



# Rhode Island Model for School Emergency Planning

*Mitigation/Prevention, Preparedness, Response, and Recovery*

Revised October 2013

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# Table of Contents

Letter from the Governor.....	1
<b>1. INTRODUCTION.....</b>	<b>2</b>
A. Background.....	2
B. Purpose of this Guide.....	2
C. Guide Development.....	4
D. Emergency Preparedness and Response in Rhode Island.....	5
E. How to Use This Guide.....	5
F. Levels of Emergencies.....	6
G. Plan Development.....	9
H. Authorities & References.....	13
<b>2. MITIGATION / PREVENTION.....</b>	<b>15</b>
A. Reducing Exposure.....	16
B. Conducting School Hazards Assessment.....	19
C. Visitor Screening Policy.....	21
D. Violence Prevention.....	22
<b>3. PREPAREDNESS.....</b>	<b>25</b>
A. Establish a School Crisis Response Team (SCRT).....	27
B. Identify Local Partners and Resources.....	31
C. National Incident Management System (NIMS).....	36
D. Emergency Operations Center (EOC): District.....	38
E. Incident Command System (ICS): School.....	42
F. Incident Command System: Position Descriptions.....	49
G. Communications.....	72
H. Drills & Exercises.....	81
I. Staff Personal Preparedness.....	85
J. Emergency Supplies & Equipment.....	85
K. School Emergency Planning Calendar.....	88
L. Schools as Shelters.....	90
M. Annual Review Policy.....	91
N. Identify Evacuation Routes.....	92
O. Create a Crisis Response Plan for those with Functional Needs.....	96
P. Develop a Parent/Child Reunification Plan.....	98

<b>4. RESPONSE .....</b>	<b>102</b>
A. Calling 911 .....	103
B. Activating EOC/ICS.....	104
C. School Personnel Emergency Checklist .....	105
D. Emergency Actions & Procedures .....	107
E. General Emergency Intervention Checklist.....	121
F. Emergency Procedures Toolkit—Alphabetical Listing.....	122
Allergic Reaction.....	123
Assaults/Fights .....	124
Bomb Threat.....	125
Bus Crash.....	126
Disease Outbreak / Food borne Illness.....	127
Fire .....	128
Hazardous Materials.....	129
Intruder/Hostage.....	130
Lockdown .....	131
Missing Child/Kidnapping .....	132
Natural Disasters	
Earthquake .....	133
Flood.....	134
Heat Alert.....	135
Hurricane .....	136
Severe Thunderstorms .....	137
Snow.....	138
Tornado .....	139
Other Weather Related Emergencies .....	140
Other.....	141
Poisoning.....	142
Radiological Incident .....	143
Rape/Sexual Abuse .....	144
Serious Injury/Death .....	145
Sheltering .....	146
Student Unrest.....	147
Suicide.....	148
Suspicious Mail or Package.....	149
Utility Failure	
Gas Line Break.....	150
Electric Power Failure.....	151

Water Line Break.....	152
Weapons .....	153
<b>5. RECOVERY .....</b>	<b>154</b>
A. Introduction to Recovery and Aftermath Planning .....	155
B. Disasters and Their Effects .....	157
C. Documenting Emergency Outcomes .....	161
D. Strategies for Follow-Up to Emergencies.....	164
General Strategies for Follow-Up .....	165
Critical Incident Stress Management (CISM).....	166
Teachers Helping Children After a Critical Incident .....	167
The Talking Method and the Drawing Method.....	168
Assisting Children When Someone at School Dies .....	173
Suggestions for Handling a Classmate Tragedy.....	175
Suggestions for Students Attending a Visitation or a Funeral.....	177
Suggestions for Students When Visiting Grieving Parents .....	178
Memorials .....	179
Suicide.....	180
Caring for the Care Provider.....	181
Recovery Information Sheet to Share with Parents .....	182
E. The “New” Normal.....	183
<b>6. APPENDICES.....</b>	<b>184</b>
A. Authorities .....	187
B. Sample Agreements .....	209
C. Checklists .....	211
D. National Incident Management System .....	231
E. Forms & Templates .....	265
F. Sample Letters And Memos .....	279
G. Emergency Supplies .....	285
H. Glossary.....	303
I. References And Resources.....	315
J. Websites.....	319
K. ACKNOWLEDGEMENTS.....	320



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**Lincoln D. Chafee**  
Governor

We all have a responsibility to provide a safe and secure learning environment for students, teachers and administrators. We want to ensure your schools are prepared for emergencies and security issues so that we can focus on the educational needs of our youth.

This Model School Safety Plan represents a significant volume of information to assist your community in developing a comprehensive school safety plan. It was developed with the expertise and guidance of the Rhode Island Emergency Management Agency in collaboration with the Rhode Island Department of Education, Rhode Island State Police, Rhode Island Department of Behavioral Health, Developmental Disabilities, and Hospitals, and other education and safety officials to incorporate best practices in school safety planning and state requirements. It provides guidance on all of the elements required in your school safety plans pursuant to Rhode Island General Law 16-21-24.

I am thankful for the collaboration that has developed throughout the process of drafting this Model Plan and know that state and local collaboration will continue as your communities develop their school safety plans. I encourage you to use this Model Plan and incorporate the unique issues and school buildings located in your community.

School should continue to be a place to foster ideas, challenge young minds and prepare students for success in the workplace. The safety and security of these facilities should not hinder these opportunities for Rhode Islanders to succeed.

For more information please contact the Rhode Island Emergency Management Agency at 401-946-9996 or visit [www.riema.ri.gov](http://www.riema.ri.gov).

Sincerely,

Lincoln D. Chafee  
Governor

# 1. Introduction

## A. 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 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.

## B. Purpose of this Guide

*School Emergency Planning* serves two major purposes:

- 1) RI Gen Law §16-21-24's 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, school shootings and other forms of interpersonal violence have stunned the country and uncovered a need for preparedness for a much broader range of emergencies. National attention has shifted focus 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.

