. If needed call transportation and have buses ready to pick up students and relocate them to another school site.
- ___ Teachers should take the roll of students following evacuation.
- ___ Emergency Management Team sweeps the building for remaining people and to locate any reported missing students.
- ___ Emergency Management Team reports back to the Administrator in Charge.
- ___ No one should re-enter the building(s) until declared to be safe by fire or police personnel.
- ___ Principal notifies staff and students when an emergency is terminated. Resume normal operations and notify parents by School Messenger of events, report everyone is ok and give facts of the event.

NOTES:

BOMB THREAT *CONTINUED 4 of 5*

Administrator Responsibilities:

- Convene the Emergency Management Team.
- Determine the validity of the threat.
- Activate the evacuation/shelter-in-place response system.

Teacher and Staff Responsibilities:

- Conduct a visual scan of their room for items out of place.
- Reply to email after visual scan.
- If shelter-in-place is ordered, teacher uses lockdown procedures to manage Students.
- If evacuation is ordered, teacher takes roll book and students to pre-determined location, takes roll, and reports missing students to Emergency Management Team personnel.
- Wait for further instructions from their Emergency Management Team member.

Auxiliary Staff:

- Report to the main office when called for a possible emergency situation.
- Determine the validity of the threat.
- Secure their assigned area during a lockdown.
- For an evacuation, sweep their assigned area of the building.
- Check in with teachers in the assigned area for missing students.
- Report to Principal or Designee for further instructions.

NOTES:

BUS INCIDENT

Steps of Action:

1. Ensure the safety of students and staff first.
2. If students are onboard, call 911.
3. Contact Transportation office; Steve Cantrell or Shane Cramer
4. Notify Incident Commander.

Personnel Roles:

Principal and Counselor

1. Assess counseling needs of victim(s) and/or witnesses(s). Implement post-crisis procedures.

2. Notify the Superintendent and parents of students involved.
3. Identify location(s) where injured are taken.

NOTES:

CHILD ABUSE REPORTING

In accordance with State Statute and the Oklahoma State School Boards Association, "every person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect shall report the matter immediately to the Department of Human Services and the local law enforcement agency." 10A O.S. § 1-6-102. Reports shall be made immediately to the state hotline at 1-800-522-3511.

It is every staff member's obligation to report known or suspected abusive situations involving students. If there are concerns regarding child abuse, they should be reported to the building principal or counselor. The person contacted will document the report concern and involve the appropriate agencies.

Steps of Action:

1. Adult who becomes aware of an abusive situation, will notify the building principal or counselor.
2. The person notified will notify the other.
3. The ORIGINAL adult who was given the information about the abusive situation will contact the appropriate agencies as needed.
4. The Counselor will initiate contact with the Crisis Intervention Team if appropriate.

Personnel Roles:

Principal and Counselor

1. Work together in assessing the situation and taking appropriate actions as needed.

NOTES:

EVACUATION

Steps of Action:

1. Sound alarm (via intercom announcement or via the bell system - Three Long Rings).
2. If a loss of electrical power occurs, the alternate signal will be a series of whistle blasts in hallways.
3. Evacuate buildings to assigned locations as described on page 10 of this guide. Close the classroom door once the room has been evacuated.
4. Notify the fire department (9-1-911).
5. Take class lists of students. Notify principal or designee of any missing or unaccounted for students immediately. Elementary teachers will utilize the red/green card to signal to principal/designee.
6. Restrooms, hallways and unoccupied rooms will be checked by the designated person(s).
7. No one should re-enter the building(s) until declared safe by fire service personnel.

Personnel Roles:

Principal or Designee:

1. Supervise evacuation and assign roles to other personnel as needed.

Secretary:

1. Notify the fire department, central administration office and nearest nurse. Take all student emergency cards when leaving the building.

Teacher:

1. Evacuate students, close classroom doors, remain with students and take roll. Report any missing students to building administration.

Auxiliary Staff:

1. Report to the principal for assignments as needed. Extinguish fire when it can be done safely.

Campus Evacuation:

In the case of campus evacuation, the middle/high school campus will relocate to the Ramona Baptist Church. The elementary campus will relocate to the Ochelata Bible Holiness Church.

