

# **SCHOOL SAFETY / EMERGENCY OPERATIONS PLAN**

*Lisbon Exempted Village School District*

*For*

*David Anderson Junior/Senior High School*

*And*

*McKinley Elementary School*

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# STAFF ACTION GUIDE

This easy read guide is designed to help you through the initial phases of an emergency situation. It is not meant to burden you with details and procedures, but provide general onset information that will help protect you and your students.

Initial Action	Key Weather Terms	Levels of Threat
<p>Your emergency number for <b>Lisbon Police: 330-424-7810</b></p> <p>The dispatcher can also call for an <b>ambulance or fire</b>.</p> <p>The phone for fire, if needed, is: <b>330-424-3511</b></p> <p>In an emergency, the person discovering or receiving information about an incident <b>will take these steps:</b></p> <ol style="list-style-type: none"> <li>1. <b>Notify</b> your building principal immediately.</li> <li>2. <b>Isolate</b> and <b>secure</b> the area and further assess the situation.</li> <li>3. <b>Assist and direct</b> responders once they arrive.</li> <li>4. Remember to <b>stay calm</b>. Those around you will react upon your cue.</li> </ol>	<p><b>Watch</b> - Threatening weather is likely. Remain alert and be prepared to take action.</p> <p><b>Warning</b> – Severe weather is occurring or has been indicated by radar in our area. Take action as dictated by the principal or designate.</p>	<p>The principal may choose to advise of a building “Level of Threat” to further define the emergency situation, or potential for it. Please take note of them.</p> <p><b>Level I, Monitor</b> A minor event occurs, or may be occurring, that could negatively affect the building. Example: a storm watch, minor building system problem, power outage, etc.</p> <p><b>Level II, Standby</b> A risk exists or is about to occur that may impact the building. Be prepared. Example: A tornado or severe weather warning, a major fire or hazardous materials spill near the school, a major building system failure.</p> <p><b>Level III, Emergency</b> The risk is real and requires a building response. Examples: A fire or hazardous materials incident in the building, a storm has caused damage or injury, safety force notification of a dangerous situation nearby that will affect the building.</p>
	<p style="text-align: center;"><b>Duck and Cover</b></p> <p>Of course, some emergencies like bad weather or an explosion can suddenly occur without notice. Be advised of this procedure and use it for security and protection:</p> <p><b>If inside</b>, advise students to use a desk or furniture as a shield, drop to their knees with backs to a window, make their bodies as small as possible, bury their face in their arms and keep their eyes closed and ears covered.</p> <p><b>If outside</b>, get behind a solid object, lie prone with faces away from the source, cover heads, faces and as much of the skin as possible, and also instruct to keep eyes closed and ears covered.</p>	

## **GENERAL RESPONSE OPTIONS**

**School administrators may initiate one of these emergency procedures.**

### **Cancel School Prior to Start**

The Superintendent will make this determination, and the School Parent Phone Notification System will be used to contact staff. Local radio and television will also be used.

### **Shelter-In-Place** (Protection of students and staff within the building)

To be decided by the administration is the “sheltering” in existing classrooms or larger parts of the building, such as the gymnasium or auditorium. When called, steps would be taken to isolate staff and students from any existing problems outside of the building, such as a chemical or toxic waste problem that may also require closing of windows and external doors. Be sure to maintain an accounting of your students.

### **Lockdown** (For protection from an internal or external threat.)

Used if there is a violent person in the building, requiring quick securing of classrooms, windows and exterior doors. It will be announced over the PA system through use of a predetermined warning “announcement.” (Be sure to be familiar with it.) A full accounting of students must be made. The lockdown will remain in affect until notification by the principal.

### **Early Dismissal** (Releasing students prior to the normal time.)

This option assumes there is a need to orderly clear the building while school is in session. It will be used only when it is safe to do so and bus transportation secure. Again, account for each student under your care.

### **Evacuation** (Removal of all students and staff from the building to a predetermined safe area.)

Building administrators know the locations and routes. Please close your classroom doors behind you, windows should be closed. It will be your job to make an accounting of your students and assist in their movement to the location. At the site, students remain in your charge.

### **Relocation** (Meeting the request of safety personnel.)

This is similar to evacuation and the appropriate steps should be taken; however, relocation can occur during an incident that does not directly threaten the school but when public safety authorities want to use the building as an emergency center. Again, if this decision is made during non-school hours, you will be advised via the School Parent Phone Notification System.

## **MISCELLANEOUS SAFETY INFO**

Be familiar with the fire and tornado procedures posted in the classrooms and other building rooms. Also, know where the emergency call boxes are located. Also, please do not open the security entrance doors to anyone, but rely on the office staff for monitoring. Also make sure students do not open these doors.

# FRAMEWORK FOR EMERGENCY RESPONSE

## Lisbon Exempted Village Schools

### Introduction

Lisbon Exempted Village Schools, in recognizing the importance of providing a safe learning environment for students and staff, welcomes the challenge of establishing this productive atmosphere in both times of general operation and crisis. We pledge to cooperate with outside response agencies that may be called upon in an emergency situation. Our paramount goal is to bring an appropriate and safe settlement to any crisis situation for the welfare and benefit of our educational family, students, and parents.

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### Plan Basics

This plan is not designed to specifically cover all crisis situations that may occur, but will touch on several major ones that could affect our two school buildings. To handle any crisis that may arise, the plan is “response driven,” with the instructional and support staff informed of initial emergency procedures. Building administrators then act to initiate and oversee the appropriate response.

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### Action Guide

Each staff member has received a reference guide for their classroom or office. It offers the initial procedures to be taken in an emergency situation, with the goals of protection for students and staff. These reference guides are designed to be as simple as possible, realizing that simplicity in instruction is necessary in the first moments of a crisis. Again, the goal of the Action Guide is to assist at the outset of a crisis, help provide stability and safety and offer guidance for action.

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### Levels of Threat And Response Options

To more quickly help our staff understand the extent, nature and potential danger of an emergency, we utilize three “Levels of Threat” whereby building principals determine the threat potential. The staff, in turn, understands the basics of the situation more quickly and clearly.

Also, principals can inform the staff of its “General Response Option” whereby emergency procedures for building safety are called upon. (The Staff Action Guide contains basic information on these levels and options.) For a more detailed reference, refer to **APPENDIX I**.

## **Crisis Response Team**

We believe some emergency situations, such as the death or injury of a student or staff member in or away from the school building, or the aftermath of an emotionally charged situation such as a threatening building intruder or bomb scare that could leave students wary or anxious will require the intervention of the Crisis Response Team. An important facet of the intervention, the team is comprised of our staff and community professionals chosen by the guidance department and building administrators. Its task is to help return operational normalcy to the school. For more information on the team and its responsibilities, refer to **APPENDIX II**.

