

HAYESVILLE HIGH SCHOOL

CRISIS PLAN

AUGUST 2010

CRISIS: A TRAGIC, VIOLENT, OR SHOCKING EVENT INVOLVING PERSONS ASSOCIATED WITH CLAY COUNTY SCHOOLS. THIS EVENT WILL LIKELY AFFECT BEHAVIORS OF SCHOOL MEMBERS.

CRISIS PLAN GOALS:

- **TO PROTECT LIVES.**
- **TO REDUCE SUFFERING.**
- **TO HELP THE SCHOOL COMMUNITY SURVIVE THE TRAGEDY AND RESUME NORMAL ACTIVITIES AS SOON AFTER THE CRISIS AS POSSIBLE, WHILE MAINTAINING AN APPROPRIATE FOLLOW-UP PROGRAM.**
- **TO HELP THE SCHOOL AVOID POTENTIAL LIABILITY.**

CRISIS TEAM MEMBERS:

~~MATT ROGERS~~ - *Keith Nuckolls*
GAIL NICHOLS
JULIE ROGERS
TODD LEEK
MARIANNE LEEK
KIM BROWN
JOAN CANTLEY
KAREN NICHOLSON
JOANNA ATKISSON
JAMIE THOMAS
LEE BEAL

BUILDING EMERGENCIES

EMERGENCY BUILDING EVACUATIONS, SUCH AS A BOMB THREAT

1. Whoever takes the phone call will immediately tell the principal or assistant principal; if neither is available, then the superintendent's office will be contacted immediately.
2. The principal or assistant principal will evacuate the building using a fire drill alert. Teachers will ensure an expeditious evacuation.
3. A member of the office staff will contact the school resource officer (SRO), who will notify the sheriff's office; if he is not available, then the member of the office staff will contact the Sheriff's office.
4. A member of the office staff will contact the superintendent's office, if not already contacted in step one
5. Search the building under the guidance of the SRO or sheriff's office.
6. The decision to return student's to class or dismiss school will be made by the administration.
7. Until the building is searched or students are dismissed, students and teachers will be evacuated to the baseball field, or in case of bad weather, to the auditorium. Students and teachers will remain in class groupings according to the period that the building evacuation occurred.
8. Follow-up: Decisions will be made according to the Hayesville High School Crisis Plan.

DANGER IN THE BUILDING

1. Principal or assistant principal are notified of a dangerous situation; if neither is immediately available, the superintendent's office is notified.
2. The principal or assistant principal will notify the faculty via the intercom to keep all students in class with their doors locked until further notice. Blinds should be closed, and students should stay away from the windows.
3. **The classroom teachers/substitutes will place a GREEN CARD in the classroom window and underneath the classroom door to indicate that all students are present and unharmed.**
4. **The classroom teachers/substitutes will place a RED CARD in the classroom window and underneath the classroom door to indicate that a student or students are missing from the room, that someone is injured or there is a problem in the room. An emergency response team will make every effort to attend to a room displaying a red card.**
5. **If NO CARD is placed in classroom window or under the door, then it will be assumed that an intruder is in that classroom.**
6. A member of the office staff will contact the SRO who will contact the sheriff's office; if the SRO is not available, then the sheriff's office will be contacted directly.
7. A member of the office staff will notify the superintendent's office.
8. Turn off the bell system.
9. Further decisions concerning actions will be made based on an evaluation of the circumstances.
10. Contact with each classroom will be maintained by OFFICE TO CLASS intercom communication: In order to keep the lines open, no CLASS TO OFFICE COMMUNICATION should be made unless absolutely necessary.
11. Follow-up: Decisions will be made according to the Hayesville High School Crisis Plan.

FIRE DRILL

1. The fire alarm may either be announced over the intercom or may be signaled by our fire alarm system. If the alarm system signals a fire drill, the alarm lights flash in the hall.
2. When a fire alarm is announced or signaled, all classes should immediately prepare to evacuate. Students should leave belongings, except purses, in the room; windows must be closed and lights

turned off; teachers must take roll books; the classroom door should be closed by the last person leaving the room.

