

School Emergency Planning: Preparedness, Response, and Recovery

Developed by:

Rhode Island Department of Health (HEALTH)

Rhode Island Department of Education (RIDE)

Rhode Island Emergency Management Agency (RIEMA)

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1. Introduction

Background

No one can predict when an emergency will occur. To ensure the safety of students, teachers, administrators and staff, **every school should be prepared** to handle and recover from an emergency.

The Department of Health (HEALTH), the Department of Education (RIDE) and the Rhode Island Emergency Management Agency (RIEMA) developed *School Emergency Planning* to assist schools in emergency **planning, response and recovery**. The guidelines contained here provide a step-by-step model for individual schools to develop their own School Crisis Response Plan (SCRCP) and to evaluate plans that are already in place. Applying the information in this guide will help maximize the health, safety, and welfare of students, staff, and visitors when confronted with an emergency situation.

For purposes of this guide, “emergency” is defined as a sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school population.

Purpose of this Guide

School Emergency Planning serves two major purposes:

- 1) As a template for creating a comprehensive SCRCP, and
- 2) As a framework for addressing a range of other issues, such as violence prevention, that require a coordinated school response.

Rhode Island schools have been relatively well prepared for emergency situations such as fires and severe weather. Schools understand the need to evacuate buildings when a fire alarm is heard. They know procedures for calling 911 to report a fire, and know to seek shelter in the event of a severe weather warning.

Unfortunately, the recent wave of school shootings and other forms of interpersonal violence across the country has stunned the country and uncovered a need for preparedness for a much broader range of emergencies. National attention has focused on school violence in communities across the country.

Further, although schools may have established procedures for dealing with many emergency situations, most do not have these protocols collected in a coordinated, concise manner. More so than ever before, schools are faced with ongoing challenges to

be prepared for a wide range of emergency situations from medical emergencies to threats of violence, from severe weather to chemical release, and from sexual abuse to kidnapping.

Schools and districts must provide a safe, orderly learning environment for every child and every school. *School Emergency Planning* provides protocols for a wide range of crisis response situations, so that schools and districts can quickly and adequately restore the school climate to optimal learning conditions.

A strong School Crisis Response Plan also offers schools a framework for addressing a range of health and safety issues that require coordinated attention from school officials. Examples of these issues include school violence prevention and student mental health issues. In these cases, the same planning, response and recovery mechanisms can be used to effectively address these issues. Further, the relationships developed with community groups as part of emergency preparedness can enhance ongoing school health and safety programs. Thus, the considerable investment of time and resources in the planning process should be recognized as an important investment in building relationships and an infrastructure that will support school health and safety in general, not just during an emergency.

More so than ever before, schools are faced with ongoing challenges to be prepared for a wide range of emergency situations from medical emergencies to threats of violence.

Many Rhode Island schools have a crisis response plan in effect, but want information about best practices in emergency planning to ensure that their plans are comprehensive and up-to-date.

How this Guide was Developed

To develop *School Emergency Planning*, interviews were conducted with schools and municipal emergency management directors in Rhode Island, and a review of key documents in school crisis response was performed.

Research findings indicated that many Rhode Island schools have a School Crisis Response Plan in effect, but want information about best practices in emergency planning to ensure that their plans are comprehensive and up-to-date. In addition, many schools want assistance in establishing relationships with local emergency management officials in their communities. HEALTH, RIDE and RIEMA, working with public health consulting firm Policy Studies Inc. (PSI),

developed this guide in response to these findings. Content for this guide is closely based on the RIEMA emergency procedures guide, as well as several key sources in school crisis response planning, including:

1. School-Centered Emergency Management and Recovery Guide
(© 2001, Kentucky Community Crisis Response Board – KCCRB. Developed with federal Safe and Drug Free Schools and Communities Act funds.)
2. Practical Information on Crisis Planning: A Guide for Schools and Communities
(May 2003. Developed by The Office of Safe and Drug-Free Schools, U.S. Department of Education.)
3. Fairfax County Schools – Crisis Management Handbook
4. Picking Up the Pieces: Responding to School Crisis. (© 1999. By Mary Schoenfeldt, Marysville, WA.)

Emergency Preparedness and Response in Rhode Island

In planning for and responding to emergencies, schools do not work alone. This guide is part of many ongoing efforts to protect the health and safety of our state's residents. The Department of Health is working with several partners including the Rhode Island Emergency Management Agency; state and local police and other emergency responders; city and town officials; and hospitals to prepare to respond to major public health emergencies. In a major emergency, emergency responders will be available 24 hours a day, 7 days a week. Emergency preparedness activities in Rhode Island include:

- **Training First Responders:** increasing the number of regional Hazardous Material (HAZMAT) and Terrorism Response Teams, and obtaining the most up-to-date equipment and training;
- **Mass Care:** preparing special treatment areas in hospitals, and planning to distribute vaccines and medications if necessary;
- **Incident Stress Management:** deploying regional teams of specially trained mental health and substance abuse treatment providers to reduce public panic; providing crisis intervention, referral and grief counseling when appropriate; and providing consultation and support to affected businesses, schools and community organizations;
- **Developing Local and State Plans:** creating and updating emergency plans in communities and state agencies, and building communication networks so that town leaders and others can communicate effectively in an emergency; and
- **Increasing Security:** identifying and increasing security around reservoirs, food sources and other possible terrorist targets; revising security measures and providing awareness training opportunities.

Partners in emergency response and recovery

Some kinds of emergencies can be handled well by school and district personnel. These are “low level” emergencies that do not require assistance from outside agencies. For other emergencies, such as a bomb threat or a student death, local community emergency responders will assist schools in responding to and recovering from the incident. For large-scale emergencies that affect an entire community, such as a widespread chemical release or natural disaster, several agencies will handle response and follow-up, potentially including local, state and federal partners. It is important for schools to establish relationships with potential partners in emergency management and response *before* a crisis occurs. Refer to Preparedness Section (f) for detailed protocol for reaching out to local partners and the Response Section for responding to different kinds of emergencies.

For certain emergencies, several agencies will be involved in response and recovery. It is important for schools to establish relationships with potential partners before a crisis occurs.

How to Use this Guide

This guide is designed to assist schools in the development of individually tailored School Crisis Response Plans. It is presented in three main sections: **Preparedness**, **Response**, and **Recovery**. These sections correspond to the major phases of emergency management:

- 1) **Preparedness** is the process of deciding what you will do *before* an emergency actually occurs. Preparedness involves the coordination of efforts between your school, the school district, and the community at large. This section contains tips and tools for establishing a crisis response team, collaborating with partners, and preparing an emergency toolkit and evacuation routes.
- 2) **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. This section contains steps for handling a wide range of emergencies, including Universal Emergency Procedures that may be implemented across a number of situations.
- 3) **Recovery** is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events. This section contains follow-up measures and tools to effectively address the aftermath of an emergency situation. This collection of recovery measures is designed to assist teachers and other professionals as they help students begin the recovery and healing process.

When all essential plan components have been addressed, schools will have a comprehensive, up-to-date Crisis Response Plan to meet specific local needs.

Mitigation is another key phase of crisis response, but does not have its own section in this guide. Mitigation refers to actions taken to reduce the adverse effect of an emergency. Mitigation measures can be implemented *before* an emergency, *during* an emergency, or in *recovery* from an emergency. As a result, information about mitigation activities appears throughout the guide.

This guide offers information and tools to help schools fully address Preparedness, Response and Recovery from an emergency. When all essential plan components have been addressed, schools will have a comprehensive, up-to-date School Crisis Response Plan to meet specific local needs. Since each school has unique resources and unique risks,

each needs a School Crisis Response Plan suited to its unique circumstances.

Your school's crisis response plan is a living document. To keep it fully functional, you must conduct regular drills to practice the plan, regular training to keep staff informed of their roles in an emergency, a regular review of the plan to make sure it is up to date, and obtain approval of the plan from official sources.

The guide is being distributed in CD-ROM format to facilitate customization by each school. Schools may find it useful to fill out and print certain sections of this guide. Some schools may want to laminate certain forms and keep them in classrooms or other areas of the school. Also, school administrators may decide to distribute specific sections of the document to staff and faculty while maintaining copies of the full guide in a central location or with key planning team members.

Many schools in Rhode Island have already undertaken significant emergency planning efforts in recent years. **For schools that have already developed and documented their crisis response plans,** this guide may be useful as a reference to best practices in school emergency response, and to identify any areas in the school's plan that need further attention or development.

For schools that have not fully developed or documented their crisis response plans, it is recommended that your school assemble a School Crisis Response Team (SCRT) to address each component of this guide. Consider scheduling regular meetings with the working group to make systematic progress in each area. See Preparedness Section (a) for recommendations on developing a SCRT.

To make the most of limited time and resources, consult with school district personnel and local emergency management officials about resources or plans that may already be available for development of your school's Crisis Response Plan.

The first step

The first step in school crisis response planning is to establish a School Crisis Response Team (SCRT) to review any existing emergency plans, or to develop a new plan using this guide as a model. See Preparedness Section (a) for recommendations for developing a SCRT. Using the checklists, sample forms and protocols provided in this guide, the SCRT can create an emergency plan that includes a designated chain of command, specific roles for team members, and school specific procedures to implement in the event of an emergency.

New “best practices” for handling emergency situations become available on an ongoing basis, and new emergency situations emerge over time. Therefore, this guide should always be a “working document,” and after initial completion, should be updated and practiced on a regular basis.

2. Preparedness

Preparedness is the process of deciding what you will do in the event of an emergency, *before* the emergency actually occurs. Preparedness involves the coordination of efforts between your school, the school district, and the community at large.

To be prepared for an emergency, your school's crisis response plan should address each of the issues listed below. Keep in mind that your individual school plan should be *preventative* in nature. This means identifying actions you can take now to mitigate safety concerns found as a result of a school assessment. In addition, your school's plan should reflect the school's unique characteristics and needs.

If you have already begun developing your school's crisis response plan, use this section to make sure you've covered the essential components of emergency preparedness. Use the information and templates provided here to supplement any areas that need additional attention.

- a. Establish a School Crisis Response Team (SCRT)**
- b. Maintain Your Crisis Response Plan: Drills, Training, Review and Approval**
- c. Identify Hazards of the Area
- d. Identify Evacuation Routes
- e. Identify Emergency Alert Codes
- f. Develop Emergency Toolkit
- g. Identify Local Partners and Resources
- h. Create Crisis Response Plan for Special Needs Children**
- i. Communicate Before, During, and After an Emergency**

j. Develop an Accountability System

k. Develop a Parent/Child Reunification Plan

a. Establish a School Crisis Response Team (SCRT)

The first step in creating your school's crisis response plan is forming the School Crisis Response Team (SCRT). The school principal or facility director is responsible for overseeing the formation of the School Crisis Response Team and is the designated leader. Certain positions in the school lend themselves to team membership. Those include: counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

In this section, you will find:

- *The School Crisis Response Team*
- *Our School's Crisis Response Team Members*
- *The Incident Command System (ICS)*
- *Roles and Responsibilities of ICS Teams*
- *ICS Roles and Responsibilities at Our School*

The School Crisis Response Team

The SCRT should reflect the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school.

Members may include:

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Principal • Counselor • Nurse • Head custodian or campus foreman • Office secretary • Vocational education teacher • Chemistry teacher • School security or law enforcement personnel • School psychologist • Social worker • Special education teacher • Transportation coordinator • Cafeteria Manager | <ul style="list-style-type: none"> • Personnel with relevant expertise (i.e., CPR, first aid, etc.) • Staff located in strategic positions in the building (i.e., near exits or fire extinguishers, on different floors, etc.) • Students (if middle or high school) • Businesspeople <p>School Teams must also include community representatives* such as:</p> <ul style="list-style-type: none"> ▪ Police, Fire, Emergency Medical ▪ City/Town Emergency Management <p>Also consider including:</p> <ul style="list-style-type: none"> ▪ Health and Mental Health Professionals ▪ Parents |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The purpose of the SCRT is to:

- **Develop the school’s crisis response plan including school-specific risks, assets, and needs, using this template as a guide.**
- **Conduct or coordinate orientation training for staff and recommend additional training.**
- **Conduct or coordinate awareness programs for students.**
- **Evaluate the school’s preparedness for implementing Universal Emergency Procedures (see Response Section a).**
- **Perform an operational critique after every emergency to determine strengths and areas for improvement regarding the school’s crisis response plan.**

* Section 16-21-24 of Rhode Island’s General Laws requires that the school crisis response team include “school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies.” Read the full act at: www.rilin.state.ri.us/PublicLaws/Law04/Law04042.htm.

- **Initiate communication with students, parents and the community during and after every emergency (see Section i: Communicate Before, During, and After an Emergency).**
- **Report progress to the school’s school-based council, parents, and superintendent.**
- **Assign individual roles within the Incident Command System (ICS) in the event that outside agencies become involved in an incident and the ICS goes into effect.**

Suggested steps for Team formation:

Depending on the size and needs of the school, the SCRT should include between 6 and 12 members. Although these team members make up the formal SCRT, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care. Community representatives such as emergency responders, city/town emergency managers, and others may not need to be involved in every meeting of the SCRT. However, they should be invited when key emergency policies and plans are being developed or revised.

To form a SCRT in your school, consider the following steps:

1. **Principal/facility director communicates with all staff identifying specific needs, and requesting volunteers to serve on the SCRT.**
2. **Principal/facility director communicates with parents, students, and potential community representatives.**
3. **Principal/facility director or designee creates list of interested persons, making sure all major areas of need are addressed, including:**
 - **Physical/medical needs**
 - **Emotional/mental health needs**
 - **Students with special needs**
 - **Staff from all areas of the building (different floors, wings, out-buildings, etc.)**
 - **Staff with knowledge of transportation needs**
 - **Staff with knowledge of the building floor plan, locks, water main, gas line, etc.**
 - **Staff with ability to convey information to the media**
 - **Staff with knowledge of community resources**
4. **Principal/facility director or designee holds a meeting with potential team members to discuss what will be expected for team membership.**
5. **Principal/facility director or designee follows up with all school staff to update them on Team formation, and to fill in areas where deficits exist (NOTE: Although an individual may seem “perfect” for a role, no one should be required to have a**

primary position on an emergency team if he/she does not feel capable of fulfilling his/her duties in a time of need).

- 6. Principal/facility director or designee calls an initial meeting to formally establish the School Crisis Response Team, and to begin the process of developing the school's crisis response plan (using forms on the following pages).**
- 7. SCRT conducts a formal presentation during a staff/faculty meeting at the beginning of each school year.**
- 8. SCRT holds regular team meetings throughout the school year (every 1-2 months) to review protocols and ongoing issues as they arise (may include local, state or national issues that may affect the school).**
- 9. SCRT sets dates to conduct orientation, review and updates of plan.**

Please utilize the template on Page 13 to document your SCRT's members.

Our School's Crisis Response Team Members

For School Year Starting _____ and Ending _____

| Name | Room / Position | Work Phone | Cell/Pager | Home Phone |
|------|-----------------|------------|------------|------------|
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The Incident Command System (ICS)

Some emergencies require involvement from police officials, fire departments, and other emergency management agencies. With several agencies handling a crisis, roles and responsibilities can quickly become confusing. To prevent confusion about “who is doing what,” many emergency response agencies use the Incident Command System (ICS). It is important for the SCRT and other school personnel to understand the ICS so that they can work cooperatively with other agencies during an emergency.

The ICS assigns roles and decision-making authority during the planning and handling of critical incidents of all types. Implementing the ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role. **Unified Command (UC)** is a structure that brings together the "Incident Commanders" of all major organizations involved in the incident to coordinate an effective response.

Unified Command (UC) is a structure that brings together the "Incident Commanders" of all major organizations involved in the incident to coordinate an effective response.

Use the following pages to construct an Incident Command System for your school. The first step is to identify special traits and abilities members of the crisis response team have and to match those members to the role assignments contained in this section. Because no two schools are the same, the ICS roles and responsibilities outlined here will need to be tailored to fit your school. Some positions may not be needed, while additional roles may be required. Use this role list and chart as a guide.

Remember to include backups for each assignment. This may require some people being assigned more than one task. When more than one role is assigned, make sure the tasks are similar -- such as off-site evacuation and student accountability or off-site bus area.