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## **Media Plan**

A part of handling an emergency situation in a school setting requires fielding questions from the media, which has a right to inform its readers/viewers/listeners about any emergency in a public setting. If we understand how to use the media to our best interests, there is no need to fear its intervention. We should welcome their potential to act as a liaison to better inform the community. To be secure in this, we must understand the nature and goals of the media. For more information, refer to the Media Plan at **APPENDIX III**.

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## **Reference and Emergency Telephone Numbers**

Refer to **APPENDIX IV**.

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## **Miscellaneous**

The **only local emergency number** needed for response to Lisbon Schools is the police department at **330-424-7810**. The dispatcher will handle not only police calls, but also for the fire department and ambulance service. This is the quickest way to acquire an ambulance. However, to notify the fire department directly, call 330-424-3511.

**Lisbon Schools are not in the 10-mile radius “Siren Notification System” of the Beaver Valley Power Station at Shippingport, PA.** Therefore, we are not subject to their safety notification. However, we are to be notified of a hazardous situation there should it threaten, according to the Columbiana County Emergency Management Agency at 330-424-9725.

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## **SOME MAJOR EMERGENCIES AND PROCEDURES**

### **BOMB THREAT**

If an explosive device is present or thought to be present, the following steps should be taken;

- ◆ The person taking the threat via the telephone should follow the “Telephone Bomb Threat Procedure” laminated information placed next to the school phone. (The \*69 caller identification function does not work on our multiple phone lines)
- ◆ The building principal should be notified of the threat, and the person receiving the call should complete the “Bomb Threat Call Checklist” available from the building secretary while details of the call are fresh in their mind.
- ◆ The police/fire department shall be notified.
- ◆ The principal shall notify the superintendent.
- ◆ If the principal deems it necessary, the building will be evacuated. Fire drill procedures can be used, with the option of announcing the exact condition of the threat over the PA system. Students should be removed as far away from the building as possible. A student accounting by staff shall be made. No one will be permitted back into the building until the principal gives the “all clear.”
- ◆ The Media Plan should be considered.

### **CELL TELEPHONES OR PORTABLE RADIOS MUST NOT BE USED DURING THE BOMB THREAT.**

- ◆ The staff should also note any unusual or suspicious noises, disturbances or individuals during the evacuation. Staff should not attempt to intervene or handle suspicious items or confront individuals.
- ◆ The building principal should meet with emergency personnel at the front entrance with info on the initial call provided.
- ◆ The principal or designee will assist the police or fire with the search of the building.

### **CONSIDERATIONS TO NOTE:**

Lockers may contain a bomb that will explode upon opening. Also, do not permit students to retrieve their coats or go to their lockers prior to evacuation. They can take only those items they have when the alarm was given.

Also, light fixtures may be wired to a bomb to explode when the lights are turned on.

Also, direct the appropriate staff to disable the clock or bell system.

## **EXPLOSIONS**

In the event of an explosion, the following should be taken into consideration:

- ◆ Call the police/fire department. Determine the location and quickly assess the extent of the explosion.
- ◆ If necessary, evacuate the building using fire alarm procedures. Perhaps a move of students to a safer portion of the building would suffice.
- ◆ Assist the injured or wounded. Utilize staff trained basic first aid but do not move the injured unless a threat continues to exist. Ambulance crews should have been summoned through the police department.
- ◆ Notify the superintendent.
- ◆ Secure the area until authorities arrive.
- ◆ Meet emergency staff at the door and provide details of the incident.
- ◆ The Media Plan should be considered, along with intervention of the Crisis Response Team.

### **To note:**

During an explosion or a sequence of explosions, students should be instructed by teachers to seek cover under their desks or similar protective furniture. This is called the “Duck and Cover” technique as described in the staff Action Guide for initial protection in some emergencies.

## **BUILDING INTRUDER**

In the event of an intruder who poses a threat, certain steps should be taken.

(The general rule in relation to strangers in the building requires that they be stopped and questioned by a staff person about their business in the building or on school grounds. The staff should offer to escort the stranger to the office where their presence shall be documented.)

- ◆ Do not antagonize the person if they refuse to cooperate.
- ◆ If the intruder is hostile or threatening, notify a building administrator immediately and the police should be called.
- ◆ If the situation calls, the principal shall determine the level of threat, appropriate response option and advise teachers through the PA system or through messenger.
- ◆ Staff dealing with the intruder, if possible, should note their physical description, speech traits, clothing color and type or other characteristics and assist in identifying the individual.
- ◆ The superintendent shall be notified.

## ACTIVE SHOOTER SITUATION/ACT OF TERRORISM

An active shooter emergency involves one or more persons using a firearm, engaging in a random or systematic shooting spree.

### ALICE

“ALICE” is an acronym for 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the “ALICE” response does not follow a set of actions you “shall, must, will” do when confronted with an Active Shooter. Your survival is paramount in this situation. Deal with known information and don’t worry about unknowns. You may use only 1 or 2 parts of the response plan or you may have to utilize all 5. In this type of incident, your perception is the reality. You will be deciding the appropriate action to take.

- 1) **Alert** – Can be anything.
  - ◆ Gunfire – Witness – PA Announcement – Phone alert
  
- 2) **Lockdown** – This is a semi-secure starting point from which you will make survival decisions. If you decide not to evacuate, secure the room.
  - ◆ Lock the door. Cover any windows in the door if possible
  - ◆ Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
  - ◆ Barricade the door with anything available (desks, chairs, etc.)
  - ◆ Look for alternate escape routes (windows, other doors)
  - ◆ Call 911
  - ◆ Move out of the doorway in case gunfire comes through
  - ◆ Silence or place cell phones on vibrate
  - ◆ Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
  - ◆ Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
  - ◆ Put yourself in position to surprise the active shooter should they enter the room.
  
- 3) **Inform** – Using any means necessary to pass on real time information.
  - Given in plain language.
  - Can be derived from 911 calls, video surveillance, etc.
  - Who, what, where, when and how information
  - Can be used by people in the area or who may come into it to make common sense decisions
  - Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers.
  
- 4) **Counter** – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

- Anything can be a weapon
- Throw things at the shooters head to disrupt their aim
- Create as much noise as possible
- Attack in a group (swarm)
- Grab the shooters limbs and head and take them to the ground and hold them there
- Fight dirty - bite, kick, scratch, gouge eyes, etc.
- Run around the room and create chaos
- If you have control of the shooter call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

5) Evacuate – Remove yourself from the danger zone as quickly as possible.

