

Regional School Health Coalition's Crisis Intervention & Response Guide and Training Tool

PART ONE

A joint project of LUK, Inc., the Central MA Child Trauma Center Project, the Regional School Health Coalition, and Community Health Connections, Inc.

A comprehensive school guide and training tool aimed at highlighting the procedural and emotional aspects of emergency /trauma response for youth in school.

INTRODUCTION

Initiated in 2010, the RSHC embarked on the development of a comprehensive guide and training tool aimed at highlighting the procedural and emotional aspects of emergency response /trauma response for youth. The work is being done in collaboration within the Suicide Prevention Coalition & the Central MA Child Trauma Center Project.

The Crisis Intervention and Response Resource Guide & Training Tool inventories and identifies programs, resources and protocols available to all within the region (though underutilized or unknown to some districts/agencies) as well as local/state/national resources.

The project innovatively challenges school and agencies to review their protocols and collaborations within their Emergency Response Protocols and their Trauma Crisis Protocols.

- We are creating an outline for Crisis Plans *NOT* Policy Plans
- We are developing two (2) crisis plan guides:
 - Quick-flip reference guide for staff to keep on-hand in time of crisis.
 - The other, a more detailed outline that will be provided to the central office (superintendents).

The project will:

- Provide the opportunity for schools and agencies to review their current crisis plans and, particularly, the school/community collaborations within their Emergency Response Protocols and Trauma Crisis Protocols.
- Help schools/agencies identify weaknesses in their current crisis plans, provide access to resources and trainings that will help to strengthen their professional roles within their crisis plans, and provide access to protocols highlighting ways for schools and community agencies to work together in a crisis.
- Serve as a foundation for future trainings for individual schools and for the Coalition as a whole on topics identified as most critical or particularly lacking in local crisis plans.
- Focus on the emotional connection to crisis response which is often overlooked or under considered for today's youth.
- Overlay research based best practices in the area of crisis planning and school/community collaborations with local examples of those and other protocols.

Long term outcomes include:

- The comprehensive Guide/Tool will allow schools/agencies to, over time, train key staff on their updated protocols and develop stronger community connections. Together, these enhancements will result in more clearly defined roles (i.e., within the school and between school and community resources) and easier access to supportive programs which will ultimately better support youth through on or off campus crisis & emergency situations.
- The comprehensive Guide/Tool will also provide guidance on developing new crisis plans on topics that may not currently exist in local districts' current protocols (e.g., flu outbreaks, ice storms, etc.).

What has been done to-date?

The committee has collected, compared & contrasted twelve local school crisis plans. This information was used to build the Index Listing for our Crisis Intervention & Response Resource Tool and Training Guide. The process helped to identify: common items, unique items, local best practices, deficits between the plans, as well as the review of the lay-out/ease of use of these plans.

- We are not critiquing school plans, we are seeking commonalities & difference between local plans in an effort to identify areas of strength & areas of need across the region.
- Each district will benefit by receiving the guide (tool) to use as they review their own plans & strengthen training protocols.

From the Index Listing we have reviewed and developed basic principles that should be a part of each procedure. Currently we have completed half of the Index Guide. This compilation is Part One

Committee

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BUILDING MAP

A detailed building map is essential for emergency responders. The building map needs to include floor plans and door numbers. Floor plans and door numbers need to be provided to local public safety and school officials in both hardcopy & electronic versions.

FLOOR PLAN:

- Is a detailed drawing of the footprint of the facility.
- Includes a drawing of each floor of the building (e.g., basement, crawl space, attic, roof).
- Includes entrances, egresses, doors, windows, stairs, hallways, elevators, and all rooms.
- Has letters corresponding to each side and clearly labels each side. "A" designates the front entrance. All subsequent letters are assigned clockwise in alphabetical order.
- Has a key that provides the symbols that represent each of the following items: window, single door, double door, elevator, chair lift, stairs, ramp, gas shut-off, water shut-off, power shut-off, sprinkler shut-off, fire extinguisher, and generator.
- Includes a floor plan of the roof with all ventilating shafts, egresses, and potential egresses.
- Are architecturally accurate and proportionately to scale.
- Includes a table with the following information: district, school name, address, school hours, in-session contact, off-hours contact, and any additional notes.
- Indicates which way doors open.
- Are in paper format and an easily accessed electronic format.
- Are updated when needed.
- Designate staging sites for emergency responders to organize, for medical personnel to treat injured individuals, for the public information officer to brief the media, and for families to be reunited with their children. Student reunification sites should be as far away from the media staging area as possible.

DOOR NUMBERING:

- Is inside and outside the doorway.
- Uses reflective material for easy identification.
- Starts with the main entrance as door number "1" and increases numerically by one for each exterior doorway moving clockwise around the school building.
 - See resource list: [BeSafe School Plans](#) or [STARS Toolkit](#)

MAPS:

- To cover all buildings on school grounds (internal & external layout).
- To be provided to local public safety and school officials in both hardcopy & electronic versions.

NOTE: STAFF ACTIONS / PRINCIPAL/ SUPERINTENDENT/ OR DESIGNEE:

- Note in FLIP CHART – see framed/posted map on wall.
- Note in FULL GUIDE – page to post full map (all buildings).

CRIME SCENE

STAFF ACTIONS:

- Determine if safe to enter crime scene
- If participant is armed with weapon
 - Do not attempt to disarm him/her
 - Allow Police to do so (NOTE – see Violence #18)
- Care for victim(s)
 - Provide any medical attention necessary
 - Immediately contact school nurse to the scene to initiate medical care
 - Follow Medical Emergency protocol if situation warrants
 - Provide emotional support if necessary
 - Verbally reassure
- Preserve the crime scene
- Deny access to immediate area
 - With the exception of rescue personnel
- Make note of anyone who may have inadvertently entered crime scene

SUPERINTENDENT/ PRINCIPAL/ OR DESIGNEE WILL:

- Notify Police
 - Emergency Dial 911
 - Non-Emergency
 - Police business number (***_**_*-****)
- Significant crime scene in common area
 - Injuries, blood, multiple victim, etc.
 - Consider Administrative Lock Down (*define: keep kids in class, hold in place, continue w/teaching*)
- Identify all parties involved (if possible)
 - Participants
 - Witnesses
- Preserve the Crime Scene
 - Deny Access
 - Consider rerouting student traffic if class change is anticipated
 - Ensure staff log who has entered crime scene
 - Exceptions:
 - Emergency personnel
- Police Officials
 - Coordinate activities within the crime scene
 - Release to School Administrator when finished
- If participant is armed with weapon
 - Do not attempt to disarm him/her
 - Allow Police to do so (NOTE – see Violence #18)
- If incident involves student
 - Notify parents
- If questioning the victim
 - Do so with another staff member present
 - Focus on information necessary to pursue disciplinary action against perpetrator(s)
 - Let trained police obtain specific details about the crime
 - Follow student interview protocols (if applicable)

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATIONS WITH THE PUBLIC AND MEDIA.

