

## CRISIS PLAN

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## NEW CASTLE MIDDLE SCHOOL

### EMERGENCY CARE GUIDE

#### **Your Actions Can Save Lives - Know What to Do!**

CPR and first aid training can make a difference in emergencies. Contact the American Red Cross, American Heart Association, or the community hospital for information about training.

#### **CHOKING RESCUE for Children over Age 1**

- Ask, "Are you choking?" and maintain eye contact if possible. Assume "yes" if the child can't breathe, speak, gasp, or cough, or makes high-pitched sounds.
- Have someone call 911.
- Perform the Heimlich maneuver: From behind child, wrap arms around waist. Make a fist, thumb toward stomach, and grasp with other hand just above navel (Fig.1). Press fist into stomach and give up to 5 quick upward thrusts. If unsuccessful, reassess victim and technique and repeat series of thrusts until effective or child becomes unconscious.



Fig. 1

**If Child Becomes Unconscious:** Begin CPR if you are trained or if an emergency dispatcher is guiding you.

#### **CPR for Children over Age 1**

Begin CPR only if you are trained or if an emergency dispatcher is guiding you. This information is not intended to replace a CPR training course. For CPR training, contact your school, community hospital, or the local chapter of the American Heart Association or American Red Cross.



Fig. 2

#### **Determine Responsiveness**

- Tap or gently shake the child's shoulder and shout, "Are you O.K.?" (Fig.2)
- If there is no response, have someone call 911. If you are alone and the child is age 8 or older, call 911 before you begin CPR. If you are alone and the child is under age 8, begin CPR and perform 5 cycles of 30 compressions/2 rescue breaths before calling 911. If an automated external defibrillator (AED) is available and you have been trained in its use, retrieve it and follow AED procedures.

#### **A Is for Airway**

Roll child onto back, supporting head and neck. Tilt head back gently and lift chin. (In a choking victim, look for an object in the mouth and throat. If you see one, take it out.)

Look, listen, and feel for breathing for 5-10 seconds (Fig.3). If child is not breathing, go to B.

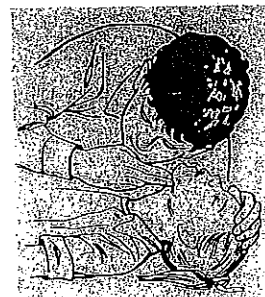


Fig. 3

## EMERGENCY CARE GUIDE

### B Is for Breathing

- Pinch child's nose shut, seal mouth with yours (Fig. 4).
- Give 1 rescue breath. If child's chest rises, give 1 more breath and go to C
- If child's chest does not rise with first breath, reposition and give 1 more breath. Then, go to C whether or not chest rises.



Fig. 4

### C Is for Compression

- Perform 30 rapid, firm compressions in center of chest (about 2 compressions per second).
- Reopen airway and provide 2 rescue breaths, then quickly resume compressions.
- Continue cycle of 30 compressions/2 rescue breaths until child resumes breathing or medical help arrives.

### BLEEDING

- Cover wounds with sterile gauze or the cleanest cloth available and press firmly. Add new cloths on top of the first as needed. If available, wear gloves.
- Maintain direct pressure until professional help arrives or bleeding stops.
- Wash hands thoroughly after providing care.

### BURNS

- First put out the flames - stop the burning.
- Call 911 if the burn causes difficulty breathing; covers more than one body part; involves head, neck, hands, feet, or genitals; is to a child or elderly person; or is the result of chemicals, explosions, or electricity.
- If the victim appears to be unconscious, call 911 and begin CPR if you are trained or being guided by an emergency dispatcher.
- Cool the burnt area with large amounts of cool water, unless it is an electrical burn. Certain chemical burns also require special care - check the material's label.
- Do not use butter or oil on a burn.
- Do not break blisters.
- Do not remove clothes that are stuck to or embedded in the skin.
- Do not apply ice or ointment to a severe burn.

### POISONING

- If the victim has serious symptoms or has collapsed, call 911. Otherwise, call the poison control center (1-800-222-1222 in the U.S.).
- Try to determine what and how much the victim swallowed or was exposed to, and when the poisoning occurred.
- If practical, obtain separate containers of vomit and urine from the victim.
- Try to obtain a material safety data sheet of the substance involved.
- If the victim appears to be unconscious, call 911 and begin CPR if you are trained or being guided by an emergency dispatcher.

## **EMERGENCY CARE GUIDE (pg. 3)**

### **ALLERGIC REACTION, SEVERE (anaphylaxis)**

- Watch for these symptoms: trouble breathing; tightness in the throat or chest; coughing; rash or hives; swelling of the lips or around the eyes; dizziness; confusion; abdominal cramps; nausea; shock.
- Call 911 or the poison control center (1-800-222-1222 in the United States).
- Look for a bracelet or card that identifies the victim's allergies.
- Administer special medications (according to school policy) if the victim has them.
- Have the victim take an antihistamine pill if he/she is able to swallow.

### **ASTHMA ATTACK, SEVERE**

- Watch for these symptoms; difficulty breathing and talking; gray or bluish lips and fingernails; rapid pulse; collapse and unconsciousness.
- Call 911.
- Ask if the victim has an action plan from his/her doctor. If so, follow it.
- Administer the victim's asthma medication (according to school policy).
- Calm the victim while waiting for medical help to arrive.

### **INSECT STINGS AND BITES**

- Watch for signs of an allergic reaction: swelling of the lips, around the eyes, or inside of the mouth; swelling of the throat and difficulty breathing; hives, itchy eyes, pain, or severe itching at the site; dizziness; confusion; abdominal cramps, nausea, and vomiting; fainting or loss of consciousness. If they occur, call 911 and treat for severe allergic reaction (see above).
- Remove the stinger by scraping it away using your fingernail or a plastic card.
- Wash the area with soap and water.
- Keep the sting or bite area clean and apply a dry dressing if needed.
- If the bite is from a black widow or a brown recluse spider, seek medical care immediately.

### **NOSEBLEED**

- Have the victim sit and lean slightly forward.
- Pinch the bleeding nostril with a tissue.
- Apply ice to the bridge of the nose.
- Call 911 if the victim becomes unconscious or the bleeding persists for a period of time.