- Decide if you can safely evacuate
- Run a zigzag pattern as fast as you can
- Do not stop running until you are far away from the area
- Bring something to throw with you in case you would encounter the Active Shooter
- Consider if the fall from a window will kill you.
- Break out windows and attempt to quickly clear glass from the frame.
- Consider using belts, clothing or other items as an improvised rope to shorten the distance you would fall
- Hang by your hands from the window ledge to shorten your drop
- Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
- Do not attempt to drive from the area.

## Secondary Issues

- Responding Police will have their weapons drawn and ready for use. They do not know exactly who the shooter is and will probably point weapons at you. Remain calm and follow any directions they may give you.
- Responding Police are there to stop the Active Shooter as soon as possible. They will bypass injured people and will not help you escape.
- If you come into possession of a weapon, do NOT carry or brandish it! Police may think you are the Active Shooter. If possible, put it in a trashcan and carry it with you. If you come across Police, calmly tell them what you are carrying and why. Follow their commands.
- If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, keeping people calm, etc.
- Discuss beforehand with people in your office or classes where you will meet up should you have to evacuate and make it a place easily accessible and far away from the scene.
- Talk to your students and co-workers beforehand to know if they have any special skills. Consider strategic placement of these people in a classroom or office setting. You may have current or ex-military personnel, medically trained persons, or even people trained in martial arts that can provide assistance in this type of incident.
- Consider setting up classrooms and offices to make it harder for an Active Shooter to enter and acquire targets.

## **POSSESSION OF WEAPONS**

Whenever an individual (for this reference it is a student) is observed or reported to be carrying a weapon, the following action/precautions should be taken by staff:

- ◆ Attempt to identify the student(s) and the location in the building, and record the names of any staff or students who saw the weapon and document what they report.
- ◆ The principal shall notify the police and determine the appropriate level of threat and response option, notify staff and attempt to isolate the student if possible.
- ◆ If the student is in a classroom, the office can monitor the room through the PA system.
- ◆ Depending upon the circumstances, the principal should wait for arrival of the police before approaching the student. With police present, the student should be calmly asked to surrender the weapon. (To note here, once police arrive they take charge of the situation and school staff act in an important advisory capacity.) Perhaps use of a staff member familiar with the student will help reduce tensions, but it is important to limit the amount of people at risk.
- ◆ If the situation is diffused, the principal or staff person should ask the student to accompany them to the office, or they can assist police with their apprehension. More than one staff member should assist in handling the student without police.
- ◆ If the person still possesses the weapon when police arrive, provide them with the name of the student and a list of names of those who reported seeing the weapon and as many details as possible. Also provide a map of the building and assist them in locating the student.
- ◆ The superintendent should be notified or earlier if appropriate.
- ◆ The principal shall notify the student's parent/guardian and later take the appropriate school action as per the Discipline Handbook. If the student is in police custody, school staff should refer questions to police.
- ◆ The building Crisis Response Team should be consulted, with appropriate interventions taken if necessary.
- ◆ The Media Plan should be considered.

## HOSTAGE SITUATION

If a student or staff member is taken hostage in a school building, the following action/precautions should be taken:

- ◆ The principal shall notify the police and superintendent.
- ◆ The level of threat and response option considered and taken. **To Note:** Using the PA or messenger, teachers should be asked to quietly move their students away from the hostage location to isolate the area. Initiate a lock-down procedure for areas unable to be evacuated or if appropriate.
- ◆ Do nothing to antagonize the captor. Listen and respond reasonably to their requests. Slow the process down and assist police in any way possible, attempting to garner all information about the situation and students/staff involved. Keep notes regarding times and communications, if possible.
- ◆ The principal shall not agree to take any action at the captor's request. Explain to them that you do not have the authority to act, but that is the policy role.
- ◆ **In review, the principal shall provide to police at least these items:**
  - a. The floor plan and any assistance deemed necessary from the school custodian.
  - b. A list of who is held hostage and any demands given.
  - c. If known, provide any information about the hostage taker's background. Do not implicate staff who may have handled disciplinary action in the past with this person or their child.
- ◆ Principals shall work with the superintendent and police to determine the next appropriate steps, perhaps informing hostage families. It may be necessary to keep a telephone line open if the hostage has access to a telephone. Be sure who mans the telephone is directed in the appropriate steps to be taken.
- ◆ Provide parents of hostage students an easy access telephone line, and attempt to keep this open.
- ◆ Convene the Crisis Response Team as soon as possible during this situation.
- ◆ Consult the Media Plan.

## **STUDENT ABDUCTION**

It is possible that a student may be removed from your building illegally by a stranger or a relative acting in a child custody dispute. To guard against this, the staff shall take all appropriate precautions in general operations to see that students are released to the designated parent/guardians.

When questions arise about a person's identity or authorization to take a student, or it appears that a stranger has taken a student against their will, follow these procedures:

- ◆ The principal shall notify the police and superintendent's office.
- ◆ Attempt to identify the abductor's vehicle, noting its make, year, model and color. If possible, provide a license number, direction of travel and number of people in the car.
- ◆ Staff involved should do all they can to provide police with an identification of the abductor.
- ◆ Contact the student's legal parent/guardian (according to school records) and calmly relate what has occurred to the best of your knowledge. Invite them to your school and provide the best of accommodations and concerns. Perhaps referring to the police department could also be made here.
- ◆ Establish a description of the student's clothing from parents and staff.
- ◆ Provide police with the latest photograph of the student from our files.
- ◆ Convene the building Crisis Response Team as soon as possible.
- ◆ Consult the Media Plan.

## **MEDICAL EMERGENCIES**

**To note:** The administration of each building should be aware of those staff instructed in CPT, AED Defibrillator, and First Aid. If the nurse is not available, they should be sought for assistance in the initial moments of a medical emergency.

In the event of such an emergency, follow these procedures:

- ◆ Do not move the injured or ill person. Consult with the school nurse immediately.
- ◆ If the nurse is not available, or if the student/staff is in need of immediate medical attention by ambulance crews, notify the police department for an ambulance.
- ◆ If a staff member is certified to administer CPT or AED Defibrillator, this can be done in the interim if the school nurse is not available.
- ◆ Contact the student or staff's parent/guardian or family to advise.
- ◆ Have a staff member greet the ambulance at the door and lead them to the emergency location.
- ◆ For minor emergencies, First Aid Kits and the Defibrillator are available in the main offices and/or the nurse's office.