INTRUDER

AN INTRUDER IS DEFINED AS ANYONE IN THE SCHOOL BUILDING OR ON SCHOOL GROUNDS WHO REFUSES TO COOPERATE WITH THE VISITOR'S POLICY OR APPEARS TO POSE A POTENTIAL SAFETY THREAT.

TEACHER/STAFF PERSON WHO IDENTIFIES AN INTRUDER WILL:

- Greet person and offer assistance.
 - Ask person to report to the Main Office to obtain Visitor's Pass.
 - If cooperative escort visitor to Main Office.
- If person refuses, **notify Principal or designee immediately.**
 - If safe to do so monitor the direction the intruder is heading.
 - Do not indicate any threat to the intruder.
 - **STAY CALM**
- Provide description and location of intruder to Principal or designee (SEE INTRUDER REPORT BELOW).
- Isolate intruder from students. **Close and Lock classroom /office doors.**
- **DO NOT** send a student to the office to get an administrator.

PRINCIPAL OR DESIGNEE WILL:

- Intercept intruder and offer assistance.
 - Asks individual their nature of business and request that they follow sign-in procedures.
- Remain calm, courteous and confident.
- Give intruder opportunity to speak.
 - Listen to/Acknowledge statement(s) and attempt to be helpful
 - Avoid hostile-type actions
- If applicable, request intruder to leave campus.
 - If they refuse, inform them that you are going to notify the police.
- Initiate Lock Down procedures:
 - SEE LOCK DOWN PROTOCOL #9
- Notify Police
 - Emergency Dial 911
- Non-Emergency
 - Police business number (***_**_****)
- Provide description and location of intruder to police (SEE INTRUDER REPORT BELOW).
 - If possible keep intruder in view until police or law enforcement arrives.
- Notify Superintendent

SUPERINTENDENT OR DESIGNEE WILL:

- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- If Principal is away – initiate steps above.
- Convene District/Building Crisis Team, if appropriate.
- Notify Town-wide Emergency Management Team, if appropriate.
- Convene Parent Support Group, if appropriate.
- Coordinate Media efforts or convene Media Management Team.
- Be available to deal with bystanders and keep site clear of visitors.
- Notify School Committee, Parent, & Student inquiries/communication.

INTRUDER continued:

INTRUDER REPORT - FOR MAIN OFFICE USE:

Is the intruder a familiar individual?
Do you know his or her name?
Did he/she indicate intent?
Did he/she have a weapon visible?

Description:

Height _____ Hair _____
Weight/Build _____ Complexion _____
Eyes _____ Clothing _____
Gender _____
Identifying Characteristics (tattoo, scars, facial hair, earrings,
etc) _____

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATIONS WITH THE PUBLIC AND MEDIA.

BULLYING/CYBER-BULLYING

Anyone, including a parent or guardian, student, or school staff member, can report bullying. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

All staff, students, school & community members who witness acts of bullying or harassment or receive a report of bullying or harassment will notify the principal.

Bullying, as defined in M.G.L. C.71, s, 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target. (See Manual for full explanation)

Cyber-bullying, as defined in M.G.L. c. 71, s 370, is bullying through the use of technology or any electronic communication, which shall include, but not be limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a write, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. (See Manual for full explanation)

- Schools must have an acceptable use policy for internet safety at school.

TEACHER/STAFF PERSON WHO WITNESSES or becomes aware of BULLYING WILL:

- Identify the behavior
- Stop the behavior
- Talk to the students to determine if bullying is involved
- Identify students at risk and refer to guidance
- Report immediately to the principal or his/her designee
- Provide the Principal or designee with written documentation of the incident.

PRINCIPAL OR DESIGNEE WILL:

- Promptly conduct an investigation.

If determined that bullying has occurred, he or she shall:

- Promptly notify the parent/guardian of the alleged target and procedures for investigating the report consistent with MA regulations 603 CMR49.00.
 - Notify them of the action taken to prevent any further acts of bullying or retaliation;
- Promptly notify the parent/guardian of the alleged aggressor and procedures for investigating the report.
- If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.
- Determine remedial or disciplinary action to take.
- Notify the local law enforcement agency if incident may involve criminal conduct.
- The Principal or designee will provide written documentation of the incident, results of their investigation and outcome.
- Notify Superintendent

BULLYING/CYBER-BULLYING continued:

THE GUIDANCE COUNSELOR WILL:

- Be familiar with the school anti-bullying plan
- Be available to assist teachers and administrators with aspects of the plan
- Be available to meet and assist students involved
- With the assistance of the Principal and support staff determine if follow-up referrals are necessary.
- Document all actions taken.
- Discuss the limits of confidentiality with all students involved & help protect their rights
- Make a plan with the student to discuss this matter with parents/caregivers
- Contact parents if requested and provide pertinent information and resources
- Provide safe and supportive environment for all parties involved
- Follow-up with all parties involved within 7 days.

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initiate steps above.
- **For more detailed directions refer the school anti-bullying policy.**

CHILD ABUSE / NEGLECT

CHILD ABUSE / NEGLECT:

- Outside of school
- In School – Student to Student
- In School – Staff to Student

All educators are mandated reporters and therefore are legally required to report suspected physical, sexual, or emotional abuse or neglect. For further information regarding the reporting of suspected abuse, or neglect, please refer to the full “Mandated Reporter Guide” addendum #3

Reference MGL Chapter 119: Section 51A “Injured Children Reports

Section 51A. (a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: **(i) abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare, including sexual abuse; (ii) neglect, including malnutrition; or (iii) physical dependence upon an addictive drug at birth**, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect.

CHILD ABUSE/NEGLECT- Outside of School

Teacher/Staff who suspects Child Abuse/Neglect:

- Consult school counselor/social worker or school designee determine:
 - level of urgency, safety, immediacy, etc.
 - leave notification of parent to the guidance

** Remember, the mandated reporter’s responsibility is to report, not investigate.*

Guidance Counselor will:

- Immediately notify School Nurse who will evaluate and record the nature of the injury
- Notify the administration
- If necessary, contact other school personnel to assist in reviewing the suspected child abuse or neglectful situation
- File 51A, or meet with mandated reporter (Teacher/Staff) to assist with completing a 51A Child Abuse/Neglect reporting form.
 - See addendum #1 “Guide to filing a 51A”
 - See addendum #2 “51A Child Abuse/Neglect report form”
 - *Remember, the mandated reporter’s responsibility is to report, not investigate.*
- Immediately telephone Department of Child and Family Services
 - ***_***_***
- Fax/Send completed 51A form to D.C.F. within 48 hours of call.
- Take necessary steps to ensure confidentiality
- Notify parents unless doing so will put the child in further danger

SCHOOL NURSE will:

- Advise
- Provide emergency medical response as appropriate
- Record findings

NEGLECT continued:

PRINCIPAL will:

- Convene the Crisis Team if appropriate
- Notify Superintendent if appropriate

CHILD ABUSE / NEGLECT Outside of School continued:

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initiate steps above.