### e•mer•gen•cy

*An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome.*

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 SCRП also offers schools a framework for addressing a range of health and safety issues that require coordinated attention from school officials to community leaders. 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.

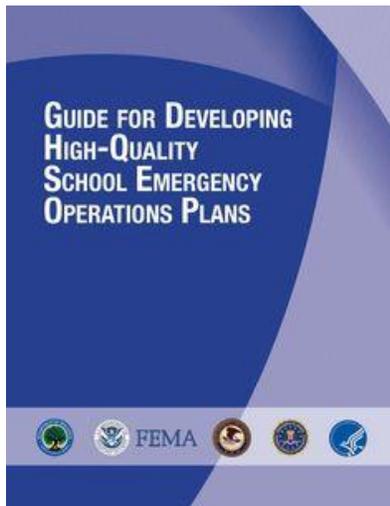
***More so than ever before, schools are faced with ongoing challenges to be prepared for a wide range of emergency situations from medical emergencies to threats of violence.***

## C. How this Guide was Developed

To develop *School Emergency Planning*, multiple resources were consulted. 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 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. RIEMA, working with the Rhode Island School Safety Committee (RISS), revised this guide. Content for this guide is closely coupled with the RIEMA's School Emergency Procedures Toolkit, as well as several key sources in school crisis response planning, including:

1. RISS is a steering committee of state and local experts in various fields.



2. Guide for Developing High-Quality School Emergency Operations Plans (U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, Washington, DC. 2013)
3. Jane's Safe Schools Planning Guide for All Hazards. (© 2004 Jane's Information Group; Michael Dorn, Gregory Thomas, Marleen Wong, Sonayia Shepard)
4. 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.)
5. 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.)
6. School Emergency Disaster and Incident Preparedness Plan - Marin County Schools. 2012.
7. Picking Up the Pieces: Responding to School Crisis. (© 1999. By Mary Schoenfeldt, Marysville, WA.)

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

## **D. 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 RIEMA is working with several partners including the Department of Health; 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; Mass Care; Incident Stress Management; Developing Local and State Plans; and Increasing Security.

### **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. These could potentially include 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 for detailed protocol for reaching out to local partners and the Response Section for responding to different kinds of emergencies.

### **E. How to Use this Guide**

The four main sections, which conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies, are: Mitigation/Prevention, Preparedness, Response and Recovery. Each of these topics is introduced briefly below.

- ◆ **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- ◆ **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

- ◆ **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- ◆ **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.



Each section contains information that outlines the basic components of these four critical areas and the information required in the plan. All four phases of emergency management should be planned for in advance in order to be most effective. A comprehensive planning team can only enhance the planning process. The **APPENDICES** contain supplemental emergency information including agreements, checklists, forms, sample letters and other supporting documentation. The action checklists and forms may be duplicated as templates or they can be incorporated directly into existing plans. The forms should be adapted or augmented to fit the school mission, staffing, location and other unique circumstances.

## F. Levels of Emergencies

Emergencies in schools are often described in terms of the following five levels:

### LEVEL ONE

- One or several persons impacted
- Minimal or no impact on wider student body
- School resources adequate to meet needs of impacted persons

### LEVEL TWO

- One or several persons uniquely impacted
- Limited impact of wider student body
- School based resources + School Crisis Response Team(SCRT) adequate to meet needs
- Flight team\* not usually required

### LEVEL THREE

- Incident widespread with varied impact on building(s)
- Multilevel Critical Incident Stress Management (CISM) likely required

- Each building SCRT remains in charge of interventions with as needed support from flight team

#### **LEVEL FOUR**

- Incident widespread with varied impact on building(s)
- Multilevel CISM interventions likely required
- Internal resources may be compromised
- Local media interest
- Flight team resources needed to supplement internal team
- Local International Critical Incident Stress Foundation (ICISF) consultation considered

#### **LEVEL FIVE**

- Catastrophic incident with widespread and profound impact on entire school community (staff, students and parents)
- Significant media interest
- Comprehensive (coordinated and multifaceted) interventions implemented
- Emergency personnel assumed control of early intervention
- Long term follow up required and local ICISF consultation suggested
- Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community.