## **DEATH OF A STUDENT OR STAFF MEMBER**

### **In the event of a death, these procedures can be followed:**

- ◆ The principal shall make an attempt to verify the death by contacting law enforcement, the hospital, coroner's office or other official sources. (In advance, it is recommended that the principal ask local law enforcement and emergency personnel to be notified, if possible, of a student or staff member death.)
- ◆ The principal shall contact the family to offer support and obtain further verification/information and details of the family's funeral plans, memorials, etc.
- ◆ The superintendent shall be contacted as well as the Crisis Response Team and identify the time and location of its meeting to take place as soon as possible. A crisis response will be put into effect.
- ◆ School announcement of the death will be done as soon as possible in the morning, preferably by the principal or a designate going to each class. A prepared statement can be read if desired. It should include information about the funeral and its location, along with calling hours with an appeal for attendance.
- ◆ All staff and students should be given ample opportunity to avail themselves to the Crisis Response Team interventions. (See APPENDIX II for more information.)
- ◆ Use of the Media Plan should be considered.

## **ATTEMPTED SUICIDE**

Whenever a student or staff member has threatened or attempted suicide on school property, the staff should respond in the following manner:

- ◆ If the suicide attempt has been successful, the police should be notified. The principal shall also notify the superintendent along with the student's parent/guardian.
- ◆ Summon assistance from other staff members to isolate the person and location.
- ◆ If there was an attempted suicide, the person shall also be isolated and the guidance counseling staff and school nurse summoned to help determine the next intervention step. Parents/guardians should also be contacted and the student should be comforted until they arrive.
- ◆ If necessary, an ambulance crew should be sought for immediate help.
- ◆ If the crisis has subsided, the parent/guardian is instructed to contact the "Screening Department" of The Counseling Center (330-424-9573) for immediate professional assessment. School Staff can initiate this call on behalf of the parents.
- ◆ The principal shall document that the professional intervention was sought. Also documentation should be a "release form" by the parent/guardian that the mental health assessment has taken place and mental health interventions completed or in place before the student will be permitted back into class.
- ◆ If necessary, the school Crisis Response Team will be enacted, along with the Media Plan consulted. (See the appropriate APPENDIX for details.)

## **CHEMICAL/TOXIC WASTE SPILL**

The release of a liquid or vaporous hazardous material near a school can pose a serious threat. Immediate communication with local police/fire departments is a must. The following school procedures should be taken:

- ◆ Notify the police as soon as the release is known or suspected. The superintendent will be notified.
- ◆ To be considered after conferring with emergency crews is the Level of Threat and Response Option.
- ◆ The principal and superintendent shall work closely with emergency crews in deciding the level and option and act quickly if evacuation is necessary.

## STUDENT DISTURBANCE

Unruly or disruptive behavior from a student or a group of students on school property should be handled as follows:

- ◆ If the disruption is not serious, attempt to have the students return to their normal routine.
- ◆ If necessary, notify police for assistance. **School staff should not enter a disruption if their personal welfare is in jeopardy.**
- ◆ If the disturbance can be thwarted by staff, isolate the student or students from the rest of the student body. Attempt to fairly discern the roots of the problem and determine blame.
- ◆ Continue with discipline action according to the written plan and enforce consequences. Parents/guardians should be informed.
- ◆ Again if necessary, the Crisis Response Team can be implemented, along with the Media Plan to handle any inquiries.

## **UTILITY EMERGENCY PROCEDURES**

Should the building need to be evacuated, follow fire drill procedures with a verbal announcement on the PA system followed by manually tripping the alarm. In a power outage, the announcement can be made by messenger. After the evacuation, a visual check of the school must be completed by a staff member to make sure no one remains.

Follow these steps of action when a threatening situation exists:

### **◆ Gas Line Break**

- A. Contact the police/fire department and the appropriate utility company.
- B. Initiate a Response Option with an accounting of all students and staff.
- C. Shut off the main gas line, if possible.
- D. Notify the superintendent.

### **◆ Electrical Power Failure**

- A. The staff will be contacted by messenger to continue their schedules if possible. The principal will contact the power company.
- B. Those rooms with insufficient lighting will move to the gymnasium/cafeteria.
- C. The principal will keep in contact with the utility to determine the length of the outage. A possible Response Option may be necessary.
- D. Keep the superintendent apprised.

### **◆ Water or Sewer Break**

- A. Notify the water/sewer department and advice.
- B. Again, certain unaffected areas of the school can be utilized as classrooms.
- C. The superintendent is apprised and a Response Option may be taken.

## **EMERGENCIES AWAY FROM SCHOOL**

### **Planning:**

Emergencies can take place while students are on a school-sponsored activity. Preplanning is an essential element of the trip preparation. The following steps must be completed prior to the event:

- ◆ Field trip permission forms and emergency medical authorization forms must be completed and approved.
- ◆ Each bus should contain a staff member, beyond the bus driver, who has a participant roster and the permission and medical forms.
- ◆ Routes and day itineraries must be made known to building principals.
- ◆ Bus driver will be trained in first aid and general bus emergency procedures. If for some reason the bus telephone is not operational, a staff must have a cell phone.

### **Emergency procedures**

Should an emergency arise, these steps should be taken:

#### **◆ Bus related:**

- A. The driver or staff member shall immediately notify the building principal of the incident. The superintendent will also be notified.
- B. The parents/guardians of injured students will be notified as soon as possible by the principal. Find out which hospitals are being used before the notification and advice.
- C. Parents/guardians of all students involved in the incident will be notified by the principal or designate as soon as possible, and a time frame given for their subsequent return to the school, or other arrangements made. If possible, give students an opportunity to call home from the bus telephone or staff cell phone.
- D. The Crisis Response Team and the Media Plan will be implemented.

#### **◆ Other trip emergencies:**

- A. Incidents should be immediately reported to the building principal by the staff. The superintendent may be notified.
- B. The principal or designate should gather all necessary information, including a list of all staff off-site cell phone numbers to enhance communications.
- C. The principal will notify parents/guardians about the status of any injured or involved students.
- D. The Crisis Response Team may be called upon and the Media Plan consulted.

## **TORNADO (severe weather) PROCEDURES**

Tornadoes and severe thunderstorms can occur suddenly; therefore an early-warning weather alert radio is positioned in the guidance office of the junior/senior high school. (The radio will not work at McKinley, due to its valley location, nor in the lower levels of the junior/senior high school building.)

When an alert is sounded, the guidance staff acts accordingly by notifying the building principal who is also aided by the office personnel who monitors the cable weather station during potential inclement weather.

Also, the staffs of both buildings are informed of the nature of the village's tornado alert siren.