ABUSE OF STUDENT IN SCHOOL – Student to Student

School Staff who becomes aware of Abuse

Follow 51A school protocol
Consult school counselor/social worker or school designee
Nurse
Principal
Resource Officer

School Nurse Will

Advise
Provide emergency medical response as appropriate
Record findings

Principal Will

Convene Crisis Team or Designee
Determine risk level
Contact DCF to see if DA has been notified
Notify Superintendent
Contact Parents

ABUSE OF STUDENT INSIDE OF SCHOOL- Staff to Student

School Staff who becomes aware of Abuse

Notify Principal

Principal Will

Convene Crisis Team or Designee
Notify Superintendent
Resource Officer
Contact Parents

School Nurse Will

Advise
Provide emergency medical response as appropriate
Record findings

School Counselor/Social worker or designee

Follow 51A Protocols

CRISIS TEAM

By Mid-September of each year:

PRINCIPAL WILL:

- Identify members of their crisis team: Team members should include: Principal and/or Vice Principal, two faculty members and Student Support staff e.g., School Counselor, Social Worker, School Psychologist, and School Nurse.
- Complete the attached Crisis Response Protocol Checklist
- Delineate clearly staff roles
- Prepare a telephone tree in order to contact all staff members during non-school hours

STUDENT SUPPORT STAFF/CRISIS TEAM WILL:

- Student Support staff will designate areas of the building for counseling stations, debriefing and peer support.
- The Student Support staff designee will identify and establish contact with community resources including counseling centers, local clergy and mental health clinics.
- The Crisis Team will convene at the beginning of each school year to review preplanning measures.
- CPR and first aid training is recommended for all staff members. A list of trained staff should be made available to the school nurse.

CRISIS ACTIVITY:

PRINCIPAL WILL:

- Upon hearing of a potential crisis, the Principal will verify the information with the police and/or other officials as soon as possible.
- Depending on the nature of the crisis, the Principal or designee will call 911 for public safety or medical support.
- Upon verifying the information, the Principal or his/her designee will convene the crisis team under the direction of the Superintendent of Schools or his designee, and adapt the crisis protocol to fit the current event.
- In the event that the crisis occurs when school is not in session, the telephone tree should be implemented, to inform staff of emergency meeting to be held prior to the arrival of students
- The Principal and/or Crisis Team designee will prepare a written statement to inform staff, and later students, of the crisis. The announcement will be given to the office staff responsible for answering the phones in order to assure that accurate information is given. Office staff is instructed to refer medical calls to the Principal or his/her designee.
- The principal communicates with parents and press.

SCHOOL STAFF WILL:

- If the crisis occurs during the school day, the Crisis Team will convene and an announcement will go out to teachers and students regarding the crisis.
- Dependent upon the nature of the crisis, counseling personnel may be contacted to set up support services. If necessary the Crisis Team will discuss with the Principal the need to contact other community resources for additional support. Both group and individual counseling will be made available as needed. In addition, if individual teachers are impacted by the crisis, personnel will be available to provide support and temporary coverage of duties as needed.
- Teachers monitor students for signs of distress
- The Principal and/or Crisis Team designee will draft a letter to be sent home to parents summarizing the situation and describing available support services, if necessary
- The Crisis Team will reconvene as soon as possible following the conclusion of all crisis-related events. Necessary follow-up services should be determined. The Team should utilize this time to evaluate and document the effectiveness of the intervention.

DEATH OFF CAMPUS

STAFF PERSON MAKING THE DISCOVERY WILL:

- Notify Principal, Superintendent, or Designee immediately.

PRINCIPAL OR DESIGNEE WILL:

- Confirm the accuracy of the report with law enforcement &/or family.
- Verify information and ascertain what information the family wishes to have shared with the school population at this time.
- Notify Superintendent or Designee.
- Convene the Crisis Team if appropriate.
- Notify the staff in advance of the next day of school. Initiates electronic notification when school is not in session.
- Determine method of notifying students and parents with the Superintendent's or Designee's approval, if appropriate.
- Announce the availability of counseling services for those who need assistance.
- Implement post-crisis intervention.

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initial steps above.
- Convene System-wide Crisis Team, if appropriate.
- Convene Parent Support Group, if appropriate.
- Coordinate media efforts or convene Media Management Team.
- Notify School Committee.

CRISIS RESPONSE TEAM WILL:

- Provide announcement for students, staff.
- Handle grief of students, staff (could also be handled by Guidance Counselor/Psychologist, School Nurse, Social Worker, Helping Agencies or Clergy when appropriate).

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Maintain Contact with Family regarding funeral arrangements.
- Hold records, mailings, and student information from data processing.
- Contact other school where siblings may be.
- They will oversee collection of the personal effects of the deceased; however, student desks and belongings should not be removed until classmates have been informed of the death and given the opportunity to discuss the situation.

CUSTODIAN:

- Will lower the flag and set up a memorial area for the individual remembrances, in coordination with the Guidance Counselor, and Superintendent approval.

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DEATH ON CAMPUS

Follow Procedures for Crisis Team Response SEE CRISIS TEAM #4

STAFF PERSON MAKING THE DISCOVERY WILL:

- Secure the area (disturb as little as possible, limit access until police arrive).
- Call 911 immediately & Notify School Nurse.
- Notify Principal or designee immediately.

NURSE WILL:

- Upon verified death follow:
- Remain on the scene and keep scene protected from bystanders.
- Oversee universal precautions.
- SEE: MEDICAL EMERGENCY #12

PRINCIPAL OR DESIGNEE WILL:

- Keep scene protected from bystanders – students/staff remain in classrooms or away from scene.
- Ensure proper/secure supervision in all areas.
- Notify Police Department if not already initiated.
- Notify Superintendent or Designee.
- Identify all witnesses and move them to a safe and secure area. To the extent possible, witnesses should not talk with each other or with anyone else about the incident.
- Document all statements made by witness(es); DO NOT conduct interviews with witness(es).
- Notify parent/guardian of affected student. Inform them that 911 was called. Request presence direct to school *or* to hospital if ambulance is en route to hospital. Encourage them to have a friend/family member to drive them.
- Convene the Crisis Team.
- Convene School Staff meeting as soon as possible to share known details, to review procedures for the day and discuss notification of students, availability of support services and the referral process for students and staff that may want or need counseling support and assistance.
- Send information home as soon as possible with the Superintendent's or Designee's approval, if appropriate.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed.