ICS Roles and Responsibilities

The roles and responsibilities of the *core* ICS functions are summarized below. See Table 1 for a description of *other* possible functions that may be activated. At the end of this section is a template to use in order to assign roles for your school’s own ICS.

- **Incident Commander**: Establishes command, works to protect life and property, directs overall management of emergency response activities.
- **Operations**: On a school campus, most staff will be assigned roles under Operations. Operations is responsible for care of students and carrying out response activities

according to established Universal Emergency Procedures and Emergency Management Protocols (see Response Section).

- **Logistics**: Is responsible for communications, as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.
- **Planning**: In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident, and status of resources.
- **Administration/Finance**: Sometimes overlooked, Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal “disaster area” may be declared.

Table 1. Roles and Responsibilities of ICS Teams

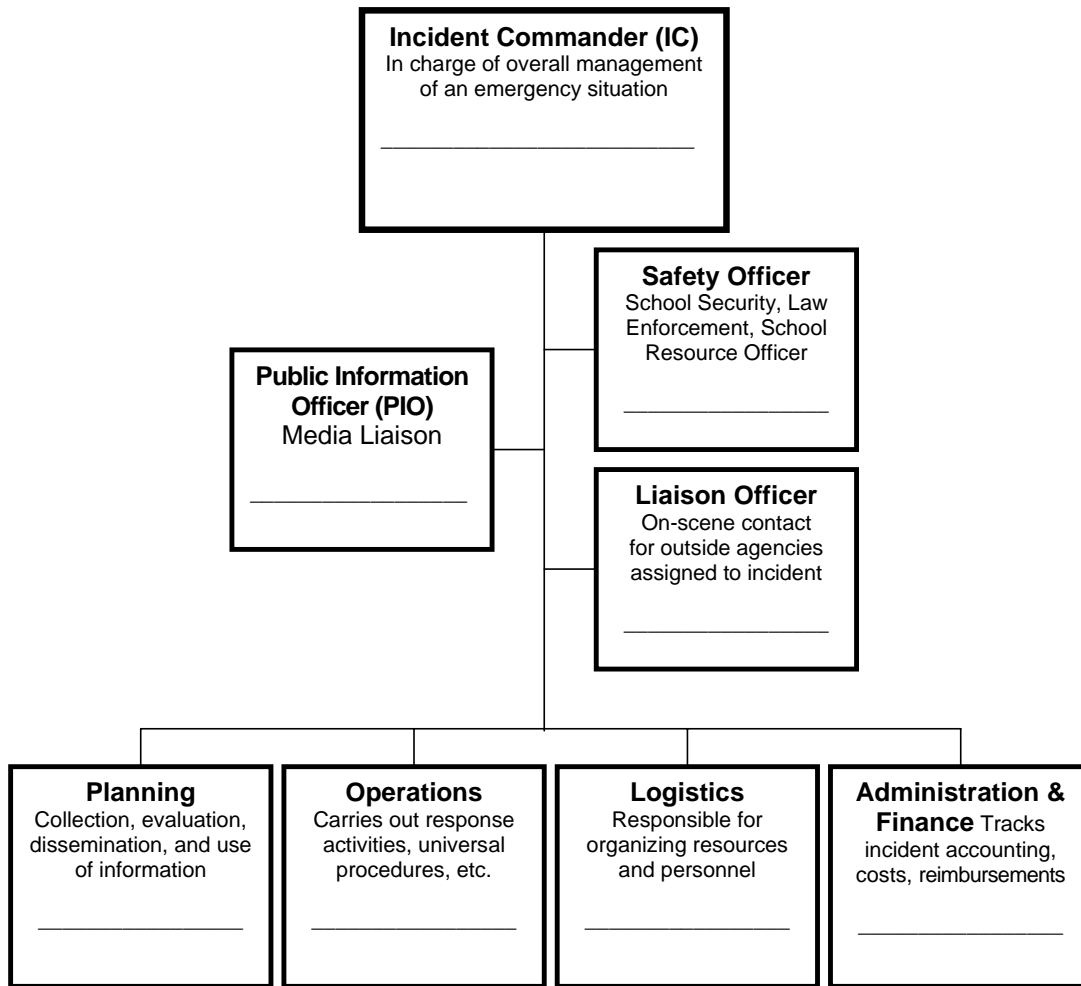
The Incident Commander (IC) is in charge. As needed, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks. **Before local emergency management personnel arrive**, your school may activate the ICS with the principal serving as the IC. When other agencies arrive to help handle the emergency, the ICS will change to incorporate roles and leadership from other agencies. It is essential that emergency responders take over the management of the situation if appropriate to avoid conflicting information and instructions.

| Title | Roles & Responsibilities During An Emergency |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Incident Commander</u> | Responsible for overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed |
| <u>Safety Officer:</u> Security, Law Enforcement | Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities |
| <u>Public Information Officer:</u> Media Liaison, Parent and Staff Communicator | Develop relationship with local media reps.; prepare media releases; establish “media center” near Command Post; establish/monitor communication to parents and staff; coordinate information with Incident Commander and SCRT; document activities |
| <u>Liaison Officer:</u> Liaison to Outside Agencies | Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document activities |
| <u>Planning/Intelligence:</u> Situation Analysis | Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities |
| <u>Operations:</u> Student Accounting & Release | Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities |
| <u>Operations:</u> Facility & Environmental | Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc); document activities |
| <u>Operations:</u> Medical | Conduct triage before local EMS arrives; coordinate with local EMS personnel to provide first aid, CPR and medical care to the injured; request additional supplies from Logistics; document activities |
| <u>Operations:</u> Crisis Intervention & Response | Provide and access psychological first aid services for those in need (working with “Operations: Medical”); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities |
| <u>Operations:</u> Food, water, sanitation | Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities |
| <u>Logistics:</u> Communication Systems | Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document activities |
| <u>Logistics:</u> Supplies | Responsible to establish and maintain “Emergency Team Toolkit”; coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities |
| <u>Administration & Finance:</u> | Responsible for overall documentation and record keeping activities; when |

| Title | Roles & Responsibilities During An Emergency |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Documentation | possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records |

ICS Roles and Responsibilities at Our School

In general, Incident Command System (ICS) roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the chart below to reflect your school's ICS assignments. Assignments should be reviewed regularly – at least on an annual basis – to ensure that they account for employee turnover and other changes in responsibilities. Descriptions of roles and responsibilities for each assignment are provided in Table 1 of this section, above.



b. Maintain Your Crisis Response Plan: Drills, Training, Review and Approval

Your school's crisis response plan is a living document. To keep it fully functional, you must conduct regular drills to practice the plan, regular training to keep staff informed of their roles in an emergency, a regular review of the plan to make sure it is up to date, and obtain approval of the plan from official sources.

Rhode Island's General Assembly recently enacted legislation related to the maintenance of school crisis response plans. Effective June 9, 2004, Section 16-21-24 of the General Laws in Chapter 16-21 requires "policies and procedures for annual school safety training and a review of the school crisis response plan for staff and students." Read the full act at: www.rilin.state.ri.us/PublicLaws/Law04/Law04042.htm.

In this section, you will find information about maintaining your school's crisis response plan, including recommendations for conducting regular drills, training, review and approval of the plan.

In this section, you will find:

- **Drills to Practice**
- **Tips for Conducting Successful Drills**
- **The Department of Education and Board of Regents Policy for Fire Drills**
- **Staff Training Log**
- **Annual Plan Review**

Emergency Drills

It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. The Federal Emergency Management Agency (FEMA) provides four options for accomplishing this goal:

1. TABLETOP EXERCISE

- An informal discussion of simulated emergencies
- No time pressures
- Low stress
- Useful for evaluating plans and procedures
- Helpful to resolve questions of coordination and responsibility

2. DRILL

- An informal simulated emergency
- May test a single component or function of the School Crisis Response Plan (for example, a “lock-down” drill)
- May only involve one supporting agency

3. FUNCTIONAL EXERCISE

- A formal simulated emergency
- Policy and coordination personnel will practice all or part of the School Crisis Response Plan
- More stressful and realistic simulation of real life situations
- Usually takes place in “real time”
- Emphasizes the emergency functions of the School Crisis Response Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
- School’s Crisis Response Team is activated.

4. FULL SCALE EXERCISE

- Takes place in “real time”
- Employs real people and equipment, some from the district and some from community resources that would be anticipated to support the school in crisis.
- Coordinates many agencies and functions, both internal and external to the district
- Intended to test several emergency functions, either concurrently or in sequence
- Could involve activating an emergency operation center (EOC)
- Produces High Stress

Use the templates on the following pages to record regular drills and training at your school.

Drills to Practice

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.

| Monthly Schedule | Date Conducted | Weather Conditions | Number of Occupants | Evacuation Time | Comments, Notes |
|--------------------|----------------|--------------------|---------------------|-----------------|-----------------|
| 1 st : | | | | | |
| 1 st : | | | | | |
| 2 nd : | | | | | |
| 3 rd : | | | | | |
| 4 th : | | | | | |
| 5 th : | | | | | |
| 6 th : | | | | | |
| 7 th : | | | | | |
| 8 th : | | | | | |
| 9 th : | | | | | |
| 10 th : | | | | | |

Earthquake Drills: Two each year.

| Date Scheduled | Date Conducted | Number of Occupants | Response Time | Comments, Notes |
|-------------------|----------------|---------------------|---------------|-----------------|
| 1 st : | | | | |
| 2 nd : | | | | |

Severe Weather Safe Area: Twice each year, including one in March

| Date Scheduled | Date Conducted | Number of Occupants | Response Time | Comments, Notes |
|-------------------|----------------|---------------------|---------------|-----------------|
| 1 st : | | | | |
| March: | | | | |

Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.

| Date Scheduled | Date Conducted | Type of Event Scheduled | Comments, Notes |
|----------------|----------------|-------------------------|-----------------|
| | | | |
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Tips for Conducting Successful Drills

Conducting successful drills is critical in preparing for an actual emergency. All school personnel need to be prepared for emergency situations, allowing for circumstances such as inclement weather, substitute teachers and accounting for all students.

- **Inclement Weather**

An emergency that requires evacuation from the school may occur during inclement weather. Each school should be prepared for such an event and identify a protected site, such as a nearby school or community center, where students and staff can go until the school has been cleared for reentry. See 'Identify Evacuation Routes' (section d), for additional detail.

- **Substitute Teachers**

Substitute teachers may be on site when an emergency occurs. Therefore, when developing and practicing emergency plans, schools should account for the needs of substitute personnel who may not be as familiar with school grounds as permanent staff members. All substitute staff should receive an introduction to the school's emergency plans, including familiarization with evacuation site(s).

- **Accounting for Students**

Accounting for students is critical during an actual emergency, and drills provide an opportunity to practice the school's accountability system. Using classroom rosters and attendance logs, all students should be accounted for during each drill. Missing and extra students should be reported to the principal upon the completion of each drill. See section 'Develop an Accountability System' (section j), for additional detail.

The Department of Education and Board of Regents Policy for Fire Drills

| | | |
|-------------------------|-------------------|-----------------|
| <u>SECTION</u> | <u>Students</u> | <u>SERIES F</u> |
| <u>CATEGORY</u> | <u>Safety</u> | <u>CODE F-9</u> |
| <u>ITEM</u> Fire Drills | <u>CODE F-9.2</u> | |

Regulation /**X**/ Adopted Commissioner of Education 5/12/82
Policy // (Original 1913)
Standard //
Guideline //

FIRE DRILL CODE

1. Every fire drill is to be regarded as a real fire.
2. The only person to have any advance notice of the fire drill is the one who sounds the alarm. -
3. Drills shall take place at any time - whether the students are in classes, in assemblies, in passing in corridors or in cafeterias.
4. The signaling device must be heard in all parts of the building and shall be used only for fire drills.
5. All occupants must be sure to vacate the building in a fire drill. However, severely physically handicapped individuals may be escorted to a predesignated area of refuge within the building. Children shall not be left unattended in the area of refuge.
6. A teacher or some other responsible adult shall be assigned to assist the handicapped who require assistance in evacuation.
7. A teacher or some other responsible adult must check restrooms, cloakrooms, and all other rooms, and areas where children congregate, to make sure that all of the pupils have vacated the building.
8. Pupils must not be permitted to go for their hats or coats.
9. Teachers must leave the building with their classes.
10. Each teacher shall take with him/her upon evacuation of the building the class register or a roster of his/her students and the absentee list so that there can be an accurate accounting of students upon evacuation.
11. It shall be the responsibility of the teacher to make sure that all of the children have left their room and that the door of the room is closed.
12. There shall be no talking during a fire drill.
13. Pupils must not run during a fire drill but must move quickly and orderly.
14. Members of the custodial staff must report to pre-designated locations.
15. Pupils must be conducted to a point far enough away from the building so as to be in a safe area and out of the path of fire equipment.

(cont' d)

16. There shall be a written evacuation plan for each school. The plan shall include specific provisions for evacuating the handicapped. The plan shall be reviewed and approved annually by the local fire marshal as part of the annual fire inspection of the school.
17. Each occupied area shall have a predetermined evacuation route. This route shall lead to the nearest available exit. At least one alternative route shall be established for each occupied area. These routes and other related instructions shall be clearly posted near the exit door of each room so that an occupant of the room may know the correct plan of evacuation.
18. All personnel and children shall be informed of the school's evacuation plan.

The above code has been formulated by the Commissioner of Elementary and Secondary Education in accordance with section 16-21-5, General Laws of 1956, as amended. It is to be used in all of the schools in the state of Rhode Island.

Effective - September 1, 1982.

| | | | |
|----------|-------------|--------|--------|
| SECTION | Learner | SERIES | F |
| CATEGORY | Safety | CODE | F-9 |
| ITEM | Fire Drills | CODE | F-9.2a |

Regulation /_/ Adopted September 6, 1974
 Policy /_/
 Standard /_/
 Guideline /X/

Pursuant to the provisions of Sections 16-21-4, 5 of the General Laws, 1956, as amended, it is a duty of the Department of Education to provide forms for reporting fire drills performed by public and private educational institutions having more than twenty-five (25) pupils in attendance.

To comply with this statute, attached please find a copy of the Fire Drill Code Report Form which is to be used for the 1977-78 school year. The following informational steps are listed to assist school administrators in complying with the aforementioned statute:

1. Eight (8) drills must be conducted during the months of September, October and November. Schools not opening until October must conduct these drills during October and November.
2. Two (2) of the above eight (B) drills must be obstructed by means of which at least one (1) or more exists and stairways in the school building are blocked off or not used and must be conducted during September and October.
3. Seven (7) drills must be conducted during the months of December to June at the discretion of the school principal or person in charge of the school.
4. Two (2) of the aforementioned seven (7) drills must be obstructed as noted in step 2.
5. The total number of drills to be held from September to June is fifteen (15).
6. To insure proper completion of the enclosed form, the responsibility is designated to the school principal or person in charge of the school.
7. Please be certain to fill out all identifying information on the enclosed form. Record the results of each drill on the date the drill is held.
8. Upon completion of the fifteen (15) drills for the school year, please forward the White Copy to the School Approvals Unit, Department of Education, 22 Hayes Street, Providence, Rhode Island, 02908 and the Yellow Copy to the local fire department.

(cont' d)

9. Please note the following provision of the aforementioned statute:

“Neglect by any principal or any person in charge of any public or private school or education institution to comply with the provisions of this section shall be a misdemeanor punishable by a fine of not exceeding fifty dollars (\$50.00).”

10. Any questions pertaining to the above matters should be directed to the School Approvals Unit, Department of Education (277-2046).