# **NEW CASTLE MIDDLE SCHOOL**

## **Crisis Preparedness Plan 2014-2015**

**New Castle Middle School  
601 Parkview Drive  
New Castle, IN 47362**

**Phone: (765) 521-7230  
Fax: (765) 521-7269  
CEC: (765) 521-7201  
Police: (765) 529-4890 or 911  
Fire: (765) 529-4901 or 911**

### **CHAIN OF COMMAND**

In case of a crisis of any nature at New Castle Middle School, the primary responsibility for crisis management shall be administered in the following priority order: Principal, Assistant Principal, Eighth Grade Guidance Counselor, Seventh Grade Guidance Counselor or Athletic Director.

### **WARNING SYSTEMS & COMMUNICATIONS**

All students and personnel will be familiar with the alarm signals used for specific purpose. Drills and practices will be used to teach the alarm and the appropriate responses to these alarms.

#### **FIRE**

A continuous sounding of the buzzer will signal immediate evacuation of the building using the posted routes from each classroom and building area.

#### **TORNADO**

A slow whoop sound of the PA will signal that posted tornado procedures are to be followed for cover.

#### **OTHER DISASTERS**

A chime sound of the PA will signal that special alert procedures are to be followed according to a bullhorn or the intercom system.

#### **ALERT SYSTEM**

The Sonitrol Security System has a siren that signals an intrusion, break-in, etc. that is not identified when system is engaged.

A weather radio, a television set, bull horn, internet weather mapping, walkie talkie and cell phones are available in the main office for warning systems.

#### **MEDIA**

The superintendent or his designee is our liaison with any news media inquiries.

### **STAFF WITH SPECIAL CRISIS SKILLS**

Some personnel in the building have received CPR training and first aide certification. A health assistant is a part-time middle school staff member. A part-time health assistant is also available at the high school which is adjacent to the middle school. A registered nurse splits a full-time position between the middle school and the high school.

### **LOCATION OF FIRST AIDE MATERIALS**

All medical supplies are located in the health center/clinic. Two (2) wheelchairs and a stretcher are available in the clinic. Additional stretchers are available in the 2<sup>nd</sup> floor East and West Teachers Lounges and on 3<sup>rd</sup> floor in room 360. First aid kits are located in classrooms in various parts of the building by departments. There is a master first aid kit that is taken to all emergencies located in the main office.

# **I. NATURAL DISASTERS**

## **A. FIRE AND EXPLOSION**

### **Procedure to follow: STUDENTS**

1. Siren sounds. Students become quiet.
2. Leave room immediately in single file.
3. Do not stop for coats or ANYTHING else.
4. Students who arrive first, or appointed pupils, should hold doors open.
5. Use prescribed exit route given.
6. Proceed far enough from the building to allow sufficient room for everyone to get a safe distance away from the building and not hinder emergency vehicles.
7. Remain quiet in formation until return signal is given.
8. Pupils absent from their regular rooms when the first alarm sounds should not return to the room but should join the nearest group leaving the building.

### **Procedure to follow: TEACHERS**

1. Instruct students in each class carefully on fire drill procedure early in the year. Be sure all classes know the proper exit route. Exit routes signs should be posted at the door of each room.
2. Pupils may be appointed to open doors as deemed necessary.
3. When the alarm sounds, the teacher directs students out of the room, making sure he takes his class roster, green/red sign and the door is closed.
4. In case of a blocked exit, the teacher counter marches the students to the nearest clear exit.
5. Keep students moving quickly and quietly.
6. Teachers must proceed beyond the fire line with the students.
7. Maintain quiet re-entering the building.
8. Students needing help should be assisted.
9. Teachers shall have in their possession the grade books for student accounting purposes. The green/red sign for a quick visual notification to administration.

### **Procedure to follow: OFFICE PERSONNEL**

1. Principal secretary will retrieve the emergency information case and disaster plan.
2. Other office personnel will close office doors and escort any visitors to the closest exit.
3. Counselor's secretary will assist handicapped students in the designated safe area.

## **FIRE DRILL ESCAPE PROCEDURE**

1. Rooms 316, 340, 325, 327, 8<sup>th</sup> Grade Science Lab, exit by **east** stairway to corridor beside the auditorium, then **north** out the front doors. When outside, go **east** behind Bundy hedge.
2. Rooms 227, 216, 240 exits by **east** stairway to corridor beside the auditorium, then **north** out the front doors. When outside go to grassy area between flagpole and school sign.
3. Rooms 317, 321, 323, 7<sup>th</sup> Grade Science Lab use **northeast** stairway to ground level, turn left and exit building by two front doors in front of east locker area. When outside, go **east** behind Bundy hedge.
4. Rooms 211, 212, 213, 214, 221, 223 use **northeast** stairway to ground floor level, turn right and exit building by two front doors in front of Main Office Area. When outside go to grassy area between flagpole and school sign.
5. Rooms 322, 324, 331, 332, 333 use **northwest** stairway to ground floor level, turn right and exit building by two front doors in front of west locker area. When outside go **west** down drive to sidewalk northwest of building, then **east** on sidewalk in front of the building.
6. Rooms 222, 224, 231, 232, 233, 234 use **northwest** stairway to ground level, turn right and exit building by two front doors in front of west locker area. When outside go **west** down drive to a sidewalk northwest of building.
7. Rooms 326, 328, 334, 335, 336, 360, and Attic Computer Lab use **west** stairway to cafeteria area then left through the locker area to the northwest outside doors. When outside go **west** down drive to sidewalk northwest of building, then **east** on front sidewalk in front of the building.
8. Rooms 226, 228, 235, 236, 260 use **west** stairway to cafeteria area then left through the locker area to the northwest outside doors. When outside go **west** down drive to a sidewalk northwest of building.
9. Room 250 (Art Room) use **southwest** stairway to cafeteria area. Go west across cafeteria to west corridor and exit southwest back door by gym. When outside go south to band tower.
10. Room 120 (Art Room) use **north** doors to art room then north through locker area to nearest door. When outside go to handicap parking lot area.
11. Room 105 (Publications Room) exit main doors to west sidewalk. (When outside go west down drive to sidewalk northwest of building).
12. Cafeteria area goes through west opening area in cafeteria to corridor bordering P.E. area. Then go north to **west** doors and exit. When outside go **west** down drive to sidewalk northwest of building.
13. Rooms in ITE (Industrial Technology Ed.) area, FACS (Family and Consumer Science) area, Business area and Music Area all exit by south doors in their area.
14. Auditorium exit by south doors between New Castle Middle School and New Castle High School. If in lower seating area, use east doors of auditorium.
15. P.E. area and locker area exit by west gym door. P.E. locker and swimming areas exit by corridor bordering east P.E. area then go out north doors. When outside follow walk west of building to grassy field.
16. Lunch time: Student lists will be available for noon supervisors. Students will leave through the front north doors. Students will be supervised by the noon supervisors. All girls will report to the NW corner of the building by the pool. All boys will report to the NW field near the bank.
17. Special accommodations will be provided for handicapped students in building.