#### **\*Flight Team description**

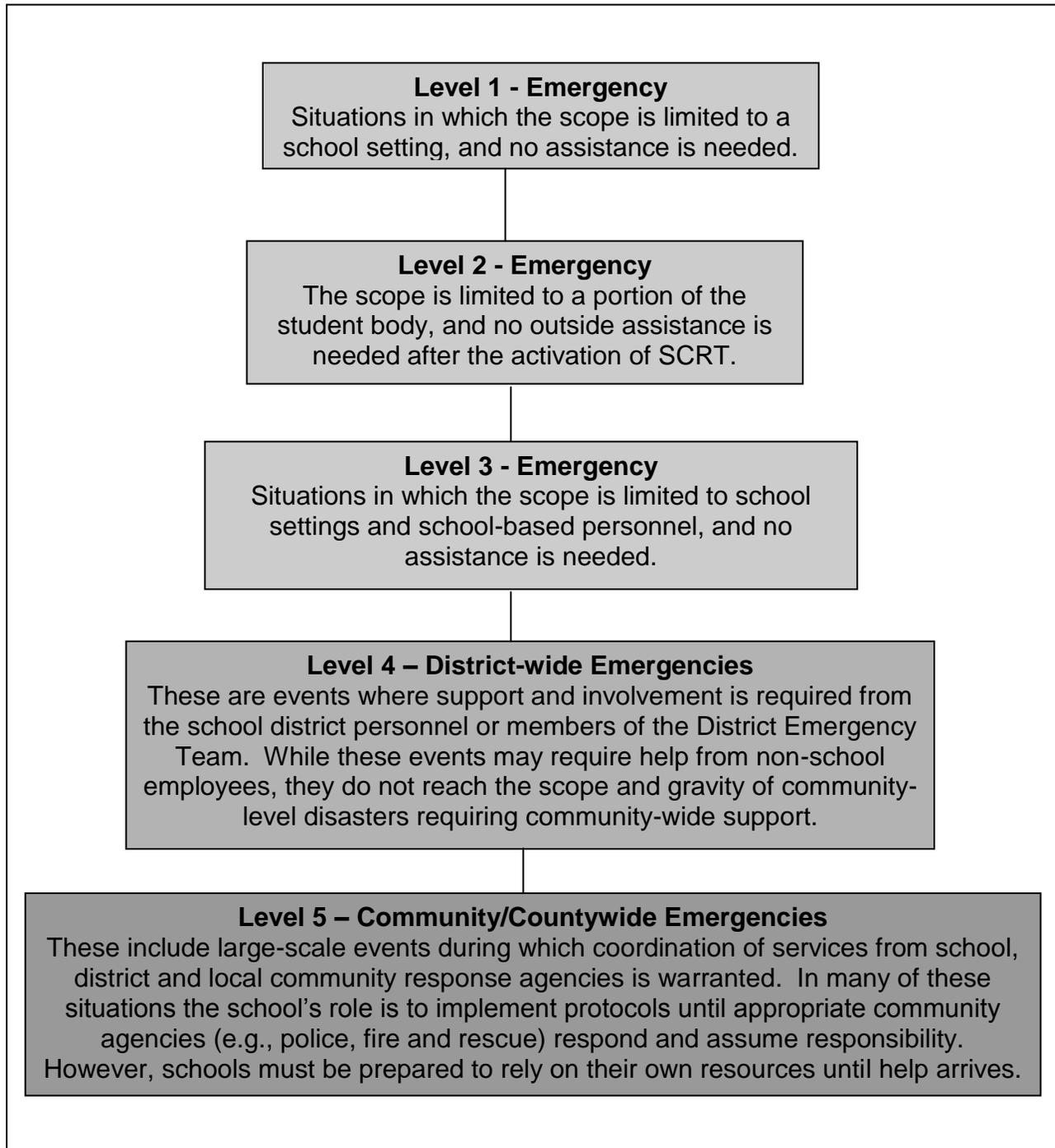
\*The SCR Flight team is a multi-discipline group of members drawn from each building based SCRT. It is assembled based on the need presented by the critical event.

The reason to have a flight team is that when additional assistance is needed at one building, gathering assistance is pre-determined and written into the district wide plan.

When the Flight Team is activated the individual SCRT is always in charge.

The building principal never gives up authority.

**FIGURE 1 – Levels of School Emergencies**



## G. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency Management Plan will be:

- **DEVELOPED** by a team of school administrators and staff, working with first responders in the local jurisdiction;
- **INITIATED** by the principal or designee when conditions exist which warrant its execution;
- **IMPLEMENTED** by all staff, which will remain at school in the capacity of “Emergency Support Personnel” and perform those duties as assigned until released by the principal;
- **REVIEWED** at least annually.

**Emergency and disaster functions are identified and pre-assigned before the beginning of the school year. The Emergency teams and contact information will be updated at least annually.** New personnel will be assigned to vacant command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness and management are:

- ◆ **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- ◆ **Incident Command System (ICS):** The ICS is a standardized organizational structure that is the basis of the National Incident Management System (NIMS), designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- ◆ **School Emergency Management Plan:** A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school. The site-based plan includes team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation/Prevention, Preparedness, Response and Recovery.
- ◆ **School Emergency Teams:** Site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams develop the plan to meet individual school needs and implement the plan in the event of an emergency.

- ◆ **Communication:** Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.
- ◆ **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.
- ◆ **School Emergency Actions:** These are a set of clear directives that may be implemented across a number of emergency situations. These actions include Drop/Cover and Hold, Evacuation, Lockdown, Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.
- ◆ **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.
- ◆ **Public employees** can be designated as “Emergency Support Personnel”, *RI Gen Laws § 30-15-12-b*, and activities may be assigned to them by their superiors or by law. The following are possible ways: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made.
  - a) Public school employees may be pressed into service as Emergency Support Personnel and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Emergency Support Personnel until they are released by the principal or superintendent.
  - b) Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

Ideally, the school plan should include a rough prioritization of which teacher and staff members might be released first (such as those with small children at home). Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

- ◆ **Training:** Incident Command training is important on at least three levels:
  - a) General awareness training for all staff;
  - b) First Aid, CPR and Emergency Response Training (ERT) for all staff;
  - c) Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, Shelter Management.

- ◆ **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.
- ◆ **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively

**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, an annual review of the plan to make sure it is up to date, and obtain approval of the plan from official sources.

**Although schools may have established procedures for dealing with many emergency situations, most do not have these protocols collected in a coordinated, concise manner.**

**The guide is also being distributed in digital format** to facilitate customization by each school, while the overall school district or central office will maintain a hard copy. 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.

**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.

*Please cross check with current legislative requirements to ensure that your plan is compliant under RI Gen Laws § 16-21-23, and 16-21-24.*

**For schools that have not fully developed or documented their crisis response plans,** it is recommended that your school, under RI Gen. Laws §16-21-23, 16-21-24, utilize the 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 and incorporation of your school's Crisis Response Plan.

## **The First Step**

The first step in school crisis response planning is to establish a SCRT to review any existing emergency plans, or to develop a new plan using this guide as a model. 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 and your plan should always be a “**working / living document**,” and after initial completion, should be updated and practiced at a minimum on an annual basis.