SUPERINTENDENT OR DESIGNEE WILL:

- Designate an administrator or staff person to coordinate with public safety at their command post; provide map and keys to public safety personnel.
- If Principal is away – initial steps above.
- Convene System-wide Crisis Team, if appropriate.
- Notify Town-wide Emergency Management Team, if appropriate.
- Convene Parent Support Group, if appropriate.
- Coordinate media efforts or convene media management team.
- Be available to deal with bystanders and keep site clear of visitors.

DEATH ON CAMPUS continued:

CRISIS RESPONSE TEAM WILL:

- Provide announcement for students, staff. Develop a plan for notifying other students and sharing information about availability of support services via the Crisis Response Team / Clergy. Do not use public address system.
- Handle grief of students, staff (could also be handled by Guidance Counselor/Psychologist, School Nurse, Social Worker, Helping Agencies or Clergy when appropriate).

GRIEF/CRISIS COUNSELING

In class procedure

TEACHER/STAFF WILL:

- **IN CLASS** with students:
 - Gather class and read the prepared announcement of the tragedy *or* ask for a team member to do so.
 - Stay in the room so you know what your students hear and how they react.
 - Be emotionally available to students as they process the loss/trauma. Model expression of feelings.
 - Resist temptation to “take away the pain” and try to allow students to process this and make their own meaning from it.
 - Move in and out of grieving and learning as students need.
 - DO NOT force a “regular day” upon grieving students, at the same time, keep structure to the class.
 - Utilize school counselors to assist with students as needed. There is no expectation that teachers become instant counselors – their job is to refer students about whom they are concerned.

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Be familiar with crisis response plan.
- Be available to help teachers with sharing information to their classrooms. Reinforce need for students to be informed in classrooms rather than in assemblies or over the PA.
- Be available to help students to process feelings. It is best for the counselor to remain in his/her usual office for easy access.
- Coordinate tracking of high risk students. Initiate a follow-up plan with school nurse.
- Assist with coordination of School Memory/Memorial Events.

SCHOOL NURSE WILL:

- Be familiar with crisis response plan.
- Reinforce the concept that some students may be “somatic copers” and are more apt to get tummy-aches than realize a struggle with grief/crisis.
- Ask that teachers not be gatekeepers and allow these students access to the nursing unit. It is best for the nurse to remain in his/her usual office for easy access.
- Utilize school counselors to assist with students as needed.
- Participate in follow-up plan with guidance.
- Assist with coordination of School Memory/Memorial Events.

PRINCIPAL OR DESIGNEE WILL:

- Verify facts and prepare announcement of the tragedy for staff to share with students.
- Notify School Nurse if not already.
- Notify School Psychologist, counselor, social worker if not already.
- Assist with coordination of School Memory/Memorial Events.

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initiate steps above.

School Memory/Memorial Events:

- See manual for full details on the coordination on such events

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STUDENT OUT OF CONTROL

VIOLENCE &/OR IRRATIONAL BEHAVIOR

VIOLENCE: Fight, threats, verbal argument, etc.

TEACHER/STAFF PERSON WHO OBSERVES VIOLENT BEHAVIOR WILL:

- Command to Stop
- Call for help/request additional assistance (should always include two adults)
 - Vice Principal
 - Hall Monitor
- Document in writing what was seen and/or heard (*see STUDENT INCIDENT REPORT*)

PRINCIPAL OR DESIGNEE WILL:

- Will depend on where and how violent the situation occurred
- Separate, isolate and provide supervision for individuals involved
- **Remove student from area or remove other students.**
- Notify Nurse
- Contact Police if necessary
- Notify Superintendent
- Notify Parents
- Inform Faculty if necessary
- Requests written reports from witnesses regarding what was seen and/or heard

SCHOOL NURSE Will:

- Assesses situation and responds to injuries
- Follows procedures for proper documentation

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initiate steps above.
- Inform Crisis Response Team
- Coordinate Media efforts or convene Media Management Team if necessary.
- Be available to deal with bystanders and keep site clear of visitors.
- Notify School Committee, Parent, & Student inquiries/communication.

IRRATIONAL BEHAVIOR: *Serious display of disordered thought or behavior.*

PERSON WHO OBSERVES IRRATIONAL BEHAVIOR WILL:

- Immediately isolate the individual and provide safety to students
- **DO NOT LEAVE IRRATIONAL INDIVIDUAL ALONE**
- Notify Principal/Vice Principal
- Notify School Nurse
- Notify School Psychologist, counselor, social worker
- Protect individual from injury

Some *early warning signs* to predict behaviors that may possibly lead to violence include but are not limited to:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest
- Expression of violence in drawings and writings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline behaviors
- Past history of violence and aggressive behaviors
- Intolerance for differences and prejudicial attitudes
- Drug and/or alcohol use
- Inappropriate access to, possession of and use of firearms
- Serious threats of violence

Imminent warning signs can include but are not limited to:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Detailed threats of lethal violence
- Possession and or use of firearms and other weapons
- Other self-injurious behaviors or threats of suicide

STUDENT OUT OF CONTROL continued:

PRINCIPAL OR DESIGNEE WILL:

- Keep student under continuous adult supervision
- Notify School Nurse if not already on-scene
- Notify School Psychologist, counselor, social worker if not already on-scene
- Keep student on campus until parents can be notified
- If student displays dangerous behavior:
 - Coordinate emergency mental health services
 - Mobile Crisis Response Team
 - Police
 - Ambulance

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

(psychologist, counselor, social worker, nurse) should recommend next steps to administrator

- Provide parents with names and numbers of mental health resources
- Recommend that parents make an immediate contact with therapist
- Request that parents/guardian sign release forms allowing two-way communication between the school and the treating agency.
- Make follow up check with treating agency, family, and student as appropriate.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school
- Document actions taken on behalf of the student (referrals, phone contacts follow-up activities, etc.)

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initiate steps above.

STUDENT INCIDENT REPORT

Name of Student _____ Grade _____

Date of Incident _____ Time _____

Location of the Incident _____

Adult Present (?) _____ Name _____

Description of the Incident _____

Parent Notified _____ Dismissal _____ Time _____ With Whom _____

Follow Up Information _____

Administration Notified _____ Name _____

Signature _____ Date _____

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATIONS WITH THE PUBLIC AND MEDIA.