### **Necessary definitions:**

- ◆ Tornado or severe thunderstorm **Watch**: Conditions are favorable for tornadoes or severe weather. No sirens are sounded, but the alert is given over the weather radio. Recess and physical education classes should be moved inside.
- ◆ Tornado or severe thunderstorm **Warning**: A tornado has been sighted. The village siren will sound for three minutes and warnings will be heard over the weather radio. Tornado emergency drills should be enacted in each building immediately for safety. Regarding a severe thunderstorm, one is in the vicinity and precautions should be taken.

### **Drill procedures:**

- ◆ Announcements will be made via the PA system or by messenger of the tornado drill and students and staff will quickly move to their assigned locations and assume the protective position kneeling or in a sitting with heads down and protected by books or hands. Tornado drill routes are posted in each classroom.
- ◆ Teacher should close the classroom doors and take a class roster, notifying the administration of any missing students ASAP.
- ◆ Should a tornado strike the building, the principal will determine when and where students will be evacuated in the Response Option. Moving to an undamaged portion of the building may be warranted.
- ◆ The police/fire departments will be notified, along with the superintendent. The Crisis Response Team will be contacted and the Media Plan utilized.
- ◆ An assessment of the structure should be done by the administrative staff, with the thought to secure the building from the threat of vandals and more bad weather.

## **FIRE PROCEDURES**

When the fire alarm is tripped, staff and students will follow the procedures outlined in each classroom and proceed out and away from the building. Teachers will have closed the classroom windows and doors and accounted for their students via a roster. If any are missing, the principal or designate will be notified and the student's whereabouts determined.

### **The following procedures should also be taken or followed:**

- ◆ If a fire is detected, the police/fire department shall be notified. The principal shall assess the situation, determining where the fire is located and if all students and staff have been evacuated. If possible, the principal should determine what is burning and possible natural gas leaks, electrical line problems and other potential hazards.
- ◆ Custodians should also attempt to shut of the main gas line. The superintendent should also be notified.
- ◆ The principal or designate will meet emergency crews at the door, providing a building floor plan and a set of master keys.
- ◆ If a fire occurs, the police/fire departments will determine subsequent action to take and be in charge of the emergency.
- ◆ Student and staff will be permitted back into the building to retrieve belongings only at the discretion of the principal as recommended by the fire chief. Decisions regarding school dismissal or further actions must also be made by the principal/superintendent.
- ◆ The Media Plan will be consulted.

## **PANDEMIC INFLUENZA PLAN**

### **Definitions**

**Pandemic Influenza** is an epidemic of an influenza virus that spreads on a worldwide scale and infects a large proportion of the human population. Because there is little natural immunity, the disease can spread easily from person to person. Influenza pandemics occur when a new strain of the influenza virus is transmitted to humans from another animal species. New strains are unaffected by any immunity people may have to older strains of human influenza and can therefore spread extremely rapidly and infect very large numbers of people.

**POD** is a point of distribution.

**Closed POD** is a location operated by a private agency or organization for specific populations and is not open to the public.

### **Emergency Powers ACT**

An Emergency Powers ACT will allow individuals other than pharmacists to dispense prescription drugs at PODs during an emergency. Every state has pharmacy laws that regulate who may dispense prescription drugs. There are waivers ready for the governor to sign that will allow volunteers, under a pharmacist's supervision, to dispense medication during an emergency. Closed PODs must collaborate with local public health to determine supervision methods that are being utilized in Ohio. The Pandemic and All-Hazards Preparedness Act was created to improve the nation's public health and medical preparedness and response capabilities for emergencies, whether deliberate, accidental or natural. For more information on the PAHP Act visit:

<http://www.hhs.gov/aspr/opsp/pahpa/index.html>

### **Pandemic Influenza Team**

- |                                      |  |
|--------------------------------------|--|
| ◆ Pandemic Coordinator               | Superintendent                           |
| ◆ Medical Coordinator                | School Nurse                             |
| ◆ Security / Site Coordinator        | Building Principal                       |
| ◆ Staffing Coordinator               | Assistant Principal / Guidance Counselor |
| ◆ Information / Supplies Coordinator | Building Secretary                       |
| ◆ Facilities Coordinator             | Maintenance Supervisor                   |
| ◆ Technology Coordinator             | Technology Coordinator                   |

### **Closed POD for Lisbon Exempted Village School District**

The Lisbon Exempted Village School District will operate as a closed POD to serve the students of the school district when threatened by a pandemic outbreak of influenza. A closed POD site will serve directly the school community and eliminate highly stressed open POD sites that serve the entire population. A closed site through the school is an appropriate way to reach children of the school district as they are designated as high risk populations for influenza.

## **Pandemic Influenza Plan**

1. Pandemic Coordinator will notify all employees, students and parents about the threat of a pandemic influenza outbreak and be advised about the process involved and how it will affect them.
2. Pandemic Coordinator will communicate with the Columbiana County Health Department regarding the threat of an outbreak within the school district.
3. Medical Coordinator will work with building administrators to monitor/track staff and student absences, as well as individual cases of influenza throughout the district.
4. Technology Coordinator will provide employees, students and parents with the appropriate health sanitation and safety practices to be implemented through the District Web Site.
5. Information and Medical Coordinators will survey high risk populations to determine the number of vaccines necessary to immunize.
6. Facilities Coordinator will work with building administration and custodial staff to increase the sanitation procedures in all buildings.
7. Pandemic Coordinator and Medical Coordinator will work with the Columbiana County Health Department to determine the point at which the district will need to operate as a closed POD.
8. The Pandemic Influenza Team will meet to implement a closed POD through the Lisbon Exempted Village School District and develop a schedule of operations.
9. The Lisbon Exempted Village School District will utilize the David Anderson High School Auditorium and the McKinley Gymnasium as the locations of dispensing a vaccine through the Health Department and/or medical professionals. Seating in the auditorium will be organized by the Site Coordinator. Overflow areas will be determined by the Site Coordinators as necessary.
10. Information, Security, and Site Coordinators will obtain and make available, before the event or emergency occurs, the necessary written agreements between the school district, medical services personnel and patients needed for dispensing.
11. Facilities, Site and Medical Coordinators will prepare the buildings and POD site to receive and put in place volunteers, medical services staff and/or Columbiana County Health Department Staff and Materials.
12. Pandemic Coordinator will establish the availability and use of school technology equipment with the school technology director and treasurer to make available the necessary technology devices to ensure quality communication.