## **B. TORNADOES**

### **TORNADO WATCH**

Conditions are monitored through the television weather station, internet weather mapping and use of the emergency receiver in the main office.

### **TORNADO WARNING**

A Tornado has been sighted and may be approaching.

1. Teachers will be notified by P.A. or the alarm system from the Main Office.
2. An individual designated by the Principal will monitor the emergency receiver in the main office.
4. The custodian, or a counselor will be assigned as a "LOOKOUT."
5. Those teachers not in a class will check all floors.
6. The administrators will also check floors.
7. Students are to pass quickly and quietly to the assigned area. No running or talking.
8. Teachers lead classes and supervise them in assigned areas.
9. Teachers take **GRADE BOOKS** to shelter and account for all students.
10. Doors to class rooms are to be left open.
11. All personnel and students are to be made aware of the position to take for maximum safety, squatting with hands locked behind back of neck or holding books or clothing over back of neck.
12. Office will monitor an emergency receiver or radio.
13. Custodian is to turn off all utilities.

### **TEACHERS AND STUDENTS**

Teachers instruct students on how and where to go when there is a tornado alert. All students are to be located on the 1<sup>st</sup> floor in designated areas which include the ramp, the upper east hallway, behind the Main Office area, in the restrooms by east/west lockers or the base of stairwells. If you are dismissed by P.A. it will be by Groups I through VIII.

The following classrooms should go directly to your appointed area:

#### **Group I - (Restrooms)**

Room 120 - Boys Restroom by east lockers.

Rooms 214, 221 & 223 - Girls Restroom by east lockers.

PE (girls and boys) - Girls & Boys Restroom by west lockers.

Be seated and assume safety position.

**Group II - (Base of Stairwells)**

East Stairwell - Rooms 216, 227, & 240.

South Stairwell - Rooms 228 & 250

West Stairwell - Rooms 235, 236 & 260.

Northwest Stairwell - Rooms 222, 224, 231, 322, 324 & 331

Northeast Stairwell - Rooms 317, 321 & 323

Be seated and assume safety position.

**Group III - (Behind Main Office and Community Room)**

Rooms 211, 212, & 213 should use northeast stairwell and exit to the lower level and occupy hall area west wall of room 120 behind the Main office. Rooms 232, 233 & 234 should use northwest stairwell and exit to the lower level and occupy hall area from cafeteria to west wall of room 120 behind the Main office. Seat students and leave a walking passage through the area.

**Group IV - (Ramp)**

Rooms 150-160 (Music area), Room 140-146 (FACS/Business area), Rooms 130-132 (ITE area), and all personnel in auditorium are to occupy ramp area from cafeteria to two-thirds of way up ramp. Rooms 360, 335 & 336 should use south stairwell and exit to the lower ramp. Rooms 334, 333, 328 & 326 should use west stairwell and exit to the lower ramp. WHEN STUDENTS ARE SEATED. LEAVE A WALKING AREA IN THE MIDDLE OF THE RAMP. SEAT STUDENTS ON BOTH SIDES OF RAMP.

**Group V - (East Hall)**

Rooms 316, 325, 327, & 340 use east stairway to ground floor. Then go south to east hall and occupy area on the upper level. Rooms B17 & B20 move toward Bundy hallway and occupy upper east hallway. Seat on each side of hall and leave aisle in the middle.

**Group VI**

Special accommodations will be provided for handicapped students to be carried from their classrooms.

**THE FOLLOWING PROCEDURES ARE TO BE FOLLOWED IF THERE IS NOT AMPLE TIME TO EFFECT THE REGULAR TORNADO SHELTER PLAN:**

1. Go to inside wall of room or interior hallway, preferably on lower floor.
2. Lie down on floor under desks or heavy pieces of furniture.
3. Assume tornado protective position.
4. Avoid windows
5. Avoid auditoriums, gyms or other structures with wide, free spans overhead.

C. **WINTER STORMS**

1. The New Castle Community School Corporation provides notification of possible winter storm warnings to each school. And the proper steps are then taken for closing school.
2. If the Superintendent's office announces the closing of school prior to 8a.m., the Superintendent will call the SchoolReach system to activate the closure. As back up, the superintendent has established a phone tree that has been made in advance in the case of SchoolReach failing.
3. In case of an approaching winter storm during the school day, staff and students will be kept informed as to the change in transportation and dismissal schedules. The instructions will be given by email and verbally.
4. When severe winter weather strikes during an athletic or after-school event, the ranking member of the staff present will assume charge. Every effort will be made to maintain communications with emergency agencies, police, and news media.

D. **EARTHQUAKES**

In the event of an earthquake:

1. Staff members take charge and give instructions immediately in a firm, calm voice to reassure the nervous, thus helping to prevent the possibility of hysteria or panic. It is important that staff members remain calm.
2. If feasible, the fire alarm will sound for students to exit the building using the same exit procedures as outlined for **fire drills**. If functional, the P.A. system will be used for providing additional information and updates.
3. If exiting building is not feasible, take cover under desks, tables or other heavy objects or furniture, in interior doorways or narrow halls or against weight-bearing inside walls. Stay away from windows, light fixtures and suspended objects. **Students in the gymnasium and auditorium should exit the building immediately.**
4. After quake is over, evacuate the building and move students to the bus parking areas along Parkview Drive. When outdoors stay away from the building. Avoid utility poles and overhead wires. Avoid fallen wires.
5. Do not light fires due to danger of escaping gas.
6. Do not re-enter the building until it has been inspected and declared safe to re-enter.

E. **FLASHFLOODS**

Building is on high ground. Students and staff would remain in the building.

## **II. MAN-MADE CRISES:**

The principal or highest ranking supervisor on hand will make a determination (possibly in conjunction with the Superintendent) to determine whether the situation warrants **staying** within the classrooms or building or having students and staff **leave** the school building. In some cases, a judgment call will need to be made quickly by the principal or highest ranking supervisor on hand without having the luxury of contacting the Superintendent or consulting with other crisis team members.

**In the event of a significant school crisis (natural or man-made), the following steps may be taken:**

1. A communications center set up at the Community Education Center (C.E.C.) with Superintendent or his designee as coordinator/spokesperson.
2. Following the chain of command listed earlier, available administrators would use any means to communicate with the C.E.C.