3. Each class should evacuate the building as a group with their teacher. Once the class has evacuated to a safe area, the teacher should account for each student.
4. If a student is out of class when the alarm sounds, he or she should join the nearest class group and inform that teacher.
5. When evacuating the building, students and teachers should move quickly and quietly. Absolutely no extra stops should be made at lockers, restrooms or water fountains.
6. Classes that evacuate the gym, the first floor of the main building, the office and rooms 201 and 202 should move completely out of the parking lots and across Yellow Jacket Drive. One teacher should take responsibility for stopping traffic.
7. Other classes on the second floor should move past the cafeteria to the black-top area between the gym, cafeteria, and vocational building.
8. First floor vocational classes should move to the black-top area between the gym, cafeteria, and vocational building. Second floor vocational classes should move across Yellow Jacket Drive to the area in front of the concession stand. One teacher should take responsibility for stopping traffic.
9. No one will return to the building until the all-clear is given.

TORNADO DRILL

1. When a tornado drill is announced, all students and teachers will evacuate to their designated areas. Teachers will take roll books
2. Students will assume the "egg" position: Crouched on their knees, facing the wall, heads down toward laps and protected by arms.
3. No one will return to class until the all-clear is given.

IN THE EVENT OF A CRISIS TAKING PLACE OFF SCHOOL GROUNDS OR AFTER SCHOOL HOURS

OR AFTER AN ON-CAMPUS EMERGENCY HAS ENDED

ADMINISTRATORS' RESPONSIBILITIES

I. IMMEDIATE ACTIONS TO BE TAKEN

1. Notify the school Crisis Team and other key staff.
2. Verify information regarding the tragedy.
3. Contact school security or police.
4. Notify the superintendent's office.
5. Notify faculty.
6. Contact all parents if the situation warrants.
7. Be prepared to call in emergency medical support personnel to medically manage students exhibiting severe emotional stress.
8. Intercept any notifications that may have been sent to family.
9. Establish control over communications with the media.

II. SECONDARY ACTIONS

1. Contact family and offer support.
2. Establish a family support committee.
3. Obtain and disseminate information regarding funeral arrangements, food/flowers, home visits, other siblings.

III. SCHOOL ACTIONS

1. Meet with faculty as soon as possible in order to review the facts of the incident and the role of the faculty in assisting with loss. Provide information about dealing with a loss in the classroom and procedures for referring students for counseling. Recommendations should include removing personal items from lockers and desks and rearranging seating in class, if appropriate.
2. Announce loss to the entire school via the intercom or by classroom teachers. Provide facts to reduce rumors and fantasies. Extend first period if necessary.
3. Arrange for members of Crisis Team to visit classrooms and speak with students and answer questions.
4. Follow-up with faculty meetings during planning periods or after school on that same day to assess the situation, share experiences, and take suggestions for further dealing with the loss.
5. Intercept any notifications that may have been sent to the deceased's family.

CRISIS TEAM RESPONSIBILITIES

I. FUNCTIONS OF THE CRISIS TEAM

1. Evaluate the severity of the crisis.
2. Formulate the intervention strategies to be followed with students, school personnel and parents.
3. Provide short-term crisis counseling, follow-up and case management as appropriate.
4. Provide information and referral for services to community agencies and outside counseling as needed.
5. Assist school personnel in helping school return to normal operations.

II. RESPONSIBILITIES OF THE CRISIS TEAM

1. Acquire the facts and circumstances of the crisis.
2. Determine the nature and advisability of team involvement.
3. Determine those groups and/or individuals most affected by the crisis.
4. Assist the building administrator in providing logistical needs and evaluating ongoing services.
5. Assign individuals to specific tasks.
6. Provide services to the faculty for dealing with students affected by crisis.
7. Sort rumor from fact and disseminate information.
8. Assist in planning contributions, memorials and other expressions of sympathy.
9. Provide follow-up plans and determine when to terminate team services.