NOTES:

LOCKDOWN

Steps of Action: Credible Threat

Any and All Staff: Call 9-1-911 for emergency police immediately. Give the dispatcher details of the situation.

Alert initiated via intercom for campus-wide drill. Drill will be coded as a LOCKDOWN at all sites.

Indicates real and credible threat is present on campus.

Steps of Action:

Teacher:

1. Recover students from the hallway if possible.
2. All exterior and classroom doors secured to prevent entry, plus close any blinds/shades.
3. All lights out and electronic devices silenced.
4. Students shelter in the most secure and secluded area possible within the classroom.
5. Everyone will stay in a secured area until an administrator and/or a law enforcement officer with a key opens the door.
6. If the threat has taken a hostage and is unaware of your presence, do not intervene.
7. Afterwards, the teacher will review the process with students in the classroom.

Auxiliary Staff:

1. Lock outside doors to which each has been assigned.

Personnel Roles:

Principal or Designee:

1. Announce the warning signal (e.g. "Lockdown immediately in Science Lab"). Ensure all other steps are being taken.
2. Call the police (911). Notify the Superintendent.

Superintendent or Designee:

1. Gather known information and determine what action is warranted.
Prepare a fact sheet for phone calls from parents, the media and the community.

Nurse or Designee:

1. Be available to administer first aid as needed.

EXTERIOR DOOR ASSIGNMENTS

NOTES:

SECURE

Alert initiated via intercom announcement for a campus-wide drill. The code for all sites will be SECURE. Indicates potential threat in the general vicinity (within a 10 block radius).

Steps of Action: SECURE

Teacher:

- 1. All exterior and classroom doors are secured to prevent potential entry.
- 2. Lights can remain on and students continue working in the classroom.
- 3. No outdoor activities will occur during Secure and no class changes to outlying buildings will occur.
- 4. Remain in the classroom with the doors locked until verbally cleared to return to normal activities over the intercom or through direct instruction from administration.
- 5. Afterwards, the teacher reviews the process with students in the classroom.

Personnel Roles:

Principal or Designee:

- 1. Announce a warning signal. Ensure all other steps are being taken.

EXTERIOR DOOR ASSIGNMENTS

NOTES:

HOLD

Alert initiated via intercom announcement for a campus-wide drill. The code for all sites will be HOLD. Indicates a serious injury on the school campus which student traffic could impede medical first aid..

Steps of Action: HOLD

Steps of Action: Serious Illness/Injury

1. Notify the office.
2. If the injured or ill person is a student, call parents/guardians.
3. Call 911 emergency assistance if needed.
4. Check student information system for helpful directives (phone numbers, hospital preference, doctor, etc.)
5. Contact people in the building trained in CPR and/or first aide.

Personnel Roles:

Teachers:

1. Close and Lock the door to ensure student traffic does not impede first responders.
2. Account for students in the classroom.
3. Business as usual.

Principal or Designee:

1. Help evaluate what services are needed and coordinate the activation of those services.

Nurse or Designee:

1. Attend to the immediate needs of ill or injured person(s) and assess what emergency services are needed.

Secretary:

1. Assist administrators as directed.

Teacher:

1. Remain and supervise class.

Auxiliary Staff:

1. Be available for any assignments given by principal and nursing staff.

Emergency packs are available in each office and classroom. Gloves must be worn when blood or other body fluids are present. Bloodborne Pathogens safety guidelines must be followed.

Staff Members with CPR/First Aid Training

All Coaches, Administrators, Bus Drivers, and SPED Paraprofessionals.

NOTES:

SHELTER-IN-PLACE

Weather conditions will be monitored by radio and television in the school office.

Steps of Action: Tornado

1. Sound alarm (intercom system, one long continuous ring).
2. Should there be a loss of electrical power, the alternate signal will be announced in the hallways by designated personnel.
3. Students should go directly to designated locations.
4. Classroom doors, windows and blinds/curtains should be closed.
5. Teachers should take Go-Bag with class lists, and first aid supplies.
6. A radio should be kept within hearing range of office personnel if possible.
7. If the building is damaged, account for all students and treat/report any injuries and/or damage to the superintendent or designee. Move uninjured students to a safe area.
8. Report any missing students/staff to emergency responders immediately.