## H. AUTHORITIES AND REFERENCES

### Authorities

The following state laws are authorizations and mandates upon which this emergency preparedness guide are based:

- ◆ RI Gen Laws § 16-21-4  
*Fire, Evacuation and Lockdown drills required*
- ◆ RI Gen Laws § 16-21-5  
*Uniform fire code or drill tactics - Reports*
- ◆ RI Gen Laws § 16-21-23  
*School safety teams, school crisis response teams, and school safety assessments*
- ◆ RI Gen Laws § 16-21-24  
*Requirements of school safety plans, school emergency response plans, and school crisis response plans*
- ◆ RI Gen Laws § 16-21-25  
*Review of school safety plans – exemption from open meetings and public records requirements*
- ◆ RI Gen Laws § 16-21-33  
*Safe schools act*
- ◆ RI Gen Laws § 16-21-34  
*Statewide bullying policy implemented*
- ◆ RI Gen Laws § 23-28.12-15  
*Fire alarm systems*
- ◆ RI Gen Laws § 23-28.12-36  
*Fire alarm systems – Fire drills – Penalties*
- ◆ RI Gen Laws § 30-15-12  
*Local emergency management*
- ◆ RI Gen Laws § 30-15-13  
*Local disaster emergencies*

## **References**

The following are referenced documents and plans upon which this this emergency planning guide was developed:

- ◆ Emergency Operations Plan, State of Rhode Island, Rhode Island Emergency Management Agency (RIEMA), as amended. 2012.
- ◆ Guide for Developing High-Quality School Emergency Operations Plans (2013, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, Washington, DC.)
  - For further details on FERPA & HIPPA, consult this guide
- ◆ Jane's Safe Schools Planning Guide for All Hazards. (© 2004 Jane's Information Group; Michael Dorn, Gregory Thomas, Marleen Wong, Sonayia Shepard)
- ◆ 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.)
- ◆ 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.)
- ◆ School Emergency Disaster and Incident Preparedness Plan - Marin County Schools. 2012
- ◆ Picking Up the Pieces: Responding to School Crisis. (© 1999. By Mary Schoenfeldt, Marysville, WA.)

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## **II – MITIGATION/PREVENTION**

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## 2. Mitigation / Prevention

*Mitigation . . . encourages long-term reduction of hazard vulnerability.*

-- FEMA, 2002

### A. REDUCING EXPOSURE TO HAZARDS AND RISKS

**MITIGATION** is defined as proactive action taken to reduce or eliminate the adverse effects of natural and man-made hazards on people and property. The goal of MITIGATION is to decrease or eliminate the need for response as opposed to simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas effecting school safety. These areas include geographic location of buildings, proximity of potential hazards such as waterways, availability of buses for possible evacuation, structural integrity of buildings, etc.

The terms "hazard" and "risk" are often used interchangeably in the context of mitigation. Hazards and risks are identified through vulnerability analysis, consequence modeling, code/regulation compliance, quantitative risk assessment and historical data correlations. **Risk is the product of potential consequences and the expected frequency of occurrence. The basic concept of acceptable risk is the maximum level of damage to the building that can be tolerated, related to a realistic risk event scenario or probability.** Consequences may include death, serious injury, the extent of structural damage, monetary loss, interruption of use, or environmental impact.

Risk managers use two different evaluative methods in risk and hazard analysis: deterministic and probabilistic. These two methods can complement one another to provide additional insights to the analysis.

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.
- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

**Mitigation assesses and addresses the safety and integrity of the following types of hazards to minimize or prevent adverse impacts:**

- ◆ FACILITIES - window seals, HVAC systems, building structure
- ◆ SECURITY - functioning locks, controlled access to the school
- ◆ THREATS - probability of natural disasters or accidents, international events
- ◆ SCHOOL ENVIRONMENT - social climate on campus

**Resources include: existing safety plans, security and safety-related district policies, floor plans of buildings, maps of local evacuation routes, school crime reports, known safety and security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files and local memos of safety concerns.**

**FACILITIES - Structural** and non-structural measures can mitigate the effects of natural hazard incidents.

- **STRUCTURAL MITIGATION** includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and recovery operations.
- **NON-STRUCTURAL MITIGATION** measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

**SECURITY - Communities are encouraged to treat schools as essential community facilities because of the significant impact on students and the locale if a damaged school is closed for an extended period of time.** A higher level of protection is appropriate for facilities that will enhance community recovery, including schools which may be designated as emergency shelters, and other buildings that support vital services. A hazard assessment should assure that the school buildings have functioning locks and controlled access.

**THREATS** - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying

areas that are most vulnerable to the impacts of natural hazards such as fires and flooding.

- **FIRE** - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.
- **FLOODING** - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.

**SCHOOL ENVIRONMENT** - School policies and protocols should support a safe school environment and orderly procedures during emergencies. Determine who is responsible for overseeing violence prevention strategies in the school, and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review incident data and determine how the school will address major problems with regard to student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication with students and between students, staff and parents. Provide safe and confidential ways for students to report potentially violent incidents.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. The local police department can assist school administrators in identifying security and safety hazards. To help agencies work together, they may want to develop a Memorandum of Understanding (MOU) that outlines each agency's responsibility during an emergency.

## B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. Under RI Gen Laws § 16-21-23, *“the assessment shall examine the current status of each school building’s safety and shall be performed within thirty (30) days of passage of this act, and every three (3) years thereafter. Assessments performed within a year of the date of passage of this act shall satisfy this requirement.”* **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

**COMPOSITION OF THE HAZARD ASSESSMENT TEAM:** The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator
- Local Fire Official and Civil/Structural Engineer
- Local Police Official

### OPTIONAL:

- Teacher
- Social Worker or Counselor
- Student
- Parent

⇒ **Make regular school safety audits and security efforts part of the ongoing mitigation/prevention practices.**

**ACTION CHECKLIST:** Prior to conducting a hazard assessment/school safety audit, the team members should review the School Crisis Response or Emergency Operations Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- Determine what emergency plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds.
- Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.

- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

**BUILDING AND CLASSROOM HAZARD HUNT:** The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist, included in **APPENDIX C**.

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- |                         |                                  |
|-------------------------|----------------------------------|
| ▪ Classrooms            | ▪ Bathrooms                      |
| ▪ Corridors             | ▪ Boiler Room                    |
| ▪ Laboratory/Shop       | ▪ Kitchen/Cafeteria              |
| ▪ Offices               | ▪ Teacher's Lounge               |
| ▪ Custodial Room        | ▪ Computer Lab                   |
| ▪ Storage Room          | ▪ Parking Lot                    |
| ▪ Yard (and Playground) | ▪ Outside structures and Fencing |
| ▪ Multipurpose Room     | ▪ Gymnasium                      |

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- Proximity of high voltage power lines
- Proximity to earthquake fault lines
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- Likelihood of a wildland fire
- Likelihood of severe weather
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation
- Inadequate storage of chemicals and labeling on containers.

