
IV – RESPONSE

4. Response

One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.

-- Arnold H. Glasow

Response is the process of implementing appropriate actions *while* an emergency situation is unfolding. In short, responding means “doing what you planned to do.” In this phase, schools mobilize resources needed to handle the emergency at hand.

In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

This section contains a broad range of critical incidents. For each event listed, there are specific actions to be taken to appropriately handle the given situation. Depending on the type of emergency, protocols may remain under the domain of the school, may require assistance from the school district, or may necessitate a coordinated community-wide response.

The protocols outlined here have been developed and approved by the Rhode Island School Safety Committee and the Emergency Management Agency (RIEMA). Use this section as a guide to responding to emergencies at your school.

A. CALLING 911

911 is the telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.
 - Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher, it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.
 - Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.
- Ensure that no policies are in place to prevent any individual from contacting 911.

WHEN CALLING 911

- ❖ Remain calm.
- ❖ *Speak slowly and clearly.*
- ❖ Clearly state name and location of incident and your phone number.
- ❖ State your emergency
- ❖ Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- ❖ Answer all questions completely.
- ❖ Remain on the line as long as Dispatcher instructs you to do so.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by Emergency 9-1-1 personnel and routed to the proper agency. 911 personnel do not always know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

B. ACTIVATING THE EMERGENCY OPERATIONS CENTER / INCIDENT COMMAND SYSTEM

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site) / EOC Director (District Office). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.

If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance would be helpful in making decisions or carrying out actions to respond to a crisis or emergency. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle planning of unusual or large events.

Examples of situations that could benefit from activation of the ICS include:

- Fire
- Explosion
- Earthquake
- Flood
- Death of a student or staff member (especially suicide, and especially if on-campus)
- Violence or threat of violence
- Bus crash involving student injuries
- Large event hosted on campus (graduation, large concert, large sporting event, etc.)

The ICS is flexible in scope and size. The Incident Commander may want to activate only portions of the team from the outset, and expand or contract it as the event progresses.

C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

PRINCIPAL/SITE ADMINISTRATOR

- Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.
- Identify key staff who should be involved in planning the response.
- Activate the Incident Command System and, if appropriate, the Incident Command Post.
- Establish contact with the district Emergency Operations Center (EOC).
- Ascertain what action needs to be implemented. Secure the school building, if necessary.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.
- Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- Identify provisions required for special needs population.
- Determine whether special transportation arrangements are needed.
- Prepare informational letter for parents/guardians to squelch rumors.
- Arrange for post-disaster trauma counseling for students and staff.
- Identify follow-up activities that will be used to evaluate response.

OFFICE STAFF

- Provide assistance to principal, as needed.
- Handle telephones.
- Monitor radio emergency broadcasts and communications.
- Assist with health emergencies, as needed.
- Set up Student Release tables, if needed.
- Serve as messengers.

TEACHERS

- ❑ Supervise students in their charge.
- ❑ Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- ❑ Take attendance when class relocates to another assembly area.
- ❑ Report missing students to principal.
- ❑ Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

INSTRUCTIONAL ASSISTANTS/AIDES

- ❑ Assist teacher, as needed.
- ❑ Maintain order in classroom and during evacuation.

CUSTODIANS/MAINTENANCE PERSONNEL

- ❑ Shut off gas and/or water if required by the emergency.
- ❑ Seal off doors, shut down HVAC system if required by the emergency.
- ❑ Examine buildings for damage; provide damage control.
- ❑ Keep principal/site administrator informed of condition of school.
- ❑ Assist as directed by the principal.

BUS DRIVERS

- ❑ Supervise the care of children if disaster occurs while they are in bus.
- ❑ Transfer students to a new location when directed.
- ❑ Transport individuals in need of medical attention.

NURSES/HEALTH ASSISTANTS

- ❑ Administer First Aid.
- ❑ Supervise administration of First Aid by those trained in it.
- ❑ Organize First Aid and medical supplies.
- ❑ Set up First Aid station, if needed.

OTHER SCHOOL EMPLOYEES

- ❑ Report to principal/site administrator for directions.