13. Staffing Coordinator will establish and secure enough volunteers necessary to assist the Pandemic Influenza Team, the Health Department or other medical staff before, during and following the closed POD procedures.
14. Security Coordinator will work with local law enforcement to maintain proper security, traffic and parking throughout the administration of vaccine process.
15. Facilities and Site Coordinators will secure the building following a closed POD event to verify that all sanitary needs are met and the building will be ready to return to its use for students.
16. School closings and re-openings will be determined through communication between the Pandemic Influenza Team, the Columbiana County Health Department, the Ohio Department of Health, and the Ohio Department of Education.

## **APPENDIX I**

### **LEVELS OF THREAT and RESPONSE OPTIONS**

To help unify the response of staff and administration in an emergency situation we utilize “levels of threat.” We also document the “response options” that can be taken by the administration for the protection of students and staff. Again, we feel knowledge of these facets of the Emergency Operations Plan by staff will result in a more efficient handling of the crisis.

#### **Levels of Threat**

These levels are designed to help structure the district’s response and characteristics of each are given here. When appropriate, the principal shall relay the specific threat level to the staff, which consults with the Action Guide for clarification. The examples here, however, are not meant to be a complete listing of the possible situations that can occur.

##### **Level I, Monitor**

A Level I situation is one where a minor event occurs or may occur that could negatively affect one or both buildings, students and staff. It is characterized by the following:

- ◆ No immediate danger or emergency exists, but the potential is present.
- ◆ A minor incident occurs that appears to be of short duration.
- ◆ The situation is limited in scope and can be managed by the appropriate administrator.

**Examples** of a Level I situation includes:

- ◆ A severe storm watch issued by the National Weather Service.
- ◆ A fire or hazardous materials incident within the district or within two miles of a building.
- ◆ A minor building system problem.
- ◆ A local power outage.

##### **Level II, Standby**

A Level II situation is one where a risk exists or is about to occur that will impact one or both buildings, students and staff. The risk requires that a preparatory status be adopted. Level II is characterized by the following:

- ◆ The potential danger is real and district personnel should be prepared to act.
- ◆ The situation has the potential for expanding beyond a limited area.
- ◆ The situation may continue for an extended duration.
- ◆ Resolving the situation may require resources in excess of those available locally.

**Examples** of Level II situation include:

- ◆ A severe storm or tornado warning issued by the NWS.
- ◆ A major fire or hazardous materials incident within half-mile of a school building.
- ◆ A major building system failure.

- ◆ An incident at a district facility that, although being handled by the appropriate administrator, may need additional district resources such as personnel, transportation, supplies, notifications, etc.

### **Level III, Emergency**

This level recognizes that a risk is real and requires a response by the district. It is characterized by the following:

- ◆ Students, faculty or staff are in danger, facilities are at risk and immediate action is necessary.
- ◆ The incident is on district property, or off property but close enough to affect a facility or involve students or staff.
- ◆ The situation requires the coordination of district resources or coordination with outside agencies.

**Examples** of a Level III situation include:

- ◆ A fire or hazardous materials incident occurring at a district facility.
- ◆ A major storm or weather event that is causing or has caused injury/damage.
- ◆ A traffic accident involving students and/or district personnel.
- ◆ Notification by a competent authority that action is required due to a fire, hazardous materials incident or other emergency near a district facility.

## **RESPONSE OPTIONS**

The nature of any response taken by the school district will be limited, because those who are responsible for handling the most serious incidents are police, fire, emergency medical personnel, emergency management personnel and utilities personnel. The district's primary responsibility is to protect students and staff.

There are six general options available to the district in a critical incident. They can be modified to fit the parameters of a particular event and the needs of a specific site. They are:

### **Cancel School Prior to Start**

This means notifying students and staff that school will not be open on a specific day. A variation of this option is to notify students and staff that reporting times for a specific day have been changed. This option is available when there is sufficient time for notification.

Use of the local media can be used for notification, or the district's "School Parent Phone Notification System" to inform staff.

### **Early Dismissal**

This refers to releasing students and staff prior to normal dismissal times. This option assumes there is a need to clear buildings while school is in session. The coordination of transportation is important. Early dismissal should be used only when it is safe to do so. Students and staff should not be released if they will be exposed to more danger by leaving school than they would if they remained in the building.

The local media can be used for notification here also. Once transportation is secure, on-site administrators will be responsible for telephoning parents, if necessary. The goal is to have a 100 percent accounting of all students verified upon dismissal.

### **Shelter-In-Place**

This refers to protecting students and staff within the buildings. This option can be used in two situations. First, there is no immediate threat to the building structure itself, so students and staff can remain safe by being inside. Second, the threat is such that an attempt to move students and staff from the building would expose them to more danger than remaining there. This option would most likely be used during a hazardous materials incident, such as the escape of a gas that could cause harm if inhaled. It might also be used in releasing students and personnel could interfere with law enforcement or fire fighting on the scene.

#### **Procedures to be considered:**

- ◆ Safety personnel could require Shelter-In-Place.
- ◆ The building administrator must decide if classrooms or a gymnasium or auditorium should be used.
- ◆ Take steps to isolate students and staff from the external environment during environmental or hazardous materials incidents. This would include the closing of all outside doors and windows and turning off the air ducts and ventilation systems.
- ◆ An accounting of all students will be made.
- ◆ Use of safety personnel to inform when regular school operations can resume.

### **Lockdown**

Use of a lockdown protects students and staff from an internal or external threat, such as a violent person in the building. This option requires the ability to quickly secure classrooms, windows and exterior doors. Movement of students and staff should be limited.

#### **Procedures to be considered:**

- ◆ The lockdown is announced over the PA system by using a predetermined and known warning “announcement” that will alert staff to the procedure.
- ◆ A full accounting of students should be made.
- ◆ The building principal should inform the public safety personnel of the lockdown and have the keys to access all areas of the building.
- ◆ Public safety authorities will inform the building administrator when it is safety to resume regular operations.

### **Evacuation**

Evacuation is the removal of all students and staff from the buildings to predetermined safe areas. Routes to those areas should be established and be the shortest and direct as possible using sidewalks. Primary and secondary areas should also be established.

For the **Junior/Senior High School:**

Primary:

The football stadium if appropriate or  
St. George Catholic Church  
271 W. Chestnut St., Lisbon, OH 44432  
Telephone – 330-424-7648

Secondary:

New Lisbon Presbyterian Church  
111 E. Chestnut St.  
Lisbon, OH 44432  
Telephone – 330-424-5107

For **McKinley Elementary School:**

Primary:

New Lisbon Presbyterian Church

Secondary:

Juvenile Justice Center, or

First United Methodist Church  
114 E. Washington St.  
Lisbon, OH 44432  
Telephone – 330-424-5212

Lepper Library  
303 E. Lincoln Way  
Lisbon, OH 44432  
Telephone – 330-424-3117

**Evacuation procedures to note:**

- ◆ Students and staff should remain calm.
- ◆ Classroom doors should be closed behind you but not locked. Windows closed.
- ◆ A full accounting of students should be made.
- ◆ Students are under the control of school authority regardless of the location.
- ◆ All students and staff will remain at the facility until given verbal notification to return to the school building by the principal or official designate.
- ◆ If students are not to return to school that day, bus transportation must be arranged. The media can be used to notify parents of the change, especially if the release time is different from the usual.