**HAZARD MITIGATION CHECKLIST:** The School Safety/Hazard Assessment Checklist included in **APPENDIX C** describes specific areas and conditions for hazard inspection. Indicate the names of those conducting the inspection and the inspection date in the spaces provided at the bottom of each form. Complete each section of the checklist. For problem

areas, briefly describe the situation and actions requested to correct or remove the identified hazard, if possible to do so.

Recommendations should be constructive in nature and attempt to offer to the principal or administrator solutions to safety problems in the school. Following a major disaster, a school community might reexamine how building configurations may be rearranged to improve access and services to avoid repetitive damage. Post-disaster mitigation may be applied on a structure-by-structure basis to strengthen hazard resistance and provide energy efficiency and environmental sensitivity.

### **STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:**

A Staff Skills Inventory will help administrators plan assignments to emergency teams. A sample inventory is provided among the forms in **APPENDIX E**. The information provided should identify the following areas in which members of the staff have training or expertise:

- First Aid
- CPR
- Hazardous Materials
- Emergency Medical
- Incident Debriefing
- CB Radio/Ham Radio Experience
- Search and Rescue
- Counseling/Mental Health
- Fire Fighting
- Media Relations
- Multilingual Fluency

### **TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:**

At the beginning of each quarter of instruction, teachers should provide to the main office the name(s) of students in the class who will require special assistance in the event of an emergency and the type of assistance needed. A variety of emergency conditions which may alter needs (e.g., severe weather, evacuation, hazardous materials, etc.) should be considered. Preparedness for students and staff needing special assistance is addressed in more detail in **Section II, PREPAREDNESS**

## **C. VISITOR SCREENING POLICY**

A visitor-screening policy (described later in this section) should be developed with signage to direct school visitors to the sign-in area.

- ❑ Post signs at key arrival points directing all visitors to the entry door.
- ❑ Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- ❑ Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- ❑ Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- ❑ If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- ❑ Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.

- ❑ Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- ❑ Familiarize all teachers and staff with the visitor screening policy.
- ❑ Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

## D. VIOLENCE PREVENTION

### **The first step in school violence prevention is to perform a systematic assessment to determine what the school can do proactively to inhibit hostile and anti-social behavior.**

One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and the district office. Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

The principal can help establish school norms of nonviolence and pro-social community by developing sincere, caring relationships with groups of students and individuals, maintaining a high profile, visiting classrooms, and being accessible to students and staff.

### **RISK FOR HARM ASSESSMENT**

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

#### ◆ **Low/No Risk for Harm**

Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

#### ◆ **Minor Risk for Harm**

A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, administrative action.

◆ **Moderate Risk for Harm**

A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

◆ **High Risk for Harm**

A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

◆ **Imminent Risk for Harm**

A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

## **PREVENTION PROGRAMS AND STRATEGIES**

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

- ◆ **SCHOOL-MANAGEMENT-BASED** - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.
- ◆ **EDUCATIONAL AND CURRICULUM-BASED** - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.
- ◆ **ENVIRONMENTAL MODIFICATION** - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

- Alternative programs or schools
- Anti-bullying Policy
  - Electronic
  - Physical
- Closed campus for lunch
- Closed-circuit television
- Collaboration with other agencies
- Conflict resolution/peer mediation
- De-escalation Strategies
- Dress code
- Drug-detecting dogs
- Establishing safe havens for students
- Expulsion
- Gang Violence Prevention
- Gun-free school zones
- Home-school linkages
- Law-related education programs
- Locker searches
- Mentoring programs
- Metal detectors
- Mediation training
- Multicultural sensitivity training
- Parent skill training
- Positive Behavioral Support
- School board policy
- Search and seizure
- Security personnel in schools
- Specialized curriculum
- Staff development
- Student conduct/discipline code
- Student photo identification system
- Support groups
- Suspension
- Telephones in classrooms
- Volunteer parent patrols
- Work opportunities

There is no one-size-fits-all solution. To reduce school violence schools must continually innovate, try multiple approaches, conduct proper evaluations and make the information available to parents to enhance both parental options and accountability.

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## **III – PREPAREDNESS**

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# 3 – Preparedness

***The time to fix the roof is when the sun is shining.***

-- John Fitzgerald Kennedy

**Preparedness** is the process of deciding what you will do in the event of an emergency, before the emergency actually occurs.

**To be prepared** for an emergency, your SCRP 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.

Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis actually occurs.

- DETERMINE what crisis plans exist in the district, school, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with staff, students, families, and the media.
- ESTABLISH procedures to account for students during a crisis.
- GATHER information about the school facility, such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist staff in a crisis.

If you have already begun developing your SCRP, use this section to make sure you have 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)

The first step in creating your school’s crisis response plan is forming the SCRT. The **School Committee and/or School Superintendent**<sup>1</sup> is responsible for overseeing the formation of the 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.

### 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"><li>• Principal</li><li>• Counselor</li><li>• Nurse</li><li>• Head custodian or campus foreman</li><li>• Office secretary</li><li>• Vocational education teacher</li><li>• Chemistry teacher</li><li>• School security or law enforcement personnel</li><li>• School psychologist</li><li>• Social worker</li><li>• Special education teacher</li><li>• Transportation coordinator</li><li>• Cafeteria Manager</li></ul>	<ul style="list-style-type: none"><li>• Personnel with relevant expertise (i.e., CPR, first aid, etc.)</li><li>• Staff located in strategic positions in the building (i.e., near exits or fire extinguishers, on different floors, etc.)</li><li>• Students (if middle or high school)</li><li>• Business people</li></ul> <p>School Teams must also include community representatives<sup>2</sup> such as:</p> <ul style="list-style-type: none"><li>• Police, Fire, Emergency Medical</li><li>• City/Town Emergency Management</li></ul> <p>Also consider including:</p> <ul style="list-style-type: none"><li>• Health and Mental Health Professionals</li><li>• Parents</li></ul>
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<sup>1</sup>RI Gen Laws §16-21-23

<sup>2</sup> RI Gen Laws §16-21-24.b.2 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.”