SUICIDE INTENT OR ATTEMPT ON CAMPUS

THE PERSON WHO BECOMES AWARE OF STUDENT SUICIDE INTENT OR ATTEMPT ON CAMPUS WILL:

- Notify Principal
- Notify School Nurse
- Notify School Resource Officer (if attempt)
- Secure the area (if attempt) (disturb as little as possible, limit access until police arrive)

SCHOOL NURSE WILL:

- Remain on the scene
- Provide emergency medical response as appropriate

PRINCIPAL WILL:

- Notify the Emergency Medical Response as appropriate (911)
- Secure the building and direct staff and students to remain in assigned areas until further notice (if attempt)
- Contact the Superintendent
- Contact student's family
- Identify any and all witnesses and move them to the Guidance Office (if attempt) (if possible, witnesses should not talk with each other)
- Document all statements made by witness(es) (if attempt). However, do not conduct interviews with witness(es).
- Ensure proper supervision in all areas (if attempt)
- Convene the Crisis Team as soon as possible (if attempt)

CRISIS TEAM WILL (IF ATTEMPT):

- Determine the facts known at this time
 - Determine what information to share about the incident
 - Do not provide suicide attempt method details
 - Provide facts and dispel rumors
 - Create a script
 - Determine how to communicate information about the incident
 - Avoid sharing information over school's public address system or school wide assemblies
 - If possible, provide information simultaneously in classrooms
 - Provide written memos or phone contacts to parents/guardians
 - Communicate information to school/district using the script as soon as possible
 - Initiate crisis intervention services
- (SEE postvention plans)

SUICIDE INTENT OR ATTEMPT ON CAMPUS Continued:

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Discuss the limits of confidentiality with the student.
- Utilize your suicide assessment to rule out possible suicidal intent. Follow suicide protocol if you determine that suicidal ideation or intent is present.
- Use an informal interview format to assess whether or not the student is intentionally self-injuring.
- Make a plan with the student to discuss the matter with his or her parent(s).
- Contact the parent(s) and inform them of the situation. Ask them to come to the school as soon as possible to receive information regarding follow-up care and to sign a document stating that they have been informed that their student is self-injuring and should receive follow-up care.
- Provide the parent with the referral information your mental health team has collected and have the parent sign a form indicating that they have been notified of their student's self-injury and have received referral information.
- Follow up within 5-7 days. You may check in with both the student and parent(s) to ensure that they are accessing assistance.

STAFF WILL:

- Provide facts to dispel rumors
- Encourage expression of feelings
- Discourage attempts to romanticize the suicide attempt
- Identify students at risk for an imitative response
- Make appropriate referrals

CRISIS TEAM WILL (IF COMPLETED):

- Follow **DEATH BY SUICIDE ON CAMPUS** protocols

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Maintain Contact with Family regarding funeral arrangements.
- Hold records, mailings, and student information from data processing.
- Contact other school where siblings may be.
- They will oversee collection of the personal effects of the deceased; however, student desks and belongings should not be removed until classmates have been informed of the death and given the opportunity to discuss the situation.

CUSTODIAN:

- Will lower the flag and set up a memorial area for the individual remembrances, in coordination with the Guidance Counselor, and Superintendent approval.

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATIONS WITH THE PUBLIC AND MEDIA.

DEATH BY SUICIDE OFF CAMPUS

THE PERSON WHO BECOMES AWARE OF A DEATH BY SUICIDE OFF CAMPUS WILL:

- Notify Principal

PRINCIPAL WILL:

- Contact the Superintendent
- Contact student's family. Verify information and ascertain what information the family wishes to have shared with the school population at this time.
- Convene the Crisis Team as soon as possible

CRISIS TEAM WILL:

- Determine the facts known at this time
- Determine what information to share about the death
- Do not provide suicide method details
- Provide facts and dispel rumors
- Create a script (include samples)
- Determine how to communicate information about the death
- Avoid sharing information over school's public address system or school wide assemblies
- If possible, provide information simultaneously in classrooms
- Provide resource materials and supportive phone contacts to parents/guardians as needed (include examples)
- Communicate information to school/district using the script as soon as possible
- Initiate crisis intervention services

STAFF WILL:

- Provide facts to dispel rumors
- Encourage expression of feelings
- Normalize grief and stress reactions
- Normalize the school day/schedule as much as possible
- Discourage attempts to romanticize the suicide
- Identify students at risk for an imitative response and make appropriate referrals to school support services.

DEATH BY SUICIDE ON CAMPUS

THE PERSON WHO BECOMES AWARE OF A DEATH BY SUICIDE ON CAMPUS WILL:

- Secure the area (disturb as little as possible, limit access until police arrive) See *CRIME SCENE Page 5*
- Notify Principal
- Notify School Nurse

SCHOOL NURSE WILL:

- Remain on the scene
- Provide emergency medical response as appropriate

PRINCIPAL WILL:

- Notify the Police (911)
- Notify School Resource Officer if applicable
- Secure the building and direct staff/students to remain in assigned areas until further notice
- Contact the Superintendent
- Contact student's family
- Identify any and all witnesses and move them to the Guidance Office (if possible, witnesses should not talk with each other)
- Document all statements made by witness(es). However, do not conduct interviews with witness(es).
- Ensure proper supervision in all areas
- Convene the Crisis Team as soon as possible

CRISIS TEAM WILL:

- Determine the facts known at this time
- Determine what information to share about the death
- Do not provide suicide method details
- Provide facts and dispel rumors
- Create a script (include examples)
- Determine how to communicate information about the death
- Avoid sharing information over school's public address system or school wide assemblies
- If possible, provide information simultaneously in classrooms
- Provide resource materials and supportive phone contacts to parents/guardians as needed (include examples)
- Communicate information to school/district using the script as soon as possible
- Initiate crisis intervention services

STAFF WILL:

- Provide facts to dispel rumors
- Encourage expression of feelings
- Normalize the school day/schedule as much as possible
- Normalize grief and stress reactions
- Discourage attempts to romanticize the suicide
- Identify students at risk for an imitative response
- Make appropriate referrals

SELF-INJURY

Protocol for Immediate Response to Self-Injury or Suspected Self-Injury

ALWAYS USE UNIVERSAL PRECAUTIONS WITH BODILY FLUIDS

TEACHER/STAFF PERSON WHO OBSERVES SELF-INJURY WILL:

- When interacting with a student whom you know or suspect is self-injuring, always maintain a sympathetic attitude.
- Ask simple questions in order to help determine whether the student has purposefully hurt himself or herself. Even if you are unsure whether the injury was self-injury or a possible suicide attempt, always refer the student to an administrator, school psychologist, guidance counselor, school adjustment counselor or school nurse for further assessment.
- If there is a fresh wound or injury, notify the school nurse immediately and also notify an administrator, school psychologist, guidance counselor or school adjustment counselor.
- Document in writing what was seen and/or heard (*see STUDENT INCIDENT REPORT*)

SCHOOL NURSE:

- Give direct care to any wounds.
- Ensure that the school counselor or school psychologist follows up with the student.