### **F. NUCLEAR DISASTER**

If we are alerted by local authorities concerning a nuclear disaster, we will issue the **tornado alarm** and instruction will be given over the PA system that may differ from the tornado drill procedure listed above. When the alarm is given, proceed to shelter or assigned areas as you would in a tornado with one exception: **WINDOWS AND DOORS WILL BE KEPT CLOSED.**

### **G. BOMB THREATS**

1. When a bomb threat call is received, the recipient of the call should attempt to delay the caller and try to determine from the conversation as many facts as possible, such as age, sex, mental state and any information which might help in identification. All main office personnel have been provided a scripted checklist to follow to gather information.
2. Any person receiving a bomb threat should inform the Principal immediately; in case of his absence, the Assistant Principal should be informed. The principal or designee will immediately notify the superintendent and make a determination as to the best/safest plan of action.
3. A building investigation will be conducted.
  - a. Teachers should make initial observation-type search of their rooms.
  - b. Cafeteria staff should make initial observation-type search of their areas.
  - c. Custodial staff should make initial searches of restrooms; refuse containers, storerooms, boiler rooms, etc.
4. The Principal or her designee will call Police Department at 529-4890 and the Fire Department at 529-3910.

5. The P.A. will be used to evacuate the building using either (1) the procedures/routes outlined for a **fire drill** (if it is determined best to disperse students and staff quickly away from the building), **or** (2) designated routes to a central announced site such as the football field, Bundy Auditorium, Fieldhouse, Baker Park or the Christian Church on Bundy Ave., etc.
6. **Teachers** will remain with their class to contain them to a confined area under their supervision. It is the teacher's responsibility to maintain calm and orderliness among his students. Volume levels need to be low enough in order to hear further instructions and any updates relating to the situation at hand. No teacher should leave his class unattended for any reason without clearing it with an administrator on site. This includes teachers who may have a teaching assignment in another building that is not being affected by the bomb threat or similar situation.
7. An administrative decision will be made as to the safest and most efficient way of releasing students to their PARENTS if this is deemed feasible at all. Student information is maintained in the emergency case along with sign out sheets. Staff assistance will be sought to help implement such a plan if put into place.
8. Designated **administrators** will work in conjunction with local police department personnel to check classrooms, restrooms, and hallways for unusual objects or packages. All administrators should carry their phones for communications and have their building keys on them to assist law enforcement.
9. **Police and/or fire departments** will be called to check the building. **Re-entry will occur after an all-clear** is issued by the police and/or fire department personnel on the scene after the inspection. The principal or designee will be the person issuing the "all clear" to the faculty and student body to re-enter the school building after law enforcement has determined it is safe to do so. The administrator will announce to which class period students and teachers should be reporting to.
10. **Teachers** should escort their class of students back in the building while insuring an orderly re-entry into school. While it may be appropriate to answer any questions students may have about the situation after reporting back to class, it is hoped that some educational endeavors can begin as quickly as deemed feasible by each individual teacher.

#### **H. BUS ACCIDENT (REGULAR ROUTE)**

1. The principal will notify the superintendent and the director of transportation for the school corporation.
2. The principal or his/her designee will go to the site of the accident with an emergency kit.
3. The principal will assist in the identification of injured students.
4. If necessary, the principal will provide a meeting location in the school for parents and school personnel.

**I. BUS ACCIDENT (FIELD TRIP)**

1. Before students leave on a field trip, a list of riders will be left at the school. A copy of this same list is to be taken by one of the adult chaperones.
2. When an accident report is made, the principal or his/her designee will notify the superintendent and the director of transportation.
3. The principal will notify all parents of the accident, the location, and the condition of the students, if known.
4. The principal will remain at the school and designate school staff to go to the site of the accident and to hospital locations. A copy of the rider list will be distributed to these people.
5. When all information is clearly conveyed and all accident victims are accounted for, the principal will travel to the site of the accident and to the hospitals where victims are being treated.

**J. INTRUDER OR IRRATIONAL STUDENT OR STAFF**

1. Hallways are monitored by teachers, staff and administrators. Staff members must always be alert to strangers or those who appear to be out-of place or who are acting peculiar.
2. When a stranger is spotted, the person is to be asked to report directly to the principal's office. If the stranger fails to respond in a cooperative manner, the spotter will continue to observe the stranger and request adult assistance immediately from a nearby classroom.
3. The adult assistance person should go to the principal's office and inform the office of the stranger. The office will make the following announcement:  
**"Teachers – please check your YELLOW folder."** The teachers should close and secure their doors and ask any students in the hall to come into your room. You are to continue teaching as normal.
4. Receptionist – will close the NW and NE stairwells.  
Attendance Clerk – will close the office doors.  
Registrar – will close the S and SW stairwells.  
Counselors – will close the E stairwell and elevator.
5. The office staff initiates a call to the police while the principal or his/her designee moves to the area where the intruder is being observed.
6. As long as the intruder does not physically endanger students or staff, that person shall continue to be simply observed until law enforcement agents arrive.
7. If students or staff members are endangered, the principal, custodians or other office personnel shall do whatever is necessary to draw the attention of the intruder away from those students and staff members.
8. If the announcement of **"RED ALERT"** is made to the building, the teacher should block the door and have all students stay away from windows.
9. Students should be made aware of the possibility of danger and be asked to be on the floor under their desks and remain there. At no time should the teacher leave their students unattended.
10. The teacher should position him/herself near the door and make every effort to keep the intruder from entering the classroom. This may necessitate the teacher using any object to hit the intruder.

11. Should the situation change whereby it is deemed safest to leave the building, the following announcement will be given over the P.A. system:  
**"We are having a fire drill and the alarms are not working in all parts of the building. Therefore, please exit calmly at this time."** Teachers and students will then leave the building following the regular fire exit routes used during fire drills.

**K. INCAPACITATED TEACHER**

1. One or more students should go immediately to the nearest classroom and notify the teacher of the problem.
2. A different student should go immediately to the office and notify the secretary or principal of the problem. Someone from the office should go immediately to the classroom.
3. A secretary shall place a call to the emergency medical unit immediately.

**L. ATTACK ON A STUDENT OR STAFF MEMBER**

1. If a student or staff member is attacked, students and staff should seek help from the nearest teacher or from the principal's office.
2. Other school personnel who witness the attack should do everything reasonably possible to distract the assailant.
3. Office personnel shall notify the police, principals, and other agencies that can assist.

**M. EMERGENCY AT NEAR-BY INDUSTRY**

1. If the danger may be harmful to students and staff of the school, everyone shall exit the building on the side opposite the danger.
2. Emergency preparedness actions will be placed in effect.

