



CRISIS COMMUNICATIONS PLAN

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NEW BEGINNINGS SCHOOLS FOUNDATION CAMPUS SAFETY PLAN

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INTRODUCTION

The New Beginnings Schools Foundation (NBSF) Crisis Communication Plan outlines the roles, responsibilities, protocols and procedures to be followed by the network when faced with a crisis situation or emergency.

For the purpose of this plan, a crisis is defined as a significant event that prompts immediate, often sustained, news coverage and public scrutiny. It also has the potential to damage the network's image, credibility and reputation. An emergency situation is any event that involves a response from fire, police or emergency medical personnel. Furthermore, a crisis is anything directly involving any of the network schools or leadership such as major protests, misinterpreted or inappropriate statements, criminal investigations, etc.

With shared awareness by school administrators, educators, security, and support personnel across the nation, the need to be prepared to take quick and appropriate action has never been greater. The key to producing a positive outcome during a crisis lies in preparation.

It is imperative to understand that all emergencies have four distinct time periods in which action/reaction occurs. They are as followed:

Stage 1: The first 10 to 15 minutes following the onset of the crisis panic most likely occurs.

Staff awareness of duties is critical to decreasing panic at this time.

Stage 2: The next 45-50 minutes

Arrival of emergency services, administrators, news media, parents, curiosity seekers, etc.

How do you isolate/insulate/protect students and staff from the onslaught?

How do we restore normalcy?

Stage 3: The rest of the day

Stage 4: Subsequent days

During stages 3 and 4, it is important that the actions of school staff help to provide positive messages about the school, informing all of the actions taken to ensure the safety and well-being of staff members and students.

Again, the purpose of this crisis plan is to recommend actions for NBSF leadership and school leaders when a crisis occurs. The intent of this document is to minimize confusion when a crisis occurs. This plan is by no means an inclusive step-by-step guide; however, it does provide guidelines for prudent response in a variety of situations.

CRISIS RESPONSE TEAM: DEFINITION AND FUNCTION

Definition

A Crisis Response Team is a group empowered to act in situations that are physically or psychologically dangerous to students or staff.

The objectives of this team are to:

- gather information
- establish communication with the family
- disseminate accurate information to faculty and students
- intervene directly with students most likely to be affected
- increase the available supportive counseling for students and staff
- provide emotional support to students

Function

Crisis Response Teams may be utilized when the emotional or physical safety of students or staff is threatened. Such situations may be:

1. Medical emergency or natural emergency.
2. Violence in or around a school (from outsiders or students/staff).
3. Death of a student or staff member.
4. Suicide of a student or staff member.

The extent of Crisis Response is determined by the impact the tragedy has had on the school and staff.

I. THE CRISIS RESPONSE TEAM

*An Individual School Crisis Management Team shall be established at each school to meet the demands of crisis incidents. **SEE MEDIA PROTOCOL TABLE BELOW***

A. Composition

Since the Crisis Team could be responsible for a wide variety of tasks, a Crisis Team should be comprised of essential network and school personnel.

For example: school security guard, designated network senior staff member, principal, assistant principal, and social worker. A secretary, and an adjunct mental health professional might be considered.

The Crisis Team should be composed of two kinds of members:

1. **Regular school faculty/staff**

The faculty/staff members who know the students best should be Considered likely candidates for the team. Careful attention should be used in selecting faculty/staff who relate well with students and who have the students' respect.

2. *Adjunct members*

These members may have more training and/or experience in specialized fields (health, psychology) or could be more knowledgeable about the availability of community resources. These may be part-time employees, consultants, or volunteers from the community.

B. Team Leaders

A Crisis Team leader and a "backup" should be designated in advance to be in charge during a crisis. Usually, this will be the Chief Operating Officer and/or principal, but the "backup" would assume the team leader's role if necessary.

1. *Duties of the Leader(s):*

- a) **Maintain a current record** of telephone numbers or persons and organizations who are to be contacted IMMEDIATELY (such as the CEO, police and fire chiefs, emergency health service, school, staff).
- b) **Maintain active file of helping agencies** within the community
- c) **Designate a Crisis Team headquarters** within each school.
- d) **Assemble the Crisis Team** to review the overall plan and individual responsibilities at regular intervals.
- e) **Assign an appropriate team member**, plus backup, **to log events** and actions during the crisis. This will provide an accurate record for later use.
- f) **Assess situation quickly** as to who is involved, what is happening, and what should be done? The impact on students and staff determines the amount of involvement needed.
- g) **Establish and maintain lines of communication** with other schools in the network during the emergency period
- h) **Serve as a liaison** between the emergency school site and the emergency support teams that may be needed.
- i) **Authorize the release of information** to the public in coordination with the network's public relations firm and legal team.
 - a. **Coordinate and direct communication** between the emergency site and parish and state agencies.
 - b. Respond to rumors through the dissemination of accurate information
 - c. **Organize a network of key people** (police, fire, health) within the community through which accurate information can be disseminated.

- d. **Arrange interviews for the media with key school and division staff** who are involved in the emergency or who act as spokespersons for the division. *All interviews will be released in coordination with the network's public relations agency and legal team.*

- j) **When It is Over:** It is important that a **DE—BREIFING** occur with the Crisis Team, PR agency and legal team to talk over what happened, and to receive counseling on dealing with the stress potentially suffered during the event. Support services may need to be provided to team members.
 - a. Create letters to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care.
 - b. Develop information sheet for parents, teachers, and others; information will include topics such as talking with students, signs of depression, and others relating to crisis stress.
 - c. Develop schedule for activities for the first day of school following the crisis with support services.
 - d. Maintain follow-up activities such as referrals for help outside the school services setting.
 - e. Meet and talk with the parents of students and spouses of adults who have been affected by the crisis.

C. Annual Start Up Procedures for all NBSF Schools

To be completed at the beginning of each school year to ensure crisis response tactics are understood by all key stakeholders and are as effective and up-to-date as possible.

1. Confirm membership of crisis team
2. Distribute an updated list of crisis team members (SEE MEDIA PROTOCOL BELOW)
3. Confirm group leaders and backups for each school
4. Plan at least TWO crisis team meetings throughout the year.

It is important that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and check necessary equipment to be used in crises.