Personnel Role:

Principal or Designee:

1. Supervise emergency operations. Delegate duties to auxiliary staff as appropriate.

Secretary:

1. Take cover with phone and radio. Notify the central office.

Teacher:

1. Stay with and supervise Class. See that Classroom door is closed.

Auxiliary Staff:

1. Report to the principal for assignments as needed.

Staff Members with CPR/First Aid Training

All Coaches, Administrators, Bus Drivers, and SPED Paraprofessionals.

NOTES:

RUNAWAY STUDENT

Steps of Action:

1. Notify the principal.
2. Principal will notify SRO or call 9-1-911
3. Notify parent/guardian.
4. Provide a picture if possible and description of clothing worn.

Personnel Roles:

Principal or Designee:

1. Notify the central office.

Teacher:

1. Notify the office, provide a description of students and clothing worn and remain with class.

Counselor:

1. Be available to parents and the runaway student, if the student is located.

Auxiliary Staff:

1. Report to the principal for assignments as needed.

NOTES:

SUICIDE INTERVENTION

PURPOSE STATEMENT

The purpose of this district policy is to protect the health and well-being of students by having procedures in place to prevent, assess the risk of, and intervene in suicidal ideation, and respond to suicide completion. This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of school events where school staff are present. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school setting.

INTERVENTIONS

The following are procedures for responding with students who express a desire to harm themselves or dealing with students who attempt suicide while on or off school property.

- All threats of self-harm must be taken seriously.
- Under no circumstances should an untrained person attempt to assess the severity of suicidal risk.
- All assessments of threats, attempts, or other risk factors must be left to the appropriate professionals (that is, school counselors, school psychologists, mental health therapists, school resource officers, principals, and similar professionals). In cases of suicide risk, the school should maintain a confidential record of actions taken. This will assure that appropriate assessment, monitoring, and support are provided and will document the school's efforts to intervene and protect the student.

INTERVENTION: SUICIDAL IDEATION AND THREATS

When the risk of suicide exists, the situation is managed by the school counselor. The principal and the counseling team will direct all steps in this procedure and will document steps in the handling of information.

Steps for School Staff and Teachers

1. During the school day, if a student indicates to any school employee that they are thinking of harming themselves, immediately contact the student's principal, school counselor, student advocacy coordinator, or school psychologist.

2. Do not leave the student alone. Take immediate action to isolate the individual posing a threat and prevent access to potential weapons (if known).
3. The student should be escorted to the counseling office or a principal's office.
4. The individual working with the student shall fill out the **Summary Form** to inform others of the emergency situation. A copy of the Emergency Notification of Student in Crisis and the **Summary Form** should go to the following:
 - a. Parent or guardian or emergency responders
 - b. Superintendent and School Resource Officer
 - c. Confidential file at the school (**not** the cumulative folder).
5. Maintains a safe environment for other students.

Steps for School Principals and Counselors

ASSESSMENT OF RISK/THREAT

1. The counselor or other school-based mental health staff will assess the seriousness of the threat and inform the principal. (If the school counselor is not available, contact agencies in this order: Grand Mental Health (GMH: 844.458.2100; Osage County Interlocal Cooperative (OCIC: 918.885.2667); or the National Suicide Hotline for assistance: 988)
2. In the case of a threatening situation, the student and the staff members involved must understand the limitations of confidentiality when safety is of concern. Staff members and community members will be informed on a need to know basis to ensure the safety of the student(s).
3. Trained staff will question the student using **OCIC's Threat Assessment Procedures**.
4. If staff ascertains that the student needs a more complete assessment by a mental health professional, or is at imminent risk for suicide, immediate contact with the parent/guardian should be made and require the parent/guardian to come to the site. The Emergency Contact Notification Form is explained and signed by the parent/guardian. In the event that the parent/guardian cannot or will not come to the school site, law enforcement should be contacted. The student may only be released to a parent, guardian, law enforcement officer, or emergency medical staff.

INTERVENTION: SUICIDE ATTEMPT ON CAMPUS

When dealing with students who attempt suicide while on campus, the situation is managed by the building crisis team (BCT). BCT members may include the school principal, school counselor, support staff, faculty, and law enforcement. The school principal and BCT will direct all steps in this procedure, and will document steps in the handling of information.