D. EMERGENCY ACTIONS AND PROCEDURES

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

Under **RI Gen Laws § 16-21-24**, the plan and procedures must utilize ...”**common, consistent, plain language and terminology...**” FEMA and the US Department of Education also state that plans “...**need to be written clearly, use plain language, avoid using jargon and the use of abbreviations...**”

Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS	
<p>ALL CLEAR</p> <p>Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.</p>	<p>LOCKDOWN</p> <p>Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff and jeopardy. Lockdown involves a “no one in, no one out” scenario.</p>
<p>EVACUATION</p> <p>The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.</p>	<p>SHELTER IN PLACE</p> <p>Implemented to isolate students and staff from the outdoor environment and can also provide greater protection from external airborne contaminants.</p>
<p>DROP/DUCK/COVER AND HOLD ON</p> <p>The action taken during an earthquake to protect students and staff from flying and falling debris.</p>	<p>STAND BY</p> <p>Notifies students and staff that further instructions will follow shortly.</p>
SPECIALIZED EMERGENCY ACTIONS	
<p>OFF-SITE EVACUATION</p> <p>Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.</p>	<p>DIRECTED TRANSPORTATION</p> <p>Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.</p>
<p>STUDENT RELEASE</p> <p>Instructs staff to prepare for releasing students from school during the academic day.</p>	<p>REVERSE EVACUATION</p> <p>Initiated if an incident occurs while students are outside and conditions are safer inside the building.</p>

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.

- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention OR
- ❑ Indicate directions with gestures OR
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible OR
- ❑ Use a sturdy chair (or one with wheels) to move person OR
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **LOCKDOWN**. (Pause) **LOCKDOWN** (Pause). We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.
- ❑ If rooms are locked, immediately hide in the closest safe zone (e.g. bathroom, janitorial closet, office area, or library) Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment and to also prevent exposure to airborne contaminants.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in portables and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to: external threats, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ If an external contaminate exists, make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the classroom if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g. auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: "Attention please. We are experiencing seismic activity. For your protection, follow **DUCK, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON**.
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **STAND BY.** (Pause) **STAND BY.**
(Pause) **STAND BY.** (Pause) **Additional information will follow.**"

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- ❑ If outside, teachers are to return students to their classrooms.
- ❑ If inside, teachers will hold students in classrooms pending receipt of further instructions.
- ❑ **STAND BY** must be followed by another ACTION or **ALL CLEAR** instruction to return to normal school activities.

EMERGENCY ACTION

DIRECTED TRANSPORTATION

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if time permits.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- Who is assigned to each loading area? _____
- Where are loading areas? _____
- What, if any, change in vehicle traffic patterns are necessary? _____

- What staff supervises this ACTION, and where? _____
- How can sufficient transportation be arranged to accommodate the entire student population and staff? _____

TEACHER ACTIONS:

- Take attendance before leaving the campus.
- Upon arrival at the safe site, take attendance again after students exit the bus.
- Report attendance to the Principal/designee.
- Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- Take the safest route to the pre-identified evacuation sites.
- Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- ❑ Remain quiet and seated while on the bus.
- ❑ Keep head, hands, backpacks, *etc.* away from the open windows.
- ❑ Stay together at the alternate site. Remain calm.
- ❑ Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- ❑ Drivers should take the safest route to the pre-identified evacuation sites.
- ❑ Account for all students before transportation occurs and after arrival at the safe site.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an OFF-SITE EVACUATION. Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ Remain in place until further instructions are given.

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

Example: "Attention please. We need to institute a **REVERSE EVACUATION**. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
 - A = Absent*
 - M = Medical; students taken to the First Aid station*
 - U = Missing/Unaccounted*
- Send undistributed nametags to the Student Request Table.
- Organize students. Monitor students' medical and emotional condition.
- Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- ❑ Take supplies to designated Request/Release Table locations.
- ❑ Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- ❑ Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- ❑ Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