D. Training of the Crisis Team

The Crisis Team should receive specialized training. This training may be provided at the network level to all team leaders. In conjunction with network leadership, each school leader will be responsible for training its own school team. Additionally, each counselor in the network should receive training in crisis intervention techniques. Crisis Team training should include, but not be limited to training in:

1. First aid
2. Advanced Cardio – Pulmonary Resuscitation
3. Possible causes of suicide
4. Incidence of suicide
5. Warning signs of suicide
6. Use of assessment tools and intervention skills with “at-risk” students
7. Local mental health resources (community and private)
8. Facts related to suicide contagion and "post-intervention" techniques
9. Basic concepts of grief and grief management
10. Development and maintenance of local resource linkages
11. Development of interpersonal skills
 - a) Active listening and speaking skills
 - b) Crisis intervention skills
12. Training and assignment for specific administrative tasks
13. Steps to take for public safety regarding natural emergencies
14. Preventive measures regarding fire danger.

There is no intent that the crisis team will be prepared or expected to provide psychotherapy or ongoing counseling for any student. The skills to be used by the crisis team are intended for use in **containing a crisis situation** or to **deter the development of an emergency**, thereby keeping the school functioning as smoothly as possible.

E. Training of Staff/Faculty

1. Identify and interpret school district policies regarding crisis response.
2. Identify and familiarize participants with the crisis team members and their functions.
3. Train faculty to identify at-risk students.
4. Prepare faculty to appropriately handle crisis contacts made by students after school hours.
5. Train teachers to lead constructive dialogue with their students following a crisis situation.
6. Train appropriate staff members in communication, crisis response, district policies, etc.

Crisis Media Protocol Tactics

Official Spokespersons:

*Listed in order of priority

Spokesperson	Media Engagement Role	Contact
Michelle Blouin-Williams, CEO, New Beginnings Schools Foundation	Primary spokesperson unless delegated to other more relevant party by Ms. Blouin-Williams	Cell: 504-376-4941 Email: CEO@nbsfnola.com
Amy Hoyle Chief of Strategy & Innovation	Secondary spokesperson as needed	Cell: 504-220-9352 Email: amy.hoyle@nbsfnola.com
Lasana Cambrice Chief Operations Officer	Secondary spokesperson as needed	Cell: 504-232-3519 Email: lasana.cambrice@nbsfnola.com
Nancia Sterling Chief Academic Officer	Secondary spokesperson as needed	Cell: 504-322-9986 Email: nancia.sterling@nbsfnola.com
Cerise Martin	Coordinator of communication between NBSF and Bright Moments	Cell: 504-232-2266 Email: cerise.martin@nbsfnola.com
Principal, Lake Area New Tech Early College High School Co-Principal, Pierre A Capdau Charter School Co-Principal, Pierre A Capdau Charter School Principal, Medard H. Nelson Charter School	Secondary spokesperson as needed	Cell: 504-313-8834 Email: bethel.cager@nbsfnola.com Cell: 504-914-2747 Email: edward.brown@nbsfnola.com Cell: 504-628-3486 Email: rulonda.green@nbsfnola.com Cell: 504-655-7969 freda.smith@nbsfnola.com
William Rouselle, Bright Moments	Recipient and coordinator of all media inquiries	Cell: 504-592-1800 Email: Billr@brightmomentsnola.com
Geriease Hawkins, Bright Moments	Serves as a backup to Bill Rouselle	Phone: 504-592-1800 Email: gsh@brightmomentsnola.com

Crisis Media Engagement Protocol:

- No one at the school level other than principals speak with media unless offering the pre-scripted responses provided below.
- Principal communications with media must be approved by CEO in advance of any media interviews. If media contacts a principal for a comment, they should provide the pre-scripted responses provided below to ensure the organization has one unified message in the public.
- All media inquiries received by NBSF should be shared with Bright Moments as soon as possible upon receipt. In addition, Bright Moments would like to receive copies of emails from reporters. Bright Moments will assist with fielding inquiries and guiding commentary from NBSF.
- Bright Moments will respond to all media inquiries as quickly as possible and always within 24 hours. Quick and responsive input to media will allow us to guide the conversation, rather than react to it.
- We should never respond with “no comment” or deflect blame without having all facts regarding a particular situation. Immediately upon receipt of an incident, Bright Moments will develop key message points that should be referenced in all subsequent media interviews.
- Key message points will be disseminated to all designated spokespersons. It is extremely important that all spokespersons follow the approved key message points to ensure consistency and uniformed voice.
- NBSF to provide updates to Bright Moments following all “approved” comments and responses to media.

Crisis Chain of Command:

- Media inquiries to be shared immediately with Bright Moments and CEO as soon as they are received.
- Bright Moments, CEO and other relevant parties to convene on next steps for engaging with media. Bright Moments has begun monitoring of media mentions of NBSF and the four schools within the organization.
 - Bright Moments will coordinate with most appropriate spokesperson.
- Bright Moments to provide additional talking points/comments if needed based on the inquiry.
- Upon meeting with Bright Moments, CEO is to respond to inquiries using established messages/comments. Bright Moments staffer will be present.
- CEO will update Bright Moments following media engagement.
- Bright Moments will provide a detailed report of all media coverage immediately following.

Internal Asset Development:

- Summary of incident and compilation of existing coverage
- Official statement/ release
- Social Media messaging
- Media talking points for follow-up interviews

Pre-scripted Comments to Media when contacted:

- We are aware of the incident in question and the organization will be releasing an official statement after all facts have been gathered.
- We are not aware of the situation in question, and we will look into the matter.

Procedures for General Crisis Intervention

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

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

A **General Crisis Intervention Checklist** is provided at the end of this section to help the network track the actions taken.

Immediately Following Notification of Crisis:

The school administrator or designee should implement the following procedures when the school is notified of a near-death or fatal crisis situation:

1. Tell the *person providing the information* **not to repeat it elsewhere** in the school. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called in the information) until appropriate steps can be taken. **SEE CRISIS MEDIA PROTOCOL ABOVE**
2. Tell *office staff members* **NOT to repeat or give out any information** within or outside of the school until specifically instructed to do so. Have them direct all inquiries to the network senior leadership or designee until told otherwise
3. In cases of reported student death, first verify the reported incident by calling the police liaison or coroner. **SEE CRISIS MEDIA PROTOCOL ABOVE**

DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on the same day with emergency faculty meetings scheduled for lunch and after school.

If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with # 3. **SEE CRISIS MEDIA PROTOCOL ABOVE**

Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (# 2) the following school day.

Following Verification of Crisis --

The following actions are listed in a priority order. It is critical, however, that # 1-10 occur BEFORE THE PUBLIC ANNOUNCEMENT (#11) IS MADE.