For those schools to which the provisions of the statute do not apply, it is recommended that the above steps be followed as a means of instructing and training the pupils so that they may in a sudden emergency be able to leave the school building without confusion or panic. Please be advised, however, that this recommendation is not a mandate and is left to the judgment of the principal or other person in charge of the school.

| | | | |
|----------|---------------------------|--------|--------|
| SECTION | Students | SERIES | F |
| CATEGORY | Safety | CODE | F-9 |
| ITEM | Fire Drills - Handicapped | CODE | F-9.2b |

Regulation // Adopted Commissioner of Education 5/12/82
 Policy //
 Standard //
 Guideline /X/

GUIDELINES FOR THE EVACUATION OF THE HANDICAPPED

1. Whenever possible classes with handicapped students should be scheduled to classrooms on the first floor.
2. School officials in consultation with the local fire marshal should designate and post fire safe areas of refuge for the severely physically handicapped on each floor level when necessary.
3. School staff and fire personnel should be properly trained in how to evacuate handicapped occupants from a facility.
4. Each handicapped person should be evacuated by his/her parent or guardian, school nurse teacher, principal, teacher, personal doctor where appropriate and fire department officials to determine the best way to safely evacuate this individual so that he/she will not inhibit egress of other occupants from the building or endanger himself/herself during evacuation from the structure.
5. Where possible, the handicapped person should be educated to communicate what his/her handicap is in order to assist in the evacuation.
6. A list of handicapped students who have problems which would interfere with normal locomotion should be kept by the school nurse who will disseminate this information to the appropriate teachers.
7. If the student uses adaptive devices for locomotion or has a loss of normal gait, the school nurse should discuss with each of the student's teachers how to assist in the exit procedure.
8. The classroom teacher should know the whereabouts of a handicapped student at all times.
9. If a teacher should have more than one handicapped student in a class who needs assistance for evacuation, the administration should assign one or more responsible adults to aid in the evacuation.
10. Information about handicapped students and their exit plan should be available to substitute teachers and aides.
11. Elevators should not be used during fire drills except by fire department personnel or unless otherwise approved by the local fire marshal.

Effective - September 1, 1982.

Staff Training Log

Once a School Crisis Response Plan is completed, all personnel need to be oriented to it. The Federal Emergency Management Agency (FEMA) recommends that this orientation:

- **Be Informal**
- **Not be part of a simulation**
- **Includes a discussion of Roles and Responsibilities**
- **Introduces related Policies, Procedures, Plans and Responsibilities**

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for staff training events and drills.

| Month | Training Event, Who is to be Trained, and Location | Person Responsible | Comments |
|------------------|----------------------------------------------------|--------------------|----------|
| September | | | |
| October | | | |
| November | | | |
| December | | | |
| January | | | |
| February | | | |
| March | | | |
| April | | | |
| May | | | |
| June | | | |

Annual Review Policy

Once the School Crisis Response Plan has been developed, your school is responsible for updating its plan on an annual basis and distributing updated copies to appropriate stakeholders, as documented below. A schedule similar to the one below should be located at the beginning of your school's Crisis Response Plan.

| Date Reviewed: | Person Responsible: | New Copies Distributed to: |
|----------------|---------------------|----------------------------|
| | | |
| | | |
| | | |
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| | | |
| | | |

Approval of the Emergency Plan

Once the School Crisis Response Plan has been developed, your school is responsible for obtaining approval of the plan from official sources. The School Crisis Response Plan should be reviewed by:

- ***The School Improvement Team or other school-based group***
- ***Legal Counsel***
- ***Superintendent/Director***

If you are a school official with decision-making authority and you neglect or avoid taking disaster safety precautions, you may be found personally and financially liable for damages, injuries and deaths at your school.

Have your legal counsel check to see that your school or district is in compliance with current laws and standards regarding school safety.

c. Identify Hazards of the Area

It is vital to record the potential hazards for your geographic area and risks to your building(s) so you know what to expect and what to do to protect students and staff. It is important to understand that disasters have a cascading effect, for example:

- Forest fires lead to debris flows, mudslide, grassfires and smoke/pollution
- Earthquakes cause fires, loss of water supply, structural damage
- Flooding blocks roads, damages property, and ruins food supply
- Tornadoes destroy buildings, cause fallen power lines

The School Crisis Response Team should consider what disasters (caused by both natural hazards and human/technological factors) could occur or have occurred in your region, and identify actions to take in each situation to lessen the impact of an event.

In this section, you will find:

- *Classroom and Building Hazard Worksheet*

Classroom and Building Hazard Worksheet

Instructions: With the help of teachers, maintenance staff and others—like local emergency response personnel—the School Crisis Response Team should identify any special circumstances that exist in the school or near the campus that present unique problems or potential risks to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), etc. Please describe any such potential hazards below, and actions requested to mitigate.

| Potential Hazard | Action Requested to Mitigate the Hazard |
|-------------------------------------------------------|--------------------------------------------|
| <i>Example: Overgrown bushes near library windows</i> | <i>Example: Regular trimming of bushes</i> |
| | |
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d. Identify Evacuation Routes

Your school should identify several evacuation routes for different types of emergencies. The evacuation routes must be able to accommodate movement of a large number of students, while not exposing students or staff members to danger. In the case of a bomb threat situation, the evacuation route should avoid school parking lots, large containers, and other areas where secondary devices may be hidden. The added concerns of chemical incidents include wind direction and avoiding walking into the danger.

In this section, you will find:

- **Evacuation Plan: Outside the School Building**
- *Evacuation Plan: Alternate Building Location Within Walking Distance*
- *Evacuation Plan: Alternate Building Location Requiring Transport*

Evacuation Plan: Outside the School Building

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, and balconies (which may fall from buildings).

2. Designate each of the following in the Assembly Area:

Command Post _____

Access for emergency vehicles _____

Student assembly areas (by grade level or team) _____

First aid area _____

Heliport landing area for air medical (if traffic gridlock prevents vehicular access) _____

Psychological first aid area _____

Student release _____

Media area _____

3. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.

4. Communicate Student Accounting and Release procedures to parents (see Sections j and k).

Evacuation Plan: Alternate Building Location Within Walking Distance

In inclement weather, it may be necessary to move students to an alternate building location rather than using the typical outdoor location. Use the following worksheet to plan for evacuation from the building to an off-site building location within *walking distance* from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Establish relationship and coordinate planning with persons from nearby schools, community centers, businesses, churches, etc. to use Alternate Building Locations.
4. Designate each of the following:

Alternate Building Location

Lead Contact / Phone

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

(Address)

Secondary Location

Lead Contact / Phone

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

(Address)

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Evacuation Plan: Alternate Building Location Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location *requiring transport* from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, and others as appropriate to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other). See Section (g) for more information on developing partnerships with local schools and other agencies.
4. Designate each of the following:

| Alternate Building Location | Lead Contact / Phone |
|-----------------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| (Address) | |
| Secondary Location | Lead Contact / Phone |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| (Address) | |

USE SPACE BELOW for any special planning needs or for coordinating your school’s plan with other schools or buildings on the same campus.

e. Identify Emergency Alert Codes

Each school's Crisis Response Team should develop confidential code words to use when activating emergency response procedures. Codes should be used in situations where immediate action is necessary, but the safety of students and staff may be compromised if everyone in the school building knows of the emergency. For example, a hostile intruder may panic if the principal announces the intruder's presence over the PA system. The codes will inform personnel of the type of emergency and appropriate actions to take.

The SCRT should develop and communicate the code words to school staff that may be involved in responding to an emergency. It is important that school staff are aware of the following codes and understand appropriate actions to take.

Emergency Alert Codes at Our School

| <i>Code Word (e.g., "Green")</i> | <i>Emergency</i> | <i>Actions</i> |
|----------------------------------|------------------|----------------|
| | | |
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f. Develop Emergency Toolkit

Each school's Crisis Response Team should develop a "toolkit" to have available for use during an emergency situation. Items in the toolkit should not be used for anything other than emergency preparedness training activities. A member of the School Crisis Response Team should be assigned to make sure the toolkit is updated (change batteries, update phone numbers, etc.). Here are a few things to keep in mind as you begin to pull together your emergency toolkit:

- Assess the special needs of your student population and make sure your toolkit contains items to address those needs (e.g., inhalers, epi-pens, insulin). Some of these items may be maintained separately by your school's nurse.
- The toolkit should be portable and readily accessible for use in an emergency. Consider having a toolkit that is accessible outside the school building after an evacuation (i.e., at the Central Office). If some items such as food and water don't fit in the kit, assign school staff to take charge of monitoring the items and assembling them during an emergency. Make sure you have a backup for each person assigned a role in case they are absent the day of the emergency.
- Some of the recommended items for your kit may be cost prohibitive for your school. Assemble all of the items you can and work to identify external community resources that may be able to donate items (e.g., battery powered megaphone) or provide resources to your students in an emergency (e.g., food and water).

In this section, you will find:

- *Emergency Toolkit Checklist*
- *Crisis Bags for the Classroom*

Emergency Toolkit Checklist

| ITEMS: | NOTES: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Copies of the all forms completed in the development of the school or facility Crisis Response Plan (Chain of Command, Students Needing Assistance, etc.) | |
| <input type="checkbox"/> Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas | Keep copies in your kit and also at your local police or fire station. |
| <input type="checkbox"/> Blueprints of school building(s), including utilities | Keep copies in your kit and also at your local police or fire station. |
| <input type="checkbox"/> Videotape of inside and outside of the building and grounds | |
| <input type="checkbox"/> Map of local streets with evacuation route (Alternate Building Location requiring Transport) | |
| <input type="checkbox"/> Flashlights | |
| <input type="checkbox"/> First aid kit and non-latex gloves | |
| <input type="checkbox"/> Tape and plastic for windows | |
| <input type="checkbox"/> Food and water for all students for 1-3 days | |
| <input type="checkbox"/> Faculty/staff roster (including emergency contacts) | |
| <input type="checkbox"/> Student roster (including emergency contacts for parents) | Copies should also be kept in each classroom and taken with teachers if they need to evacuate the building. |
| <input type="checkbox"/> Master schedule | |
| <input type="checkbox"/> Two-way radios and/or cellular phones | |
| <input type="checkbox"/> Battery powered radio and spare batteries | |
| <input type="checkbox"/> Battery powered megaphone | |
| <input type="checkbox"/> Several legal pads and ball point pens | |
| <input type="checkbox"/> Grease boards and markers (or dry erase boards) | |
| <input type="checkbox"/> White peel-off stickers and markers (for name tags) | |
| <input type="checkbox"/> Local telephone directory | |
| <input type="checkbox"/> Lists of the district personnel's phone, fax, and beeper numbers | |
| <input type="checkbox"/> Lists of other emergency phone numbers | |
| <input type="checkbox"/> Supplies for students with special needs (e.g., inhalers, epi-pens, insulin) | |

| | |
|----------------------------------------|--|
| <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Other: | |

Crisis Bags for the Classroom

Many experts recommend that each classroom be equipped with a crisis bag. These can take the form of backpacks, tote bags, or even five gallon buckets. The contents should include the following:

- Current class roster
- Copy of emergency procedures
- First aid supplies
- Flashlight with extra batteries
- Activities for students
- Paper and pens
- Clipboard

Store each crisis bag in an easily accessible location.

g. Identify Local Partners and Resources

Your emergency planning efforts will be most successful when they involve your community's major stakeholders. Ideally, major stakeholders should include representation from:

- The superintendent
- Other schools in your community
- Local law enforcement
- Local fire department
- Parents
- Students
- Health and mental health professionals
- Business leaders
- Local emergency management officials
- The media

For each of these stakeholder groups, determine the following:

- *In an emergency, what is the role of this stakeholder group?*
- *What does this stakeholder group need to know about our school's crisis response plan now, before an emergency happens?*

Once you determine the role of each of these groups and what they need to know about your School Crisis Response Plan, meet with them and give them an overview of what is in your plan, walk them through the pieces of your plan they need to know about, and incorporate their feedback and ideas into the appropriate pieces of your plan. Once you incorporate their feedback into your plan, give them a copy of the plan. It is important for stakeholders to become involved in your school's crisis response planning before an emergency happens. This strengthens your school's ability to coordinate with important emergency responders and successfully handle any emergency.

In this section you will find the following tools to help you foster relationships with your stakeholder groups:

- Local and Regional Emergency Response Phone Numbers
- *Emergency Contact Numbers for Our School*
- *School Partnership Agreement*

Local and Regional Emergency Response Phone Numbers

To help you reach out to local emergency response officials, here is a list of emergency contacts and local emergency management directors in Rhode Island. Use these master lists to create your own list for your school. Remember to update your list on a regular basis, as names and phone numbers frequently change.

Emergency Contact Numbers for Rhode Island

| | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Police | 911 |
| Fire/Medics | 911 |
| Poison Control Center | 800-222-1222 |
| Narragansett Electric | 800-909-1212 |
| New England Gas Co. | 401-831-8800 |
| Radio Stations | WPRO Radio 630 AM/92.3 FM WHJY Radio 94.1 FM WHKK Radio 100.3 FM WWLI Radio 105.1 FM WWBB Radio 101.5 FM WHJJ Radio 920 AM WSKO Radio 790 AM |
| Television Stations | WLNE Channel 6 WPRI Channel 12 WJAR Channel 10 |
| Department of Children, Youth and Families (DCYF) | 800-RI CHILD (800-742-4453) |
| Family Services | |
| Region 1 Providence | 528-3502 |
| Region 2 East Bay | 254-7000 |
| Region 3 South | 294-5300 |
| Region 4 North | 721-2400 |
| RI Department of Mental Health (MHRH) Community Mental Health Centers | |
| Providence | 274-7111 |
| Cranston, Johnston and NW RI | 553-1031 |
| East Bay | 435-7475 |
| South County | 364-7705 |
| Newport, Middletown | 846-1213 |

| | |
|-------------------------------------------------------------|------------------------------|
| Pawtucket, Central Falls | 723-1915 |
| Kent County | 732-5656 |
| Northern RI | 235-7120 |
| Crisis Services | |
| RI Critical Incident Management Team, Inc. | Pager: 763-2778 |
| Missing children hotline (24 hr) | RI State Police 444-1124 |
| Child Mental Health | 457-4514 |
| Family Counseling | 222-3504 |
| Domestic violence hotline | 800-494-8100 |
| Samaritans suicide hotline | 800-365-4044 |
| Victim Assistance | |
| Child Abuse/Neglect Reporting Line | 800-742-4453 |
| Child Advocate Office | 222-6650 |
| Rape Crisis Hotline | 421-4100 |
| Rape Abuse and Incest National Network (RAINN) | 800-656-HOPE (800-656-4673) |
| Runaway Hotline (RI) | 521-7233 |
| Runaway Hotline (National) | 800-621-4000 |
| Hazardous Materials | |
| To report hazardous materials leak or spills (24 hr) | 800-662-8802 |
| Department of Environmental Management (DEM) | 222-2797 |
| Disaster Assistance | |
| American Red Cross (24 hr) | 831-7700 |
| RI Emergency Management Agency (24 hr) | 800-439-2990 401-946-9996 |