E. GENERAL EMERGENCY INTERVENTION CHECKLIST FOR SCHOOL CRISIS RESPONSE TEAMS

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- Take a deep breath, don't panic, and verify information.
- Use appropriate language to notify necessary staff and activate plan.
- Activate school's Crisis Response Team, Incident Command System (ICS); activate and assign duties as needed:
 - Safety Officer (overall safety conditions of campus)
 - Public Information Officer (media relations, contact)
 - Liaison Officer (coordinate with outside agencies)
 - Planning/Intelligence (incident time log, evaluate information, documentation)
 - Operations (student accounting and release, facilities, medical, crisis intervention & response, food and water)
 - Logistics (communications and supplies)
 - Administration/Finance (documentation, record keeping)
- Determine whether to call 911, and whether to implement Universal Emergency Procedures.
- Notify and request assistance from the school district to:
 - Assist with planning for a response and implementing protocols.
 - Provide recovery support to students.
 - Set up a Command Post for communication.
 - Bring "emergency toolkit" to Command Post (inside or outside).
- Schedule briefing with staff before and/or after school day to:
 - Advise staff of the known facts and provide written statement
 - Support their concerns and emotions
 - Provide classroom assistance if needed; refer to emergency procedures guide (flip chart)
 - Outline schedule for the day; modify day's schedule if needed
 - Identify resources available to teachers and students
- Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements.
- Inform closest friends of the affected student(s) and provide support.
- Prepare formal statement or announcement to students, parents and media; provide statement to secretaries, staff, and other internal personnel.
- Notify board of education members as appropriate.
- Review and implement "Recovery" activities.
- Document actions taken, secure records as legal documents.
- Expand span of Incident Command System as needed, deactivate ICS when activities are completed.

F. EMERGENCY PROCEDURES TOOLKIT

(Alphabetical Index)

The listing below depicts most common emergencies your school may face. The section titled “OTHER” contains a listing of other emergencies, some more specific, that may also impact your school, but are not required procedures.

Protocols

- Allergic reaction
- Assaults/fights
- Bomb threat
- Bus crash
- Disease outbreak / Food borne Illness
- Fire
- Hazardous materials
- Intruder/hostage
- Missing child/kidnapping
- Lockdown
- Natural disasters
 - Earthquake
 - Flood
 - Heat Alert
 - Hurricane
 - Severe thunderstorm
 - Snow
 - Tornado
- Other
- Poisoning
- Radiological incident
- Rape/Sexual abuse
- Serious injury/death
- Sheltering
- Student unrest
- Suicide
- Suspicious mail or package
- Utility failure
- Gas line break
- Electric power failure
- Water line break
- Weapons

Allergic Reaction

Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue.
- Restlessness, sweating, fright, shock.
- Shortness of breath, vomiting, cough, hoarseness.
-

Staff First Actions:

- If imminent risk, call 911.
- Send for immediate help (Operations: First Aid, CPR, medical) and medication kit (for known allergies).
- Assist in getting “Epi pen” (Epinephrine) for individuals who carry them (usually in backpack), and prescription medications (kept in office).
- If an insect sting, remove stinger immediately.
- Notify principal.
- Assess situation help student/employee to be comfortable.
- Move only for safety reasons.
-

Principal, Team:

- Call 911, depending on circumstances.
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Record on an attached label: time & site of insect sting or food ingested, name of medicine, dosage & time administered.
-

Preventive/Supportive Actions:

- Emergency health cards should be completed by parents for each child, and should be easily accessible by school personnel.
- Bus drivers should have emergency sheets for all known acute reactors.
- Encourage employees with special health considerations to alert building director and work associates of any difficulties and possible remedial actions.
-

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Assaults/Fights

Staff Procedures:

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify CPR / first aid certified persons in school building of medical emergencies.
- Notify principal. Principal assembles Crisis Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment or if assault involved sexual contact (i.e., intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing.).
- Principal notifies superintendent and parents of students involved in assault.
- Document all activities. Ask victim(s) / witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es). Implement post-emergency procedures.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Bomb Threats

Upon receiving a message that a bomb has been planted in school:

- Ask where the bomb is located, when bomb will go off, what materials are in bomb, who is calling, why caller is doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Notify principal or designee.
- Principal/designee orders evacuation of all persons inside school building(s) depending upon an evaluation by the school response team.
- Principal/designee notifies police (call 911) and superintendent. Principal or superintendent must report incident to the Police Department at _____.
-

Evacuation procedures:

- Principal warns students and staff. Do not mention "Bomb Threat." Use evacuation procedures.
- Direct students to take their immediate belongings, instruct the teachers to conduct a visual sweep of the classroom for any items that do not belong. Do not approach or touch any item of concern, but notify the Principal, or member of the School Response Team.
- Students and staff must be evacuated to a safe distance (suggested distance at least 2000 feet) outside of school building(s). After consulting with superintendent, principal may move students to _____ (*primary relocation center*) if weather is inclement or building is damaged.
- Teachers take roll after being evacuated.
- No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
- Principal notifies students and staff of termination of emergency. Resume normal operations.
-

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Bus Crash

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should a crash occur.