Once verification of crisis has occurred, the administrator and/or CRT designees must attend to the following:

1. Notify the CEO or other appropriate network administrators of the event. Have that person notify the network's PR agency and legal team.
2. Convene the Crisis Response Team. To not unnecessarily alarm others, use the coded message developed for these situations (i.e., "CRT members, please report to room 5," or "A CRT meeting will convene in room 5 in 10 minutes").
3. Have an administrative assistant or other designee notify the school's social worker, psychologist, and/or counselors. If the affected student was in a special education or another special program, inform the appropriate program coordinator. This is also contingent for affected faculty members.
4. Assign CRT members in the building to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With the parent's or guardian's consent, have the absent students transported to the school if practical and appropriate.
5. In collaboration with the network's PR agency, prepare a formal statement for an initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Also prepare statements for telephone inquiries. **SEE CRISIS MEDIA PROTOCOL.**
6. Decide on a time for an emergency staff meeting and announce it over the public address system. Invite designated outside professionals to join the meeting to help staff members process their own reactions to the situation.
7. Identify students, staff, and parents likely to be most affected by the news (e.g. due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with a similar crisis, recent confrontations with the affected student). These persons are targeted for additional support.
8. Determine if additional network/community resources are needed, or are needed to "stand by," to effectively manage the crisis, and notify them if appropriate.
9. Assign team members in the building to:
 - a. Provide grief support for students and faculty in designated building areas. (Try to have more than one area available for this purpose.) Have the adults on duty in these areas keep

lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.

- b.** Review and distribute open-ended questions to help teachers with classroom discussion.
 - c.** Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - d.** Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - e.** Distribute the developed list of community resources to all classes.
 - f.** Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student or faculty's class schedule for the remainder of the day if that will be helpful to teachers of those classes.
- 10.** Station staff/student support members as planned prior to making the announcement.
- 11.** Announce the crisis over the public address system or by delivering a typed statement to every classroom teacher before the end of the period. Include locations of in-building support.

Once the announcement is made, assigned staff members will perform the following:

- a.** Monitor grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concern.
- b.** Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day. Implement the evaluation plan previously developed to plan for masses of parents who will pick up their children.
- c.** Notify bus drivers—especially those who drive the buses usually traveled in by the injured or deceased student, or who are experiencing the most severe shock.
- d.** Notify feeder schools regarding siblings or other students predicted to be strongly affected.
- e.** Provide support to faculty and other staff members in the lounge.
- f.** Provide private support to individual staff members as needed.
- g.** Collect deceased student or faculty's belongings from his/her locker or other sites at the end of the day.
- h.** Officially withdraw a deceased student or faculty from the school attendance rolls.

The Staff Meeting

The school leader and designated staff or community members must do the following at the first staff meeting during a school crisis:

- a.** Pass around a photograph of the deceased/injured student or faculty to familiarize staff with the student or faculty member.
- b.** Review the facts of the crisis and dispel rumors.
- c.** Help staff members process their responses to the situation.
- d.** Describe the feelings that students may experience and suggest how teachers might handle specific situations.
- e.** Provide guidelines for helping students who are upset.
- f.** Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability and/or normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as possible within each class and the school. The structure of routine provides security and comfort to all members of the school community.
- g.** Encourage staff to dispel rumors whenever possible and discourage any "glorification" of the event (especially in suicidal death.)
- h.** Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following Monday morning.

GENERAL CRISIS INTERVENTION CHECKLIST

- _____ 1. Direct staff and others not to repeat information until verification is obtained.
- _____ 2. Notify CEO.
- _____ 3. Convene CRT and assign duties.
- _____ 4. Notify building support staff, such as counselors, psychologists, and/or social Workers.
- _____ 5. Inform closest friends of the affected student and provide support
- _____ 6. Prepare formal statement or announcement.
- _____ 7. Announce time and place of emergency staff meeting.
- _____ 8. Identify other/additional students, staff, and parents likely to be most affected by the news.
- _____ 9. Assess need for additional community resources.
- _____ 10. Assign trained staff or community professionals to:
 - _____ Provide grief support to students
 - _____ Review and distribute discussion questions to teachers
 - _____ Stand in for absent/affected/substitute teacher
 - _____ Distribute lists of community resources.
- _____ 11. Make official announcement.
- _____ 12. Hold emergency staff meeting.
- _____ 13. As needed, assign team members and other staff to monitor grounds; notify parents, support staff, and feeder schools; provide support to staff; collect student belongings and withdraw student from school rolls.

Short & Long-Term Follow-up to Crisis Situations

The following information may be useful in the days and weeks following a crisis. Longer term follow-up procedures also are listed.

The Day After: Workday Two of Crisis Management

1. Gather faculty members and update them on any additional information/ procedures.
2. In the case of death, provide funeral/visitation information if affected family has given permission.
3. At the start of each class, the students should be given the opportunity to talk about their reaction to the event. Teachers should be aware of any student who is having significant difficulty and refer such students to the Crisis Center for counseling. Teachers should attempt to resume normal class activities as soon as appropriate.
4. Identify students in need of follow-up support and assign staff members to monitor each of these vulnerable students:
 - a. Coordinate any ongoing counseling support for students on campus.
 - b. Announce ongoing support for students with the place, time, and staff facilitator.
 - c. Notify parents of affected students regarding community resources available to students and their families.
5. Convene Crisis Response Team for debriefing as soon as possible:
 - a. Discuss successes and problems.
 - b. Discuss things to do differently next time.
6. The faculty should be convened at the end of Day one to review the day's events, to provide support for each other, and plan for Day two.
7. Teachers should be encouraged to make calls during the evening to parents of students who seemed particularly upset during the day.

The Second Day After: Workday 3 of Crisis Management

1. The Crisis Team and faculty should meet prior to the beginning of the school day to review any special plans for day two and to provide the faculty an opportunity to process any of their reactions to the event.
2. The Crisis Center should remain open to any students needing brief counseling. "High risk" students should be referred outside for more intensive counseling.
3. Classes should be back to normal as much as possible.
4. Teachers should be asked to continue monitoring students' reactions and behaviors for signs of agitation or depression.

5. Counselors should receive absence reports the first few days after the crisis event to determine whether "high risk" students are absent, and if so, counselors should contact these students and offer assistance.
6. All school personnel should report all rumors regarding the victim to the Crisis Team Leader and make appropriate efforts to correct or prevent the spread of any rumors.