### **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 Emergency Actions & Procedures (see Response Section).
- Perform an operational critique after every emergency to determine strengths and areas for improvement regarding the school's crisis response plan.
- Initiate communication with students, parents and the community during and after every emergency (see Section G: Communications).
- Report progress to the school's legal counsel, parents, and superintendent.
- Assign individual roles within the 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 must 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 SCRT, 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 30 to document your SCRT’s members.



## B. 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:

- Make sure to include a property owner/agency in the group if one is necessary
- 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?

The earlier you involve your community's stakeholders in the planning process the better. These partners may have valuable input on parts of your plan, and bring a great deal of emergency response experience to the table. It is important that your community partners know what you expect from them, and that you learn what they expect from you. Development of the plan should be a joint effort from the very beginning, thus eliminating any surprises during an emergency, and many revisions to the plans you are developing.

## 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

<b>Emergencies</b>			
Police		911	
Fire/Medics		911	
Poison Control Center		800-222-1222	
<b>Behavioral Health Crisis Intervention</b>			
Rhode Island Critical Incident Stress Management TEAM		401-465-2897 and 401-763-2778	
Child Abuse and Neglect Tracking		800-RI CHILD (800-742-4453)	
Children's behavioral Health & Education (DCYF)		401-457-4514	
Missing children hotline (24 hr) RI State Police		401-444-1125	
Domestic violence hotline		800-494-8100	
Samaritans suicide hotline		800-365-4044	
<b>Community Mental Health Centers</b>			
<b>RI Department of Behavioral Health, Developmental Disabilities and Hospitals</b>			
<b>Community Counseling Service</b> – Pawtucket + Central Falls			723-1915
<b>East Bay Mental Health</b> – E. Providence, Barrington, Warren, Bristol, Riverside			435-7475
<b>Mental Health Services</b> – Cranston, Johnston, N. Providence, Smithfield, Scituate, Foster, Gloucester			553-1031
<b>Newport County Community MH Center</b> – Jamestown, Newport, Middletown, Portsmouth, Little Compton, Tiverton			846-1213
<b>Northern RI Community Services</b> – Burrillville, Cumberland, Lincoln, N. Smithfield, Woonsocket			235-7120
<b>South Shore Mental Health Center</b> – N. Kingstown, Exeter, Richmond, Charlestown, Westerly, Hopkinton, Narragansett, S. Kingstown, Block Island, Wakefield			364-7705
<b>The Kent Center for Human and Organizational Development</b> Warwick, W. Warwick, Coventry, E. Greenwich, W. Greenwich			732-5656
<b>The Providence Center</b> – Providence			274-7111
<b>Non-Emergency Victim Assistance</b>			
Child Abuse and Neglect Tracking		1-800-RI CHILD (800-742-4453)	
Victims of Crimes (Domestic & Sexual Assaults)		1-800-494-8100	
Rape Crisis Hotline		401-421-4100	
National Runaway Hotline		1-800-RUNAWAY (800-786-2929)	
<b>Family Services</b>			
Region 1 Providence 528-3502	Region 2 East Bay 254-7000	Region 3 South 294-5300	Region 4 North 721-2400
<b>Poison Control Center (RI Hosp)</b>		1-800-222-1222	
<b>Emergency Services</b>			

To report hazardous materials leak or spills (24 hr)	<b>911</b>
Department of Environmental Management (DEM) HazMat	<b>222-1360</b>
<b>Disaster Assistance</b>	
American Red Cross (24 hr)	<b>831-7700</b>
RI Emergency Management Agency (24 hr)	<b>800-439-2990</b> <b>401-946-9996</b>
<b>Additional Numbers and EAS Stations</b>	
<b>National Grid</b>	<b>800-465-1212</b>
<b>New England Gas Co.</b>	<b>401-831-8800</b>
<b>Radio Stations</b>	<b>WPRO Radio 630 AM/92.3 FM</b> <b>WHJY Radio 94.1 FM</b> <b>WHKK Radio 100.3 FM</b> <b>WWBB Radio 101.5 FM</b> <b>WWLI Radio 105.1 FM</b> <b>WHJJ Radio 920 AM</b> <b>WSKO Radio 790 AM</b>
<b>Television Stations</b>	<b>WLNE Channel 6</b> <b>WJAR Channel 10</b> <b>WPRI Channel 12</b>

### **Local Emergency Management Directors in RI**

**To find your director, contact your local Town/City Hall.**

**If unavailable, contact RIEMA at 401-946-9996.**



## **School Partnerships**

Consider establishing partnerships with other schools in and around 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 SCRT 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:

## **C. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)**

The National Incident Management System (NIMS) was federally implemented beginning in Fiscal Year 2007. NIMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. NIMS was adopted in Rhode Island by Executive Order in December of 2004. Municipal governments in Rhode Island subsequently have since adopted NIMS by resolution or Executive Order. NIMS is used throughout Rhode Island to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

NIMS establishes the ICS as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

School districts are strongly encouraged to have all their personnel trained in the ICS. The Federal Emergency Management Agency (FEMA) offers on-line courses in ICS 100 and 700. (See the FEMA/Emergency Management Institute website at: <http://www.training.fema.gov/IS/NIMS.aspx>) The ICS100 course is offered in a school version, and should be taken by all personnel involved in the management of any crises at the school.

Once trained, personnel in the schools should be utilizing the ICS to manage incidents that occur in the schools or district. School personnel should realize that the first responders who will be coming to the school to assist them will also be utilizing the ICS to manage their response. The school's Incident Commander should meet arriving first responders to brief them on the situation, and to advise them that the school has activated the ICS. The school's Incident Commander should remain with the first responder's Incident Commander, and possibly form Unified Command to manage the response.