Local Emergency Management Directors in RI

| EMA DIRECTOR | AGENCY | STREET ADDRESS | CITY | ST | ZIP | WORK PHONE | FAX | EMAIL |
|-------------------|--------------------------|----------------------------|-------------|----|-------|--------------|-----------------------|----------------------------------------------------------------------------------------|
| Victor Teixeira | Barrington EMA | 5 Josal Drive | Barrington | RI | 02806 | 401-245-9439 | 401-245-5003/437-3939 | epro160@ride.ri.net |
| Raymond Sousa | Barrington Public Safety | 100 Federal Road | Barrington | RI | 02806 | 401-245-6166 | n/a | barringtonharbormaster@junio.com |
| Harold E. Tucker | Bristol EMA | 10 Noyes Avenue-PO Box 271 | Bristol | RI | 02809 | 401-253-7595 | 401-253-1570 | n/a |
| Donald C. Mehtens | Burrillville EMA | 71 Railroad Avenue | Harrisville | RI | 02830 | 401-568-4440 | 401-568-9469/568- | patmehr@aol.com |

| EMA DIRECTOR | AGENCY | STREET ADDRESS | CITY | ST | ZIP | WORK PHONE | FAX | EMAIL |
|----------------------------------------|---------------------|----------------------------|-----------------|----|------------|-------------------|-----------------------|--------------------------------------------------------------------------------------------------|
| | | | | | | | 2242 | |
| Chief Rene Coutu | Central Falls EMA | 150 Illinois Street | Central Falls | RI | 02863 | 401-727-7446 | 401-727-7449 | cfd@centralfallsri.us |
| John Rookwood | Charlestown EMA | 4540 South County Trail | Charlestown | RI | 02813 | 401-364-0815 | 401-364-1238 | cema.director@charlestownri.org |
| Kevin Gallup, Deputy Director | Charlestown EMA | PO Box 716 | Charlestown | RI | 02813 | n/a | 401-364-1238 | cema.deputydirector@charlestownri.org |
| Paul K. Sprague | Coventry EMA | 1670 Flat River Road | Coventry | RI | 02816 | 401-822-9169 | n/a | psprague@town.coventry.ri.us |
| Chief Robert Warren | Cranston EMA | 301 Pontiac Avenue | Cranston | RI | 02910 | 401-780-4024 | 401-467-1560 | chief1@cranstonfire.net |
| Captain Ronald Blackmar, Deputy Dir | Cranston EMA | 275 Atwood Avenue | Cranston | RI | 02920 | 401-942-2211 | 401-946-4242 | ron40266@aol.com |
| Paul B. Crawford | Cumberland EMA | 80 Fisher Road, Unit 34 | Cumberland | RI | 02864 | 401-462-7119 | 401-944-1891 | paul.crawford@ri.nqb.army.mil |
| LT Mason Rhodes | East Greenwich EMA | 111 Pierce Street | East Greenwich | RI | 02818 | 401886-8635 | 401-886-8653 | dallas6262@aol.com |
| LT E. Stefan Coutoulakis | East Greenwich EMA | 55 Ridgefield Drive | East Greenwich | RI | 02818 | 401-886-8686 | 401-886-8692 | ricameo@aol.com |
| Raymond G. Benoit | East Providence EMA | 145 Taunton Avenue | East Providence | RI | 02914-4505 | 401-435-7760 | 401-435-1920/431-2320 | rbenoit@cityofeastprov.com |
| Robert Franklin | Exeter EMA | 365 Nooseneck Hill Road | Exeter | RI | 02822 | 401-397-7688 | 401-294-3175 | |
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| Chief Jack Chartier | Warwick EMA | 140 Veterans Memorial Drive | Warwick | RI | 02886 | 401-468-4040 | 401-468-4043 | jack.chartier@warwickri.com |
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| David R. Plante | West Greenwich EMA | 88 Stubble Brook Road | West Greenwich | RI | 02817 | 401-397-6002 | n/a | |
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| EMA DIRECTOR | AGENCY | STREET ADDRESS | CITY | ST | ZIP | WORK PHONE | FAX | EMAIL |
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Emergency Contact Numbers for Our School

Complete the form below with your district or regional emergency resources. List local hospitals/health care centers, emergency management agencies, mental health agencies, other schools/childcare centers in the community, American Red Cross, utilities/water sources, neighboring states emergency contacts, and others that will be critical in handling an emergency at your school.

| Agency | Contact Name – Title | Numbers |
|--------|----------------------|---------|
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School Partnerships

Consider establishing partnerships with other schools in your community so that you can help each other prepare and respond to emergencies, particularly when evacuation is necessary. During a school evacuation, your school may want to relocate the student population to a neighboring school.

Like all emergency planning, a school partnership agreement requires advance coordination of all aspects of the arrangements. Space inside the school must be located which can house a second student population and the impact on the host school must also be considered. This will require the host school to be prepared to alter class schedules and address the emotional impact of involving the host school's students in the emergency.

The School Crisis Response Teams from both schools should be informed of the agreement and fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

Use the School Partnership Agreement below as a guide to preparing written agreements with neighboring schools.

School Partnership Agreement

Name and location of host school:

Principal of host school:

Contact Numbers:

Assistant Principal:

Contact Numbers:

Location within the school where students will be sheltered:

If Emergency Toolkit is stored at host school, location of kit:

Crisis Response Team Member responsible for coordinating evacuation to host school:

h. Create Crisis Response Plan for Special Needs Children

Be sure to give special consideration to the unique needs of staff and students with disabilities when developing the School Crisis Response Plan. Evacuation and relocation procedures will need to address any mental, physical, motor, developmental and sensory limitations.

Refer to the Department of Education and Board of Regents Policy for Fire Drills section on "Guidelines for the Evacuation of the Handicapped" (p.26) for guidance on establishing evacuation procedures for special needs children.

Ask all teachers currently working with special needs children to fill out the following worksheet. Collect all the worksheets and make enough copies to include in every copy of the School Crisis Response Plan.

In this section, you will find:

- **Teacher Survey: Students Needing Special Assistance**

Teacher Survey: Students Needing Special Assistance

The School Crisis Response Team should ask teachers to fill in the name of any student in their class who will require special assistance in the event of an emergency. Issues to be considered include:

- Limited mobility -- debris may obstruct mobility, elevators may not be available for those in wheelchairs
- Hearing disabilities
- Visual impairments
- Students who may become upset if normal routines are disrupted
- Special needs for medicine, power supplies or medical devices – may not be available in emergency shelters
- Whether assigned staff is sufficiently trained

STUDENT NAME

ASSISTANCE NEEDED

| | |
|-------|-------|
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i. Communicate Before, During and After an Emergency

Communication is a critical part of emergency management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed and updated. Information must be transmitted to Central Office and to other affected schools. And finally, the media must be informed and kept updated.

In this section, you will find:

- *Sharing Information with Staff*
- *Dealing with Rumors*
- *Communication Technology*
- *Strategies for Communicating with Parents and Community*
- *Sharing Information with Parents*
- *Sample Letter to Parents*
- *Back Pack Letters*
- *Sharing Information with the Media*
- *Sample Statements to the Media*

Sharing Information with Staff

Substitute Teachers

Make sure substitute teachers have basic information about the school's emergency plan. When a substitute teacher arrives at the school, it may be helpful to provide a brief orientation to the school's emergency plan, including where to find written information about emergency response procedures, evacuation routes, and the school's emergency alert codes.

The Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Building Chain of Command (Principal or Incident Commander). Then link him/her to several on the School Crisis Response Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated.

During/After an Emergency

The principal will need to notify staff of an event or emergency and keep them informed as additional information becomes available and as plans for management of the situation evolve.

The Morning Faculty Meeting

An early, brief faculty meeting provides the opportunity to give accurate, updated information about an emergency situation itself and to review with staff procedures for the day, including the availability of intervention resources.

The End-of-Day-One Faculty Meeting

A brief end-of-day-one meeting provides the opportunity to review day one of an emergency, to update information, and plan for day two. Misinformation or rumors can be addressed before staff members go home or into the community where they are likely to be asked about the situation.

Dealing with Rumors

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon often present in emergencies: rumors. People are going to talk about an emergency, and when accurate information is not available, rumors begin. Without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible. Your Public Information Officer (PIO) in the ICS will play an important role in the following strategies:

1. Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or are speculating about) will be passed on. A faculty/staff meeting should be held before staff members go home so that what is (and is not) known can be clearly communicated.
2. Clerical staff who answer the telephone at the school and at the Central Office must know which information can be shared and which information cannot be shared with the public. They must be kept informed of inaccurate information that is circulating so they can help correct misinformation. They must all receive consistent and updated information as it becomes available. Designating a few persons to answer calls helps control the circulation of misinformation. Additional office staff may be required in an emergency event.
3. Use of key communicators in the community will also combat rumors. A telephone tree or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
4. The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled. Schedule news briefings in coordination with the Incident Commander and Public Information Officer. It may be necessary to establish a **Joint Information Center (JIC)**, a facility where public information officials from all participating agencies coordinate to provide information about the incident to the public, media and other agencies.
5. After an immediate emergency has passed, public Crisis Management Briefings (CMB) may be helpful. A CMB is a public meeting that provides an opportunity for people to ask questions and to receive accurate information about the incident. A follow-up public meeting may also be helpful in restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

Communication Technology

Assess your communication technology capabilities and needs using this list as a starting point. Document your school's communication tools and how they will be used during an emergency. Common tools include the following:

1. Telephone - It is recommended that schools should have at least one unpublished number. Check with the phone company to see if there are unused lines in the school's control panel that can be activated if needed. Use standard jacks and mark them clearly so emergency personnel can find them.
2. Intercom systems – Ideally, systems should include teacher-initiated communications with the office and use a handset rather than a wall-mounted speaker. Instructions for use of the intercom system should be posted near the controls in the office area.
3. Bullhorns and megaphones - Battery-powered megaphones can be effective for communication in an emergency. One should be part of the school's emergency toolkit. Procedures governing storage and use will help ensure availability.
4. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff should be trained to operate the two-way radio. However, two-way radios are not a secure means of communication and therefore discretion should be used when discussing sensitive issues (e.g. personal information about students or staff affected by the emergency). Two-way radios should not be used during a bomb threat, as radio waves can activate an explosive device.
5. Computers - Existing computers may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, Central Office, other schools in an affected area, and possibly other agencies.
6. Fax machines – Possible uses include an off-campus accident where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
7. Cellular telephones – These phones may be the only tool working when electric service is out; they are useful to staff who may be en route to or from a site. However, cell phones may not work or become overloaded, and should not be your school's only emergency communication option. Note that many cell phones incorporate a two-way radio feature and should not be used during a bomb threat, as these devices can activate an explosive device.
8. "Panic buttons" - "Panic buttons" may be connected directly to the police or other emergency services. In some communities, there is an immediate response; in others, the police or fire departments call the school to confirm the emergency.
9. Alarm systems – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, severe weather, or special alert (with instructions to follow).

Strategies for Communicating with Parents and Community

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

1. Inform parents about the school's emergency plan, its objectives, and the need for it; such information can be included in a school newsletter or other informational materials prepared for parents and can be explained during open houses or other parent-teacher meetings.
2. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
3. Develop templates of materials that may be needed including:
 - a. Letters to parents informing them of what happened.
 - b. Information regarding possible reactions of their child and ways to talk with them.
 - c. How the school and school district are handling the situation.
4. Develop a list of community resources that may be helpful to parents or helpful to the school in the event of an emergency.
5. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

Sharing Information with Parents

In the event of an emergency, parents have very specific information needs. First, parents want to know their children are safe; then, parents want to know the details of the emergency situation, to know how it is being handled, and to know that the children will be safe in the future. The first reactions are likely to involve *fear*. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. For example, assign a school official to be responsible for traffic flow and parking for parents in the event of an emergency, as well as establishing private areas to talk with parents individually if necessary. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of an emergency or disaster:

1. Tell parents exactly what is known to have happened. Do not embellish or speculate.
2. Implement the plan to manage phone calls and meet with parents who arrive at school.
3. Schedule and attend a Crisis Management Briefing (CMB) for parents as soon after the incident as possible. The CMB is an open question-and-answer meeting that will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.
4. In the event of an incident that involves damage or destruction, an open house for parents and other members of the community to see the school restored to its “normal” state helps everyone get beyond the emergency.
5. Parents or other community members may wish to view the scene of a disaster. Those affected may also need to view the scene. Plans for the physical safety as well as mental health needs of those visiting the scene should be considered.

In the event of an emergency, parents have very specific information needs.

Sample Letter to Parents

Dear parents,

As you may know, our school/district/facility has recently experienced (specify event, whether death, fire, etc.) which has deeply affected us. Let me briefly review the facts (give brief description of incident and known facts).

We have implemented our school's crisis response plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time all regular schedules and routines will resume. (Specify needed information such as memorial services, possible changes in classroom or meeting locations, alterations in operating hours, etc.).

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress that may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or steps being taken by the school to address this (loss, tragedy, etc.).

Sincerely,

(Principal Name)

(Phone)

Backpack Letters

What are Backpack Letters and When Should They Be Sent Home?

Regular, clear communication between schools and families is essential. Letters to parents and guardians, often sent home in students' backpacks, are a key communications tool between principals and parents.

Especially when a critical incident has occurred at school or has involved one or more students or staff members in a school, letters, written in conjunction with public safety officials, can be an effective way of relaying important and helpful information. Unlike verbal messages, letters can be reread and used as a reference tool. Reporters often use backpack letters to verify facts and, even more importantly, to demonstrate to the community that a school is taking care of its students and staff members. The information in backpack letters can form the outline for media interviews.

What Should a Backpack Letter Say?

All well-constructed backpack letters share of number of characteristics:

- They are clear and simply written.
- They avoid words or phrases that are inflammatory.
- They contain only accurate information without speculation.
- They involve parents in the solutions.

Often a backpack letter can be limited to three paragraphs:

1. The first paragraph outlines the situation.
2. The second paragraph details the steps the school has taken—along with other division staff and public safety and/or public health officials—to remedy the problem.
3. The third paragraph lists ways that families can help and how families can get more information.

How is a Backpack Letter Prepared?

A draft of a backpack letter is prepared by the principal and first reviewed by the superintendent or other key school personnel. In all situations that involve police or fire and rescue investigations, public safety officials must also review the letter before it is sent home. The Rhode Island Department of Health likewise reviews letters that involve public health issues.

Every effort should be made to allow as much time as possible for the review process.

Sharing Information with the Media

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

5. Identify a single information source, usually the school's Public Information Officer (PIO), Media Liaison or the principal.
6. Direct media representatives to one area (on or off campus) where briefings can take place.
7. Instruct all employees to refer all information and questions to Media Liaison or Information Officer.
8. If the emergency is a death, consult with the deceased student/staff member's family before making a statement.
9. Insist that reporters respect the privacy rights of students and staff.
10. The school should decide what to say, issue a statement, and answer questions within the limits of confidentiality.
11. Remind employees that only designated spokespersons are authorized to talk with news media.
12. Take initiative with news media and let them know what is or is not known about the situation.
13. Emphasize school's/district's good record.
14. Speak to reporters in plain English; don't use acronyms or phrases only known within the school community.
15. If there is involvement with a criminal case, work in conjunction with the law enforcement spokesperson.
16. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't try to blame anyone for anything.
17. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
18. Contact superintendent or other school district contacts to regularly update.
19. Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance (avoid ad-libbing) and use approved statements from the Incident Commander and Public Information Officer.
20. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
21. Express appreciation to all persons who helped handle the emergency.

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Sample Statements to the Media

Example 1: Bus accident

Our third grade students were on a field trip when their school bus was involved in an accident on Interstate-195 (I-195). Emergency medical teams have arrived and are transporting students to (NAME) community hospital. Our assistant principal is at the scene, and our superintendent is at the hospital. We have established a hotline for parents (or, staff members are calling parents of students involved in the accident). The hotline number is (NUMBER). Our School Crisis Response Team is implementing our emergency protocol for bus accidents, including providing support to students and staff.

Note: Important points made are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.

Example 2: Fight/Death of Student (off campus, after hours)

A fight involving two eleventh-grade students occurred a block from campus at 7:00 PM last night. The incident resulted in the fatal shooting of one of our students. Police are investigating and no more is known at this time, but police are conducting an ongoing investigation.

Our school's School Crisis Response Team went into action immediately following the incident and the following actions have been taken: 1) Our Crisis Response Team met last night and planned a staff meeting before the school day. 2) We notified staff of the meeting using our Telephone Tree. 3) Crisis intervention for students is being provided by Central Office and community resources; 4) A review of our school weapons policy is underway and school security is on alert for potential related violence.

Note: Important points are: Even though the incident occurred off campus, after hours, the school still has a responsibility to act; the incident is coupled with a re-statement of the district weapons policy; the school demonstrates it is able to handle emergencies by convening an School Crisis Response Team meeting, by drawing on community resources, and by providing (or accessing) crisis counseling to the students.

j. Develop an Accountability System

The School Crisis Response Team should make sure that the school has a system in place for quickly accounting for every person on school property. As soon as a crisis is recognized, the system should be used to account for all students, staff and visitors. Accounting for all students, staff and visitors at the school includes implementing systems such as:

- Daily attendance log for students
- Daily attendance log for staff
- Daily visitor sign-in and sign-out log

Attendance and visitor sign-in logs should be easily accessible during an emergency, and staff should be instructed to take all logs with them during an evacuation. Emergency responders treat a situation very differently when people are missing. For example, when a bomb threat occurs, the stakes are substantially higher if firefighters do not know whether students are in the school when they are trying to locate and disarm a bomb.

The movement of students out of the building adds the extra responsibility of accounting for every student. In order to account for students, teachers must bring rosters with them from the classroom and maintain control of the class once they are outside. Missing and extra students should immediately be reported to the ICS team member responsible for student accountability. This information should be passed on to the principal and then to police or fire personnel.

k. Develop a Parent/Child Reunification Plan

When an incident occurs at a school, students' parents will contact the school and may begin arriving at the school to retrieve their children. The arrival of parents may disrupt the efforts of those dealing with the emergency. Planning for parent response will allow for a quickly organized process where parents and students can be reunited in an orderly and accountable fashion. A well-organized parent reunion location will alleviate parents' fears and deliver students to their parents or guardians efficiently.