The Third Day After: Workday 4 of Crisis Management

1. The Crisis Center should remain open.
2. "High risk" students that continue showing signs of stress should be recommended for outside professional help. These students' parents should be notified of this recommendation.
3. If applicable, Crisis Team should make presentations to each class affected by the emergency. Students should be encouraged to participate in these discussions, and any students interested in discussing these matters more thoroughly should be urged to see their school counselor.
4. School personnel should watch for any changes in students, being particularly observant for any signs of agitation or depression in individuals or groups.

The Fourth Day After: Workday 5 of Crisis Management

1. The Crisis Center should remain open.
2. An announcement over the P.A. system should be made to all students that the Crisis Center will be closed after day four and any special concerns or counseling needs will be handled through the counselor's office.
3. Students should be encouraged to put the crisis behind them and focus on the future with a positive outlook.
4. School personnel should watch for any changes in students, being particularly observant for signs of agitation or depression reactions from individuals or groups.

Long-Term Follow-up and Evaluation

1. Provide list of suggested readings to teachers, parents, and students.
2. Monitor at-risk-students closely for a period of 30 days
3. Amend crisis response procedures as necessary.
4. Write thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.
5. Be alert on crisis anniversaries and holidays. Often students will experience an "anniversary" grief reaction the following month or year of the crisis, or when similar crises occur that remind them of the original crisis.
Holidays, too, are often difficult for students who have experienced loss.

** All New Beginnings Schools Foundation schools are staffed with mental health trained counselors. If there are any questions or concerns by faculty and/or staff in the short or long-term follow-up, the school counselor should be consulted to develop a plan of action.

NBSF Crisis Team Roles and Responsibilities

The Crisis Management Team/Plan shall be reviewed bi-annually with the full school staff and shared with all transient staff, nurse/clinic attendants, secretaries, cafeteria staff, custodians, and bus drivers. Schools are encouraged to provide in-service on specific crisis-related topics such as substance abuse code violations, neglect and abuse, and suicide prevention.

CRT Leader – Chief Operating Officer and Principal

- Assess situation as to what happened, who is involved, and what has to be done
- Inform the CEO and appropriate network leaders
- Make announcement and inform teachers to evacuate or lockdown
- Announce for the CR Team to report and designate a CR Team headquarters
- Media spokesperson (SEE CRISIS MEDIA PROTOCOL TABLE)
- Work with PR Agency to develop press release
- Identify designated area for media representatives
- Supply a written statement of information to appropriate individuals
- Update and monitor network social media sites and network website (nbsfnola.com)
- Supply teachers with a written statement to inform students
- Schedule emergency faculty meeting for information and follow-up plan

CRT Member --- Assist. Principal

- Police, Fire and Rescue liaison
- Assist with the evacuation or lockdown of facility
- Report names and status of all involved to Chief Operating Officer
- Assist with parents arriving on campus

- Accompany injured to hospital if parents are not on the scene
- Continue to update appropriate network staff on status of all involved
- Schedule a debriefing of CR Team at conclusion of event
- Coordinate follow-up crisis center with counselors

CRT Member – Chief Academic Officer/Social Worker

- Contact parents of students involved
- Provide medical personnel with medical information forms of all injured students
- Contact school psychologists and appropriate support staff
- Assign available faculty members to assist substitute teachers if necessary
- Provide information and assist office staff with the time and event log
- Assist where needed
- Assist with evacuation or lockdown
- Supervise security of campus
- Keep driveways open for emergency vehicles
- Restrict entrance to authorized personnel only
- Provide ID badge for authorized personnel not in uniform
- Direct emergency personnel to area needed
- Refer all press and media representatives to designated areas
- Make a list of names of all students who leave

CRT Members --- Counselors

- Compile information about student(s) involved
- Make a list of siblings and/or closest friends on campus
- Call for additional community resources if needed
- Notify school psychologist
- If SpEd student is involved, contact program supervisor
- Set-up Crisis Center for students who need counseling
- Provide sign-in logs for a record of students seen by a counselor
- Inform administrators of any student(s) severely emotionally distressed
- Make arrangements to keep crisis center open the following day if needed
- Inform teachers to refer students to the crisis center
- Make crisis counseling available for staff member

CRT Member --- Nurses

- Provide emergency medical care to injured until paramedics arrive
- Assist paramedics as needed
- Report medical conditions of injured to administrators
- Accompany injured to hospital if needed
- Assist with the physical side effects of emotional trauma
- Supervise safe clean-up of trauma scene

CRT Members – Administrative Assistants/Secretaries

- Keep log of events, contacts, and actions
- Assemble all student information records for easy access
- Answer phone and give only information from prepared statement
- Assist making phone contact with community resources
- Take student health information forms out if evacuated
- Inform administrators of any changes in the situation or event
- Monitor the intercom for calls from individual rooms
- Relay administrator’s messages to individual rooms or all-call
- Keep accurate list of any students who leave

CRT Members – Lead Teachers

- Assist with campus security
- Restrict entrance to authorized personnel only
- Keep driveways open for emergency vehicles
- Refer all press and media representatives to designated area
- Make a list of names of any students who leave campus
- Assist with other duties as assigned

CRT Member – Custodians

- Assist with evacuation or lockdown
- Natural Disaster -check buildings and ground for damages, gas leaks or down electrical lines
- Notify administrators of damages
- Turn off gas main if leaks are suspected
- Turn off water main if major leaks are found
- Secure broken window and/or door glass
- Clear driveways for emergency vehicles
- If evacuated, due to damage, secure building until cleared by maintenance
- Clean-up any trauma scene as instructed and supervised by the nurse
- Keep Administrators informed of any changes in the safety or condition of the buildings and grounds

What to offer kids in a crisis

1. Safety and security
2. Opportunity to vent (fears and frustrations)
3. Opportunity to validate (why did it happen)
4. Time and attention
5. Debriefing
6. Closure

EMERGENCY CRISIS RESPONSE

Any unforeseen combination of circumstances that require some type of action to provide for the safety, welfare and care of students and staff, can create an emergency crisis situation.

Knowing what to do if an emergency occurs will minimize the danger, chaos, and emotional and physical impact on students and staff, while providing for medical assistance to the injured and the safety and security for all.

