

**The Byron Syring DELTA Center**  
***Crisis Handbook***  
**2019-2020**

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# I. Crisis Preparation and Response Procedures

## A. Roles and Responsibilities

### ***Counselor:***

- Revise crisis plan and phone tree before students arrive each year.
- Meet with Crisis Team to review procedures and elicit revisions.
- With principal, schedule monthly emergency practice drills.
- Collect staff reflections following each drill and discuss possible plan revisions with Crisis Team.
- Supply teachers with Help Request cards.
- Supply emergency packs with updated staff emergency cell phone lists.
- Post SRP signage

### ***Principal:***

- Review and approve revised crisis plan.
- Schedule monthly emergency practice drills.
- Conduct emergency practice drills.
- Discuss possible revisions according to staff feedback with Crisis Team.

### ***Crisis Team:***

- Attend Crisis Team meetings to review plans and suggest revisions.
- Keep a copy of Crisis Team Phone tree at home.
- Additional duties as assigned.
- Meet after every crisis drill to process and revise plan if needed.

### ***Teachers:***

- Review Standard Response Protocol procedures regularly.
- Teach Standard Response Protocol procedures to students.

### ***Secretary:***

- Maintain updated emergency records file.
- Distribute updated contact information
- Maintain a visitor sign-in sheet and student and staff check-out documentation in order to ascertain quickly the whereabouts of all students and staff in the event of an emergency.

### ***All Staff:***

- Report to the office when leaving and returning to the building.

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### B. Emergency Drill Procedures

Emergency drills will be practiced monthly. The type of drill will vary according to various scenarios for the responses of Lockout, Lockdown, Evacuation and Shelter.

#### **Teachers:**

- Study the scenario and review Standard Response Protocol procedures in advance of the drill.
- Prepare students to follow the protocol expectations.
- Assume responsibility for locking doors, directing students, and taking roll as required by protocol.
- Account for students. If a student is unaccounted for during Lockout, inform office. During Evacuation hold the red card up to indicate a missing student or the need for medical assistance.
- Following the drill, reflect on issues that may need to be addressed in the safety plan and submit to school counselor for review with crisis team.

#### **Support Staff:**

- Assist nearest teacher after returning students to appropriate classroom if indicated in the scenario. Assume role designated in the crisis plan. Following the drill, reflect on issues that may need to be addressed in the safety plan and submit to school counselor for review with crisis team.

#### **Principal, Secretary, Counselor:**

- Clear designated areas and assist staff members as needed.
- After drill, reflect on possible revisions to safety plan and discuss with Crisis Team.

### ***Emergency Assignments: DELTA Center***

#### **Evacuations**

- All- Carry your emergency red/green cards & advisee rosters to evacuation area.
- Dave- Check male downstairs restroom on your way out.
- Julie- Grab first aid kit and help rally at evacuation area.
- Jenny- Check downstairs female restroom.
- Rebekah - Watch cameras for situational awareness, radio EMS.
- Bill - Check upstairs male restroom and close doors on stairs.
- Tish- At evacuation site, check with teachers to create a list of missing students.
- Laura- Check upstairs female restroom and close doors on stairs.
- 

#### **Lockouts**

- Rebekah- Lock doors, post lockout sign on outer doors, especially at entry control point.
- Teachers- be aware of entrances; students cannot leave school.

## II. Immediate Response: Standard Response Protocol

### A.Lockout



#### Condition

Lockout is called when there is a threat or hazard *outside* of the school building (violence or criminal activity in the immediate neighborhood, a dangerous animal running loose, etc.), and uses the security of the physical facility to act as protection.

#### Intercom Announcement

The intercom announcement for Lockout is: **“This is a Lockout. Students and staff must remain in the building.”** (Repeated twice).

#### Actions

Remain calm. The Lockout Protocol demands bringing students into the main building and locking all outside access points. **Where possible, classroom activities continue uninterrupted.** There may be occasions where students expect to be able to leave the building - end of classes, job commitment, lunch etc. Depending on the condition, this will likely have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

#### Responsibility

The **principal or administrator in charge** will post the Lockout sign on the front (south) door and lock that door (either manually with the allen key or automatically if the system installation is complete), and check the back doors to make sure they are closed and locked properly. **Classroom teachers** will take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the office. The office should field information from the classrooms regarding missing or extra students in the classroom. Additionally, classroom teachers will keep students accounted for.