In this section, you will find:

- *Tips for Developing a Parent/Child Reunification Plan*

Tips for Developing a Parent/Child Reunification Plan

The parent reunion area should be away from any other of the staging areas and can be some distance from the school building. When choosing a parent reunion area, plan for the worst case scenario so that the location can support many parents and vehicles, provide shelter and possibly offer some isolated quiet areas. One good location for this type of operation is a nearby church or similar building with plenty of parking available.

All personnel involved in the incident, including your local police department, must be aware of the parent reunion location and be able to direct parents to the area. Depending on the type of incident, the parent reunion area may require security and traffic direction, which should be identified in advance and coordinated with the police department during the incident.

Parent contact should be expected and planned for by giving specific directions to the parents as they arrive in the area. A central location must be established where the parents can wait to be reunited with their children and obtain information about the event. A well-informed member of the crisis team should be at this location and coordinate the activities at this site. This person should: 1) coordinate with the media liaison for information that can be released to the parents, and 2) communicate with the evacuation, student accounting and bus staging personnel to facilitate children coming to the reunion location to join their parents. The reunion location has the potential to become very chaotic during a school incident, but with proper planning the activities can be established quickly and remain organized.

Steps for developing a parent/child reunification plan

- 1) Using the school's evacuation routes, identify a parent/child reunification area for each type of evacuation, including:
 - Outside the school building
 - Alternate building location within walking distance
 - Alternate building location requiring transport
- 2) Identify a crisis team member to coordinate activities on the site as parent reunion organizer, including coordinating contact with the media.
- 3) Come to agreement with local emergency management personnel about any special procedures that may be necessary (e.g., traffic direction) to direct parents to the reunification area. Keep local partners updated with any changes to your parent/child reunification plans.
- 4) Develop student release procedures once reunification occurs.
- 5) Communicate reunification location and release procedures to parents once every school year or as they are updated.

3. Response

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.

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 Emergency Management Agency (RIEMA). Use this section as a guide to responding to emergencies at your school.

a. Universal Emergency Procedures

b. General Emergency Intervention Checklist

c. Emergency Procedures Guide – Alphabetical Listing

- Allergic Reaction
- Assaults/Fights
- Bomb Threat
- Bus Accident
- Disease Outbreak/Foodborne Illness
- Fire
- Hazardous Materials
- Intruder/Hostage
- Missing Child/Kidnapping
- Natural Disasters
 - Earthquake
 - Flood
 - Heat Alert
 - Hurricane
 - Severe Thunderstorms
 - Snow

- **Tornado**
- **Poisoning**
- **Radiological Incident**
- **Rape/Sexual Abuse**
- **Serious Injury/Death**
- **Student Unrest**
- **Suicide**
- **Suspicious Mail or Package**
- **Utility Failure**
 - **Gas Line Break**
 - **Electric Power Failure**
 - **Water Line Break**
- **Weapons**

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the Incident Commander will decide which Universal Emergency Procedures to implement, based on the situation.

There are **six basic procedures** that can be utilized in responding to various emergencies:

1. Evacuation
2. Reverse Evacuation
3. Severe Weather Safe Area
4. Shelter in Place
5. Lockdown
6. Drop, Cover, and Hold

(Adapted from FEMA, 1999 and Henniker Community School, 2000)

In this section, you will find:

- *Protocols for Six Universal Emergency Procedures*

Protocols for Six Universal Emergency Procedures

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Evacuation (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> i. Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) ii. Take roll book for student accounting iii. Assist those needing special assistance iv. Do not stop for student/staff belongings v. Go to designated Assembly Area vi. Check for injuries vii. Take attendance; report according to Student Accounting and Release procedures viii. Wait for further instructions | <p>2. Reverse Evacuation (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ix. Move students and staff inside as quickly as possible x. Assist those needing special assistance xi. Report to classroom xii. Check for injuries xiii. Take attendance; report according to Student Accounting and Release procedures xiv. Wait for further instructions |
| <p>3. Severe Weather Safe Area (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> xv. Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) xvi. Occupants of portable classrooms shall move to the main building to designated safe areas xvii. Take roll book for student accounting xviii. Take attendance; report according to Student Accounting and Release procedures xix. Assist those needing special assistance xx. Do not stop for student/staff belongings xxi. Close all doors xxii. Remain in safe area until the "all clear" is given xxiii. Wait for further instructions | <p>4. Shelter in Place (For use when evacuation is not possible)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> xxiv. Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location xxv. Assist those needing special assistance xxvi. Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) xxvii. Take attendance; report according to Student Accounting and Release procedures xxviii. Do not allow anyone to leave the classroom xxix. Stay away from all doors and windows xxx. Wait for further instructions |
| <p>5. Lockdown (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> xxxi. Students are to be cleared from the halls immediately and to report to nearest available classroom xxxii. Assist those needing special assistance xxxiii. Close and lock all windows and doors and do not leave for any reason xxxiv. Cover all room and door windows | <p>6. Drop, Cover and Hold (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command "Drop" is made:</p> <ul style="list-style-type: none"> xxxix. DROP – to the floor, take cover under a nearby desk or table and face away from the windows xl. COVER - your eyes by leaning your face against your arms xli. HOLD - on to the table or desk legs, and maintain present location/position |

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| <u>xxxv.</u> | Then stay away from all doors and windows and move students to interior walls and drop | <u>xlii.</u> | Assist those needing special assistance |
| <u>xxxvi.</u> | Shut off lights | <u>xliii.</u> | Wait for further instructions |
| <u>xxxvii.</u> | BE QUIET! | | |
| <u>xxxviii.</u> | Wait for further instructions | | |

b. 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, verify information.
- Use appropriate alert code 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)
 - 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, 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.

(Alphabetical Index)

Protocols

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

Allergic Reaction

4) Possible Symptoms:

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

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5) Staff First Actions:

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

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6) Principal, Team:

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

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7) Preventive/Supportive Actions:

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

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

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- _____
- _____
- _____

Assaults/Fights

9) Staff Procedures:

- xix. Ensure the safety of students and staff first.
- xx. Call 911, if necessary.
- xxi. Notify CPR / first aid certified persons in school building of medical emergencies.
- xxii. Notify principal. Principal assembles Crisis Team Members.
- xxiii. Seal off area where assault took place.
- xxiv. Defuse situation, if possible.
- xxv. 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.)
- xxvi. Principal notifies superintendent and parents of students involved in assault.
- xxvii. Document all activities. Ask victim(s) / witness(es) for their account of incident.
- xxviii. Assess counseling needs of victim(s) or witness(es). Implement post-emergency procedures.

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

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Bomb Threats

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

- | xxix. Ask where the bomb is located, when bomb will go off, what materials are in bomb, who is calling, why caller is doing this. ← - - - - Formatted: Bullets and Numbering
- | xxx. Listen closely to caller's voice and speech patterns and to noises in background.
- | xxxii. Notify principal or designee.
- | xxxiii. Principal/designee orders evacuation of all persons inside school building(s).
- | xxxiii. Principal/designee notifies police (call 911) and superintendent. Principal or superintendent must report incident to Fire Marshal.

12) Evacuation procedures:

- | xxxiv. Principal warns students and staff. Do not mention "Bomb Threat." Use standard fire drill procedures. ← - - - - Formatted: Bullets and Numbering
- | xxxv. 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.
- | xxxvi. Teachers take roll after being evacuated.
- | xxxvii. No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
- | xxxviii. Principal notifies students and staff of termination of emergency. Resume normal operations.

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

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Bus Accident

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 an accident occur.

14) In the event of a Bus Accident:

15)

16) Staff at the Scene:

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

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17) Principal, Team:

- xliv. Notify District, Central Office.
- xlv. Ascertain the names of any injured students and the nearest location of any medical treatment facility.
- xlvi. Parents/guardians of all students on the bus will be notified as quickly as accurate information is available.
- xlvii. 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.
- xlviii. Complete appropriate documentation.

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

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- _____

Disease Outbreak/Foodborne Illness

18) Possible Signs of Disease Outbreak/Foodborne Illness:

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

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19) Staff First Actions:

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

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20) Principal, Team:

- lix. Principal notifies superintendent.
- lx. Call 911, depending on circumstances.
- lxi. Call the Rhode Island Office of Communicable Diseases: 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.)**
- lxii. Notify parent or guardian of affected student(s).
- lxiii. Administer medication, by order of a doctor, if appropriate.
- lxiv. Document all activities.
- lxv. Implement post-emergency procedures.

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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/communicable/providers.php>.

Fire

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

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

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

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- _____
- _____

Hazardous Materials

23) Incident occurred in school:

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

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24) Incident occurred near school property:

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

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Resume normal operations after consulting with fire officials.

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

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- _____
- _____
- _____

Intruder/Hostage

26) An intruder is an unauthorized person who enters school property.

27)

28) Procedures:

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

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- **If intruder refuses to leave:**

- xcv.** Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- xcvi.** Notify security or police and principal if intruder still refuses to leave. Give police full description of intruder.
- xcvii.** 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.)
- xcviii.** Principal notifies superintendent and may issue lockdown procedures (see Universal Emergency Procedures section).

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29) Hostage:

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

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30) If taken hostage:

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

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31)

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

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- _____

Missing Child/Kidnapping

33)

34)

35) Missing Child:

cxii. 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

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cxiii. Have child's information including picture, if possible, available for the police upon their arrival.

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cxiii. School will notify parents of missing child and attempt confirmation that child is with family; if not - inform parents of situation and steps taken.

cxiv. School will report incident to DCYF and Child Protective Services.

cxv. School will complete a written incident report at the earliest opportunity. Incident reports are stored:

36) Kidnapping:

cxvi. 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

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cxvii. Follow Emergency Lockdown procedure in Section (a).

cxviii. Have child's information including picture, if possible, available for the police upon their arrival.

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cxix. School will notify parents of missing child; inform parents of situation and steps taken.

cxx. School will report incident to DCYF and Child Protective Services.

cxxi. School will complete a written incident report at the earliest opportunity. Incident reports are stored:

37)

38)

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

- _____
- _____
- _____
- _____

Natural Disasters: Earthquake

40) Procedures:

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

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

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- _____
- _____
- _____

42)

Natural Disasters:

Flood

43) Procedures:

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

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44)

45)

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

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- _____
- _____
- _____

47)

48)

Natural Disasters: **Heat Alert**

49)

50)

51) Procedures:

cxxx. Monitor the heat index and listen to news reports for the latest information.

cxxx. Relax classroom drinking policies.

cxxxii. Curtail physical activities.

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

Natural Disasters: Hurricane

53) Procedures:

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

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

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- _____
- _____
- _____

Natural Disasters: Severe Thunderstorms

55)

56)

57) Procedures:

~~cxxxvi.~~ Monitor weather updates with a battery operated radio.

~~cxxxvii.~~ Escort students to designated area for shelter.

~~cxxxviii.~~ If inside, move to pre-designated shelter area.

58)

59)

60) Additional steps for our school (if any):

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Natural Disasters:

Snow

61)

62)

63) Procedures:

cxxxix. Principal or superintendent will determine prior to opening hours whether or not to open the schools; families will be notified.

| **cxli.** 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.)

| **cxlii.** 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.

| **cxliii.** 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.

| **cxliiii.** School will complete a written incident report at the earliest opportunity; incident reports are stored:

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64)

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66) Additional steps for our school (if any):

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- _____
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- _____

67)

Natural Disasters:

Tornado

68) Procedures:

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

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

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- _____
- _____
- _____

Poisoning

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

70) Immediate Actions:

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

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71) Preventive Measures:

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

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72)

73)

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

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- _____
- _____

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.

75) Sheltering Notification:

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

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

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

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77) Radiological Incident/Accident:

clxviii. 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:

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- clxix. **Time:** Minimize the amount of time near and exposed to the source.
- clxx. **Distance:** Maximize the distance away from the source.
- clxxi. **Shielding:** Maximize the amount of material (i.e. wood, concrete, earth, etc.) between the individual and radioactive source.

78) 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.

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

- [clxxii.](#) A rape or other sexual abuse occurs on campus.
- [clxxiii.](#) A member of the alleged victim's family requests intervention.
- [clxxiv.](#) The alleged victim's friends request intervention.
- [clxxv.](#) Rumors and myths are widespread and damaging.
- [clxxvi.](#) Students witness police action or emergency services response.

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

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

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

- _____
- _____
- _____
- _____

Serious Injury/Death

82) If incident occurred in school:

- ~~clxxxv.~~ Call 911.
- ~~clxxxvi.~~ 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).
- ~~clxxxvii.~~ If possible, isolate affected student/staff member.
- ~~clxxxviii.~~ Notify principal/designee.
- ~~clxxxix.~~ Principal/designee notifies superintendent.
 - ~~cxc.~~ Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
 - ~~cxc.~~ Principal notifies parent(s) or guardian(s) of affected student.
 - ~~cxcii.~~ Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
 - ~~cxciii.~~ Determine method of notifying students, staff, and parents.
 - ~~cxciv.~~ Refer media to _____ (*Direct Spokesperson*)
_____ (*Telephone Numbers—home, work, mobile*)

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83) If incident occurred outside of school:

- ~~cxcv.~~ Building administrator confirms the accuracy of the report with law enforcement or family.
- ~~cxcvi.~~ Activate school crisis team if appropriate.
- ~~cxcvii.~~ Notify staff before normal operating hours.
- ~~cxcviii.~~ Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- ~~cxcix.~~ Refer media to _____ (*Direct Spokesperson*)
_____ (*Telephone Numbers—home, work, mobile*)

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84) Post-Crisis Intervention:

- ~~cc.~~ Meet with school counseling staff and _____ (*Div Child Mental Health or other mental health workers*) to determine level of intervention for staff and students.
- ~~cc.~~ Designate rooms as private counseling areas.
- ~~ccii.~~ Escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- ~~cciii.~~ Assess stress levels of staff. Recommend counseling to overly stressed staff.
- ~~cciv.~~ Follow-up with students and staff who receive counseling.
- ~~ccv.~~ Designate staff person(s) to attend funeral.
- ~~ccvi.~~ Allow for changes in normal routines or test schedules to address injury or death.

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85)

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

- _____
- _____

- _____
- _____

Student Unrest

87) Procedures:

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

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88) Teachers:

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

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

- _____
- _____
- _____
- _____

90) Procedures:

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- ccxxii. Verify information.
- ccxxiii. Call 911, if person requires medical attention, has a weapon, or needs to be restrained.
- ccxxiv. Notify school psychologist/counselor, principal and _____ (Div. Child Mental Health Services for students under 18) or _____ (other suicide intervention service)
- ccxxv. 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.
- ccxxvi. Try to isolate suicidal person from other students.
- ccxxvii. Ask suicidal person to sign a “no suicide contract.”
- ccxxviii. Stay with person until counselor/suicide intervention arrives. **Do not leave suicidal person alone.**
- ccxxix. Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.

CCXXX.

Activate school crisis team to implement recovery procedures (See Recovery section). Determine level of intervention.

91) Suicidal Death/Serious Injury:

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- ccxxxii. Verify information.
- ccxxxiii. Activate school crisis team.
- ccxxxiv. Principal notifies superintendent.
- ccxxxv. Notify staff in advance of next school day following suicide or attempted suicide.
- ccxxxvi. 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.
- ccxxxvii. Implement recovery procedures.

92) Post-Crisis Intervention:

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- ccxxxviii. To determine level of intervention for staff and students, meet with school counseling staff and _____ (Div. Child Mental Health or other mental health workers).
- ccxxxix. Designate rooms as private counseling areas. Escort siblings and close friends and other “highly stressed” students to counselors.
- ccxl. Assess stress levels of staff. Recommend counseling to overly stressed staff.
- ccxli. Refer media to _____ (District spokesperson). **Do not let media question students or staff.**
- ccxlii. Follow-up with students and staff who receive counseling.
- ccxliii. Resume normal routines as soon as possible.