Unified Command is the most effective way to manage an incident in the schools that involves outside first responder agencies. The first responders will need the input and guidance of school personnel in the decision making process. School personnel have an important role in the decision making process as they will have the most information that relates to the incident, the school layout, and the current location/condition of the students, faculty, and staff of the school. The representative of the school should remain a part of Unified Command until the incident has concluded.

Use of NIMS during a disaster response is an eligibility requirement for local governments, agencies and special districts to receive FEDERAL reimbursement following a disaster. A federal directive requires state and local governments and special districts to adopt NIMS in all preparedness, planning and response efforts.

THE FOLLOWING TABLE HIGHLIGHTS NIMS.

<b>NIMS</b> <b>National Incident Management System</b>
<p>A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:</p> <ul style="list-style-type: none"> <li>• Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.</li> <li>• Use an ALL-HAZARDS approach.</li> <li>• Improve coordination and cooperation between public and private entities.</li> </ul>
<p><b>WHY USE NIMS?</b></p> <ul style="list-style-type: none"> <li>• To qualify to receive <u>Federal disaster</u> reimbursement</li> <li>• To provide a coordinated response</li> <li>• To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.</li> </ul>
<p><b>ELEMENTS OF NIMS</b></p> <p><b>Key Components:</b></p> <ul style="list-style-type: none"> <li>• Command and Management</li> <li>• Preparedness</li> <li>• Resource Management</li> <li>• Communications and Information Management</li> <li>• Supporting Technologies</li> <li>• Ongoing Management/Maintenance</li> </ul> <p><b>Key Organizational Structures:</b></p> <ul style="list-style-type: none"> <li>• ICS - Incident Command System</li> <li>• Multi-Agency Coordination System</li> <li>• Public Information Systems</li> </ul> <p><b>Key Functions:</b></p> <ul style="list-style-type: none"> <li>• <b>MANAGEMENT/COMMAND</b></li> <li>• <b>OPERATIONS</b></li> <li>• <b>PLANNING/INTELLIGENCE</b></li> <li>• <b>LOGISTICS</b></li> <li>• <b>FINANCE/ADMINISTRATION</b></li> </ul>

## **D. EMERGENCY OPERATIONS CENTER: District Office**

The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps the school district manage resources for the affected school sites. The EOC at the district level is also where resource allocations can be made, and responses tracked and coordinated with the city or town EOC, as needed. Strategic objectives should be usually broad, encompassing overall goals such as a) life safety, b) property safety, c) protection of the environment.

The EOC is usually located in a centralized area, at or near the school district office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have sufficient space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

**EOC Director.** The superintendent or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

**EOC Staff.** The EOC staff is organized according to the same five functions as the Incident Command System. The role of the EOC staff is to obtain and deliver needed resources to the affected schools sites, not to provide “hands on” assistance to the various sites that are dealing with actual field activities.

### **WHEN TO ACTIVATE THE EOC**

- Emergency of such magnitude that resources are required beyond individual school site capacity.
- The emergency is of long duration (more than 3 days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats
- Activation is advantageous to the successful management of an emergency.