#### Reporter

Lockout is typically reported by emergency dispatch to the school secretary. **The secretary then informs administration and makes the intercom announcement.** It may also be reported to the school secretary by students, staff or teachers if a threat is directly observed outside of the building.

#### Drills

Lockout drills should be performed twice a year.

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## B. Lockdown



### Condition

Lockdown is called when there is a threat or hazard *inside* of the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

### Intercom Announcement

The public address for Lockdown is: “**Lockdown! Locks, Lights, Out of Sight!**” and is repeated twice each time the public address is performed. If a teacher needs to initiate a lockdown, pick up phone receiver or press “speaker” then enter **7606**. Speak clearly and loudly.

### Actions

Classroom and office doors should always be locked and propped open. In a Lockdown situation, **teachers and office staff** should pull their doors closed, turn out the lights, and keep students calm and quiet away from windows. Julie – pull down the metal window at the entrance and lock it. Make sure the inside double-doors are locked. Once in a Lockdown, including drills, **do not open the door**. It will be opened by law enforcement or other trained first responders when it is safe to do so. Remain quiet and ignore any attempts to communicate through the door.

### Incident Command System

The School Incident Command System should be initiated. (Principal serves as school Incident Commander until most qualified first responders arrive on scene.)

### Responsibility

Each teacher and staff member is responsible for locking down his/her room or office area. The teacher should pull the locked door closed and move occupants out of sight. Roll should quietly be taken to determine if attendance has changed since the beginning of class. Communications might come by text or email. Use best situational judgment in monitoring devices for messages.

### Reporter

Lockdown is typically reported by students, staff, or law enforcement to the school secretary. The secretary then invokes the public address and informs the district administration office. Lockdown can also be initiated by any teacher by picking up the phone receiver or pressing “speaker” and entering **7606**, announcing “**Lockdown! Lockdown!**”

### Preparation

Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it. Teachers will instruct students to turn cell phones off. Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

### Drills

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years.

### Contingencies

Students and staff who are outside of classrooms during a Lockdown may need to get out of sight without the benefit of an empty or open classroom. In this situation students and staff must be trained to hide or even

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Evacuate themselves away from the building. If an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then Evacuation may be required.

### **Red Card/Green Card**

Teachers will use red/green card to indicate need for assistance only during the "all clear." Do not slide any materials under the door.

## C. Evacuate



### Condition

Evacuate is called when there is a need to move students from one location to another due to imminent danger.

In the event of electrical, water, or heat utility outage for more than two hours, the school will be closed unless outside conditions are unsafe for student dismissal.

### Intercom Announcement

The public address for Evacuate is: “**Evacuate! To Location**” and is repeated twice each time the public address is performed.

### Actions

Students and staff move in an orderly fashion. In a *tactical* response, follow the directions from Law Enforcement or First Responders. Typically, students are instructed to form a single file line and hold hands front and back.

### Incident Command System

The School Incident Command System should be initiated. (Principal serves as Incident Commander until most qualified first responders arrive.)

### Responsibility

The classroom teacher is responsible for directing students and accounting for students at destination location. Teachers should grab their emergency backpack.

### Reporter

Evacuate is typically called by the school secretary.

### Preparation

Evacuation preparation involves the identification Evacuation point and student, teacher, and administrator training for both normal and tactical evacuations.

### Red Card/Green Card/Med Card

After taking roll the Red/Green Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Extra or missing students, medical need, or vital information must be exchanged

### Drills

Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill.

### Contingencies

Students are trained that if they are separated from their class during a tactical evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site. Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

## D. Shelter



### Condition

Shelter is called when the need for personal protection is necessary. Events leading to the need for Shelter might include tornado, hazmat, flood, bomb, or earthquake.