93)

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

- _____
- _____
- _____
- _____

Suspicious Mail or Package

95)

96)

97) Procedures:

ccxliii. 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

ccxliv. Do not touch, smell, or taste unknown substances.

ccxlv. Fence off area and mark as “do not enter, or dangerous...”

ccxlvi. Evacuate and seal off room.

ccxlvii. Wash hands thoroughly.

ccxlviii. Call 911.

ccxlix. 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.

ccli. Director will inform all parents of the incident.

ccli. Director will complete a written incident report at the earliest opportunity; incident reports are stored

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98)

99)

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

- _____
- _____
- _____
- _____

Utility Failure: **Gas Line Break**

101)

102)

103) Procedures:

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

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104)

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

- _____
- _____
- _____
- _____

Utility Failure: **Electric Power Failure**

106) Procedures:

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

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107)

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

- _____
- _____
- _____
- _____

Utility Failure: **Water Line Break**

109) Procedures:

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

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110)

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

- _____
- _____
- _____
- _____

Weapons

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

- cclxiv. Notify principal or teacher immediately.
- cclxv. 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.
- cclxvi. If teacher suspects that weapon is in classroom, he/she should confidentially notify a neighboring teacher. Teacher should not leave classroom.

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113) Principal:

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

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114)

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

- _____
- _____
- _____
- _____

4. Recovery

Recovery is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events.

The following section contains follow-up measures and tools to effectively address the aftermath of an emergency situation. This collection of recovery measures is designed to assist teachers and other professionals as they help students and families begin the recovery and healing process.

If you have already begun developing a School Crisis Response Plan, use this section to make sure you've covered the essential components of recovering from an emergency. Use the information and templates provided here to supplement any areas that need additional attention.

a. Introduction to Recovery & Aftermath Planning

b. Disasters and Their Effects

c. Strategies for Follow-up to Emergencies

- **General Strategies for Follow-Up**
- **Critical Incident Stress Management (CISM)**
- **Teachers Helping Children After a Critical Incident**
- **Understanding Age-Appropriate CISM Interventions**
- **The Talking Method and the Drawing Method**
- **Assisting Children When Someone at School Dies**
- **Suggestions for Handling a Classmate Tragedy**
- **Suggestions for Students Attending a Visitation or a Funeral**
- **Suggestions for Students When Visiting Grieving Parents**
- **Memorials**
- **Suicide**
- **Caring for the Care Provider**
- **Information Sheet to Share with Parents**

Recovery is a long-term process of supporting people who have experienced abnormal stressors. Initially, individuals may be in shock and may require support to meet basic physical and social support needs. In the months and years that follow a critical incident, individuals may enter a grief phase and need continued support. Children and their parents, faculty, staff and administrators, public safety personnel and the larger community are all impacted by tragic events and will benefit from immediate and ongoing support.

Short Term vs. Long Term Recovery

It is essential to understand recovery at two levels: immediate and ongoing. *Immediate support* is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of major trauma are in a state of shock, and at this time basic human needs of food, shelter and clothing are often a primary focus. *Long-term recovery* needs may not be readily apparent, and for many, ongoing support will be needed. Ongoing recovery refers to support provided to some individuals for weeks, months, or years following a tragic event.

Who should provide recovery services?

For some traumatic events, your school's crisis response team (SCRT) may be adequate to provide immediate and ongoing recovery services. Emergencies that affect a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery from other district employees, local community mental health providers, employee assistance programs and similar services.

For large-scale emergencies, however, services such as triage, assessment, outreach and crisis intervention are best delivered on a regional basis through a trained rapid response network. For large-scale disasters, site-based personnel normally assigned these functions are now victims/survivors themselves. The regional network of trained professionals provides a structured immediate first response system to support the district in need. Once the immediate crisis has passed, site-based personnel will be called on to provide ongoing support services.

It is important to establish relationships and agreements with local mental health providers before a crisis occurs.

The SCRT should refer to Section (f) in the Preparedness section to develop a network of school-based, local and regional mental health providers to assist in the aftermath of an emergency.

The impact of tragedies on individual children and adults is not simple to predict. The range of human responses can include physical, cognitive and emotional symptoms including nausea, sleep disturbance, slowed thinking, bad memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

In this section, you will find:

- **Potential experiences or feelings after a disaster**
- **Symptoms of Distress in Children**
- **Mental Health Checklist**

I. Potential experiences or feelings after a disaster include:

- Sense of fear, worry
- Disruption of home, routine
- Feeling that one's life was or is threatened
- Feeling trapped and isolated
- Feeling out of control of life's basics: food, shelter, clothing, people, comfort...even life itself
- Having flashbacks to other catastrophes
- Feeling cut-off from services
- Being separated from loved ones
- Having a sense of mortality
- Feeling "survivor guilt"
- Children who are forced to become "parents" to adults who are scared or worried
- Problems sleeping (too much or too little)
- Loss of weight
- Poor hygiene

Adults must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

Symptoms of Distress in Children

As a result of traumatic experiences some children will show a variety of symptoms of distress. Adults must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child. In addition to teachers and school administrators, it is important to train bus drivers, foodservice workers and any other staff and/or community members to be alert for students who show signs of emotional distress.

II. Symptoms of distress in children include:

- Unusual complaints of illness
- Keeping isolated from the rest of the group
- Child seems pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- Changed behavior/appearance
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier)
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Difficulty concentrating, can't focus
- "Feisty" or hyperactive/silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age-appropriate)
- Lack of emotional expression
- Poor performance

- **Can't tolerate change; can't move to next task**
- **Lethargic, apathetic**
- **Easily startled, jumpy**

III. **Mental Health Checklist**

This checklist, provided by FEMA, can assist parents and teachers in determining if a child is in need of professional counseling following a disaster or traumatic event. Add up the pluses and minuses to obtain a final score. If the child scores more than 35, it is suggested you seek a mental health consultation.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1. Has the child had more than one major stress within a year BEFORE this disaster such as a death, molestation, major illness or divorce? If yes, +5. | 1. |
| 2. Does the child have a network of supportive, caring individuals who relate to him/her daily? If yes, -10. | 2. |
| 3. Has the child had to move out of his/her house because of this disaster? If yes, +5. | 3. |
| 4. Was there reliable housing within one week of the disaster with resumption of the usual household members living together? If yes, -10. | 4. |
| 5. Is the child showing severe disobedience or delinquency? If yes, +5. | 5. |

Has the child shown any of the following as a NEW behavior for more than three weeks after the disaster?

- | | |
|--------------------------------------------------------|-----|
| 6. Nightly states of terror? +5 | 6. |
| 7. Waking from dreams confused or in a sweat? +5 | 7. |
| 8. Difficulty concentrating? +5 | 8. |
| 9. Extreme irritability? +5 | 9. |
| 10. Loss of previous abilities in toilet or speech? +5 | 10. |
| 11. Onset of stuttering or lisping? +5 | 11. |

Subtotal for this page _____

- 12. Persistent severe anxiety or phobias? +5
- 13. Obstinacy/stubbornness? +5
- 14. New or exaggerated fears? +5
- 15. Rituals or compulsions? +5
- 16. Severe clinging to adults? +5
- 17. Inability to fall asleep or stay asleep? +5
- 18. Startling at any reminder of the disaster? +5
- 19. Loss of ambition in the future? +5
- 20. Loss of pleasure in usual activities? +5
- 21. Loss of curiosity? +5
- 22. Persistent sadness or crying? +5
- 23. Persistent headaches or stomachaches? +5
- 24. Hypochondria? +5
- 25. Was anyone in the child's immediate family killed or severely injured in the disaster (including injury to the child)? If yes, +15.

| |
|-----|
| 12. |
| 13. |
| 14. |
| 15. |
| 16. |
| 17. |
| 18. |
| 19. |
| 20. |
| 21. |
| 22. |
| 23. |
| 24. |
| 25. |

Subtotal for this page

Total for

both pages _____

NOTE: Any child presenting a preoccupation with death, unusual accident proneness, or suicidal threats should be referred for immediate consultations. It is also recommended that any child who has been seriously injured or who has lost a parent, sibling or caregiver to death be referred to a mental health professional.

- 22.
- 23.
- 24.
- 25. This student has been referred to:
- 26.

Referral made by:

On this date:

For some trauma victims, adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

In general, schools can help children by:

- Restoring a learning environment
- Modeling how to recover from the event
- Maintaining basic educational goals

Administrative staff, counselors and teachers can help their school community by:

- Reducing conflict among groups
- Creating working partnerships among groups inside and outside of the school
- Following familiar school routines
- Acknowledging the trauma through shared activities and observances
- Representing safety and security
- Supporting children and their families
- Creating opportunities to support caregivers
- Having trained crisis intervention personnel be highly visible in the schools following a crisis
- Remembering that children and their communities are resilient when supported adequately

In this section, you will find:

- **General Strategies for Follow-Up**
- **Critical Incident Stress Management (CISM)**
- **Teachers Helping Children After a Critical Incident**
- **Understanding Age-Appropriate CISM Interventions**
- **The Talking Method and the Drawing Method**
- **Assisting Children When Someone at School Dies**
- **Suggestions for Handling a Classmate Tragedy**
- **Suggestions for Students Attending a Visitation or a Funeral**
- **Suggestions for Students When Visiting Grieving Parents**
- **Memorials**
- **Suicide**
- **Caring for the Care Provider**
- **Information Sheet to Share with Parents**

27.

General Strategies for Follow-Up

Short-Term Follow-Up:

1. Convene Crisis Response Team and faculty/staff members to update them on any additional information/procedures.
2. In case of death, provide funeral/visitation information.
3. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
 - a) Coordinate stress management/crisis intervention strategies for students
 - b) Announce what the school is doing for students, including ongoing support for students with place, time, and staff facilitator
 - c) Provide parents with a list of community resources available to students and their families
4. Designate a comfort room for counseling.
4. Convene district-wide support team to assist with crisis management.
 - a) Assess district-wide support needs, and develop planned intervention strategies
 - b) Schedule and provide student, family and staff Critical Incident Stress Management (CISM, Everly & Mitchell, 1999) services
 - c) Discuss successes and problems
 - d) Discuss things to do differently next time
5. Allow staff opportunities to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

Long-Term Follow-Up and Evaluation:

1. Amend Emergency Management Protocols if needed.
2. Write thank-you notes to people who provided support during the emergency.
3. Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.

Critical Incident Stress Management (CISM)

Critical Incident Stress Management (CISM, Everly and Mitchell, 1999) is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for education and crisis intervention immediately following a critical incident. These services complement the delivery of traditional mental health services and include:

1. **Pre-crisis preparation:** Set expectations for what to do when a critical incident occurs.
2. **Individual consultation:** A structured one-to-one technique used by a trained peer counselor or professional after a critical incident.
3. **Briefing:** A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans.
4. **Defusing:** A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12-24 hours after a critical incident.
5. **Debriefing** (a.k.a., Critical Incident Stress Debriefing or CISD). A structured small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event.
6. **Parent/family/organization consultation:** A group process conducted to provide ongoing education and support to families, parent groups or organizations following a critical incident.
7. **Referral/follow-up:** A process to assure that individuals experiencing intense symptoms and who need ongoing support will be referred for appropriate mental health services.

One common way to organize the above interventions is to set up a “Drop in Room.” A Drop in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.

Teachers Helping Children After a Critical Incident

This resource was designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

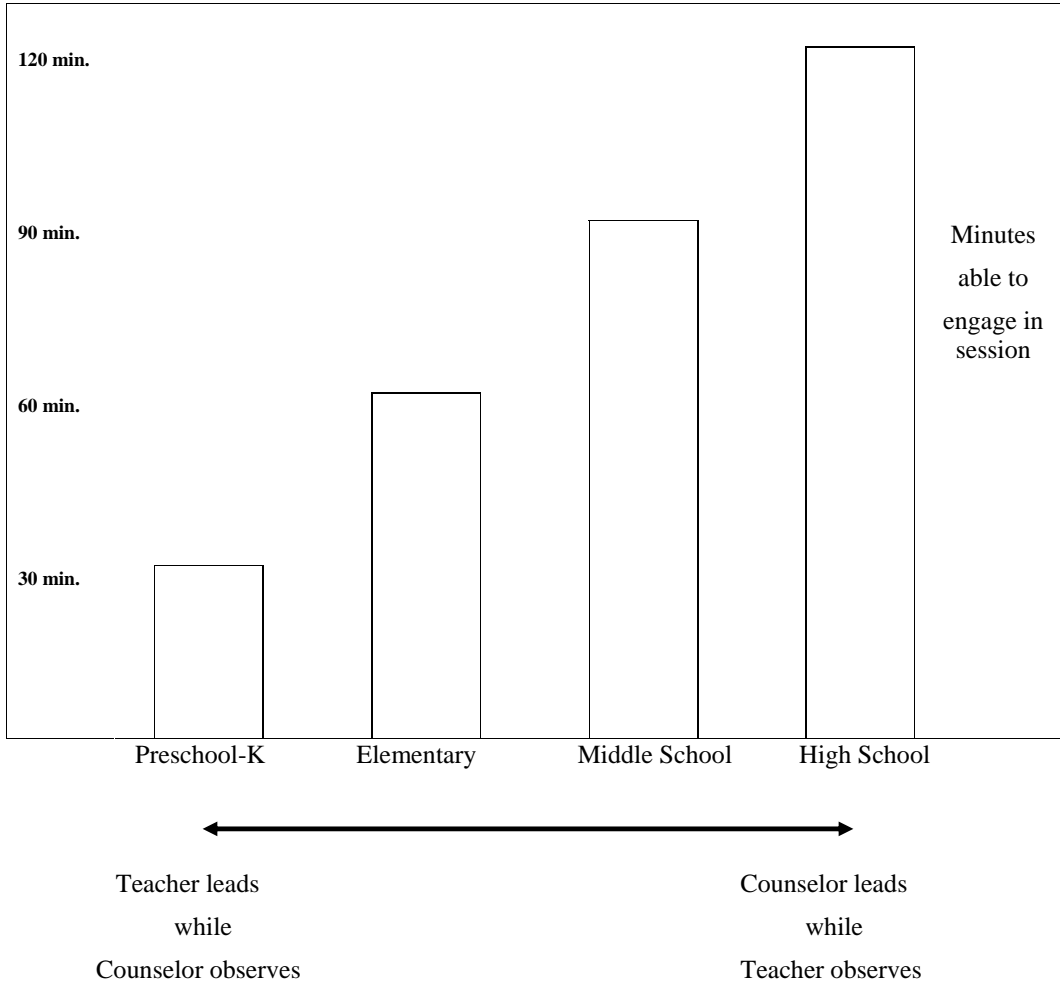
Emergencies hit children hard. It's difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, adults can't "fix" a disaster, and can't keep it from happening again.

Ways Teachers Can Assist Students:

- **Cope with your own natural feelings of helplessness, fear, and anger. Until you do this, you won't be able to effectively help the children.**
- **Learn to recognize the signs and symptoms of distress and post traumatic stress reactions.**
- **Put the emergency or critical incident in context; provide a perspective.**
- **Communicate a positive "I'm not helpless" attitude.**
- **Start the healing process; help children to feel relieved and soothed.**
- **Identify children who may need crisis intervention and referral to mental health professionals or other helpers.**

Understanding Age-Appropriate CISM Interventions

When providing Critical Incident Stress Management (CISM, Everly & Mitchell, 1999) interventions, it is essential to tailor your approach to the developmental level of the students involved. The following chart illustrates a range of minutes suitable for discussion for different age levels, and from “teacher led” to “counselor led” interventions. In general, younger students need more teacher led interventions using activities (as opposed to discussion), while older students benefit from counselor led discussions.



(Adapted from Johnson, 1998)

The Talking Method and the Drawing Method

The Talking Method and the Drawing Method are two suggested methods/techniques to use in the classroom after a critical incident. Following are suggested questions or themes, and specific techniques to help students understand and process the critical incident.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- Was anyone you know killed or injured?
- What can you do now to help others to feel better?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for those with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- Observe the child's body language.
- The teacher should accommodate the child:
 - If a child has limited English skills, consider asking for a translator or a peer to help the child express in words
 - Create a chance for verbal expression in any language

28.

NOTE: As the teacher, you might think of more questions to ask the children. Be sure your questions are "open-ended," which means they cannot be answered with a "Yes" or "No." Open-ended questions facilitate discussion.