The following list gives examples of the many types of situations that create an emergency crisis situation:

- **Acts of violence**
 - **Gun shots**
 - **Homicide**
 - **Kidnapping**
 - **Rape**
 - **Assault**
 - **Suicide**

- **Accidental Death**
- **Missing Child**
- **Riots**
- **Tornado**
- **Severe Weather**
- **Gas leaks Explosion**
- **Chemical Spills Fire**
- **Air Plane Crash**
- **Medical Emergency due to illness**
- **Natural disasters**

EMERGENCY CRISIS SITUATION RESPONSE PLAN

ACTIVITY	Person(s) Responsible
<p>1. Remove other students from the area. Ring the bell and/or use all-call if students are not in class. KEEP THE STUDENTS IN CLASS, UNLESS THE BUILDING MUST BE EVACUATED.</p>	<p>Faculty Principal</p>
<p>2. Call the police, fire department or for an ambulance, if needed.</p>	<p>Principal</p>
<p>3. If a student has been injured, designate a nurse or other school personnel to ride in the ambulance to the hospital and take the student's health folder. The person at the hospital will contact the school to report on the current condition of the student.</p>	<p>Crisis Team</p>
<p>4. Notify the CEO's Office at (504) 280-2309 or via cell phone</p>	<p>Principal</p>
<p>5. Contact the student's family to discuss how the family wishes to handle the situation. Information that will be released should be discussed with the family. Only the facts are to be released. If the incident is a suicide attempt, offer no speculation as to the reason.</p>	<p>Principal</p>
<p>6. Post someone at the doors of buildings to monitor who goes into and comes out of the buildings.</p>	<p>Crisis Team</p>
<p>7. Convene the Crisis Team and make plans for the rest of the school day.</p>	<p>Principal</p>
<p> a. Determine other school personnel needed such as counselors or special staff to help check students out of school, etc.</p>	<p>Crisis Team</p>
<p> b. Meet with counselors and special staff</p>	<p>Principal</p>

- | | |
|---|-------------|
| <p>to inform them of the situation and determine strategies.</p> | Crisis Team |
| <p>c. Determine how and when students and faculty will be informed of the events and what information will be released.</p> | Crisis Team |
| <p>d. Determine process for releasing students from class.</p> | Principal |
| <p>e. Inform students where the Crisis Center is located and that counselors are available for students.
Keep a list of students who come to the Crisis Center to be used for follow-up.</p> | Crisis Team |
| <p>f. Determine what, if any, written communication regarding the incident should be sent home by students.</p> | Crisis Team |
| <p>g. Students may be checked out of school by established procedures. When checked out, they must follow established crisis protocol.</p> | Secretary |
| <p>8. Convene a faculty meeting at the end of the school day to discuss events of the day, answer questions, and determine how to proceed the following day.</p> | Principal |

CRISIS TEAM LEADER INFORMATION SHEET
EMERGENCY CRISIS SITUATION

Date: _____

Reporting Person's Name: _____

Reporting Person's Contact Information: _____

School Name: _____

A. What has happened?

B. Who has been notified?

_____ Police

_____ Fire

_____ Ambulance

_____ Parent

_____ CEO

C. Is the building secure? _____ Yes _____ No

D. Injuries? _____ Yes _____ No

If Yes, how many? _____

What type of injuries? _____

E. Where are the injured? _____

F. Are other staff members needed? _____ Yes _____ No

G. Is transportation (buses) needed? _____ Yes _____ No

H. Is the Building Level Crisis Team functioning properly?

Emergency Response Procedures

1. Directed Response

What: Directed Response is used to give specific instructions to move students and staff to a location inside the building when it is safer to remain in the building than to leave.

When: Directed Response is used when the location of an actual or potential threat is:

- Known and can be confined to a specific area
- Far enough from the designated area that safety is ensured

Example: A potentially violent disturbance is occurring outside the building.

Teacher or Supervising Adult:

1. Follow all instructions as given
2. Go immediately, in a calm, orderly fashion, to the area designated by the principal (usually each teacher's classroom)
3. Consider individuals with disabilities that may need assistance evacuating
4. Follow route indicated
5. Stay with students, keeping them in a group
6. Account for all students and remain in designated area until contacted
7. Immediately report any children not accounted for to the administration

2. Room Clear

What: Room Clear is issued by the teacher or supervising adult and is used to send students away from a potential threat, such as an armed dispute between students.

Successful use of Room Clear requires:

1. Students understand they must go directly to the designated area when Room Clear is order is issued.

When: Room Clear is used when the teacher must remain in the dangerous situation but can send students to a designated safe area

Example: A dangerous situation arises in the classroom, such as a violent disturbance or armed dispute and students are sent to the library.

Teacher or Supervising Adult:

1. Tell students to go immediately, in a calm and orderly manner to the agreed-upon designated area.
2. Consider individuals with disabilities that may need assistance evacuating.
3. Notify office immediately by phone or send a student or responsible person. If you send someone to the office, make sure you give them enough instruction.
4. Remain with the problem situation, working to defuse the crisis by remaining calm. Reassure everyone involved that everything possible is being done to return the situation to normal.
5. Account for all students and remain in designated area until contacted
6. Immediately report any children in classroom to administration.

3. Secured Room (Usually the locked classroom)

What: Secured room is used when:

- It is safer to stay in an area that can be secured than to move where the potential threat may be encountered.
- There is no possibility of uncontrolled fire or explosion

Example: An armed or out of control intruder is in the building

Teacher or Supervising Adult:

1. Lock classroom doors and windows and pull shades immediately.
2. Keep students quiet and away from the doors and windows.
3. Maintain a calm environment through calm leadership. Reassure students that everything possible is being done to return the situation to normal.
If a gunshot or an explosion is heard, get everyone on the floor. STOP and DROP to the floor.
4. Contact the office immediately if you have an emergency in your room.
5. Remain in secured classrooms until notified to release the class.
6. Account for all students.
7. Immediately report any children not in the classroom to administration.

4. Directed Evacuation

What: Directed Evacuation is used to get students and staff out of the building by a routine designed to avoid contact with a potential threat, such as a suspicious package, or fire in a hall, a bomb threat, or a hazardous material spill.