Steps for School Staff and Teachers

1. During the school day, if school staff becomes aware that a student is attempting or has attempted suicide on school property, immediately notify the principal and the school resource office.

2. Do not leave the student alone. Take immediate action to isolate the individual posing a threat and prevent access to potential weapons (if known).
3. If the student is in possession of lethal means, secure the area and prevent other students from accessing this area. Lethal means must be removed without putting anyone in danger. It is best to call a trained law enforcement officer to remove lethal means. Law enforcement officers have special training to de-escalate a situation that can very quickly become dangerous (such as possession of a gun or knife).
4. If the student is in imminent danger, use the RAVE panic button or call 911 immediately, then notify the principal. The principal will determine if the student is in need of medical attention and make the appropriate additional calls.
5. Maintain a safe environment for other students.

Steps for School Principals and Counselors

Maintain a safe environment for other students. Initiate lockdown procedures if necessary.

1. The parent/guardian must be notified immediately.
2. The student may only be released to a parent/guardian, law enforcement official, or emergency medical staff.
3. The principal and/or the school counselor, will offer support to the family, letting them know specifically the services that the school can offer to their child and referral information for those services that cannot be provided by the school.
4. The student's absence will be excused and credit will be given for work completed. Nonessential work will be excused.
5. However, if another person was threatened or a weapon was brought to the building, the school's approach may be altered accordingly to match other policies and procedures.
6. The importance of restricting access to means of suicide and general safety planning should be stressed to the parent/guardian.

PROCEDURES FOR ASSISTING OTHER STUDENTS DURING A CRISIS

1. During the crisis, clear the area of other students immediately. Remove students who witnessed the event to a private area where a crisis team member can debrief them. If it is best to keep the general student body in their current classrooms, provide a supportive presence until the emergency is under control.
2. Alert classroom teachers to the situation through Remind or text message or other previously established methods of communication.

3. Provide teachers with a short scripted message to communicate to students. Unless the entire student body witnessed the event, do not provide information about the student or situation. Partial or misleading information (e.g., indicating the situation is a drill when it is not) can contribute to chaos.
4. The superintendent or designated staff person alerts principals at schools attended by siblings, who in turn will notify school counselors, and others able to help siblings and other students who might be affected.
5. A faculty meeting may be called by the principal or principal's designee at the end of the day to inform teachers of the event, offer them an opportunity to address their feelings and concerns, and plan appropriate procedures for subsequent school days. Students who may be affected by a suicide attempt should be identified by appropriate staff members by informing the student's school counselor. A follow-up plan should be developed to help support any identified situations where school services could be provided via the Building Crisis Team. The counselor, school principal, or superintendent may reach out to OCIC or GMH for additional support in implementing the plan.
6. If a student alerted the staff to a situation, a debriefing with that student and the principal and/or school counselor should take place and further interventions provided as necessary.

ATTEMPTS OFF SCHOOL PREMISES

1. If the suicide attempt is made at home and the parents/guardians share this information with the school, a member of the crisis intervention team will contact the family immediately and offer assistance in whatever way is deemed necessary. The parents will be asked to meet with the school to develop a re-entry plan, considering all relevant medical and other information available.
2. If students are aware of the attempt, follow established procedures for outreach to vulnerable students.

Steps for Re-integration of the Student into School

1. The student and parent/guardian meet with the student's school counselor and a principal to begin a Student Re-entry Plan at least 24 hours before the student returns to school. Among the things that might be discussed would be the student's need to return to school on a half-day or full-day basis.
2. The school counselor holds a conference with the student's teachers to complete the Student Re-entry Plan. If a teacher is unable to attend, the student's counselor will send the Student Re-Entry Plan, in writing to the student's teachers within 24 hours of the student's return to school. Classroom modifications, concerns, and safety will be discussed. Consider creating a 504 plan (guidelines for implementation of federal disability regulations).
3. If the student is on an IEP (Individualized Education Program), the teacher of record should be included in the re-entry meetings.
4. The school counselor will adjust the student's schedule, if needed. Classroom teachers do need to know whether the student is on a full or partial study load and should be updated on the student's progress in general. They do not need clinical information or detailed history.
5. Discussion of the case among personnel directly involved in supporting the student should be conducted in private settings and be specifically related to the student's treatment and support needs.