**N. KIDNAPPING OR HOSTAGE-TAKING**

1. If a kidnapping should occur, the local law enforcement agencies will be notified immediately.
2. Witnesses to the kidnapping should make every effort to get a description of the persons involved, identify the car or means of escape, and get the license number of the vehicle.
3. Witnesses should note the direction in which the persons proceed.

**O. CIVIL DISTURBANCES OR DISORDER**

1. The office staff should be notified immediately of student disorders or civil disturbances, intruders, or irrational behavior of students or staff members.
2. The office staff shall initiate a telephone call to the local police department and request assistance.
3. The principal or his/her designee shall move to the area where the disturbance and disorder is occurring.
4. If no physical danger to students or staff appears, the principal should attempt to talk to the participants of the disorder and wait for the law enforcement officers to arrive.
5. If students or staff members are endangered, the principal shall do whatever is necessary to draw the attention away from those students and staff members until law enforcement officers arrive on the scene.

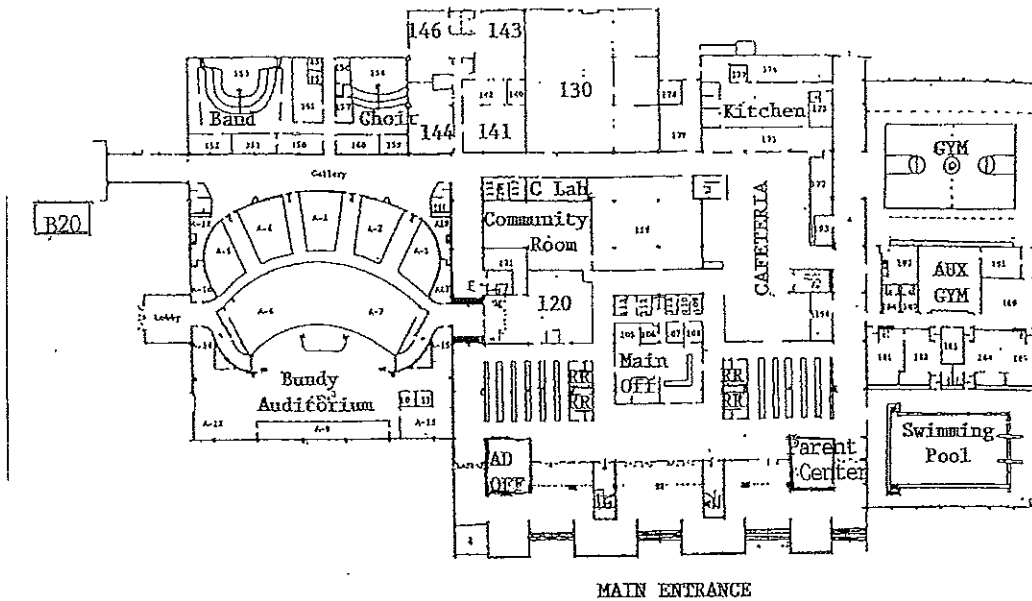
### **III. STUDENTS WITH DISABILITIES**

#### **EVACUATION PLAN FOR STUDENTS WITH DISABILITIES**

1. All students with disabilities and staff will be familiar with the alarm signals used to identify a specific approaching disaster. Drills and practices will be used to teach and familiarize the students and staff to the appropriate response to each alarm.
2. Staff members have been recruited and trained to remove the disabled students from their classrooms to the safety areas.
3. The safety Zones are posted near the door of each classroom to indicate the areas where the disabled students shall be delivered.
4. The instructors and aides using the classrooms will review the plans for evacuation on a regular basis with the disabled students.

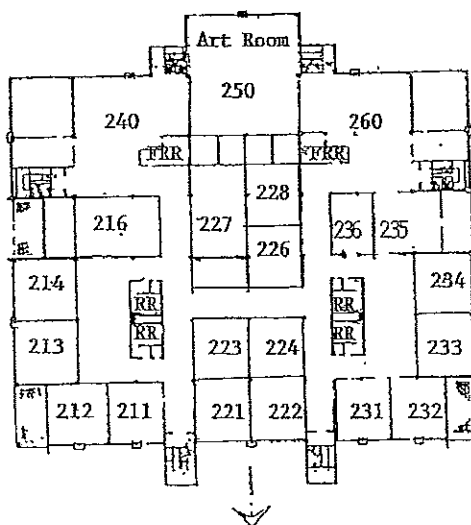


## IV. MAPS OF BUILDING

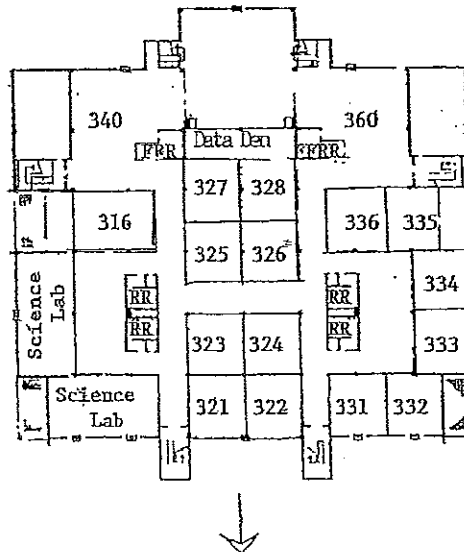


1st Floor Plan

## New Castle Middle School



2nd Floor Plan



3rd Floor Plan

## **V. PREVENTION/TRAINING**

### **INDIANA FIRE MARSHAL'S CHECK LIST TO IMPLEMENT**

1. **Maximum of 20%** of any wall area covered by artwork or teaching matter.
2. Only adaptors with built-in circuit over load or surge protection are allowed.
3. No chaining of above adaptors (i.e. do not plug one into another one, etc.).
4. All doors are unlocked (may exit) when students are in the school building.
5. No obstructions in any exit corridor and no upholstered furniture in an exit.
6. No lightweight extension cords allowed. Heavy duty ones OK up to 30 days.
7. Candles and open flames shall not be used when school is in session.
8. Artificial decorative vegetation shall be flame resistant or flame retardant.
9. Curtains/drapes/hangings/decorative materials suspended=flame resistant.
10. The permitted amount of flame resistant material not to exceed **10% of area.**
11. Combustible storage on shelves not closer than **18" from ceiling** (sprinkler).
12. Gasoline/gasoline-powered equipment - not allowed in schools at any time.
13. Dust accumulation (e.g. shop areas) cleaned weekly to prevent accumulation.
14. Paint: maximum of 10 gallons unless stored in a flammable liquid cabinet.
15. Chemical storage: stored in a room not accessible to general student population.
16. Compressed gas cylinders/tanks to be secured to prevent them from falling.
17. If smoking is not allowed on campus, signs must be posted throughout.
18. Chemistry/Biology classrooms: chemicals must be dated on the container.
19. Fire safety inspections checklist shall be completed monthly by a designated person in each building. Documentation completed & deficiencies corrected.