### Intercom Announcement

The intercom announcements for shelter are:

1. **Shelter for Tornado! Drop, Cover and Hold**
2. **Shelter for Bomb! Drop, Cover and Hold\***
3. **Shelter for Hazmat! And Seal**

The public address is repeated twice each time the public address is performed.

*\*Bomb threats would initiate Evacuation. An intruder with an apparent bomb would initiate Lockdown and Shelter for Bomb*

### Actions

1. **Drop, Cover and Hold** - During an earthquake or when directed the following actions should be performed. DROP, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. COVER your head with your hands and stay under cover until the shaking stops. HOLD onto the desk or table; if it moves, move with it. If you are in a wheel chair, you should immediately lock your wheels, lean forward and cover your neck with your hands.
2. **And Seal** - Close and lock all outside doors and windows. Locking may provide a tighter seal. Close the window shades, blinds or curtains if explosion is a risk. Turn off all fans. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room. **We still need these materials.**
3. **For Tornado** - Move into **interior** hallways on the first floor. Assume shelter position against wall. If with students away from school and you can't get into a basement or designated shelter, move to the center of the lowest level of the building, away from windows, and lie flat.

### Incident Command System

The School Incident Command System should be initiated. (Principal serves as Incident Commander until most qualified first responders arrive.)

### Responsibility

Teachers should direct their students to follow the appropriate shelter technique

### Reporter

Shelter is typically called by the school secretary but may be called by students, teachers or first responders.

### Preparation

Train students in Shelter protocols.

### Drills

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Each Shelter Method should be drilled once a year.

### III. Post Event Response Actions

There are several Additional Response Actions that should be considered when a particular Response Action (Lockdown, Lockout/Secure Perimeter, Evacuation) is ordered. These Additional Response Actions include:

- **Parent/Guardian Notification**
- **Controlled Release**
- **Media Management**
- **Death Notification**

#### Initial Steps:

- Call the superintendent; determine the impact on other buildings in the district.
- Call an emergency meeting with the crisis team to assess the crisis and discuss specific tasks.
- Verify all facts concerning the incident (location, time and date, description of incident, cause, persons involved).

#### With Superintendent and/or appropriate members of Crisis Team:

- Draft a statement, considering confidentiality issues, for notification purposes, including a letter home to parents, if applicable.
- Decide how phone calls will be screened and responded to.
- Decide where, when, and how to notify the staff of the crisis. An adult should deliver any message, written or oral, to the staff. (Remember to include custodians, food service and bus drivers impacted and take note of staff and students who are absent and may need to be notified.)
- Instruct all staff members to refer all information and questions to principal or building spokesperson.
- Assign member of crisis team to faculty work area to support staff.
- Relieve key or highly-impacted people from normal duties so they can attend to the crisis.
- With Touch Base Team, complete a list of high risk students and have members of crisis team make contact with these students first.
- Decide which agency resources are needed, who will be the contact person, and when needed.
- Assign appropriate staff member to contact student's family to offer assistance.
- Solicit written permission from parents to inform appropriate student body members. Develop a statement with the family to be announced to these students.
- Assign a counselor to assist the student's siblings, classmates, friends and their parents. Notify these students individually before any general announcement.
- Develop a consistent written statement for the press.
- Consider designating a place for students or impacted parents to gather, if appropriate.
- Notify the principals of other buildings:
- If necessary, assign members of team to several areas of the school for small group meetings for the grieving process for the first day.
- Assign administrator as the contact person for the press (notify secretary of this contact person).
- Disseminate funeral information to staff and students as soon as possible, if necessary.
- Establish time and place to evaluate day's happenings at end of day.

#### Parent/Guardian Notification

- Designate one person as a Public Information Officer
- Communicate *accurate* information in a timely manner
- Communicate messages through a variety of sources – computerized automated dialing, Facebook, and released statements

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- Communicate reunification information when safe to engage in that process.

### **Controlled Release**

A controlled release is the planned reunification of students with parents if school has been closed due to an incident. A controlled release might occur from the school or an evacuation site.