**Relocation**

Relocation is similar to evacuation, in that it is the process of vacating the school building. It could occur during an incident that does not directly threaten the school but where public safety authorities wish to use the building as an emergency center.

## APPENDIX II

### CRISIS RESPONSE TEAM

In the event of a crisis, Crisis Response Teams will be activated in either or both school buildings as directed by the principal or superintendent. The team includes both internal (School Staff) and external (mental health or clergy) professionals. School members include school psychologist, nurse, guidance counselors, and other selected staff. External or community members will include representatives from Family Recovery Center, The Counseling Center of Columbiana County and the Lisbon Area Ministerial Association. Community members act as consultants and support/resource personnel under the direction and review of school staff. All final decisions are the responsibility of our school district.

#### General Responses to a Crisis

- ◆ If the crisis occurs outside of school hours, the building principal or superintendent shall activate the School Parent Phone Notification System, if necessary, to inform all staff of the crisis event and to announce any emergency staff or crisis team meetings.
- ◆ The building principal shall attempt to confirm or deny any initial rumors about the crisis to staff members, unless an alternative spokesperson has been selected.
- ◆ The building principal shall contact the immediate family of any crisis victims to offer support and/or seek additional information.
- ◆ When a crisis occurs during school hours, the principal will remain on-site during the crisis period.
- ◆ If the situation warrants a crisis team meeting, and it is during school hours, the crisis team will assemble immediately.
- ◆ If the crisis is after school hours and a team meeting is called, it shall take place as soon as possible prior to the next school day. An emergency staff meeting shall also be called ASAP.
- ◆ The emergency staff meeting will be held in the affected school building. Issues decided will be the identification of targeted at-risk students (those more adversely affected emotionally that require special attention) and staff members chosen to work with these students. Staff will also be advised of how to discuss the crisis with students and the plan to assist them. In some cases, staff may be encouraged to seek support from the Crisis Response Team itself.
- ◆ Students will be supervised during the crisis period, with staff permitting them access to team members. All staff should be sensitive to their emotional needs and call upon team members whenever necessary. Students will be permitted to leave school only if released to a parent/guardian.
- ◆ Continuation or extra-curricular activities is at the discretion of the building principal in consult with the Crisis Response Team. Also, classroom time should become less formal with more classroom discussion encouraged about the crisis to reduce student stress and anxiety. Teachers questioning their role in the aftermath should contact the team for advice.
- ◆ If needed, letters can be sent home with students detailing information about the crisis and offering assurance the school is doing all it can to assure the safety and emotional well-being of students. The initial letter could come from the superintendent, with subsequent letters from the principal. If calling hours/funeral is

to be held, students and staff should be notified and encouraged to attend. Crisis Response Team members should be at the funeral home to assist students and further targets those in need of intervention.

- ◆ The superintendent and/or designated personnel should be responsible for making all contacts with the media. (Consult the Media Plan for help here.) Priorities for the media contact should include:
  - A. The protection of privacy of the families involved.
  - B. The protection of privacy of the students and staff.
  - C. The dissemination of factual information and the control of rumors.
  - D. Provide the media with the steps being taken in your school to handle the emergency.

### **Crisis Response Team Responsibilities**

The team will consider and/or plan and review:

- ◆ How to inform students, using factual, non-judgmental information. It should involve the preparation of a prepared statement that can be read to students at the beginning of the day.
- ◆ What issues to cover at the coming emergency staff meeting?
- ◆ How to structure the next school day.
- ◆ How to identify troubled or especially traumatized students.
- ◆ How to identify troubled or especially traumatized staff.
- ◆ How to participate in funeral memorial services.
- ◆ How to inform parents/community members about relevant information and issues.
- ◆ What additional community resource people/agencies can be used?

The team should be available to provide consultation and to answer questions at the emergency staff meeting.

#### **The prepared statement shall:**

- A. Avoid minute or disturbing details.
- B. Avoid moral judgments.
- C. Avoid romanticizing the incident and be direct and fact-centered with info.
- D. Inform students of the availability of counseling services.

Members of the Crisis Response Team should remain at the building site during the day and attend a debriefing at the end of the school day. They will remain on duty the next school day and until normalcy returns. Team members should also be on call for any consultation from staff or students.

#### **Other team responsibilities should include:**

- ◆ Discuss procedures for the school's involvement in the calling hours and funeral. Encourage school representatives to attend out of respect for the victim's family.
- ◆ Students should be dismissed to attend any memorial services.

## APPENDIX III

### MEDIA PLAN

The superintendent and/or designated personnel will be the media spokesperson, with all media requests routed to them. The spokesperson will gather information about the crisis from the Crisis Response Team, appropriate staff members and any outside agency involved, such as police or fire.

It should be assumed that the media is there to do a job and not sensationalize the crisis situation. Most reporters are professionals and operate under this philosophy, but it is our job to protect the integrity and privacy of our school, students and staff. Our relationship with the media must also be of a professional nature. If we are viewed as being professional and as straight forward as possible, making ourselves as available as possible, the exchange of our providing information and seeing accurate reporting should be the result.

#### General Media Guidelines

- ◆ Your primary goal is to keep the public informed of the crisis while trying to maintain the privacy of students and staff while assuring as little interruption in the educational process as possible.
- ◆ If the news media arrives at your school while classes are in process, attempt to isolate them to not disturb students. They should be welcomed, but not permitted into classrooms. If needed, suitable facilities should be arranged where they can work in a group and where news conferences can be held. Phone lines are good here, as well as outlets for computers, should be crisis be large enough to warrant.
- ◆ If personnel enter the building without prior notification, they should be taken directly into the principal's office. As a backup, the principal should notify the superintendent for advice. If the superintendent is the spokesperson, the superintendent should come to the office as soon as possible.
- ◆ The media will not be permitted to interview students on school property. We should not permit photos of students on school property, if at all possible. Staff should also refrain from speaking to reporters. **The spokesperson shall be the only school personnel relating to the media**, unless certain staff members are permitted to do so at the spokesperson's discretion.
- ◆ Media will be given access to police or emergency personnel in the building if appropriate.