### **FIRE DRILLS TRAINING**

1. The responsibility for conducting fire drills will be principal or designee.
2. The first drill of each year will be conducted within the first 10 days of school.
3. Fire drills must be completed monthly (including partial months).
4. Drills must be conducted at rotating times throughout the school year.
5. Recording of the required information to be completed immediately by principal or designee.
6. Pull stations or smoke detectors must initiate a fire drill; not system test button.
7. All persons must leave the building at once; teachers responsible for students.

## **TEACHER CRISIS RESPONSIBILITIES**

Definition: For the purpose of this procedure, crisis is defined as an emergency event which has the potential of causing extreme disruption to the school community.

1. Any staff member receiving knowledge of a potential crisis situation should notify the principal or assistant principal immediately.
2. If this information is received from another student or faculty member, they should be asked to refrain from talking to others about the situation. Explain that we need to protect the privacy of the individual(s) and their families until verification of the facts can be made. The principal or his designee is responsible for verifying the information.
3. If the event occurs during school hours, the principal will inform staff in the most appropriate manner available. The administrators and counselors may meet prior to a general staff announcement for the purpose of planning or reviewing procedure.
4. If the event occurs during non-school hours, the telephone tree will be used to notify faculty. If the situation warrants, the faculty will be asked to meet prior to the next school day for the purpose of sharing information and planning the day's procedure. An additional meeting after the school day may be necessary to update information and review procedure for the following day.
5. Teachers will be asked to meet with their classes as usual. It is suggested that a factual announcement be written and given to teachers to deliver to their classes simultaneously. It may be necessary to alter the class period to accommodate sharing this information. The event and its announcement must take precedence over normal planned classroom activities.
6. After the announcement of such an event, teachers are encouraged to give their students time to express their feelings in the classroom. The following should be kept in mind:
  - a. Crying, anger and/or disbelief are common reactions.
  - b. Stick to the facts as you know them.
  - c. Try to dispel any rumors with the facts as you know them. Don't report a suspected suicide as a suicide....
  - d. Don't glorify the incident in any way.
  - e. Try not to dwell on the details of the event, we can't begin to know all the answers for someone doing something tragic; bad things happen.
  - f. Stress the importance of respect and privacy for the family members involved.
7. Counseling centers will be established if needed, and students who appear to be exhibiting unusual or extreme reactions should be escorted to the designated area. If more adult assistance is needed, the principal will be in charge of requesting additional resources.
8. If a teacher needs assistance personally, or with a student, the office should be notified.
9. If a teacher has time available and would like to volunteer to be further assistance, they should check with the principal.
10. Keep in mind the difficulty the students may have in attending to academics after a traumatic incident.

### **MEDIA PROCEDURE**

1. Make NO statements to the media.
2. Do not glorify the event.
3. Direct all media people to the superintendent's office
4. Inform the media that information will be made available through the superintendent's office only
5. **Do not** allow reporters to interview students or staff members in the school or on school grounds.

## LOCATION OF PULL STATIONS and PORTABLE FIRE EXTINGUISHERS

<u>Area</u>	<u>Dry FE</u>	<u>CO2 FE</u>	<u>Pull Station</u>
<u>1<sup>st</sup> Floor</u>			
Custodial Break Room		1	
Kitchen*	3		
Gym Hall	2		2
Gym	2		2
Laundry Room		1	
Mechanical Room above Gym		2	
West End (Lockers)	1		1
Cafeteria	1		
Community Room	1		
Elevator Control Room	1		
Rm. 120	1		
Bundy Hall (West)		2	
East End (Lockers)	2		1
Ramp Hallway	1		
Mechanical Rm.	2		
Rm. 130 (Wood shop)	2	1	
Rm. 146	1		
Rm. 144		1	
Rm. 143		1	
Rm. 142	1		
Bundy Gallery	2		1
Bundy Lobby			1
Bundy Backstage	1	1	2
Bundy Upstairs East		1	
Bundy Light Rm.	1		
Bundy Upstairs West	1		
Bundy Auditorium	2		
Bundy Catwalk Electrical Rm.	1		
Bundy West Side Entrance			1
Music Hallway			1
Rm 158 - Band Room	1		

*\* Kitchen has 1 wet chemical fire extinguisher and a system over the fryers.*

2<sup>nd</sup> Floor

West End South Stairwell (Café)		1
West End Water Fountain	1	
West End North Stairs		1
West End Girls RR	1	
West Mechanical Rm.	1	
East End Girls RR	1	
East End Water Fountain	1	
East End North Stairwell		1
East End East Stairwell (Bundy)	1	1
East Mechanical Rm.	1	
Rm. 240	1	
Rm. 250 Office	1	
Rm. 260	1	

3<sup>rd</sup> Floor

Attic Computer Lab	2	
East End Stairwell	1	1
East End Electrical Rm.		1
Rm. 313 Science Office		1
8 <sup>th</sup> grade Science Lab *		1
7 <sup>th</sup> grade Science Lab		1
East End Girls RR	1	
East End Water fountain	1	
East End North stairwell		1
West End North Stairwell		1
West End water fountain	1	
West End Girls RR	1	
Rm. 360	1	
West End South Stairwell (Café)		1
West End Electrical Rm.		1

*\* Science Lab also has a fire blanket and safety wash area*

## **MAJOR FIRE HAZARDS**

All custodial supplies are kept in locked containers or rooms.

1<sup>st</sup> Floor - Custodial break room - 2 wooden cabinets with padlocks on doors.  
West side custodial closet by boys' RR - Door locked.  
Custodial room west side of Bundy - locked cabinet.  
Laundry room - locked cabinet

2<sup>nd</sup> Floor - West side custodial closet by boys' RR - Door locked.

3<sup>rd</sup> Floor- West end custodial closet by boys' RR - Door locked.

Science chemicals are stored in the 7<sup>th</sup> and 8<sup>th</sup> grade science labs. All chemicals are dated and stored in appropriate fire safe cabinets.