When: Directed Evacuation is used when the location of a potential threat is known allowing:

- An evacuation route away from the threat
- A gathering point outside the building that is as far away as possible from the threat

Teacher or Supervising Adult:

1. Consider weather conditions and ensure students have appropriate clothing.
2. Leave the building immediately, in a calm, orderly manner, using only the Exit and directions given by appropriate administration or authority.
3. Consider individuals with disabilities that may need assistance evacuating.
4. Get (and remain) at least 300 feet from the building.
5. Stay with students, keeping them in a group.
6. Account for all students and remain on the same side of the building to which you were evacuated, if possible.
7. Immediately report any missing children to administration.
8. Wait to be contacted. Do not return to the building or move to another side of the building unless told to do so.
9. Refer all media who want to speak with you or students to on-site media spokesperson (always refer media to the Principal or Assistant Principal)

Immediate Threat of Injury or Death

5. Immediate Threat of Injury or Death/Dangerous Person on Campus

What: A dangerous person could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) or an unauthorized person. To reduce the possibility of dangerous persons on campus:

- All of the staff of the school and students should be instructed in stranger awareness
- Direct all strangers or visitors to the office to sign in
- All New Beginnings Charter School Network schools have a sign-in book that all visitors must sign upon entering the school building
- Notify the security officer or the office immediately of suspicious person or person's
- Report suspected or actual weapons or serious altercations immediately

Teacher or Supervising Adult:

1. Report immediately to homerooms or designated safe area.
2. Notify office immediately of dangerous (or suspicion of dangerous) person.
3. From classroom phone call 911. Consider using a cell phone if no classroom phone is available.
4. Stay with students, keeping them together.
5. Account for all students and remain in the area to which you were sent or rejoin your students as soon as possible if you issued a Room Clear.

6. Suicide Threat or Attempt During School Hours

Suicide or threat of suicide in young people is one of the fastest growing issues facing society. The threat of suicide should never be taken lightly and should be reported immediately to persons specifically trained to provide professional assistance. It is not uncommon for such a threat to culminate in real danger to others and those who are trying to assist.

Teacher or Supervising Adult:

- Protect students from becoming unintended victims
- Protect students from witnessing a traumatic event
- Prevent a suicide by calling for assistance immediately and remaining calm when communicating with the perpetrator.

The Crisis Intervention Plan is to outline a predetermined plan of action that may be used in response to emergencies, crisis, or disasters that occur within the school community. This plan reflects the actions required to minimize the loss of life and injury to persons and property. The principal will be the planning coordinator of the School Crisis Team and will involve the necessary staff to accomplish the objectives as needed. Faculty responsibility for implementation of the plan will be expected in the event of a crisis. Each New Beginnings Charter School Network school has certified school counselors on staff that is trained to handle a crisis situation.

The Crisis Intervention Plan includes the following:

1. Notify the office immediately. (Provide student or students name if known).
2. Remove all parties from imminent danger issue ROOM CLEAR to remove students not involved
3. The school nurse and/or counselor should be sent to your location by the principal
4. Isolate child/children and secure situation
5. Remain with the student until a staff member arrives, if it is practical and safe to do so
6. Remain calm and reassure student that everything possible is being done to return the situation to normal
7. When the principal, counselor, police and/or **medical personnel have arrived rejoin your students in the designated ROOM CLEAR area.**
8. Account for all students and staff

7. Kidnapping/Missing Child

If children, staff, or parents express concern about a stranger loitering on or near school property or following students between home and school, report it immediately to the NOPD.

To avoid kidnappings:

- Report suspicious persons to the office immediately
- Require the students be sent/escorted to the office and released by administrative personnel.
- Do not accept a substitute for the designated parent or guardian without proof or prior approval from the parent/guardian. If in writing, make and keep a copy of this authorization. If in doubt, attempt to contact the designated parent or guardian before releasing or do not release.
- Designated parents or guardians, or substitutes for them, who appear at the classroom to remove a child must have a visitor's badge or be accompanied by an administrative staff member to show that the office is aware that they are there to pick up the child.

Example: During a custody dispute, a parent attempts to pick up a child without proper authorization.

Teacher or Supervising Adult

1. Report kidnapping, or attempted kidnapping, to the office immediately
2. Note the person's appearance and any other information about him or her (voice clothing, vehicle type, license plate number, etc.) that might be helpful to police
3. Remain calm
4. Treat custody dispute problems as a possible kidnapping
5. Account for all students and staff

8. Student or Staff Death, Serious Injury or Medical Condition

What: The cause of possible death or injury (natural or unnatural) and the circumstances surrounding the incident (violent or not) will affect your behavior during the event and during post-trauma procedures. If the death or injury is the result of aggressive behavior by a student or intruder, protection of students and staff becomes a key issue in how the event is handled.

Never presume someone is dead until certified by appropriate medical personnel. Provide all possible medical support until that time.

Teacher or Supervising Adult:

1. Notify office immediately
2. A first-aid certified staff person should be sent immediately to your location by the principal
3. Refer to a medical assessment procedure to analyze the severity of the condition
4. Issue appropriate emergency procedure to ensure that students are not unnecessarily exposed to trauma or danger (ROOM CLEAR if in the classroom)
5. Remain calm
6. Rejoin your students as soon as possible
7. Account for all students and remain with them until contacted

Head Injuries

Note: Treat all head injuries as severe.

1. Keep student lying down and quiet.
2. If unconscious, follow instruction for fainting.
3. Control bleeding by applying dressings directly on the wound. If blood-soaked, do not remove the original dressing, add more.
4. Even if the student was only briefly unconscious and seems fully recovered, contact parent and urge medical attention. DO NOT allow the student to resume play in any active game or sport.
5. Seek prompt medical attention if there is nausea, vomiting, irregular pulse, irregular pupils, drowsiness, twitching, unconsciousness, bleeding from ears or mouth.
6. See Emergency Procedures.
7. The student should be under observation 24 hours at home for any of the above symptoms.

9. Shooting or Stabbings on Campus

Shootings and stabbings and other forms of violence on our nation's school campuses have become a major concern for students and staff alike. The short and long-term disruption to the educational process cannot be measured when the fear of such incidents is present. The actions of staff and students during and following such an incident is critical to restoration of normalcy.

Notification of Incident:

1. Take cover, if necessary. **USE EXTREME CAUTION!**
2. Assess the situation; provide for your own safety
3. If there are witnesses or others present, direct one of those individuals to the office to summon immediate assistance
4. If no one is available, personally notify the office immediately, request medical assistance if necessary, and return to the victim.
5. If vehicle is involved, attempt to identify
6. Attempt to identify the individuals in the vehicle and/or the area
7. Indicate the location of the incident
8. Do not disturb the crime scene

Note: Let the police handle any questions regarding criminal investigations. The administration should focus on what the school is doing and what is going to happen tomorrow.