- 1) Implement emergency parent notification procedures
- 2) Parent/Guardian reports to designated check-in area; parent identity is confirmed.
- 3) A runner will bring the student to the pick-up area.
- 4) Pick-ups will be documented
- 5) To the extent possible, keep media away from parents and students (establish a media staging area with periodic statements)

### **Media Management**

A controlled release is the planned reunification of students with parents if school has been closed due to an incident. A controlled release might occur from the school or an evacuation site.

- 1) Implement emergency parent notification procedures
- 2) Parent/Guardian reports to designated check-in area; parent identity is confirmed.
- 3) A runner will bring the student to the pick-up area.
- 4) Pick-ups will be documented
- 5) To the extent possible, keep media away from parents and students (establish a media staging area with periodic statements – see Keyes for detailed media planning)

### **Death Notification**

The primary responsibility for death notification is a team consisting of a law enforcement officer, a school representative, and a victim advocate or chaplain. Obviously, immediate family notification must occur before publicly releasing names of any deceased. Such releases should involve a coordinated effort with Law Enforcement.

### **Ongoing follow-up procedures (Principal and Counselor, with support from “Touch Base Team” members):**

- Establish a time and place several days after for the team to process the event. Revise plan for improvement, if necessary, once the process has been completed.
- If necessary, establish a group or meeting place for staff, friends and high risk students for several weeks after the crisis.
- Continue to “check in” with students and staff members who are most affected.
- Make preparations for return of victim or student.
- Anticipate anniversary reactions and predictable milestones.
- Social Services must be contacted if the student’s immediate problem originated within a family, or if after a period of time, the student’s well-being has deteriorated and the family has taken no action.
- Post links to support literature on website and distribute materials to affected individuals.

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## **Bomb Threat**

When receiving a bomb threat, remain calm and gather as much information as possible.

### **Phoned Threat**

- Signal another staff member to listen, if possible.
- Fill out as much of the Phone Threat Data Sheet as possible, including detailed questions.
- Notify the Administrator of the threat.
- Complete any unanswered questions on the Phoned Threat Data Sheet.
- Call 911 to report threat
- Initiate Evacuation
- Be available after the call for law enforcement to interview you.

### **Written Threat**

- Handle the item as little as possible to preserve evidence
- Notify Administration
- Call 911 to report threat
- Initiate Evacuation
- Re-write the threat on a separate piece of paper for photograph the item
- Record where found, when found

### **Emailed Threat**

- Leave threat open on computer
- Notify Administrator
- Call 911 to report threat
- Initiate Evacuation

## DELTA Center Crisis Response Plan 2019-2020

### Emergency Telephone Numbers

Ambulance	911
Behavioral Health	719-589-3671 & 719-852-5186
Bill Metz Elementary	719-852-4041
BOCES	719-589-5851
Building Crisis Team	See Phone Tree Below
DELTA Center	719-852-2212
District Food Service	719-852-5986
District Maintenance	719-852-4050
District Office	719-852-5996
District Transportation	719-852-2881
Electric	1-800-895-1999
Gas	1-800-895-2999
Homelake Veterans Center (MS evac site)	719-852-5118
LDS Church (HS evac site)	719-852-3727
Monte Vista High School	719-852-3586
Monte Vista Middle School	719-852-4984
Monte Vista Fire Department	911 or 719-852-5111
Monte Vista Police	911 or 719-852-5111
Monte Vista Sewer & Water	719-852-2692
Poison Control Center	1-800-222-1222
Rio Grande Sheriff's Office	911 or 719-657-4000
St. Joseph's Catholic Church (Metz evac site)	719-852-2673
St. Peter's Lutheran School	719-852-5449
Tu Casa	719-589-2645
Victims Advocate	719-657-4000

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### DELTA - OLA Staff Home Phone List

Davoudlarian, Dave	719-589-2648 Cell # 612-282-3519
DeHerrera, Tish	903-368-0516
Golsan, Bill	719-588-7853
Huff, Ethan	541-403-1042
Losee, Charles	719-580-6951
Moore, Laura	719-406-4530
Noonan, Jenny	719-850-1482
Gibbs, Danielle	719-937-1314
Romero, Julie	719-849-5332
Sewell, Patrick	719-850-1650
Simon, Tracy	719-754-2399 Cel I# 719-850-1116
Johnson, Rebekah	719-850-0803

# DELTA Center Crisis Response Plan 2019-2020

## Phoned Threat Data Sheet

This checklist should be duplicated and placed at phone stations that receive direct incoming calls from outside lines. All staff who answers those lines must be trained in the use of this checklist.