New Castle Community School Corporation  
Bylaws & Policies

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**5630.01 - USE OF SECLUSION AND RESTRAINT WITH STUDENTS**

It is the policy of the Board that all students are to be treated with dignity and respect and to be free from abuse. The Board supports the promotion and training of appropriate student behavior as part of the Corporation's curriculum. It is the policy of the Board to use prevention, positive behavior intervention and support, and conflict de-escalation to eliminate or minimize the need for the use of seclusion or restraint with students. This policy applies to all students, regardless of the existence of a disability.

**General Guidelines**

Any behavioral interventions must be consistent with a student's right to be treated with dignity and respect and to be free from abuse.

Any behavioral intervention used must be consistent with the student's most current individualized education program (IEP) and with the student's behavior intervention plan (BIP), if applicable.

Every effort must be made to eliminate or minimize the need for the use of seclusion or restraint with a student, including the use of prevention, positive behavior intervention and support, and conflict de-escalation prior to the use of seclusion or restraint, except in the case of an emergency, as defined below.

Seclusion and restraint are to be used only: 1) as a last resort safety procedure employed after another, less restrictive procedure has been implemented without success; and 2) when there is an imminent risk of injury to the student, other students, school employees, or visitors to the school.

Seclusion and restraint may be used only for a short period of time or until the imminent risk of injury has passed.

Any instance of seclusion or restraint must be documented as indicated below.

A student's parent must be notified as soon as possible when an incident involving the student that includes the use of seclusion or restraint occurs, and a copy of an incident report must be sent to the student's parent, as indicated below.

Regular training of appropriate school employees/staff members on the proper use of effective alternatives to seclusion and physical restraint and the safe use of seclusion and physical restraint in situations involving imminent danger or serious harm to the student, school employees or others is required, as indicated below.

Seclusion and restraint must not be used as a means of punishment or discipline, coercion or retaliation, or as a matter of convenience.

Seclusion and restraint must never be used in a manner that restricts a child's breathing.

The student must be monitored by a staff member at all times during the use of seclusion or restraint to ensure the appropriateness of its use and the safety of the student or others.

**Use of Seclusion**

The use of seclusion with a student shall not be permitted except when the conditions described in this policy exist. The use of seclusion with a student with a disability also is subject to any conditions in the student's IEP and any BIP established for the student in addition to the conditions established in this policy.



- A. Seclusion may be used only when a student is displaying behavior that presents an imminent risk of injury to the student or others.
- B. Seclusion may be used only as a last resort safety procedure after a less restrictive procedure has been implemented without success.
- C. Seclusion may be used only as long as necessary and must be discontinued when the student is no longer an imminent threat to others.
- D. Seclusion may be employed only by staff members who have received specific Corporation-approved crisis intervention training in the use of seclusion procedures.
- E. Seclusion may be used only when the student can be transported safely to the seclusion environment by trained staff members using appropriate techniques based on crisis intervention training.
- F. All seclusion environments must:
  - 1. be of reasonable size to accommodate the student and at least one (1) adult;
  - 2. be of reasonable size to permit students to lie or sit down;
  - 3. have adequate ventilation, including heat and air conditioning as appropriate;
  - 4. have adequate lighting;
  - 5. be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass;
  - 6. permit direct continuous visual and auditory monitoring of the student;
  - 7. permit automatic release of any locking device if fire or other emergency in the school exists;
  - 8. if locked, be released automatically after five (5) minutes or with any building-wide alarm, such as a fire, tornado or code red alarm;
  - 9. meet current fire and safety codes.
- G. Seclusion may not be used when the student's known medical or physical condition would make the use of seclusion dangerous for that

student.

- H. Seclusion must not be used unless a staff member can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.
- I. During the seclusion, students must be permitted to use the restroom upon request and be escorted to and from the restroom.
- J. During the seclusion, students must be provided water on request.
- K. Seclusion must never be used as a means of punishment or to force compliance with staff commands.
- L. Time-out procedures that do not constitute seclusion, as defined above, are permitted in school. A time-out must be both developmentally and behaviorally appropriate and must be short in duration.

#### **Use of Restraints**

The use of restraint with a student shall not be permitted except when the conditions described in this policy exist. The use of restraint with a student with a disability also is subject to any conditions in the student's IEP and any BIP established for the student in addition to the conditions established in this policy.

- A. Restraint may be used only when a student is displaying behavior that presents an imminent risk of injury to the student or others.
- B. Restraint may be used only as a last resort safety procedure after a less restrictive procedure has been implemented without success.
- C. Restraint may be employed only by staff members who have received crisis intervention training by the school in the use of restraint procedures with the following exception: other school personnel may employ restraint procedures in an emergency, as defined below, when fully trained school personnel are not immediately available. Untrained staff must request assistance from trained staff as soon as possible.
- D. Restraint may last only as long as is necessary for the student to regain behavioral stability and the risk of injury has ended, usually a matter of minutes.
- E. The degree of restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- F. Mechanical restraints and chemical restraints are not authorized in school.
- G. Prone (face down on a horizontal surface) physical restraints are not

authorized and must be avoided.

- H. Restraint must never be used in a manner that restricts a child's breathing.
- I. Every instance in which restraint is used must be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the student, other students, teachers, and other personnel.
- J. A verbal threat or verbally aggressive behavior does not itself constitute an imminent risk of injury and does not warrant the use of restraint.
- K. Destruction of or damage to property does not constitute an imminent risk of injury warranting the use of restraint unless in the course of such behavior a risk of injury to the student or others is created.
- L. Restraint may not be used when the student's known medical or physical condition would make the use of restraint dangerous for that student.
- M. Restraint must never be used as a means of punishment or to force compliance with staff commands.

#### **Documentation and Recording Requirements**

The building administrator or designee verbally must notify the student's parent or guardian of the use of seclusion or restraint as soon as possible following the incident but no later than the end of the school day in which the seclusion or restraint occurred.

Immediately after the student has regained emotional and behavioral control following the use of seclusion or restraint, a staff member not involved with the incident must ascertain if the student has sustained any injury during the seclusion or restraint and document such injury or the lack thereof in the incident report referenced below. If the student has sustained an injury, the staff member must seek appropriate treatment of the student for the injury.

Staff will assist the student to process the event at the earliest appropriate time after the student has regained emotional and behavioral control.