Talking Method Activities:

- Child tells a story (allow metaphors)
- Puppets “tell” or “live” a story
- Have an open discussion - using previous questions, ask for volunteers to begin with...talk general to specific
- Use photos, drawings, etc. to facilitate discussions
- Use video if appropriate prior to discussion to get it going
- Create a skit, play or do role-playing, related to the critical incident (provide “dress-up” clothes if available, including uniforms if possible to represent emergency workers seen during the disaster, etc.)
- Do “show and tell” related to the event
- Inform/educate the children about the event to make it less threatening to talk/act about
- When people understand that their feelings and experiences are normal and can be predicted (even if they are scary feelings), they begin to regain control

Note: Remember to keep yourself in a facilitative/guiding role, not in a role of “control” of the discussions/stories etc. This will be most helpful to the children. Reassure the children by verbally acknowledging and “normalizing” their experiences.

For some children, the talking method is not helpful:

- In some cultures, talking openly is not comfortable, appropriate (or even “polite”).
- Some children have been raised in families where “talking-out one’s feelings” was not possible or supported.
- Some children have been raised in situations where talking openly was not practiced or encouraged.
- Some children simply prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process.
- All these reasons should be respected as valid.

Drawing Method Activities:

The drawing method is a playful experience to express feelings.

First introduce drawing as:

- Another way of “talking,” but with pictures instead of words.
- A means of expression used by many (point out that some people express themselves by talking, some by singing, some by dancing, some by drawing)
- Remember when introducing drawing of any sort to clearly say that the goal is not to draw a “pretty picture” but rather, a picture of expression.
- Drawing should not be judged or analyzed. If a child’s artwork is concerning, refer the child for mental health services (see “If you have concerns” section following).
- Drawing should be presented to the child as an option for expression, not as a required activity.
- **REMEMBER:** Use previous questions to help lead these activities: A question can become a theme for a drawing.

Drawing Method Activities:

- Draw/write a book together or make journals with pictures.
- Do a collective drawing such as a mural (murals tell a “collective story,” develop/support teamwork, and feel “safer” for some children as opposed to individual art).
- Give the mural a “place of honor” in the classroom.
- Make the mural accessible for everyday viewing.
- Celebrate the mural: use it to demonstrate getting through something tough, or to facilitate discussions.
- Take photos/slides of the mural when completed.
- Draw aspects of the event (people, places, activities, etc.).
- Suggest lots of options, not specifics (e.g., rather than saying “draw a fireman, helping someone,” say “draw a person you saw doing something helpful...”
- Create a collage (a variety of materials) using a leading question such as “Where were you when the disaster happened?”
- The teacher may draw/paste on the central image, then the children add photos, magazine pictures, articles, fabric pieces, etc. around theme, or may draw directly onto it.
- Collages are the “safest” form of “drawing” because child is using others’ symbols. The child may feel he/she is “losing less of himself/herself.”
- Collages provide “boundaries” for the child; this can act as a safety net (emotionally) for some.
- You may also want to look at other pictures (drawings, paintings) and talk about what they communicate.
- Avoid the use of paint in this method as it is too “loose” of a medium for a traumatized child; the child might use it to bring up things not easily handled in a classroom.

- **Allow a full range of expression: some kids draw recognizable “things,” others draw “abstracts;” respect all varieties.**
- **Allow children to discard their artwork or decide what to do with it.**
- **Emphasize to the children that their work will not be judged, graded or necessarily shown to others.**
- **Only exhibit the artwork if a child desires to share with others.**
- **Reassure them that there is no “right way” to draw.**
- **Allow the use of various mediums (pastels, crayons, pencils, markers, etc.).**
- **It’s preferable to do the drawing method with more than one adult present.**
- **Exercise as little control as possible over the artwork.**

Concluding Drawing Activities:

- **A key element of the Drawing Method is the follow-up discussion. This discussion can help to bring closure to the experience, an important step in the process of expressing feelings.**
- **Allow those who want to, to talk about their drawings.**
- **Others will “close” the session by listening to others.**
- **Use open-ended questions in this process.**
- **Sometimes a child’s artwork may be especially expressive of his/her feelings; a drawing can give clues to some deeper problems or feelings within the child**
- **Try to read the picture in the same way you might read words; what might it be telling you?**
- **Look at it as a piece of communication, not just fantasy.**

Keep in mind:

- **Colors, forms, etc. have different meanings to children of various cultural backgrounds and to different children within each culture.**
- **Regard the artwork as just a part of what’s going on with a child; look at the child with a holistic view.**
- **The best source for what’s going on behind the drawing is the child...ask him/her.**

If You Have Concerns:

In both methods (Talking and Drawing), you might notice a child exhibiting more serious problems. If you have concerns, refer those children to your school counselor.

NOTE: One sign of successful defusing of your students is that they feel better. Another sign of success might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms.

- **Symptoms might be the same as those for anxiety or depression (physical symptoms, persistent avoidance of being alone, unrealistic worries about harm)**
- **Child is not able to “let go” of a memory**
- **The degree of emotionality and the degree of silence are both clues (be sure to talk with the child and simply ask them quietly, confidentiality, how they are feeling and coping)**
- **Make note of other physical manifestations of stress (as a result of the impact of the event)**
- **Be aware of different forms of adjustment in each child**
- **The teacher must know the child’s baseline behavior and cultural/ethnic responses before identifying “serious problems” in that child**
- **The teacher is not meant to be in the role of “diagnostician”; refer those children you are concerned about**
- **Some children may be predisposed to adverse reactions following a critical incident (generally, these are children who have experienced other loss, relocation, death, abuse, crime, etc.)**
- **An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface**

Refer the student if you are unsure:

- [cclxxiv.](#) Alert parent/guardians of your concerns
- [cclxxv.](#) Contact your school counselor/social worker/school psychologist
- [cclxxvi.](#) Consider a referral to mental health professionals in the community

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Assisting Children When Someone at School Dies

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The school's Crisis Response Team can assist students individually and in groups to process and defuse their feelings and reactions following a death that affects the school community.

The following outline describes Critical Incident Stress Debriefing (CISD, Everly & Mitchell, 1999), an interactive process to facilitate students' expression of these feelings. If your SCRT determines that CISM may be necessary, contact local mental health partners to coordinate its implementation. *CISM should only be implemented with the assistance of mental health professionals.* CISM usually follows this sequence:

1. Introductory Phase
2. Fact Phase
3. Feeling Phase
4. Reaction/Teaching
5. Closure Phase

1. Introductory Phase

- **Introduce team members or helpers to discuss why we are here and what we hope to accomplish**
- **Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential**

2. Fact Phase

- **Give all known relevant facts about the death/incident**
- 29. **Ask the following questions:**
 - **Is this your understanding of what happened?**
 - **Does anyone have any other information?**
 - **Is there any other information you want to have about his/her death?**
 - **How did you find out?**
 - **Where were you when you first heard?**
 - **What were your first thoughts?**
 - **Is there anyone not here that perhaps needs to be? Who are you worried/concerned about?**

3. Feeling Phase (make an effort to include everyone in the discussion)

- **How did you feel when you first heard? Explore feelings (shock, denial, anger, fear etc.)**
- **How are you feeling now? (all feelings are okay)**
- **We did not know _____(name), could anyone tell us about him/her? What was he/she like?**

- When do you think it will hit you that he/she is really gone or when do you think you'll miss him/her?
- Does anyone have a photo of him/her? (pass around)
- What are some of your memories of _____?
- How do you think he/she would like to be remembered?

4. Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members
- What are some things you usually do when you are really upset or down?
- Has anyone lost anyone close recently? What were some of your reactions to his/her death?
- Take this opportunity to teach a little about the grief process, if appropriate
- Talk about effective coping techniques
- Determine if students have someone they can talk to

5. Closure Phase

- Give information about wake/funeral if available
- Students will often make comments about wanting to take a collection, plant a tree, or dedicate a page in the yearbook. Let them talk, then refer them to school staff without either encouraging or discouraging them
- Encourage students to support one another
- Remind them that it may take a long time before they will feel settled and that's normal
- Encourage them to talk with someone in their family about their sadness
- **NOTE:** This process should conclude with quiet, reflective time.

Schools should carefully assess their involvement in the activities surrounding a death in the school community. For example, schools may want to consider the following:

- Will the school close after a death has occurred? If so, for how long?
- If the school is closed, will students be able to access counseling at the school during its closure?
- What role, if any, should the school play regarding transporting students to the funeral or memorial service?

Suggestions for Handling a Classmate Tragedy

This section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class.

Example: Death of a friend or family member

- Explain what is known of the loss
- Ask if other students have experienced the death of a friend or family member?
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- What could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

When A Grieving Classmate Returns:

First Words

- The classmate probably feels like he/she is from a different planet when returning to school
- At least say, “hello,” “welcome back,” “I’m glad to see you,” or something similar
- The brave might even say: “I missed you,” “I’m so sorry to hear about your _____’s death.”
- Even braver friends might make statements like, “It must be incredibly tough to have your _____ die.”
- Other options include: write a brief note or card, call, etc.
- If your classmate cries, that is okay; you did not cause the grief; offer comfort and a tissue

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes
- Offer to provide notes for comparison for the next week or so (your classmate’s attention span will probably vary for several weeks)
- Give the classmate your phone number to call if having problems with homework
- Ask your classmate if you can call to check on how homework is going

- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work

Some Don'ts:

- Don't shun the student. Speak to them.
- Don't make cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased).
- Don't expect the person to snap back into the "old self."
- Don't be surprised if the classmate seems unaffected by the loss, since everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your ___ enjoy together?" Grieving people often like to talk about the deceased.
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

Suggestions for Students Attending a Visitation or a Funeral for a Classmate

Keep in mind:

- **Expect to feel nervous when going to a funeral home or a funeral.**
- **Go with a friend or ask a parent to accompany you.**
- **If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about _____'s death" (this may open a conversation).**
- **Point out something special to you about the deceased.**
- **If the visitation or funeral is open casket, view the body if you want; you do not have to.**

Later Involvement:

- **After the funeral you may choose to continue to visit the parents; they may continue to want to see the friends of their deceased child.**
- **Continue to talk about their deceased child from time to time.**

Suggestions for Students When Visiting Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents' needs and requests, as well as the student's own comfort level.

First Steps:

- **In the vast majority of cases the parents find it comforting to see friends of their deceased child.**
- **If you were a close friend of the deceased and you know the parents, then go visit them at their home.**
- **If you were a friend but had not met the parents (yet they know who you are), you might still visit the home. Other friends might wait until the visitation or funeral.**
- **Send the parents a note or card.**

Communication:

- **When you visit, do not worry about what to say; your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right too.**
- **Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.**
- **Just sitting with the parents will most likely fill the silence.**
- **Listen, no matter what the topic.**
- **If you were a really close friend, the parents might be pleased for you to visit the deceased friend's room (if you are comfortable doing so).**
- **You might ask what you can do for them; ask other relatives what you might do to help.**
- **Do not try to take away the grieving parent's pain.**
- **Talk about the deceased person (grieving people often like telling stories about the deceased, "do you remember the time...").**
- **Offer suggestions only when advice is asked.**
- **Do not tell the parents to feel better since there are other children and loved ones still alive.**

Memorials

When a member of the school dies, often people will want to find ways to memorialize the student or staff member. A word of caution: carefully think through the type of tribute you pay to a person who has died.

Consider these points and examples:

- **In general, memorials should focus on the life lived, rather than on the cause of death.**
- **Yearbook memorials should be a regular-sized picture with a simple statement such as “We’ll miss you.”**
- **If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person.**
- **A school that planted a tree for a student who died, realized this was needed also for a second death and then a third. The resulting group of trees came to be referred to as “the graveyard” by students.**
- **Another school had a “memorial tree” die during one dry summer and had to address the hard feelings of the family who thought the tree had not been properly cared for.**
- **There are many wonderful ways to support student’s and loved one’s need to remember, examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, or flowers.**
- **Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.**
- **Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide.**

Suicide

A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.

The following "DO's" and "DON'Ts" will help school staff limit glamorization of suicide:

DO:

- [cclxxvii.](#) Do acknowledge the suicide as a tragic loss of life.
- [cclxxviii.](#) Do allow students to attend funeral services.
- [cclxxix.](#) Do provide support for students profoundly affected by the death.

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DON'T:

- [cclxxx.](#) Don't organize school assemblies to honor the deceased student.
- [cclxxx.](#) Don't dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
- [cclxxxii.](#) Don't pay tribute to a suicidal act by planting trees, hanging engraved plaques or holding other memorial activities.

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A suicide in the school community can heighten the likelihood, in subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school-wide, response.

Caring for the Care Provider

General Reactions to Emergencies or Critical Incidents in Adults

First reactions may include:

- **Numbness, shock, difficulty believing what has occurred or is in the process of occurring**
- **Physical and mental reactions may be very slow or confused**
- **Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls**

Ongoing reactions may include:

- **Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities**
- **Desire to get away from everyone - even family/friends**
- **Emotional liability; becoming irritable or upset more quickly than usual**
- **Feelings of fatigue, hopelessness, helplessness**
- **Digestive problems; headaches or backaches**
- **Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community**

Some things that can be helpful:

- **Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful**
- **Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change**
- **Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax**
- **Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects**
- **Tap sources of assistance with your workload - have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks**
- **If symptoms of stress persist beyond a few weeks or are severe, seek professional help**

Information to Share with Parents

Helping Your Child or Teen After a Disaster

Children may be especially upset and express feelings about the disaster. These reactions are normal and usually will not last long. Listed below are some problems you may see in your child:

31.

- **Excessive fear of darkness, separation, or being alone**
- **Clinging to parents, fear of strangers**
- **Worry**
- **Increase in immature behaviors**
- **Not wanting to go to school**
- **Changes in eating/sleeping behaviors**
- **Increase in either aggressive behavior or shyness**
- **Bedwetting or thumb sucking**
- **Persistent nightmares**
- **Headaches or other physical complaints**

The following will help your child or teen:

- **Talk with your child about his/her feelings about the disaster; share your feelings, too.**
- **Talk about what happened; give your child information he/she can understand.**
- **Reassure your child that you are safe and together; you may need to repeat this reassurance often.**
- **Hold and comfort your child often.**
- **Spend extra time with your child at bedtime.**
- **Allow your child to mourn or grieve over lost belongings (a toy, a lost blanket).**
- **If you feel your child is having problems at school, talk to his/her teacher or counselor so you can work together to help him/her.**

Ongoing recovery:

Please reread this information from time to time in the coming months. Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward. Professionals skilled in talking with people experiencing disaster-related problems are on staff at your community mental health center.

5. Glossary of Terms and Concepts

Assembly Area: A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on-scene support.

Briefing: An educational and informational presentation to groups following a crisis or critical incident. Objectives would include: sharing the official nature and scope of the event to reduce and dispel rumors; providing details concerning the plan of action the school is taking to manage the crisis and mitigate its effects; and providing group education in stress management within naturally occurring support systems.

Coping skills: A range of thoughts, feelings and behaviors utilized to decrease the negative effects of an experience or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing current traumatic events.

Crisis: A state in which coping skills are overwhelmed leaving the individual feeling out of control, helpless and anxious.

Crisis Intervention: The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote the return of normal functioning. Crisis intervention practice over the past 20 years has been multidisciplinary. Paraprofessionals and volunteers have been primary caregivers (Caplan, 1964).

Critical Incidents: Events that overwhelm an individual's capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.

Critical Incident Stress Management (CISM): A comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a crisis or disaster. These services enhance and complement the delivery of traditional mental health services. These services include:

1. Pre-crisis preparation - set expectations, improve coping

2. Individual Consultation - symptom driven
3. Briefing - share information, provide consultation and stress management information
4. Defusing - post-crisis (12-24 hrs) symptom/event driven - small group process
5. Debriefing (Critical Incident Stress Debriefing, CISD) - post-crisis, (1-10 days) symptom/event driven, small group process
6. Parent/family/organization consultation - group process - event driven, provides education, support
7. Referral/follow-up transfer of crisis counseling to longer term providers

Debriefing (CISD): A group process utilizing both crisis intervention and educational processes targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event. A debriefing is a peer driven process in partnership with mental health professionals who provide oversight and guidance. Although its application was developed and utilized primarily with emergency personnel it has been modified and utilized extensively in workplace settings, the military and with survivors of crisis and disasters. It is only one intervention in a framework of interventions ranging from pre-crisis to follow-up.

Defusing: A group crisis intervention technique conducted by a trained facilitator. It provides a supportive, safe interactive process among individuals in small groups, providing clarity and complete expression of the event and experiences.