10. Assault and/or Battery

Third Party Assaults ---

Physical Assault:

1. School Employee/Student

- Any incident of alleged physical, or extreme emotional abuse or neglect of a student by a secured employee, must be reported immediately to the police. The principal will then notify network leadership to determine further action
- Parents will be notified after the police officer has completed the initial investigation

2. Student/Student

- If a student is physically injured or in imminent danger of physical injury by another student or students on school grounds, it is up to the discretion of the school professional whether the NOPD is called. If a student's life is threatened, call the NOPD.
- Always contact the office immediately. If it is necessary to call 911, the office personnel will make the call.

3. Call Security

- If a student is physically assaulted by another student or students off of school grounds and/or off of school time, the NOPD should be called at the school's discretion.
- The parent should be notified.
- Always contact the office or the principal directly to report incident

Sexual Assault:

1. School Employee/Student

- Any incident of alleged sexual abuse of a student by a school employee must be reported immediately to the NOPD, no matter where or when it occurs.
- Contact School Counselor

2. Student/Other

- (Includes Date Rape) Any incident of alleged sexual assault of a student must be reported immediately to the NOPD no matter where or when it occurs.
- Contact School Counselor

3. Telephone Reporting

- Call the NOPD.
- The officer will determine the action to take and make a written report, which will be forwarded to the NOPD Child Abuse Unit.
- A Department of Social Services worker will not come to the school to investigate allegations of abuse by school employees. The Child Abuse Unit will investigate all physical and sexual abuse allegations involving school employees and other third party assaults.
- No formal reporting by personnel is necessary for third party assaults.

Possible Threat, Injury or Death

11. Possible Threat of Injury or Death Fire or Explosion

Intentionally set fires are among the most common of school incidents. Failure to respond appropriately to a fire or explosion regardless of size can have devastating results to students, staff, and buildings. Explosions similarly can have devastating results and frequently result in mass casualties. Uncontrolled fires and explosions can and frequently do result in other fires and explosions occurring. You must **act quickly**.

- If a student or staff member's clothing catches on fire, do not allow him or her to run. Running will fan the fire. **STOP, DROP, AND ROLL.**
- Try to smother the fire by wrapping the person in heavy fabric (coat, rug, curtain, etc.) and rolling the person on the ground. If fabric is not available, roll the person on the ground unwrapped.

Teacher or Supervising Adult:

1. Follow instructions given for **DIRECTED RESPONSE**.
2. If told to evacuate, get at least 300 feet from the building
3. Account for all students and remain in designated area until contacted
4. Remain calm and stay with students

Note: Use the Incident Report for ALL pulled alarms, fires that have been put out, or active fires. The starting of a fire is considered aggravated arson.

12. Hazardous Material Spill

What: Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks, and specific cleanup procedures, do not try to clean up the spill.

The first priority is students and staff safety, then the environment, and then property. **Teacher or Supervising Adult**

1. Notify office immediately
2. Issue a **ROOM CLEAR**
3. Check for adverse medical symptoms (loss of breath, fainting, etc.)
4. Isolate, identify, and get names of students and staff that could have been exposed or contaminated
5. Attempt to contain the material if possible when leaving the area by shutting the doors, windows, etc.
6. Account for all students and staff
7. Remain in designated area until contacted

13. Bombs or Suspicious Device

What: To minimize potential problems, remember to:

- Avoid causing vibrations
- Open doors and windows if possible

Teacher or Supervising Adult

1. Do not touch or approach a bomb or suspicious device
2. Notify the office immediately
3. Avoid running and other movement, since they can detonate some devices
4. Identify the area clearly so it can be barricaded
5. Get students out of the immediate areas and wait for directions from the office
6. Follow principal's instructions for appropriate emergency procedure
7. Account for all students and remain in designated area until contacted

New Orleans Police Department Bomb Threat Response

Procedure (Updated November 2007)

1. Individual receiving call will take the following steps: Remain Calm
2. Keep the caller on the line as long as possible. Ask him/her to repeat the message
Record every word spoken by the person
3. If the caller does not indicate the location of the bomb or the time of possible detonation, ask him/her this information
4. Inform the caller that the building is occupied and that the detonation of a bomb could result in death or serious injury to many innocent people
5. Pay particular attention to the background noises such as motors running, music playing, and any other noise, which may give a clue as to the location of the caller
6. Listen closely to the voice (male/female), voice quality (calm/excited), accents and speech impediments
7. Ask who the target is
8. Immediately after the caller hangs up, hang up your telephone

9. Call the NOPD.

- a. When you are reporting a bomb threat by telephone, remember to stay calm, speak clearly, identify yourself and your location
- b. Remain available, as the investigating officers will want to interview you

14. Civil Disturbance

What: A public or student demonstration on school grounds that has the potential to:

- Disrupt school activities
- Cause injury to staff and students
- Damage property

Tip: Use a bullhorn/megaphone, cell phone and/or two-way radio if available for communications

Teacher or Supervising Adult:

1. Issue a SECOND ROOM directive, unless principal indicates use of an alternative procedure
2. Account for all students and staff, and remain in classroom or designated area until contacted
3. Remain calm and reassuring

15. Gun/Weapon on Campus

Teacher or Supervising Adult:

If you become aware of a gun or weapon on campus, contact the front office immediately without alerting student(s) and/or suspect(s), if at all possible.

Suggested methods of notification:

I. Student Observed

- Send reporting student to the office, if possible
- If the reporting student is unable/unwilling to report, follow the steps below. The student may remain anonymous
- Should a student observe a gun/weapon, instruct them NOT TO TOUCH IT

II. Teacher Observed

- Send sealed message with trusted student that includes:
 - Your name and location
 - The name/description of the suspect
 - Any information regarding the weapon's location and type
 - Discreetly call the office if the suspect is not present
 - Seek assistance from another teacher in reporting the incident
 - *WAIT FOR ADMINISTRATIVE RESPONSE*

IN ALL CASES—USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT

Possible Threat

16. Severe Weather Conditions While School is in Session

What: Severe weather could consist of large hail, strong winds, snow and flooding caused by nature.