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Discuss the limits of confidentiality with the student.
- Utilize your suicide assessment to rule out possible suicidal intent. Follow suicide protocol if you determine that suicidal ideation or intent is present.
- Use an informal interview format to assess whether or not the student is intentionally self-injuring.
- Make a plan with the student to discuss the matter with his or her parent(s).
- Contact the parent(s) and inform them of the situation. Ask them to come to the school as soon as possible to receive information regarding follow-up care and to sign a document stating that they have been informed that their student is self-injuring and should receive follow-up care.
- Provide the parent with the referral information your mental health team has collected and have the parent sign a form indicating that they have been notified of their student's self-injury and have received referral information.
- Follow up within 5-7 days. You may check in with both the student and parent(s) to ensure that they are accessing assistance.
- Ensure that the school nurse and school psychologist follows up with the student.

PRINCIPAL OR DESIGNEE WILL:

- Notify School Nurse if not already on-scene
- Notify School Psychologist, counselor, social worker if not already on-scene

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is not available – initiate steps above.

EVACUATION PROCEDURES

Evacuation Procedures

- On-Site Evacuation
- Off-Site Evacuation
- Reverse Evacuation

Evacuation is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside the school building to a designated outside area of safety.

Everyone is to follow general evacuation procedures. Floor plans (see appendix) are posted in classrooms and throughout the building.

Evacuation is considered appropriate for, but not limited to the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
 - See resource for “How to assist those with disabilities during an evacuation”
 - See resource for “Directed Transport Outline”

ON-SITE EVACUATION

Teacher/Staff will:

- Escort and instruct the students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/Administrator.
- Identify designated Handicap Room for students unable to be evacuated and leave one staff person to assist students. Report the location to Emergency Personnel. Report attendance to the Incident Commander/Administrator.
- Remain in Assembly Area until further instructions are given.
- Keep students together, remain calm, and await further instructions
- Prohibit media access to students.
- Make no statements to media or others, including parents, unless directed to do so.
- Wait for additional direction, or an All Clear to return to school buildings and normal class routine.

School Nurse will:

- Responsible for all students in the Health Office.
- Take the Student Emergency Forms and the Emergency Equipment Bag.
- Follow established Emergency Procedure guidelines.
- Nurse will carry 2-way communication to be in touch with and aide to any student as needed.

Principal or Designee will:

- Notify Superintendent Immediately.
- Notify Police or Fire Department and activate Crisis Team if you have one.
- Direct Emergency Personnel into the building to the crisis location.
- Provided time is available, make an evacuation announcement over the public address system.
- Implement Special Needs Plan such as for students with autism, etc.
- Communicate additional instructions to teachers and nurses in holding areas via portable radio, or messenger.
- Assembly Area should be predetermined. If it is unsafe for the current emergency, designate an alternative Assembly Area. In some cases you may have to designate two.

On-Site Evacuation continued:

- If it appears that the time in the Assembly Area may be prolonged, consider addressing additional needs of students and staff (heat, cold, hydration, food, etc.)
- When clearance to return to the buildings is determined or received from the appropriate agencies, announce All Clear to return to classrooms and resume school activities.
- Notify parents/guardians with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath, as approved by the Superintendent.

OFF-SITE EVACUATION

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

Teacher/Staff will:

- Take attendance before leaving campus.
- Instruct students to evacuate the building following designated routes, and assemble in their assigned offsite Assembly Area .
- Upon arrival at safe site, take attendance again.
- Report attendance to Principal/designee.
- Keep students together, remain calm, and await further instructions.

Principal or Designee will:

- Notify Superintendent Immediately.
- Notify Police or Fire Department and activate Crisis Team if you have one.
- Direct Emergency Personnel into the building to the crisis location.
- Provided time is available, make an evacuation announcement over the public address system.
- Implement Special Needs Plan such as for students with autism, etc.
- Communicate additional instructions to teachers and nurses in holding areas via portable radio, or messenger.
- Off-Site Assembly Area should be predetermined. If it is unsafe for the current emergency, designate an alternative Off-Site Assembly Area.
- Determine safest method for evacuating campus. This may include school buses, or simply walking.
- If it appears that the time in the Off-Site Assembly Area may be prolonged, consider addressing additional needs of students and staff (heat, cold, hydration, food, etc.)
- When clearance to return to the buildings is determined or received from the appropriate agencies, announce All Clear to return to classrooms and resume school activities.
- Notify parents/guardians with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath, as approved by the Superintendent.

REVERSE EVACUATION

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

- Chemical Accident
- Flood
- Explosion
- Dangerous Animal
- Violent Crime in School Neighborhood (criminal at large)

Reverse Evacuation continued:

Teacher/Staff will:

- Upon notification, instruct students to return to building and their current classroom or the previous one they attended.
- Take attendance when the class is reassembled in the classroom.
- Report attendance to Principal/designee.
- Remain in classroom and await further instructions.
- Await All Clear to return to normal class routine.

Principal or Designee will:

- Make an announcement over the public address system, portable radio, in person, or messenger.
- Determine a safe location on campus for parents, visitors, and contractors when the emergency occurs.
- When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce an All Clear to resume school activities.
- Notify parents/guardians with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath, as approved by the Superintendent.

FACILITY EMERGENCIES

Facility Emergency

- Gas Leak / Oil or Gasoline Spills
- Hazardous Materials / Toxic Fumes

- The most important step is to secure the safety of students.
- Evacuate the potentially dangerous area.
- Treat those who may be suffering from breathing the fumes by Contacting the Fire Department and EMS.

Damage to individuals and/or to the environment can be caused by any unplanned sudden or non-sudden release of hazardous materials. Potentially hazardous materials can include a wide variety of chemicals as well as human waste and other containments. Where unidentified vapors are involved, always assume they are toxic or hazardous.

BASIC STEPS FOR ALL FACILITY EMERGENCY PROCEDURES:

TEACHER/STAFF PERSON WHO NOTICES CHEMICAL EXPOSURE/ACCIDENT WILL:

- Evacuate the affected area.
- Avoid contact with materials.
- Notify Principal.
- Notify Nurse if identifying illness or injury.
- Prevent further contamination by preventing others from accessing the area.
- When reporting, be specific about the nature of the involved material and exact location. Be prepared to describe the type of material (odor, color, amount, etc.)
- Stay upwind from the affected areas & stay at least 100 feet away from the area.
- Wait for directions from Administration for additional directions to evacuate the building.