FACULTY RESPONSIBILITIES

1. Identify students who were close friends or students who are obviously in distress. Report this information to the Crisis Team.
2. If a class appears to have many students in distress, notify the Crisis Team or administrator.
3. Report rumors or unfounded stories to Crisis Team.
4. Restructure lesson plans and re-schedule activities as needed. Rearrange desks and remove personal items, if and when appropriate.
5. Provide an opportunity for students to discuss the loss, grief, sharing loss and what they have learned. Use good judgment when allowing students to express themselves --know when enough is enough.
6. If students are restless, get them focused on a project related to the crisis, such as a letter of sympathy to the family or a collection for a memorial contribution.
7. Acknowledge emotions through discussion and involvement in constructive activities in the classroom. Use assignments to ventilate or steer anger in a positive directions.
8. Monitor students for delayed reaction to the crisis and refer any student who appears to need guidance after the fact to the counselor.
8. Give feedback to the Crisis Team about how the crisis was handled.
9. Acknowledge your own grief, and ask for assistance if needed.

CLAY COUNTY BOARD OF EDUCATION
STUDENT RESTRAINT / SECLUSION / ISOLATION POLICY
Adopted: March 27, 2006

I. Reasonable Force

The Clay County Board of Education believes that ensuring safety for students and staff is essential. Securing order in the school environment sometimes requires that students be subject to greater controls than those appropriate for adults. Except as restricted or prohibited by rules adopted by the Board of Education, principals, teachers, substitute teachers, voluntary teachers, teacher assistants, and student teachers may use reasonable force in the exercising of lawful authority to restrain or correct students and maintain order. (G. S. 115C-390)

Notwithstanding any Board of Education policy, school personnel may use reasonable force, including corporal punishment, to control behavior or to remove a person from the scene in those situations when necessary:

- To quell a disturbance threatening injury to others;
- To obtain possession of weapons or other dangerous objects on their person, or within the control of the student;
- For self-defense;
- For the protection of persons or property, or
- To maintain order on school property, in the classroom, or at a school related activity on or off school property. (G. S. 115C-391a)

Notwithstanding any other law, no officer or employee of the Board of Education shall be held civilly liable for using reasonable force, including corporal punishment, in conformity with State Law.

II. Physical / Mechanical Restraint

Physical restraint is defined as the use of physical force to restrict the free movement of all or a portion of a student's body. Physical restraint shall be allowed by Clay County Schools personnel as a reasonable use of force under the following circumstances in accordance with North Carolina General Statute 115C-391.1:

- a. as reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of the person;
 - b. as reasonably needed to maintain order or prevent or break up a fight;
 - c. as reasonably needed for self-defense;
 - d. as reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present;
 - e. to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
 - f. as reasonably needed to escort a student safely from one area to another; (Students should only be physically escorted when it is deemed safe or if the current setting conditions pose hazards for the student or staff. Escorts should only be conducted in accordance with training procedures adopted by the system.)
 - g. if used as provided for in a student's IEP or Section 504 Plan or Behavior Intervention Plan as a brief intervention strategy to assist the student in regaining self-control; or
 - h. as reasonably needed to prevent imminent destruction to school or another's person's property.
- [G. S. 115C-391.1(c) (1)]

Physical restraint shall not be considered a reasonable use of force if used solely as a disciplinary consequence.

Mechanical restraint is defined as the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint shall be allowed only in the following circumstances:

- a. when properly used as an assistive technology device included in the student's IEP or as otherwise prescribed for the student by a medical or related services provider;
- b. when using seat belts or other safety restraints to secure student during transportation;
- c. as reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person;

- d. as reasonably needed for self-defense; or
- e. as reasonably needed to ensure the safety of any student, school employee, volunteer, or other person. [G. S. 115C-391.1 (d) (1)]

If used for the purpose of preventing self-injurious behavior, the use of mechanical restraints should be included in the IEP as part of a Behavior Intervention Plan.

Nothing in the policy prevents the use of physical or mechanical restraint by School Resource Officers or other sworn law enforcement officers in the lawful exercise of their law enforcement duties.