#### Responding to the Media

To assist in acquiring accurate reporting, prepared statements should be distributed and used whenever possible when sufficient information about the crisis is obtained. An initial release may be this:

"The Lisbon School District is responding to the situation. Our first priorities are the well-being of our students and the continuation of quality education in our school buildings. School leaders and staff are on site to investigate the matter thoroughly and are reviewing all information. As soon as we gather enough details, we will inform you and the public. Thank you for being patient with us."

When providing more detailed responses, the following guidelines should be considered:

- ◆ Briefly state the known facts and details of the situation, but do not give names of victims or suspects. This is not our responsibility. Names come from the police or fire department. Our responsibility is to relay information as to how it affects our school, staff and students. Also, do not speculate on motives, feelings, etc.
- ◆ Review what the school/district is doing in response to the crisis and what is being done for your students and staff. Emphasize that your primary goal is to help them through the situation, and that you will be doing all possible to bring normalcy to the building. Emphasize the positive aspects of the situations, such as what the staff and students are doing to bring themselves through and the work of the Crisis Response Team, etc. Attempt to portray people in as much as a positive manner as possible.
- ◆ Again, offer written statements whenever possible. This is your way of “controlling” any media interview, and then stick to details and basics when answering questions. Keep a “media log” of names and phone numbers, allowing us the availability to track information. The log can be given to Crisis Response Team members for review once the crisis passes.

### **Suggested Media Responses and Guidelines**

- ◆ Never attack or challenge the media or become visibly upset or frustrated. Try to just “be yourself.” It’s ok to not know the answer to all questions.
- ◆ Don’t say “no comment” but state the reason why you cannot respond, using:
  - A. “It is not our policy to discuss personnel matters in public.”
  - B. “This is the first time I’ve heard this. Please give me some time to respond.”
  - C. “I need to learn more about the situation before I can respond at this time.”
- ◆ Do not refuse to discuss information without giving a good reason:
  - A. “We are still gathering some important details here...”
  - B. “I want to make sure you have the right information instead of speculating at this time.”
  - C. “As soon as I have the information, you will be the first to know.”
- ◆ Don’t answer hypothetical questions:
  - A. “I believe you are asking hypothetical questions. Right now, I am addressing what is taking place here and now.”
- ◆ Don’t speculate. Deal only in facts:
  - A. “I won’t speculate because I want you to have the correct information.”
- ◆ Don’t repeat negative words sometimes used by reporters, like gangs, racism, problem and controversy. Try to answer questions without reflecting any inflammatory words.
- ◆ Don’t feel obligated to answer a multi-part question. Only answer those questions that fit your agenda and don’t answer “leading” questions, but say:
  - A. “This may be a leading question here...Let me tell you what I believe the facts are...”
- ◆ Never mislead or lie and never give “off the record” comments, no matter how well you know and trust the reporter. Remember, you are a professional here and you are answerable to your school and district.

- ◆ Never be sidetracked with misleading questions, and always admit to making mistakes, if you do. Always take your time when answering questions. Time is on your side here.

### **Media Guidelines For Handling the Death of a Student or Staff**

- ◆ Every effort should be made to maintain the privacy of the deceased student/staff and respect the grief of their family.
- ◆ The official confirmation of the death shall originate with the county coroner's office or other legal source and not the school district. It is the media's job to use credible sources to get this information and they should not be relying on you as a confirmation source.
- ◆ Student records will be kept in privacy and not available to the media.
- ◆ The media should be informed of the efforts of the Crisis Response Team and its counseling intervention efforts, but not permitted to interview members.

## **APPENDIX IV**

### **EMERGENCY AND REFERENCE TELEPHONE NUMBERS**

#### **EMERGENCIES**

Police, Fire and Ambulance: 330-424-7810  
    Police Chief Mike Abraham  
    Fire Chief Dave Lewton (330-424-3511)  
Sheriff's Office: 330-424-7255  
State Highway Patrol: 330-424-7783  
Columbiana County Emergency Management Agency: 330-424-9725  
Mayor's Office: 330-424-0440  
    Mayor Dan Bing

#### **UTILITIES**

Ohio Edison Co.: 800-633-4766  
Columbia Gas of Ohio: 800-344-4077  
AT & T: 800-246-8464  
Lisbon Street Department: 330-424-5152  
Lisbon Sewage Disposal Plant: 330-424-7496  
Lisbon Water Department Office: 330-424-3521

#### **KEY SCHOOL PERSONNEL**

Donald M. Thompson, Superintendent: 330-424-7714  
Joe Siefke, Junior/Senior High School Principal: 330-424-3215  
Dan Kemats, McKinley Elementary Principal: 330-424-9869  
Jennifer Durno, Transportation Supervisor, Bus Mechanic: 330-883-6259  
Ed Duko, Maintenance Supervisor: 330-853-9359  
Kella Haren, School Nurse: 330-424-3215 or 9869  
Lora Irwin, Food Service Supervisor: 330-420-0056  
Stephen Wagner, School Psychologist: 330-424-3215 or 9869  
Cynthia Shultz, School Treasurer: 330-424-7714  
James Smith, School Board President: 330-424-9323  
Patricia Smith, District Secretary: 330-424-7714  
John Baum, Systems Consultant: 330-853-2113

#### **SUPPORT SERVICES**

The Counseling Center: 330-424-9573  
Family Recovery Center: 330-424-1468  
Help Hotline: 330-424-7767  
Poison Control Center: 800-222-1222  
American Red Cross: 330-424-6610  
Salvation Army, Salem: 330-332-5624  
Salvation Army, East Liverpool: 330-385-2086

## **HOSPITAL/MEDICAL**

Columbiana County Board of Health: 330-424-0272  
Salem Community Hospital: 330-332-1551  
East Liverpool City Hospital: 330-385-7200  
Family Health Care: 330-424-1404

## **MEDIA**

WKBN-TV: 330-782-1144  
WFMJ-TV: 330-744-8611 or 800-488-9365  
FROGGY 104.3 Radio: 412-279-5400  
WELA Radio: 330-385-1040  
The Morning Journal, Newspaper: 330-424-9541 FAX: 330-424-7093  
The East Liverpool Review, Newspaper: 330-385-4545 FAX: 330-332-1441  
The Salem News, Newspaper: 330-332-3821 FAX: 330-332-1441  
The Youngstown, Newspaper: 330-747-1471 FAX: 330-332-9449

## **ALTERNATE BUILDING LOCATIONS:**

St. George Church: 330-424-7648  
Methodist Church: 330-424-5212  
Juvenile Justice Center: 330-424-4071  
Lisbon Presbyterian Church: 330-424-5107