In the event of a Bus Crash:

Staff at the Scene:

- Call 911, if warranted.
- Call principal.
- School staff at the scene of a bus crash will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- School staff at the scene of a school bus crash will move all uninjured students to a safe distance from the crash.
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school.
-

Principal, Team:

- Notify District, Central Office.
- Ascertain the names of any injured students and the nearest location of any medical treatment facility.
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available.
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate.
- Complete appropriate documentation.
-

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Disease Outbreak / Food Borne Illness

Possible Signs of Disease Outbreak/Food borne Illness:

- Unusual number of absences from school.
- Unusual number of people showing the same signs and symptoms.
- Threats received or group taking credit for causing illness.
- Ordinary disease or symptoms but out of season.

Staff First Actions:

- If imminent risk, call 911.
- Send for immediate help (Operations: First Aid, CPR, medical).
- Isolate persons affected in a separate room and restrict access to the room to essential personnel only.
- Notify principal.
- Notify district physician if appropriate.
- Help students/employees be comfortable.
-

Principal, Team:

- Principal notifies superintendent.
- Call 911, depending on circumstances.
- Call the Rhode Island Division of Infectious Disease Epidemiology: 401-222-2577 to determine whether an outbreak investigation is needed. **(This is critical as there may be contaminated food that was sent to multiple locations that could make more people ill.)**
- Notify parent or guardian of affected student(s).
- Administer medication, by order of a doctor, if appropriate.
- Document all activities.
- Implement post-emergency procedures.

For more in-depth information about preventing and responding to disease outbreaks in your school, please refer to the School Nurse Teachers Infectious Disease Reference Manual, available at: <http://www.health.ri.gov/disease/for/providers>.

▪

Fire

In the event of fire, smoke from a fire or if a gas odor has been detected:

- Pull fire alarm.
- Evacuate students and staff to a designated area.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Principal/designee notifies police (call 911) and superintendent.
- Teachers take roll after being evacuated.
- After consulting with superintendent, principal may move students to _____ (*Primary Relocation Center*) if weather is inclement or building is damaged.
- No one may reenter building(s) until declared safe by fire or police personnel.
- Principal/designee notifies students and staff of termination of emergency. Resume normal operations.
-

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Hazardous Materials

Incident occurred in school:

- Call 911.
- Notify principal.
- Principal notifies superintendent.
- Seal off area of leaks/spill.
- Take charge of area until fire personnel contain incident.
- Personnel in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- Fire or Police will notify superintendent.
- Superintendent will notify principal.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
-

Resume normal operations after consulting with fire officials.

Additional steps for our school/facility (if any):

Intruder/Hostage

An intruder is any unauthorized person(s) who enters school property.

Procedures:

- Notify principal.
- Ask another staff person to accompany you before approaching intruder.
- Politely greet intruder and identify yourself.
- Ask intruder the purpose of his/her visit.
- Inform intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- Notify security or police and principal if intruder still refuses to leave. Give police full description of intruder.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Principal notifies superintendent and may issue lockdown procedures (see Lockdown Procedures section).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify principal.
- Principal notifies superintendent.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Lockdown

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- Principal will issue lock-down procedures and attempt to get the message out by announcing warning over PA system or other methods.
- Direct all students, staff and visitors into classrooms.
- Lock classroom doors, turn classroom lights off, pull down shades and make room appear empty.
- Move all persons away from windows and doors.
- Allow no one outside of classrooms until all-clear signal is given by Principal or designee.
-
-

Missing Child/Kidnapping

Missing Child:

- Call 911 immediately; provide the following information:
- Child's name and age
- Address
- Physical and clothing description of the child, including any distinguishing marks such as visible scars or birthmarks
- Medical status, if appropriate
- Time and location child was last seen
- Person with whom the child was last seen
- Have child's information including picture, if possible, available for the police upon their arrival.
- School will notify parents of missing child and attempt confirmation that child is with family; if not - inform parents of situation and steps taken.
- School will report incident to DCYF and Child Protective Services.
- School will complete a written incident report at the earliest opportunity. Incident reports are stored _____

Kidnapping:

- Call 911 immediately; provide the following information:
- Child's name and age
- Address
- Physical and clothing description of the child, including any distinguishing marks such as visible scars or birthmarks
- Physical and clothing description of the suspect
- Medical status, if appropriate
- Time and location child was last seen
- Vehicle information and direction of travel
- Follow Emergency Lockdown procedure in Section (a).
- Have child's information including picture, if possible, available for the police upon their arrival.
- School will notify parents of missing child; inform parents of situation and steps taken.
- School will report incident to DCYF and Child Protective Services.
- School will complete a written incident report at the earliest opportunity. Incident reports are stored _____

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Natural Disasters: Earthquake

Procedures:

- Remain calm and stay where you are.
- If indoors, take cover under a sturdy desk, table or bench and hold on or sit against an interior wall.
- If outdoors, stay there. Move away from building, utility poles, wires and street lights.
- Be prepared for aftershocks.
- Evacuate building if gas or chemical fumes are present.
-
-

Additional steps for our school/facility (if any):

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Natural Disasters: Flood

Procedures:

- Monitor emergency alert stations and listen to television newscasts for the latest information.
- Evacuate the building by prescribed routes when necessary.
- Stay away from floodwaters as it may contain chemicals or raw sewage.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Natural Disasters: Heat Alert

Procedures:

- Monitor the heat index and listen to news reports for the latest information.
- Relax classroom drinking policies.
- Curtail physical activities.

Additional steps for our school/facility (if any):

Natural Disasters: Hurricane

Procedures:

- Monitor Emergency Alert Stations (see Preparedness Section (f) Local and Regional Emergency Contact information) or NOAA Weather stations (National Weather Service, or Weather Channel).
- Evacuate the building by prescribed routes when necessary.
- If the school is a designated shelter for the community, work with local emergency management personnel to make necessary preparations.

Additional steps for our school/facility (if any):

Natural Disasters: Severe Thunderstorms

Procedures:

- Monitor weather updates with a battery operated radio.
- Escort students to designated area for shelter.
- If inside, move to pre-designated shelter area.

Additional steps for our school (if any):

- _____
- _____
- _____
- _____

Natural Disasters: Snow

Procedures:

- Principal or superintendent will determine prior to opening hours whether or not to open the schools; families will be notified.
- If the school must close during hours of operation because of snow or storm, the principal will notify parents by: _____ (e.g., telephone, website, radio, etc.)
- If weather conditions prevent a parent or legal guardian from reaching the school to recover a child, the school will care for the child until such time as the parent, legal guardian, or emergency contact person can safely claim the child. The emergency toolkit supplies will be used as needed.
- If the above persons cannot claim the child within 72 hours of the school closing, the school will contact police to transport the child to a Child Protective Services care site.
- School will complete a written incident report at the earliest opportunity; incident reports are stored:

Additional steps for our school (if any):

- _____
- _____
- _____
- _____

Natural Disasters: Tornado

Procedures:

- Shut off gas.
- Monitor Emergency Alert Stations (see Preparedness Section (f) Local and Regional Emergency Contact information) or NOAA Weather stations (National Weather Service, or Weather Channel).
- Bring all persons inside building.
- Close windows and blinds.
- Review tornado drill procedures and location of safe areas. Tornado safe areas are under desks and in hallways away from windows and large rooms.
- Review “stop, drop and cover” procedures with students.

Additional steps for our school/facility (if any):

For all situations, identify primary and alternate evacuation routes and sheltering locations.

Other Weather Related Emergencies

Procedures:

- Refer to School Operations.
- Refer your local Emergency Operations Plan.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Other

Other emergencies may exist that are unique to your school, your district, or your community. Working closely with your **police, fire, and emergency management directors** can make certain a comprehensive list of procedures necessary for your students and staff to be made aware.