PRINCIPAL OR DESIGNEE WILL:

- Call 911
 - Ensure you give all pertinent information
 - Specify location of materials within the building
- Notify Superintendent
- Assess situation with Fire Officer in charge and instruct staff/students to do one of the following:
 - Evacuate the building.
 - If necessary evacuate to designated or off-site location.
 - Shelter-in-place
- Direct the Custodian or Facility Manager if safe to do so:
 - Identify material if possible (see material safety data sheet within your school)
 - Shut off source if possible
 - Advise Principal of nature of materials
 - Contain site if possible
- Have the following available for the Fire Department:
 - Person(s) knowing the location and type of hazardous material
 - Knowledge & location of anyone remaining in the building
 - Floor plan
 - Internal systems information

FACILITY EMERGENCIES continued:

SUPERINTENDENT OR DESIGNEE WILL:

- If Principal is away – initiate steps above.
- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- Convene District/Building Crisis Team, if appropriate.
- Notify Town-wide Emergency Management Team, if appropriate.
- Notify the School Committee.
- Prepare statement for community, parents, press/media.
- Designate spokesperson for press/media, community, and parents.

SPECIFIC STEPS FOR:

Gas Leak or Oil/Gas Spills

TEACHER/STAFF PERSON (gas leak)

- not turn on lights or fire alarm

PRINCIPAL OR DESIGNEE WILL:

- if vapor or fire is present **EVACUATE building**
- If no vapor or fire evacuate the immediate area

CUSTODIAN:

- close off or dike floor drains if **Oil/Gas Spills**

Hazardous Materials / Toxic Fumes

TEACHER/STAFF PERSON WHO NOTICES FUMES WILL:

- Shut down heating system/air conditioning

FIRE / EXPLOSION

Fire/Explosion

- On site
- Off site

FIRE ON SITE:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

TEACHER/STAFF PERSON WILL:

- Pull the nearest fire alarm.
- Notify the Principal or designee.
- Evacuate Students using either the primary or alternative fire routes.
- Take attendance at assembly area.
- Maintain control of the students a safe distance from the fire and the firefighting equipment.
- Maintain supervision of students until it has been determined safe to re-enter the building.

IF TRAPPED DURING THE FIRE:

- Shout at regular intervals to alert emergency crews of your location
- Find a window and place an article of clothing outside of it to use as a marker for rescue crews

NURSE WILL:

- Take the Student Emergency Forms, Emergency Equipment Bag, 2-way communication or cell phone, account for all students in the health office.
- Follow established emergency procedure guidelines.

Custodian / Facility Manager

- Report to Principal to offer assistance.

PRINCIPAL OR DESIGNEE WILL:

- Sound alarm to implement the evacuation of the building (if not already activated).
- Call 911.
- Notify Superintendent.
- Evacuate the building using either the primary or alternative fire routes.
- Coordinate, and ensure all students have left the building.
- Ensure roads are clear for emergency vehicles.
- If needed, notify bus dispatch for Off Site Evacuation.
- Attend to all student & staff safety issues.
- Check area of alarm with custodian to assess situation.
- Let Fire Department know location and type of fire if known.
- Inform Fire Department of location of anyone remaining in building.
- Provide floor plans and internal systems plans to Fire Department.
- Do not allow staff or students to return until the Fire Department declares that it is safe to do so.

FIRE ON SITE continued:

SUPERINTENDENT WILL:

- If Principal is not available – initiate steps above.
- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- Convene District/Building Crisis Team, if appropriate.
- Notify Town-wide Emergency Management Team, if appropriate.
- Prepare statement for community, parents, & press/media.
- Designate spokesperson for press/media, community, parents.

Fire Department will be fully in charge and determine time of re-entry.

FIRE OFF SITE:

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community

TEACHER/STAFF PERSON WILL:

- If students are to be evacuated, take attendance to be sure all are present before leaving.
- Stay calm! Maintain control of the students at a safe distance from the fire and the firefighting equipment.
- Take attendance at the assembly area.
- Remain with students until the building has been inspected, and it has been determined that it is safe to return.

PRINCIPAL/SUPERINTENDENT OR DESIGNEE WILL:

- Determine if Evacuation of school site is necessary.
- Call 911
 - Request for correct course of action
- Notify Superintendent.
- If necessary, begin evacuation procedure.
 - To previously identified safe site location
 - Or, to a new location identified by the Fire Department
- Ensure all students and staff have left the building.
- Stay in communication with the Fire Department to monitor the situation.
- Do not return to building until it has been determined to be safe.

SUPERINTENDENT WILL:

- If Principal is not available – initiate steps above.
- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- Convene District/Building Crisis Team, if appropriate.
- Notify Town-wide Emergency Management Team, if appropriate.
- Prepare statement for community, parents, & press/media.
- Designate spokesperson for press/media, community, parents.

EXPLOSION

TEACHER/STAFF PERSON WILL:

- Direct Students and Staff under desks:
 - Temporary shelter
- If explosion **OCCURRED INSIDE** building:
 - Initiate evacuation procedures
 - Pull fire alarm
 - Ensure all students have left school. Remain with students throughout evacuation
 - Notify Nurse if identifying illness or injury
 - Do not return to building until EMP declare it safe
- If explosion **OCCURRED OUTSIDE** building:
 - Initiate shelter in place procedure (see INDEX #17 Shelter in Place)
 - Keep students at a safe distance from explosion site

PRINCIPAL/SUPERINTENDENT OR DESIGNEE WILL:

- Call 911
 - Ensure you give all pertinent information
 - Specify location of explosion within the building
- Determine if site evacuation should be implemented:
 - Some buildings may need to be evacuated
 - Others may be used for shelter in place
- Notify Superintendent.
- Secure area until emergency personnel arrive.
- Notify emergency personnel of missing children.
- Determine if student release should be implemented.
- If damage requires school to be closed:
 - Seek alternative instructional locations
 - Make necessary notifications

SUPERINTENDENT WILL:

- If Principal is not available – initiate steps above.
- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- Convene District/Building Crisis Team, if appropriate.
- Notify Town-wide Emergency Management Team, if appropriate.
- Prepare statement for community, parents, & press/media.
- Designate spokesperson for press/media, community, parents.

LOCKOUT/LOCKDOWN

Definitions:

A **Lockout** is a procedure which prevents unauthorized persons from entering the school and is commonly used when the threat is general or the incident is occurring in the immediate area of the school. This procedure allows school activities to continue as normal during the outside disruption.

A **Lockdown** is a procedure used when there is an immediate threat to the school e.g. school intruders. Lockdown minimizes access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain inside until the situation has been declared safe by an authorized person e.g. Principal or police officer.