Drop-in-room: A safe, welcoming place for students to gather during the school day with their peers for group and one-on-one support from trained crisis intervention team members after a traumatic event, such as the death of a fellow student or teacher.

Emergency Management Protocols: The step-by-step procedures for schools to implement in the event of an emergency.

Incident Command System (ICS): A nationally recognized organizational structure designed to handle Management, Operations, Logistics, Planning, and Administration and Finance during an emergency. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications, and for the management of assigned resources to effectively accomplish stated objectives pertaining to an incident.

Incident Commander (IC): Highest ranking official in the Incident Command System responsible for the emergency/disaster operations. The IC directs from a command post set up in close proximity to the incident.

Individual Consultation: A crisis intervention technique utilized by a trained peer counselor or mental health professional in a one-on-one confidential meeting using a structured model.

Joint Information Center (JIC): A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should coordinate at the JIC.

Mitigation: Refers to any action taken to reduce the adverse effects of an emergency and the likelihood of loss of life or property. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency. It applies to pre-crisis planning, as well as crisis intervention techniques designed to reduce the psychological and emotional effects following a traumatic event.

Peers: Emergency service providers and trained school personnel who provide crisis intervention services following crises and disasters.

Practice: A series of drills, tabletop exercises, orientation for staff, etc. so students and staff become familiar with emergency procedures. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

Preparedness: The process of district and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Public Information Officer (PIO): The official spokesperson designated by an organization to coordinate internal and external communications. Responsible for handling all requests for information and proactively providing consistent, accurate and timely information. The PIO establishes a central site for the media, maintains a log of all actions and communication, prepares press releases, keeps Incident Commander apprised and maintains all documentation to support the history of the event.

Recovery: The process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery *during* an emergency can address immediate short-term needs, while *ongoing* recovery can last for months or years.

Referral: During individual and group crisis intervention sessions, trained peers and mental health professionals are actively assessing and monitoring the overall status of survivors. Any indication of the need for medical supervision or the threat of harm to self or to others requires immediate transfer to appropriate level/provider of care.

Response: The implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety and well being of individuals .

School Crisis Response Plan (SCRIP): A written consolidated plan to prepare for, respond to, and recover from emergencies. It is the modified version of this guide, tailored and fine-tuned to meet

the unique needs and resources of a given school. The plan includes School Crisis Response Team roles, emergency numbers, protocols, etc.

School Crisis Response Team (SCRT): School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The Team develops the plan to meet individual school needs, and implements the plan should the need arise, if needed.

Shock: A psychological and emotional defense shield characterized by numbness, confusion and disorientation during which time the full impact of an emergency/disaster is not totally absorbed by the survivor.

Shelter in Place: A procedure designed to protect individuals from an outside influence such as the release of chemicals. Usual procedures include: closing doors and windows; placing tape or wet towels around doors, windows and vents; and turning off pilot lights, air conditioning and exhaust fans. No one leaves the room until further instructions are given.

Social Support: A term utilized by social scientists to describe positive interactions among people. These exchanges may involve passing along information, offering material help or providing emotional support. The health implications of these exchanges are especially important during times of stress, life transitions and crises. One's relationship with a spouse, friends, family, co-workers and neighbors can buffer stress and have a positive effect on physical and mental health. Research with disaster survivors demonstrates the importance of social support to their recovery. Supportive relationships are equally important to emergency service workers in coping with stress and maintaining health. (CMHSE)

Student Release: A pre-planned process to assure the reunification of students with their families. May involve setting up separate request and release stations to insure accountability and crowd control.

Unified Command (UC): The structure that allows for coordinated command of an incident when there are multiple agencies handling the event. When there is unified command in the ICS, as opposed to a single Incident Commander, all agencies with responsibility for the incident, either geographical or functional, manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Universal Emergency Procedures: A set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, Drop, Cover and Hold, Reverse Evacuation, and Lockdown.

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7. Websites

International Association of Chiefs of Police (IACP):
www.iacp.org

National Association of School Nurses Disaster Resources:
www.nasn.org/disasterprelinks.htm

National School Safety Center:
www.nssc1.org

Rhode Island Department of Education:
www.ridoe.net

Rhode Island Department of Health:
www.health.state.ri.us

Rhode Island Emergency Management Agency:
www.riema.ri.gov

U.S. Department of Education Disaster Planning Website:
www.ed.gov/emergencyplan

U.S. Secret Service National Threat Assessment Center:
www.treas.gov/usss/ntac

8. Customizable Templates

The following forms are found throughout the School Emergency Planning guide. They are also included in this section for your convenience. Refer to the appropriate section of the guide for specific instructions on completing each form.

Our School's Crisis Response Team Members

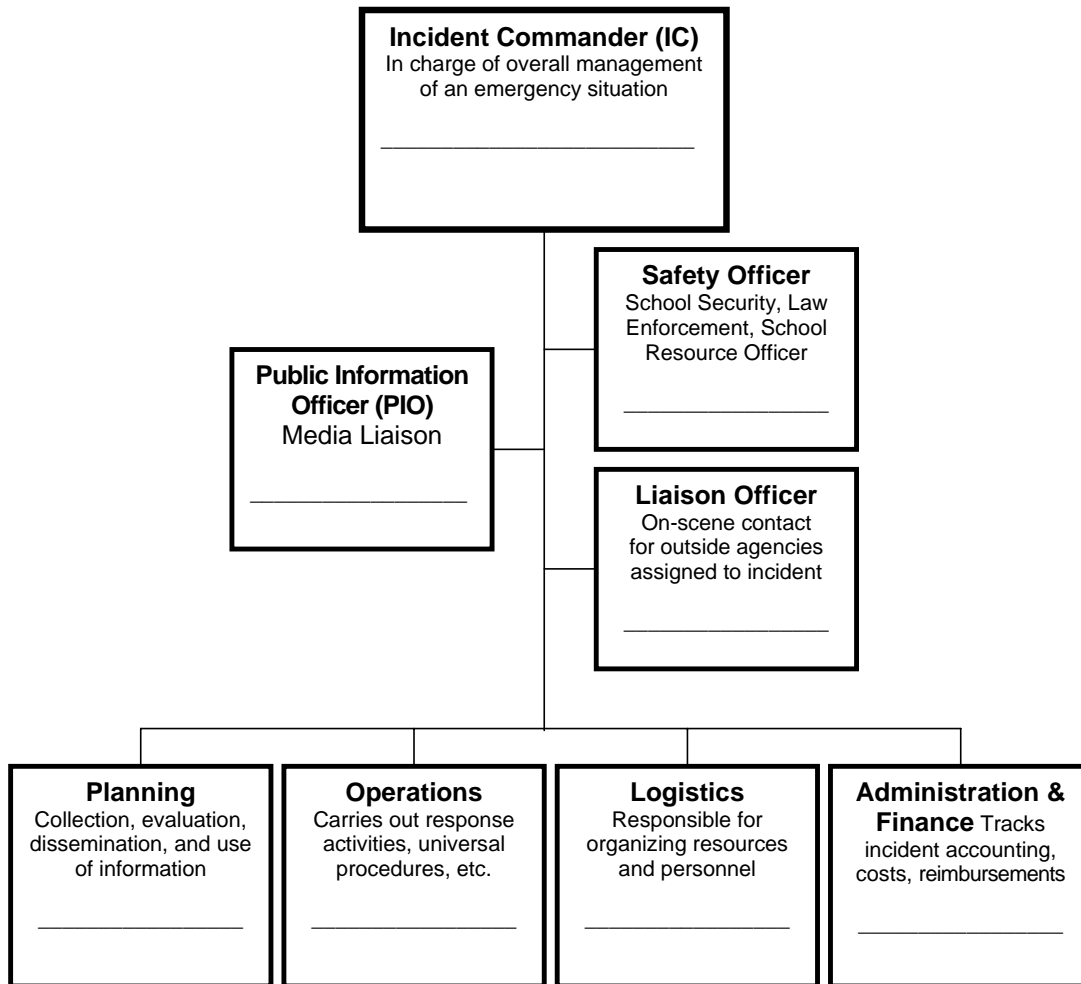
For School Year Starting _____ and Ending _____

| Name | Room / Position | Work Phone | Cell/Pager | Home Phone |
|------|-----------------|------------|------------|------------|
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ICS Roles and Responsibilities at Our School

In general, Incident Command System (ICS) roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the chart below to reflect your school's ICS assignments. Assignments should be reviewed regularly – at least on an annual basis – to ensure that they account for employee turnover and other changes in responsibilities. Descriptions of roles and responsibilities for each assignment are provided in Table 1 of this section, above.



Drills to Practice

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.

| Monthly Schedule | Date Conducted | Weather Conditions | Number of Occupants | Evacuation Time | Comments, Notes |
|--------------------|----------------|--------------------|---------------------|-----------------|-----------------|
| 1 st : | | | | | |
| 1 st : | | | | | |
| 2 nd : | | | | | |
| 3 rd : | | | | | |
| 4 th : | | | | | |
| 5 th : | | | | | |
| 6 th : | | | | | |
| 7 th : | | | | | |
| 8 th : | | | | | |
| 9 th : | | | | | |
| 10 th : | | | | | |

Earthquake Drills: Two each year.

| Date Scheduled | Date Conducted | Number of Occupants | Response Time | Comments, Notes |
|-------------------|----------------|---------------------|---------------|-----------------|
| 1 st : | | | | |
| 2 nd : | | | | |

Severe Weather Safe Area: Twice each year, including one in March

| Date | Date | Number of | Response | Comments, Notes |
|------|------|-----------|----------|-----------------|
| | | | | |

| Scheduled | Conducted | Occupants | Time | |
|-------------------|-----------|-----------|------|--|
| 1 st : | | | | |
| March: | | | | |

Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.

| Date Scheduled | Date Conducted | Type of Event Scheduled | Comments, Notes |
|----------------|----------------|-------------------------|-----------------|
| | | | |
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Staff Training Log

Once a School Crisis Response Plan is completed, all personnel need to be oriented to it. The Federal Emergency Management Agency (FEMA) recommends that this orientation:

- Be Informal
- Not be part of a simulation
- Includes a discussion of Roles and Responsibilities
- Introduces related Policies, Procedures, Plans and Responsibilities

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for staff training events and drills.

| Month | Training Event, Who is to be Trained, and Location | Person Responsible | Comments |
|------------------|----------------------------------------------------|--------------------|----------|
| September | | | |
| October | | | |
| | | | |

| | | | |
|-----------------|--|--|--|
| November | | | |
| December | | | |
| January | | | |
| February | | | |
| March | | | |
| April | | | |
| May | | | |
| June | | | |

Annual Review Policy

Once the School Crisis Response Plan has been developed, your school is responsible for updating its plan on an annual basis and distributing updated copies to appropriate stakeholders, as documented below.

| Date Reviewed: | Person Responsible: | New Copies Distributed to: |
|----------------|---------------------|----------------------------|
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Evacuation Plan: Outside the School Building

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

- 5. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, and balconies (which may fall from buildings).

- 6. Designate each of the following in the Assembly Area:

Command Post _____

Access for emergency vehicles _____

Student assembly areas (by grade level or team) _____

First aid area _____

Heliport landing area for air medical (if traffic gridlock prevents vehicular access) _____

Psychological first aid area _____

Student release _____

Media area _____

Evacuation Plan: Alternate Building Location Within Walking Distance

In inclement weather, it may be necessary to move students to an alternate building location rather than using the typical outdoor location. Use the following worksheet to plan for evacuation from the building to an off-site building location within *walking distance* from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

5. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
6. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
7. Establish relationship and coordinate planning with persons from nearby schools, community centers, businesses, churches, etc. to use Alternate Building Locations.
8. Designate each of the following:

Alternate Building Location

Lead Contact / Phone

(Address)

Secondary Location

Lead Contact / Phone

(Address)

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Evacuation Plan: Alternate Building Location Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location *requiring transport* from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

5. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
6. Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
7. Coordinate planning with other schools, community centers, businesses, churches, and others as appropriate to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other). See Section (g) for more information on developing partnerships with local schools and other agencies.
8. Designate each of the following:

| Alternate Building Location | Lead Contact / Phone |
|-----------------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| (Address) | |

| Secondary Location | Lead Contact / Phone |
|--------------------|----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| (Address) | |

USE SPACE BELOW for any special planning needs or for coordinating your school’s plan with other schools or buildings on the same campus.

Emergency Alert Codes at Our School

Each school's Crisis Response Team should develop confidential code words to use when activating emergency response procedures. Codes should be used in situations where immediate action is necessary, but the safety of students and staff may be compromised if everyone in the school building knows of the emergency. For example, a hostile intruder may panic if the principal announces the intruder's presence over the PA system. The codes will inform personnel of the type of emergency and appropriate actions to take.

The SCRT should develop and communicate the code words to school staff that may be involved in responding to an emergency. It is important that school staff are aware of the following codes and understand appropriate actions to take.

| <i>Code Word (e.g., "Green")</i> | <i>Emergency</i> | <i>Actions</i> |
|----------------------------------|------------------|----------------|
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Emergency Toolkit Checklist

| ITEMS: | NOTES: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Copies of the all forms completed in the development of the school or facility Crisis Response Plan (Chain of Command, Students Needing Assistance, etc.) | |
| <input type="checkbox"/> Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas | Keep copies in your kit and also at your local police or fire station. |
| <input type="checkbox"/> Blueprints of school building(s), including utilities | Keep copies in your kit and also at your local police or fire station. |
| <input type="checkbox"/> Videotape of inside and outside of the building and grounds | |
| <input type="checkbox"/> Map of local streets with evacuation route (Alternate Building Location requiring Transport) | |
| <input type="checkbox"/> Flashlights | |
| <input type="checkbox"/> First aid kit and non-latex gloves | |
| <input type="checkbox"/> Tape and plastic for windows | |
| <input type="checkbox"/> Food and water for all students for 1-3 days | |
| <input type="checkbox"/> Faculty/staff roster (including emergency contacts) | |
| <input type="checkbox"/> Student roster (including emergency contacts for parents) | Copies should also be kept in each classroom and taken with teachers if they need to evacuate the building. |
| <input type="checkbox"/> Master schedule | |
| <input type="checkbox"/> Two-way radios and/or cellular phones | |
| <input type="checkbox"/> Battery powered radio and spare batteries | |
| <input type="checkbox"/> Battery powered megaphone | |
| <input type="checkbox"/> Several legal pads and ball point pens | |
| <input type="checkbox"/> Grease boards and markers (or dry erase boards) | |
| <input type="checkbox"/> White peel-off stickers and markers (for name tags) | |
| <input type="checkbox"/> Local telephone directory | |
| <input type="checkbox"/> Lists of the district personnel's phone, fax, and beeper numbers | |
| <input type="checkbox"/> Lists of other emergency phone numbers | |
| <input type="checkbox"/> Supplies for students with special needs (e.g., inhalers, epi-pens, insulin) | |
| <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Other: | |

| | |
|----------|--|
| □ Other: | |
|----------|--|

Emergency Contact Numbers for Our School

Complete the form below with your district or regional emergency resources. **List local hospitals/health care centers, emergency management agencies, mental health agencies, other schools/childcare centers in the community, American Red Cross, utilities/water sources, neighboring states emergency contacts,** and others that will be critical in handling an emergency at your school.

| Agency | Contact Name – Title | Numbers |
|--------|----------------------|---------|
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School Partnership Agreement

Name and location of host school:

Principal of host school:

Contact Numbers:

Assistant Principal:

Contact Numbers:

Location within the school where students will be sheltered:

If Emergency Toolkit is stored at host school, location of kit:

Crisis Response Team Member responsible for coordinating evacuation to host school:

Teacher Survey: Students Needing Special Assistance

The School Crisis Response Team should ask teachers to fill in the name of any student in their class who will require special assistance in the event of an emergency. Issues to be considered include:

- Limited mobility -- debris may obstruct mobility, elevators may not be available for those in wheelchairs
- Hearing disabilities
- Visual impairments
- Students who may become upset if normal routines are disrupted
- Special needs for medicine, power supplies or medical devices – may not be available in emergency shelters
- Whether assigned staff is sufficiently trained

STUDENT NAME

ASSISTANCE NEEDED

| | |
|-------|-------|
| _____ | _____ |
| | _____ |
| | _____ |
| _____ | _____ |
| | _____ |
| | _____ |
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