- **Accident at school**
- **Aircraft Crash**
- **Air Pollution/Quality Alert**
- **Animal Disturbance**
- **Chemical Accidents on/off site**
- **Civil Disobedience**
- **Criminal Act**
- **Dirty Bomb**
- **Explosion**
- **Irrational Behavior**
- **Medical Emergency**
- **Motor Vehicle Crash**
- **Public Demonstration**
- **Shooting**
- **Student Riot**
- **Terrorist Attack / War**
- **Tsunami**

Again, these are some additional procedures that may or may not be necessary to ensure the safety of your population.

Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call 911.
- Call the Poison Center Hotline (1-800-222-1222).
- Administer first aid directed by poison information center.
- Notify principal.
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
- Notify parents.
- Seek additional medical attention as indicated.
-

Preventive Measures:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in prominent locations such as the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training.
- Provide staff with information on possible poisonous materials in the building.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Radiological Incident

Rhode Island does not have a commercial Nuclear Power Plant within its borders; however, our neighboring states of Connecticut and Massachusetts do. In the event of a site emergency of some kind, appropriate warning and instruction will be broadcast over the state Emergency Alert System (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

Sheltering Notification:

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation may not be necessary in Rhode Island (distance factor):

- State and/or local officials will notify all affected schools of a nuclear power plant emergency.
- All precautionary actions will be announced by State Officials.

Radiological Incident/Accident:

- An accident or incident involving radiological materials at or near a school is quite possible. Consequently, certain precautionary actions should be taken. The three basic actions are:
 - **Time:** Minimize the amount of time near and exposed to the source.
 - **Distance:** Maximize the distance away from the source.
 - **Shielding:** Maximize the amount of material (i.e. wood, concrete, earth, etc.) between the individual and radioactive source.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Rape/Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the school must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at assisting the victim, addressing and minimizing the fear of fellow students, and quelling the spread of rumors. Services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers; such as a rape crisis center, children's advocacy center, or hospital emergency room.

Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- A rape or other sexual abuse occurs on campus.
- A member of the alleged victim's family requests intervention.
- The alleged victim's friends request intervention.
- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.
-

When one or more of the above conditions exists, the following should be implemented:

- Direct the person providing the information, and others who hear the report, not to repeat it elsewhere in the school.
- Ensure the short-term physical safety of the student.
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment.
- Notify appropriate law enforcement, and/or rape crisis center.
- Designate the school counselor or staff member closest to the alleged victim to talk about the types of support he or she needs.
- Determine which peers close to the victim may need support.
- Take action to quell rumors.
- Store all records related to rape or other sexual abuse incident and services provided in a confidential file.
-
-

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Serious Injury/Death

If incident occurred in school:

- Call 911.
- Notify CPR/first aid certified persons in school building of serious medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- If possible, isolate affected student/staff member.
- Notify principal/designee.
- Principal/designee notifies superintendent.
- Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- Principal notifies parent(s) or guardian(s) of affected student.
- Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff, and parents.
- Refer media to _____ (*Direct Spokesperson*)
_____ (*Telephone Numbers—home, work, mobile*)

If incident occurred outside of school:

- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Activate school crisis team if appropriate.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to _____ (*Direct Spokesperson*) _____ -
_____ (*Telephone Numbers—home, work, mobile*)

Post-Crisis Intervention:

- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.
- Activate school crisis team to implement post-crisis intervention.
- Meet with school counseling staff and _____ (*Div Child Mental Health or other mental health workers*) to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- Assess stress levels of staff. Recommend counseling to overly stressed staff.
- Follow-up with students and staff who receive counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

Additional steps for our school/facility (if any):

- _____
- _____
- _____

- Shelter In Place

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergency.

Procedures:

- Identify safe area in each school building.
- Principal warns students and staff to assemble in safe areas. Bring all persons inside building(s).
-

Teachers:

- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Principal or emergency responders.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Procedures:

- Notify police, if necessary.
- Ensure the safety of students and staff first.
- Contain unrest. Seal off area of disturbance.
- Notify principal.
- Principal/designee notifies superintendent.
- Warn staff. Principal/designee may issue lockdown (see Lockdown Procedures section).
- Shut off bells.
- Move students involved in disturbance to an isolated area.
- Meet with student representatives to address issues.
- Document incidents with cassette recorder or take detailed notes.