Administrative and Support Staff:

1. The NBSF office or a designee will determine whether:
 - To remain in school until the normal dismissal time; or
 - To go home at the usual dismissal time
2. If there is an early dismissal, NBSF will issue a media release in conjunction with PR agency
3. Keep teachers and students up to date on weather conditions, transportation and arrangements

Considerations for Early Dismissal –

For Pre-K – 8th Grade Students—In conjunction with your school plan:

1. Determine that the method each student will use to get home is safe and reliable (school bus, walking short distances, pick up by parent)
2. For students taking a bus, go with them to the pick-up site to ensure the bus is available as planned
3. If students are being picked up by parents, keep them with you until the parent arrives
4. Account for all children, keeping a record of how and when they left school

For High School Students—In conjunction with your school plan:

1. Determine that students can get home safely by bus, car or foot
2. For students taking the bus or being picked up by parents, provide a supervised area where they can wait

Considerations When Students Must Remain in School –

- Begin making arrangements for any special requirements, such as serving meals or snacks, providing sleeping arrangements or planning recreational activities
- During severe windstorms, the safest places to be are interior halls, lower floors and basements
- During windstorms, avoid gymnasiums, auditoriums, proximity to windows and areas exposed to the windward force of the storm.

17. Electrical Outage (At Night or in Windowless Classrooms)

Teacher or Supervising Adult:

1. Remain where you were when the power went out or return to assigned classroom or work area and remain there
2. Use flashlight or light sticks, in each classroom, to account for all students; or wait for a staff person to come to your room or area with a flashlight
3. Remain in the area unless directed to get to another designated area
4. Wait to be contacted
5. Stay calm. Reassure students

18. School Bus or Field Trip Emergency

Teacher or Supervising Adult:

1. Stay with students
2. Evaluate first aid needs
3. Assist driver as needed
4. Release students only to parents, guardians or authorized representative. Record name or person to whom students were released

19. Spilled Bodily Fluids

What: All bodily fluids (blood, vomit, urine, feces, and saliva) have the potential to infect people with diseases such as Hepatitis b, HIV or other serious illnesses

Your school custodian should be familiar with safe clean-up and disposal procedures. If possible, ask him or her for assistance

Teacher or Supervising Adult:

1. Wear disposable latex gloves at all times when dealing with another person's bodily fluids
2. Avoid getting another person's bodily fluids in your eyes, mouth, open sores, or wounds
3. If exposed, rinse the affected area immediately, wash with soap and water and report the exposure to the building principal immediately
4. Clean up spilled fluids with a germicidal disinfectant or with a freshly-made solution of one part bleach to nine parts water
5. Place contaminated fluids and cleanup materials in a red plastic bag, seal the bag and place it in a plastic-lined garbage receptacle
6. After removing gloves, follow good hand-washing practices
7. If a student is exposed, send him or her to your school-based Health Center or nurse for recommendations for follow-up care

20. Tornado

What: Tornado Watch—is issued by the National Weather Service when tornadoes are possible in the area. Tornado Warning—is issued when a tornado has been sighted or indicated by weather radar. If a tornado warning is issued for your area and the sky becomes threatening, move to your designated safe area.

Teacher or Supervising Adult:

1. Go to the area designated in your school’s emergency plan(classroom)
2. Wait for further instructions

21. Hurricane

The Atlantic Ocean and Gulf of Mexico hurricane season extends from June 1st to November 30th. Basic information regarding hurricane preparation and status can be found at the City of New Orleans Office of Emergency Preparedness website nola.gov.

To ensure the safety of NBSF students, faculty, and staff, an extensive hurricane emergency plan must be followed. All NBSF schools will follow the City of New Orleans hurricane plan, located at nola.gov.

Emergency Links:

- New Beginnings Schools Foundation –www.nbsfnola.com
- City of New Orleans, Office of Emergency Preparedness – www.nola.gov
- American Red Cross www.redcross.org
- National Weather Service www.nws.noaa.gov

Experts recommend evacuation outside the storm area as the best possible way to ensure personal safety during a hurricane. The Chief Operations Officer of the New Beginnings Schools Foundation will communicate with the administration in the event of an evacuation.

Upon cancellation of classes, all parents will be notified via text message, email, and phone contact. The administrators will then follow the proper dismissal process to ensure that the students, faculty, and staff are evacuated from the building in a safe and orderly fashion.

22. Nearby Emergencies

When an emergency arises near the school, such as fire, violence in the neighborhood, escaped convict, police chase, car crash, chemical spill, airplane crash, etc. follow these instructions:

Assess the situation:

- Issue appropriate emergency procedure (Directed Response, Room Clear, Secured Room, or Directed Evacuation)
- Call NOPD

- Call Security. Security will contact the appropriate support agencies. Account for all students and staff.
- IMMEDIATELY report any children not in the classroom or missing to administration. If you evacuate building, consult with responsible authorities prior to issuing further instructions to staff. Ensure that no one returns to building for ANY reason until such buildings are officially declared safe by the fire department, police department, etc.

NOTE: If building(s) or site is evacuated, everyone should: Maintain a safe distance from event
Move away and upwind from the event while remaining cautious about possible explosion

Post Traumatic Actions

23. Child Abuse Reporting

School employees are **legally** obligated to report to the Department of Social Services (DSS) Child Abuse Hotline **1-855-452-5437** or a law enforcement agency regarding any suspicion or knowledge of child abuse/neglect. No one within the school district has the authority to veto the reporting.

Abuse: Acts of omission or commission that injure a child physically, sexually, mentally, or emotionally.

Neglect: Refusal or unreasonable failure of any caretaker to supply the child with food, clothing, shelter, care, treatment, counseling for any injury, illness, or condition of the child as a result of which the child’s physical, mental, or emotional health is substantially threatened or impaired.

A report is a formal means to confidentially share information pertaining to your belief that child abuse or neglect may have occurred. A report is not an accusation. It is important to remember that teachers are not investigators charged with verifying or negating a report. Each incident of suspected abuse must be reported and documented.

If you have any cause to believe that a child’s physical and mental health or welfare is endangered as a result of abuse or neglect, teachers, child care providers, practitioners (health, mental health, and social services), and police officers are considered to be mandated reporters, thus required by law to report child abuse.

As indicated by Akers (2002), and determined by the Louisiana Children’s Code Article 603-**Mandated Reports** include:

Any person who provides training and supervision of a child, including any public or private teacher, teacher’s aide, instructional aide, school principal, school staff member, social worker, probation officer, foster home parent, group home or other child care institutional staff member, personnel of residential home facilities, a licensed or unlicensed day care provider, or any individual who provides such services to a child.

Any school employee who suspects child abuse or neglect should contact the principal and the counselor immediately.