Staff involved in the use of seclusion or restraint must complete an "Incident Report" as soon as practical after the use of seclusion or restraint. The following data should be included in the incident report if known:

- A. the student's name
- B. the date and time of the incident
- C. the duration of any seclusion or restraint; or the beginning and ending times of the seclusion or restraint
- D. a description of any relevant events leading up to the incident

- E. a description of any interventions used prior to the implementation of the seclusion or restraint
- F. a description of the student behavior that resulted in implementation of seclusion or restraint, including a description of the imminent risk of injury which resulted in use of the seclusion or restraint
- G. a log of the student's behavior during the seclusion or restraint, including a description of any restraint technique(s) used and any other interaction between the student and staff
- H. a description of any injuries (to the student, other students, staff, or others) or property damage
- I. a description of the approach planned for dealing with the student's behavior in the future
- J. a list of the school personnel who participated in the implementation, monitoring, and supervision of the seclusion or restraint and whether they had training related to seclusion or restraint
- K. the date and time on which the parent or guardian was notified of the seclusion or restraint
- L. if the student has a disability (IDEIA or Section 504), the type of disability

The building administrator or designee must send a copy of the incident report to the parent or guardian and place a copy of the report in the student's confidential file.

The building administrator or designee also must send a copy of the incident report to a Corporation administrator designated by the Superintendent, who must maintain records of all such incident reports.

The building administrator or designee must provide support to staff members involved by determining if any staff member has suffered an injury, seeking appropriate treatment for that staff member, and determining when the staff member can return to his/her duties.

The building administrator or designee must ensure that each staff member involved in an incident engages in a de-briefing or processing session(s) in order to determine what could have been done to prevent the use of seclusion or restraint in this incident and how to avoid the need for use of seclusion or restraint in the future for this student specifically and for other students in similar situations. Ideally, this will occur immediately following the incident but may occur later if the needs of the student or other students take precedence or the staff member has suffered an injury requiring treatment. The building administrator must complete a "Staff Process of Seclusion or Restraint Form" that summarizes the de-briefing process and file it with the Corporation administrator designated by the Superintendent, who must maintain records of all such forms.

#### **Notification of Parents**

Student handbooks must include a statement similar to the following: "a student will not be subject to seclusion or restraint unless the student's behavior poses an imminent risk of injury to the student or others. However, significant violations of the law, including assaults on students and staff, will be reported to the police. As soon as possible after any use of seclusion or restraint, the student's parent or guardian will be informed and provided with

a detailed account of the incident, including the circumstances that led to the use of seclusion or restraint."

When a seclusion or restraint is used with a student, the student's parent or guardian must be notified verbally as soon as possible.

A copy of the incident report prepared by staff following the use of seclusion or restraint with a student must be sent to the student's parent or guardian.

### **Training of Staff**

The Corporation will provide all staff members with basic training about conflict de-escalation procedures, the dangers of seclusion and restraint, and procedures for contacting fully trained and certified staff when behavioral crises occur.

This training will be recurrent and will be provided to new staff.

The Corporation will determine a specific curriculum and method of providing training related to seclusion and restraint.

A core group of appropriate personnel will be trained in each building in crisis intervention techniques which will include the use of seclusion and restraint procedures.

Recurrent training will be provided on a regular basis (at least annually).

### **Annual Review, Planning Process and Oversight**

The Superintendent is directed to designate a Corporation administrator to serve as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures in the Corporation. The coordinator must maintain records of the use of seclusion or restraint in the Corporation and serve as chair of the committee referenced below or, if a standing committee is used, as co-chair along with the chair of the standing committee.

The Superintendent is directed to establish a committee or use a standing committee to conduct an annual review of all individual and program-wide data associated with this policy. The committee must review the following components related to the use of restraint:

- A. incident reports
- B. procedures used during restraint, including the proper administration of specific Corporation-approved restraint techniques
- C. preventative measures or alternatives tried and techniques or accommodations used to avoid or eliminate the need for future use of restraint
- D. documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint
- E. injuries incurred during a restraint
- F. notification procedures

- G. staff training needs
- H. specific patterns related to staff or student incidents
- I. any environmental considerations, including physical space, student seating arrangements, and noise levels

Upon review of the data, the committee must identify any issues or practices that require further attention and provide written recommendations to the Superintendent for changes in Corporation policies or practices.

The committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the Corporation's training program.

#### Definition of Terms

The following definitions apply in this policy regardless of the term(s) used to describe the conduct when it occurs.

- A. **"Behavioral intervention plan" or "BIP"** has the meaning given it in the rules of the Indiana State Board of Education. (511 IAC 7-32-10)
- B. **"Case conference committee"** has the meaning given it in the rules of the Indiana State Board of Education. (511 IAC 7-32-12)
- C. **"Chemical restraint"** means the administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition. The term does not include the administration of prescription medication pursuant to the orders of a student's physician that is a standard treatment and dosage for the student's medical or psychiatric condition.
- D. **"Emergency"** means a situation in which immediate intervention is necessary to protect the safety of a student or others from an imminent threat of physical injury to the student or others and staff trained in crisis intervention are not present to assist.
- E. **"Individualized education program" or "IEP"** has the meaning given to it in the rules of the Indiana State Board of Education. (511 IAC 7-32-48)
- F. **"Mechanical restraint"** means the use of a mechanical device, material or equipment attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or a part of the student's body or restricts normal access to the student's body. The term does not include mechanical devices, a material or equipment used as prescribed by a physician.
- G. **"Physical restraint"** means physical contact between a school

employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or a part of a student's body or to restrict normal access to the student's body. The term does not include: 1) briefly holding a student without undue force in order to calm or comfort the student or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation; 2) physical escort; or (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one (1) area to another.

- H. **"Physician"** means a person holding an unlimited license to practice medicine in Indiana, and includes an M.D. (medical doctor) and a D.O. (osteopathic physician).
- I. **"Positive behavior intervention and support"** means a systematic approach that uses evidence based practices and data driven decision making to improve school climate and culture and includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior to achieve improved academic and social outcomes and increase learning for all students.
- J. **"Seclusion"** means the confinement of a student alone or in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break, as described in a student's individualized education program, in which an adult is continuously present in the room with the student.
- K. **"Time-out"** means a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted.

#### Administrative Guidelines and Forms

The Superintendent is authorized to issue administrative guidelines, directives, and forms, including but not limited to, the Incident Report and the Staff Processing of Seclusion or Restraint Form, as needed to fully implement this policy and document compliance.

I.C. 20-20-40-1  
I.C. 20-20-40-2  
I.C. 20-20-40-4  
I.C. 20-20-40-5  
I.C. 20-20-40-6  
I.C. 20-20-40-9  
I.C. 20-20-40-10  
I.C. 20-20-40-13  
I.C. 20-20-40-14

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