PRINCIPAL WILL:

- Designate Crisis Committee to oversee training and procedures for lockout & lockdown. Ensure lockout and lockdown procedures cover all areas of the school including staff, students, visitors, contractors and any community use areas.
- Activate Crisis Team in the event of Lockout/Lockdown
- Inform staff, students and parents of policies and procedures for lockout and lockdown. A scripted lockdown message to parents is recommended.
- When activated, notify superintendent
- Call Emergency Services & maintain contact.
- Inform all staff that a lockout/lockdown is effect
- Have office staff prepare a list of all visitors, students on field trips, etc and take attendance
- Classes outside the school should be informed of the situation and if necessary remain in a safe location in preference to returning to school during the lockdown.
- If the lockdown extends beyond normal school hours, the principal will notify parents via media with the assistance of the police
- Classes participating in outside activities near school buildings will move to the nearest building and secure themselves inside

STAFF WILL:

- Office staff will prepare a list of all visitors to the school and they should be informed as quickly as possible and be expected to follow lockdown procedures and remain safe in their locations.
- Lock all doors including external doors, lock windows & close blinds
- Students are to be instructed not to call anyone on mobiles as this may cause problems outside the school (misinformation) and interfere with police communications. Staff may use a mobile for emergency use.
- Note any students who are not in class and staff provide details to main office.
- Lock all doors and windows. Close blinds.
- Instruct students to sit on the floor near the windows/under desks. If blinds are closed they may remain seated at desks. Students may place bags at the front of the room.
- Remain quiet and still so as not to attract attention.
- Any student out of class (e.g. on messenger/courier duty or going to the toilet) is to go to the nearest classroom and sit with that class until the emergency is over.
- Staff and students will stay locked in rooms until the all clear signal is given.

LOCKOUT/LOCKDOWN Continued

SCHOOL NURSE Will:

- Assess situation and respond appropriately
- Ensure all procedures and policies are followed.
- Send names of students in room to office

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above if principal is not available
- Notify authorities, school committee if appropriate.
- Act as the spokesperson to the media
- Ensure all procedures and policies are followed.

MEDIA MANAGEMENT
CRISIS COMMUNICATION PROTOCOL DESIGNATED SPOKESPERSON

STAFF PERSON Will:

- Notify the Principal immediately
- Not speak with reporters/media representatives

PRINCIPAL OR DESIGNEE WILL:

- Notify the superintendent immediately
- Inform staff and if appropriate, students
- Activate crisis plan if needed

SUPERINTENDENT OR DESIGNEE WILL:

- Act as the single media spokesperson to meet with media or designate a single spokesperson
- Create a separate media area
- Prepare and release a written statement of the event
- Do not make personal comments, speculate or speak “off the record”
- Date, sign and file all press releases
- Inform parents, School Committee, staff of event

MEDIA Background:

The spokesperson may open the press conference by recounting the facts of the event, what the school did in response to the crisis, and what measures are on-going. After giving out all information available, reporters should be allowed to ask questions. If the spokesperson is unable to answer a question, that question can be handled by an administrator or by another knowledgeable individual (counselor, doctor, police officer).

The following principles are important to remember when answering questions:

*Avoid speculation. If the answer to a question is unknown, a promise needs to be made to find the answer after the press conference and get it out at a later time unless it is an issue that should not be addressed because of confidentiality or will hamper the on-going investigation.

*Do not give out too much information. It is imperative to know before the press conference what can and cannot be reported. When confronted with a question that cannot be answered, the spokesperson should explain to reporters that he/she is not at liberty to discuss that and tell them why. Answering “no comment” should be avoided as this may make reporters suspicious and not satisfy them.

*Do not lie – ever. This will destroy the spokesperson’s credibility and potentially that of the school. It is impossible to keep the truth from being revealed, so it is best to be honest from the beginning.

*Do not repeat a reporter’s question before you answer it. Through the magic of editing, the speaker may find himself agreeing with a statement that he actually took issue with in his answer.

*Be wary of questions that make assumptions such as “Isn’t it true that...?” Also watch out for hypothetical, “what if...” questions.

*Answer only one question at a time. This may be difficult when reporters are shouting questions simultaneously. Pausing for a moment before answering is a good way to get reporters’ attention. If the reporters are known, the spokesperson can call on them by name, but he/she needs to be careful not to leave anyone out or appear to be favoring any one reporter.

*If a reporter cuts the speaker off before he/she is finished answering a question, he/she can respond that that question will be answered but only after giving the complete answer to the previous question.

*Keeping answers short and to the point may help prevent reporters’ interruptions; however, the spokesperson, not the journalists, decides when the answer is complete.

MEDIA MANAGEMENT continued:

*Be mindful of body language. Ninety-three percent of a message is transmitted through nonverbal

*Finally, an announcement should be made at the press conference that anyone seeking interviews with staff or students must make their requests through the spokesperson, who will then arrange those interviews.

*Before students are interviewed, a signed parental consent form needs to be on file.

Parent Permission for Student Media Interview:

I, *(parent's name)*, give my permission for my child, *(child's full name)*, to be interviewed by *(name of station, newspaper, and/or reporter)* on *(date)* at *(time)* at *(location)*. I understand that the interview will only include question about *(topic of interview)*.

Parent's Signature

Date

Sample News Release:

A *(what happened)* at *(location)* involving *(who)* occurred today at *(time)*. The incident is under investigation and more information is forthcoming.

Also, you could put down a definitive time for the next news conference or release of information if you know it but it is not necessary. This will not solve your problems, but may buy you enough time to prepare for the next news conference or release.

You could also add information if it is available such as how many casualties there are known up to this point or any other pertinent information available. Once again, this information should be definitive and not speculative, verify everything you say. This will help your credibility in the long run.

RESOURCE LISTING

How to Assist Those with Disabilities During An Evacuation:
www.nfpa.org/assets/files/PDF/Forms/EvacuationGuide.pdf

BeSafe School Plan:
www.besafe.net

Crisis Planning Assistance/Emergency Response and Crisis Management TA Center
U.S. Department of Education
<http://www.ercm.org>

Cyberbullying – National Olweus Bullying Prevention
www.olweus.org

Emergency Planning
Office of Safe and Drug-Free Schools
U.S. Department of Education
<http://www.ed.gov/emergencyplan>

Mandated Reporter Guide: Child Abuse and Neglect / Guide to filing 51A
www.mass.gov/Eeohhs2/docs/dss/can_mandated_reporters_guide.pdf

51A – Child Abuse & Neglect Report Form
www.mass.gov/Eeohhs2/docs/dss/can_reporting_form.pdf

Massachusetts Bullying & Cyberbullying Resource: Department of Education
www.doe.mass.edu/bullying

Massachusetts Emergency Management Agency
<http://www.state.ma.us/mema>

National School Safety and Security Services
Kenneth S. Trump, M.P.A.
www.schoolsecurity.org

Practical Information on Crisis Planning Guide
www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf

Practical Information on Crisis Planning: A Guide for Schools and Communities
U.S. Department of Education & Office of Safe and Drug-Free Schools
www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf

School Threat Assessment Response System (STARS) STARS Toolkit
A resource to assist school districts and their communities with crisis planning and preparedness.

Suicide Information

-Samaritans Toll Free 877-870-4673
-Suicide Prevention Resource Center (SPRC) www.sprc.org

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