Teachers:

- Keep students calm.
- Lock classroom doors.
- Do not allow students outside of classroom until you receive an all-clear signal from principal/designee.
- Make a list of students absent from classroom.
- Document all incidents.
-

Additional steps for our school/facility (if any):

Suicide: Attempt

Procedures:

- Verify information.
- Call 911, if person requires medical attention, has a weapon, or needs to be restrained.
- Notify school psychologist/counselor, principal and _____ (*Children's Behavioral Health & Education* for students under 18) or _____ (other suicide intervention service).
- Principal calls superintendent and parent(s) or guardian(s) if suicidal person is student. Principal may schedule meeting with parents and school psychologist/counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Ask suicidal person to sign a "no suicide contract".
- Stay with person until counselor/suicide intervention arrives. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.
- Activate school crisis team to implement recovery procedures (See Recovery section). Determine level of intervention.

Suicidal Death/Serious Injury:

- Verify information.
- Activate school crisis team.
- Principal notifies superintendent.
- Notify staff in advance of next school day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement recovery procedures.

Post-Crisis Intervention:

- To determine level of intervention for staff and students, meet with school counseling staff and _____ (*Children's Behavioral Health & Education* or other *mental health workers*).
- Designate rooms as private counseling areas. Escort siblings and close friends and other "highly stressed" students to counselors.
- Assess stress levels of staff. Recommend counseling to overly stressed staff.
- Refer media to _____ (*District spokesperson*).
- Do not let media question students or staff.
- Follow-up with students and staff who receive counseling.
- Resume normal routines as soon as possible.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Suspicious Mail or Package

Procedures:

- Suspicious mail or packages may meet the following description:
 - Outside of mail/package:
 - No return address
 - Possibly mailed from a foreign country
 - Excessive postage
 - Misspelled words
 - Badly typed or written words
 - Incorrect titles or addressed to title only
 - Oily stains, discolorations or crystallization on envelope/wrapper
 - Excessive tape or string
 - Contents:
 - Protruding wires
 - Lopsided or uneven
 - Rigid or bulky
 - Strange odor
 - Consult with Suspicious Mail Handling Procedures in your community Emergency Plan.

What should you do?

- Do not touch, smell, or taste unknown substances.
- Fence off area and mark as “do not enter, or dangerous...”.
- Evacuate and seal off room.
- Wash hands thoroughly.
- Call 911.
- Make a list of all adults and children present in the room at the time of the incident to provide to local health authorities and the police.
- Superintendent will inform all parents of the incident.
- Superintendent will complete a written incident report at the earliest opportunity; incident reports are stored.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Utility Failure: Gas Line Break

Procedures:

- Call 911.
- Notify principal/designee.
- Open windows.
- If directed, follow evacuation procedures.
- Do not re-enter building until utility officials say it is safe.

Additional steps for our school/facility (if any):

Utility Failure: Electric Power Failure

Procedures:

- Calm students.
- Stay in classroom until evacuation notification.
- If there is danger of fire, evacuate the building by evacuation procedures.
- If a short is suspected, turn of all electric devices in room, and notify custodian.

Additional steps for our school/facility (if any):

Utility Failure: Water Line Break

Procedures:

- Notify principal/designee and custodian.
- Relocate articles that may be damaged by water.
- Relocate students to designated safe areas.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____
-

Weapons

Student or staff who are aware of a weapon brought to school:

- Notify principal or teacher immediately.
- Tell principal or teacher name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- If teacher suspects that weapon is in classroom, he/she should confidentially notify a neighboring teacher. Teacher should not leave classroom.

Principal:

- Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.
- Ask another administrator to join you in questioning suspected student or staff member.
- If feasible, accompany suspect to private office to wait for police.
- If situation warrants, isolate suspect/area until police arrive.
- Assign person detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) of suspect is a student. Explain why search was conducted and results of the search.
- Avoid confrontation. Try not to disarm him/her. Back away with your arms up. Remain calm.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____
- _____