Discussion of the student among other staff should be strictly on a need-to-know basis, that is, information directly related to what staff should know to work with the student.

6. The student should complete a personal Safety Plan with the school counselor before returning to classes. The student should be asked to identify a trusted adult at school with whom they feel comfortable. This trusted adult should agree to check in on the student.

When to Notify Child Protective Services

- If the student reveals issues of parental abuse or neglect, notify child protective services immediately and emphasize the possible contributory factors in the suicidal ideation (documented by the school staff).
- If the parent/guardian refuses to acknowledge the student's suicidal intent and indicates no plans to act for the immediate safety of the child (documented by the school staff).
- The parent/guardian is unavailable to be consulted and has not provided consent for treatment authority to another adult (documented by the school staff).

This referral does not preclude the school's staff from securing the necessary medical care for the student, such as calling the police for transport to the emergency room.

Notify the appropriate district administrators and determine if further steps should be taken.

The building principal, working with the Building Crisis Team, will notify the staff through memo or meeting as determined by the severity of the situation.

POSTVENTION: AFTER A STUDENT DEATH WHEN SCHOOL IS IN SESSION OR OVER BREAK

Notify the Superintendent to determine if further steps should be taken. The principal, working with the Building Crisis Team (BCT), will notify the staff through School Status.

The BCT will direct all steps in this procedure, and will document every step in the handling of information about the suicide. The BCT Duty Checklist may be used for this purpose with appropriate BCT roles assigned.

Steps for School Principals and Counselors

1. The principal and/or a BCT member should contact the police to verify the death and get the facts surrounding the death. It is important for school staff to know the facts to reduce imitative behaviors.
2. Contact with the parent/guardian should be made by phone or in person by the principal and/or a BCT member. The principal and/or a BCT member should offer support to the family, letting them know specifically those services that the school can offer to any siblings in the school system, and referral information for the services that cannot be provided by the school.

3. Gather any information that the family wants to make known, such as funeral arrangements, visitations, etc.
4. Parental or family permissions to release information related to the death is not required, since a death is public information. If the death is officially ruled a suicide, it is up to the parent/guardian to release that information. It is not the school's role to share that death is due to suicide.
5. A meeting with all staff is advisable as soon as possible. At this meeting:
 - a. Inform all staff about the facts known at that point.
 - b. Allow time for staff to ask questions and express feelings
 - c. Ensure that all staff have an updated list of referral resources.
 - d. Review the process for students leaving school grounds and tracking student attendance.
 - e. Announce to the staff that the school will interact with the media only through the district public relations office.
 - f. Review planned in-class discussion formats and disclosure guidelines for talking to students. Prepare staff for student reactions.
 - g. Alert staff of the possible contagion effects and advise to watch for "at-risk" students.
 - h. Compile a list of all students who are close to the deceased.
 - i. Compile a list of all staff members who had contact with the deceased.
 - j. Compile/update a list of students who may be at risk for suicide.
 - k. Remind staff about risk factors and warning signs for youth suicide.
 - l. Provide information regarding counseling/support opportunities for students and staff.
6. A memo should be distributed to staff for communication to students. Teachers will only communicate the information provided in the memo with students. If a teacher feels they are not able to communicate with their students, they can ask a member of the BCT to share the information with their students.
7. If news of the suicide is received during the school day, faculty should be alerted to the pre-established communication strategy and provided with the basic information about the event. Crisis team members should be involved in this notification to faculty members and staff who are known to have had a close relationship or contact with the deceased student.
8. If the death occurs when school is not in session, community crisis team members should be notified to provide support services for school members at community locations.

Announcement of Death to Students

- All memos to be read to students should be time-dated. “This is the correct information as we know it at this time.”
- Do not provide morbid details such as the method or location of the suicide.
- The memo should identify the individual (which may be BCT members) to whom additional questions may be addressed, and where those individuals will be located.
- The final line of the memo should communicate that the staff will be kept informed as new information becomes available. Allowing students an opportunity to express their feelings “What are your feelings and how can I help?” should be the structure of the conversation.
- Explain and predict what students can expect as they grieve (feelings of anger, guilt, shock, anxiety, loneliness, sadness, numbness, or experiencing physical pain).
- Express to students there is no one right way to grieve. It is important to recognize feelings and communicate them.
- Re-orient students to ongoing classroom activities.
- Avoid assemblies for notification and do not use impersonal announcements over the public-address system. Notify students in small, individual classrooms through faculty members or BCT members.