Physical restraint in Clay County Schools shall follow the prescribed methods taught by the Crisis Prevention Institute (CPI) or Nonviolent Crisis Intervention (NCI).

III. Seclusion

Seclusion is defined as the confinement of a student alone in an enclosed space from which the student is:

- a. physically prevented from leaving by locking hardware or other means; or
- b. not capable of leaving due to physical or intellectual capacity.

Seclusion of students by school personnel may be used in the following circumstances:

- a. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
- b. as reasonably needed to maintain order or prevent or break up a fight;
- c. as reasonably needed for self-defense;
- d. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
- e. when used as specified in the student's IEP, Section 504 Plan, or Behavior Intervention Plan; and
 - the student is constantly monitored by an adult in close proximity who is able to see and hear the student at all times;
 - the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the students' IEP, 504, or Behavior Intervention Plan;
 - the confining space has been approved for such use by the local education agency;
 - the space is appropriately lighted, ventilated and heated or cooled; and
 - the space is free of objects that unreasonably expose the student or others to harm. [G. S. 115C-391.1 (e)(1)]

IV. Isolation

Isolation means a behavior management technique in which a student is placed in an enclosed space from which the student is not prevented from leaving. Clay County Schools personnel may use isolation provided that:

- a. the space used for isolation is appropriately lighted, ventilated, and heated or cooled;
- b. the duration of the isolation is reasonable in light of the purpose of the isolation;
- c. the student is reasonably monitored while in isolation; and
- d. the isolation space is free of objects that unreasonably expose the student or others to harm. [G. S. 115-C-391.1 (f)]

V. Aversive Procedures

Aversive procedures are defined as the systematic physical or sensory intervention for modifying behavior of a student with disabilities that causes or reasonably may be expected to cause significant physical harm, serious, foreseeable long-term psychological impairment to student, or obvious repulsion to observers of the intervention due to procedures which do not follow acceptable standard practice. Clay County Schools prohibits the use of aversive procedures as defined above by its employees, volunteers, or personnel permitted in schools in accordance with interagency agreements. [G. S. 115C-391.1 (b)(2)]

VI. Notice, Reporting, and Notification

Clay County Schools personnel shall follow the following notification procedures when physical restraint or seclusion is implemented. All employees and parents/guardians shall be provided a copy of N. C. G. S.,

Section 115C-391.1 and receive a copy of this policy and any related Board of Education policy at the beginning of each school year. [G. S. 115C-391.1(j)(1)]

School personnel shall promptly notify the Principal or designee of any use of aversive procedures, and any use of physical restraint resulting in observable physical injury to a student, any prohibited use of mechanical restraint, or any prohibited use of seclusion or seclusion lasting more than 10 minutes or the time specified on a student's Behavior Intervention Plan. When a principal or designee has personal knowledge or actual notice of these incidents, they shall promptly notify the parent/guardian and provide the name of a school employee they can contact regarding the incident. Prompt notification means by the end of the workday during which the incident occurred, but in no event later than the end of the following workday.

In addition, the parent/guardian of the student shall be provided with a written incident report of any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written documentation shall include:

- a. the date, time of day, location, duration, and description of the incident and interventions used;
- b. the event or events that led up to the incident;
- c. the nature and extent of any injury to the student; and
- d. the name of a school employee the parent/guardian can contact regarding the incident.

In the case of seclusion incidents, the school personnel supervising the seclusion shall maintain a log of observations of the student which shall be available for inspection upon request by the parent/guardian.

All schools shall maintain a record of incidents reported to the principal and parents under G. S. 115C-391.1(j)(4) and provide this information annually to the State Board of Education.

VII. Training of Personnel

Clay County Schools personnel, who are most likely to be called upon to prevent or address disruptive or dangerous student behavior, shall receive appropriate training in the management of such behavior.