### Step 1: Record The Threat

If you have recording equipment, START IT

Telephone number at which call was

Received: \_\_\_\_\_ Ext.

Date Call Received:

Time Call Received:

Write down the threat exactly as made by the caller:

Phone number appearing on caller ID (if available):

### Step 2: Get More Information

“Where is the bomb right now?” (If caller refuses to answer, say “The school is occupied and that the detonation could result in the death or serious injury to many innocent children.”)

“When is the bomb going to explode?”

“What does the bomb look like?”

“What kind of bomb is it?”

“What will cause the bomb to explode?”

“Who planted the bomb?”

“Why was the bomb planted?”

“When was the bomb planted?”

“How did the person get the bomb in the school?”

“What is your address?”

“What is your name?”

### Step 3: Initiate The Trace And Notify

When the caller hangs up, **DO NOT HANG UP**. Leave the phone line open until law enforcement arrives. Notify the Site Decision Maker of the call.

### Step 4: Describe The Caller

Sex of the caller: \_\_\_ Male \_\_\_ Female \_\_\_ Unsure

Approximate Age of Caller: \_\_\_\_\_

Was s the voice familiar? Y or N If yes, how or who?

Was the voice disguised? Y or N If yes, how?

### Caller's Voice was (circle all that apply)

<b><u>Speed And Pitch</u></b>	<b><u>Quality</u></b>
Hurried or Rapid	Stutter
Moderately Paced	Lisp Slurred
Slow	Whispered
Hushed or Quiet	Laughing or Giggling
Loud	Raspy
Deep	Nasal
High-Pitched Squeaky	Deep Breathing Crying
Other: _____	Stressed
	Whining
<b><u>Emotion</u></b>	Clearing Throat
Distant	Cracking Voice
Excited	Other: _____
Angry	
Sad	<b><u>Language</u></b>
Happy	Accented (_____)
Calm	Well-Spoken
Agitated	Foul
Matter-of-Fact	Taped
Boastful	Incoherent
Sincere	Message Read
Crazed	Irrational
Other: _____	Broken
_____	Drunk
	Other: _____

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Could you tell if the call was:

Local?       Long Distance?

Cell Phone?    Landline?

### Step 5: Describe the Atmosphere

Could you make out anything said in the background?

### Step 6: Person Who Received Call

Your Name:

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Your Position:

---

Your Telephone Number:

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Length of the call:

---

Any other remarks about the call?

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Street Noises	Quiet
House Noises	Static
Vehicle Noises	Echo
Voices	Motor
Animal Noises	Factory
PA System	Machinery
Music	Office
Trains	Machinery
Airplane	
Party	
Children	

**DELTA Center Crisis Response Plan 2019-2020**

**Emergency Parent/Guardian and Student Reunification Card**

**Please have photo ID out and ready to show school district personnel**  
(PLEASE PRINT CLEARLY)

Student Name \_\_\_\_\_

Student Cell Phone (if any) \_\_\_\_\_

Name of person picking up student \_\_\_\_\_

Relationship to student being picked up \_\_\_\_\_

Photo ID matches name of person picking up student? Y or N

Released by \_\_\_\_\_ Date/Time \_\_\_\_\_ / \_\_\_\_\_  
(School Representative)

**Emergency Parent/Guardian and Student Reunification Card**

**Please have photo ID out and ready to show school district personnel**  
(PLEASE PRINT CLEARLY)

Student Name \_\_\_\_\_

Student Cell Phone (if any) \_\_\_\_\_

Name of person picking up student \_\_\_\_\_

Relationship to student being picked up \_\_\_\_\_

Photo ID matches name of person picking up student? Y or N

Released by \_\_\_\_\_ Date/Time \_\_\_\_\_ / \_\_\_\_\_  
(School Representative)