Care for Other Students

Have staff members or the counseling team talk with the most affected friends and determine the type of support needed.

- Designate space for identified students to receive support services, provided by the BCT. Provide necessary passes to release these students from class to receive services.
- Provide a sign-in and -out sheet for students who are seen by a member of the BCT.
- Contact community mental health services, which should be supervised by the BCT. Support services can include local mental health agencies, district crisis team school counselors, community crisis hotline agencies, and faith leaders.
- Establish care stations in the school staffed by BCT members. Make sure that everyone, including faculty, students, and other school staff members, know where these are located. There should be more than one location and locations should be set up in small to mid-sized rooms.
- Reschedule any immediate stressful academic exercises or tests if necessary.
- Follow up with parental contacts and referrals if necessary.

Parent/Guardian Notification

- Send a School Status Message with notification of the event.

- Opt to answer parent/guardian questions via telephone email. Remember to refer to most recent memos when answering phone calls and questions.
- Offer the following resource information:
 - Warning signs for youth who may be suicidal
 - Supportive services available to students at the school
 - Community resources they may wish to utilize
 - How to respond to students' questions about death.
 - Reminders about their child's special needs during this time.

Student Memorials and Funeral Arrangements

- Provide information about visiting hours and funeral arrangements to staff, students, parents/guardians, and community members.
- Follow procedures for onsite memorials created at school
- No services should be held at school unless it is accepted community practice.
- Funeral attendance should be in accordance with the procedures for other deaths of students.
 - Arrange for students and staff to be excused from school to attend the funeral if necessary.
 - Avoid glamorizing death; do not fly the school flag at half-mast.

NOTES:

VIOLENT BEHAVIOR OF A STUDENT

Steps of Action:

1. Notify Site Principal
2. Principal will notify the SRO/police (911) if necessary.
2. Remove the student from class or affected area if possible. If not possible, remove all other students from the classroom or affected area.
3. If possible, place the student in a secure, secluded room for time out (with supervision).
4. Attempt to calm the student by listening and reassuring him/her.
5. Get an account of what happened from witnesses.
6. Notify parents and solicit their assistance.
7. Decide on appropriate steps to be taken before return of student to classroom the next day, if return is recommended.

Personnel Roles:

Principal or Designee:

1. Gather all available information and determine what steps are to be taken.

Teacher:

1. Remain with students, keeping students clear and away from the affected area.

Counselor:

1. Be available to help with calming the violent student.

Auxiliary Staff:

1. Be available for assignment as needed.

NOTES:

MEDIA GUIDELINES

Suggested guidelines for responding to the Media

The following list of suggestions for working with the media will assist in minimizing the disruption during a school crisis and in informing the public about a newsworthy event.

1. Direct all media inquiries to the Superintendent or designated spokesman. This avoids confusion in times of a crisis and ensures consistency of information given to the media. When the spokesperson is unavailable, the Principal or other designated person should have a fact sheet containing pertinent information from which to answer telephone inquiries.
2. The spokesperson needs to respond to the media in a timely and professional manner. Avoid being defensive. Do not treat the interviewer as an adversary. Acknowledge the difficulty of the media's role and take a position of helpfulness.
3. The spokesperson should prepare a written statement or notes with points to be made for quick reference. If the answer to a question is not known, a return call with the information may be made. Release factual information only. Do not make assumptions.
4. Do not disclose personal information about any staff member or student. Such information should be released only at the discretion of the family.
5. Emphasize what is being done by the school and the district to contain and resolve the crisis.
6. Establish a relationship with the media before a crisis occurs. Invite the media to cover positive school events throughout the year.

In a crisis, the site principal or designee should continually phone in updated information to the central administration office. This will help ensure that every office will have accurate information on a crisis event and will be able to give appropriate answers to inquiries.

NOTES:

NOTES