Training shall include instruction in:

- a. positive management of student behavior
- b. effective communication for defusing and de-escalating disruptive or dangerous behavior, and
- c. safe and appropriate use of seclusion and restraint. [Ref. G. S. 115C-105.47(b)(9)]

Clay County Schools will provide pre-service training for all lateral entry employees in:
the identification and education of children with disabilities;

- a. positive management of student behavior;
- b. effective communication for defusing and de-escalating disruptive or dangerous student behavior;
and
- c. safe and appropriate use of seclusion and restraint. [Ref. G. S. 115C-296(c)]

VII. Compliance by Community Agency Personnel

All personnel working within Clay County Schools in accordance with interagency agreements shall adhere to the above policies. In all circumstances in which a community agency employee is assigned to work with a student or students in a Clay County school, an intervention plan which describes the crisis prevention and intervention procedures to be utilized must be developed by a team that includes the parent, school, and agency personnel.

VIII. Legal Notices

Nothing in this policy modifies the rights of school personnel to use reasonable force as permitted under G. S. 115C-390 or modifies the rules and procedures governing discipline under G. S. 115C-391(a). Nothing in this policy is intended to prohibit or regulate the use of "time-out" as a behavior management technique where a student is separated from other students for a limited period of time in a monitored setting.

Nothing in this policy shall be construed to create a private cause of action against a local board of education, its agents or employees or to create a criminal offense.

TORNADO DRILL EVACUATIONS

- OFFICE:** ALONG AN INSIDE WALL AWAY FROM WINDOWS
- CONSUMER SCIENCES:** ALONG THE WALL BETWEEN CLASSROOM AND FOODS LAB
- 201:** ALONG HALL WALL BETWEEN 210 AND MEDIA CENTER
- 202:** ALONG THE HALL WALL BETWEEN 202 AND 203(PAST 210 DOOR)
- 203:** ALONG THE HALL WALL BETWEEN 203 AND 204
- 204:** NEXT TO STUDENTS FROM 203
- 205:** ALONG THE HALL WALL DIRECTLY ACROSS FROM CLASSROOM
- 206:** ALONG THE HALL WALL BETWEEN CLASSROOM AND FIRE DOOR
- MEDIA CENTER:** ALONG THE INSIDE WALL OF THE LECTURE HALL, ON STEPS - MEDIA CENTER SIDE
- 207 / GUIDANCE:** ALONG THE INSIDE WALL OF THE LECTURE HALL, ON STEPS – COMMONS AREA SIDE
- 212:** ALONG HALL WALL ADJACENT TO CLASSROOM
- 213:** ALONG HALL WALL ADJACENT TO CLASSROOM
- 214:** ALONG HALL WALL AND NEXT TO ROOM 213, AS WELL AS ALONG INTERIOR WALL IN EXIT HALL
- 215:** ALONG WALL IN EXIT HALLWAY ADJACENT TO CLASSROOM
- BAND HALL:** ALONG INTERIOR WALL
- ART ROOM:** ALONG THE BACK WALL OF THE LECTURE HALL
- 101:** ALONG THE WALL INSIDE ROOM 110
- 102:** ALONG THE WALL INSIDE ROOM 109
- 103:** ALONG THE HALL WALL BETWEEN 103 AND 104
- 104:** ALONG THE HALL WALL NEAR ELEVATOR
- 105:** ALONG THE HALL WALL OUTSIDE THE CLASSROOM
- 106:** ALONG THE HALL WALL NEAR RESTROOMS
- 107, 108, 109, 110:** ALONG THE HALL WALLS OUTSIDE THE CLASSROOM
- 112,113,114:** ALONG THE WALLS OUTSIDE THE CLASSROOM
- GYM:** ALONG THE HALL WALL
- WORKROOMS:** ALONG THE INSIDE WALL OF THE LOUNGE AREA
- DOWNSTAIRS VOCATIONAL BUILDING:** ALONG THE HALL WALLS AT THE FOOT OF THE STAIRS
- HEALTH OCCUPATIONS/WORKROOM:** IN SMALL HALL OUTSIDE OF WORKROOM

At the sound of the warning, students and teachers are expected to move directly to their assigned areas. Students will crouch away from the wall and protect their heads with their hands and their arms. Students will remain in this position until "ALL CLEAR" is given.