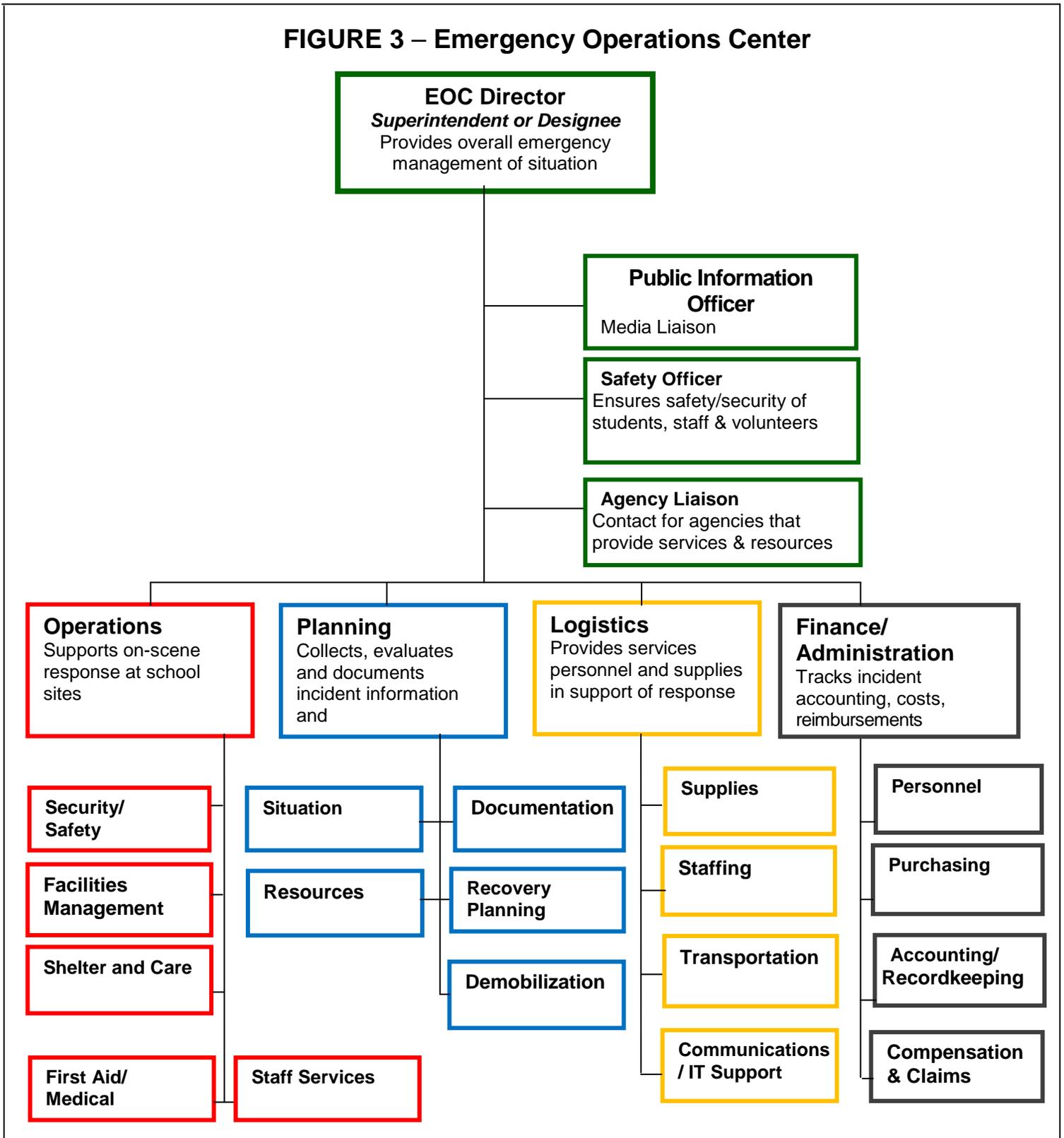
### **DISTRICT SUPPORT TEAM**

The District Support Team’s role is to support a school when the need exceeds the school’s resources to handle a situation:

- PROVIDE guidance regarding questions that may arise;
- DIRECT additional support personnel, as needed;
- MONITOR situation and facilitate major decisions that need to be made;
- IDENTIFY a district contact for release of information to the public.

**Figure 3** presents a simplified EOC for School Districts, based on NIMS. Responsibilities and operational duties are detailed on the following pages.

**FIGURE 3 – Emergency Operations Center**



## EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each Section Chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
<b>Management:</b>	<b>Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction.</b>
EOC Director	
Safety Officer	<b>Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders).</b>
Public Information Officer	<b>Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.</b>
Agency Liaison	<b>Assists in coordinating outside agencies that provide services or resources in support of overall incident response.</b>
<b>Operations:</b>	<b>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.</b>
Student Accounting and Release	
Security/Safety	<b>Coordinates security needs for the district; works with local and county public safety officials.</b>
Facilities Management	<b>Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.</b>
Shelter and Care	<b>Coordinates shelter, food and water needs for students and staff within district.</b>
First Aid/Medical	<b>Determines medical and mental health impact on school population; ensures medical updates and media inquiries are provided to the PIO.</b>
Staff Services	<b>Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.</b>
<b>Planning:</b>	<b>Processes and organizes all incident information; maintains EOC status boards and map of district.</b>
Situation	
Documentation	<b>Collects and archives all incident documents.</b>
Resources	<b>Tracks equipment and personnel assigned to the incident, including volunteers.</b>
Recovery Planning	<b>Identifies short and long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.</b>
Demobilization	<b>Coordinates release of assigned resources and deactivation of EOC.</b>
<b>Logistics:</b>	<b>Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.</b>
Supplies/Staffing	
Transportation	<b>Arranges for transportation for staff, students and supplies, as needed.</b>
Communications/IT Support	<b>Maintains log of incoming/outgoing communication; provides services to support all information technology functions.</b>
<b>Finance/Administration:</b>	<b>Supports Logistics in making purchases and paying vendors; manages vendor contracts.</b>
Purchasing/Accounts Payable	
Personnel Accounting	<b>Maintains time logs for all staff; collects travel expense claims</b>
Recordkeeping	<b>Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.</b>
Compensation & Claims	<b>Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.</b>

## EOC SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the EOC Director and each Section Chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most EOC toolboxes:

- ❑ NIMS EOC Pocket Guide
- ❑ EOC organizational assignments: staffing list
- ❑ Wall map of schools and roads within school district
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Procedures Flipchart
- ❑ Superintendents' Telephone Tree
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Colored vests to identify section chiefs
- ❑ Lanyards with ID information for all EOC staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix D for Sample NIMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - C1: Management Situation Report
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

## E. INCIDENT COMMAND SYSTEM: School Site

The ICS provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident.

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions, b) every incident needs a person in charge, c) no one should direct more than seven people, and d) no one should report to more than one person.

### Components of the ICS include:

- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications;

Non emergency uses: Large event hosted on campus (commencement, large concert, large sporting event, etc.)

The ICS is organized into five functional areas for on-scene management of all major incidents: **Management, Operations, Planning, Logistics, Finance/Administration.**

**Management:** Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

**Operations:** Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

**Planning:** Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

**Logistics:** Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

**Finance/ Administration:** Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

## ICS SECTION UNITS: SCHOOL EMERGENCY TEAMS

**Staff:** During a disaster, public employees can become “Emergency Support Personnel”. As Emergency Support Personnel, school staff may be required to remain at school to assist in an emergency situation.

Staff members may be assigned as teams to assist section leaders in units of the ICS. Assigned teams shall receive training appropriate to their ICS role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an ICS team whenever necessary.

**TEACHERS:** Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. They shall:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- Give appropriate action command during an emergency.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to Planning.
- Assume designated ICS role.
- Send students in need of medical attention to the First Aid Station.
- Render first aid, if necessary. School staff should be trained and certified in First Aid and CPR.

### INSTRUCTIONAL AIDES/ASSISTANTS:

- Assist teacher, as directed.

**COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS:** Counselors, social workers, psychologists provide assistance with the overall direction of the emergency procedures at the site. Assume designated ICS role. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge according to established emergency protocols.
- Render crisis intervention, if necessary.

- Assist in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Maintain a line of communication with Operations.
- Assist as directed by Operations.

#### **SCHOOL NURSES/HEALTH ASSISTANTS:**

- Assume designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment, as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

#### **CUSTODIANS/MAINTENANCE PERSONNEL:**

- Assume designated ICS role.
- Survey and report building damage to Operations.
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Operations Chief informed of condition of school.

#### **SCHOOL SECRETARY/OFFICE STAFF:**

- Assume designated ICS role.

#### **FOOD SERVICE/CAFETERIA WORKERS:**

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- Restrict access to foodservice operations to authorized personnel.
- Assist as directed by Operations.

#### **BUS DRIVERS:**

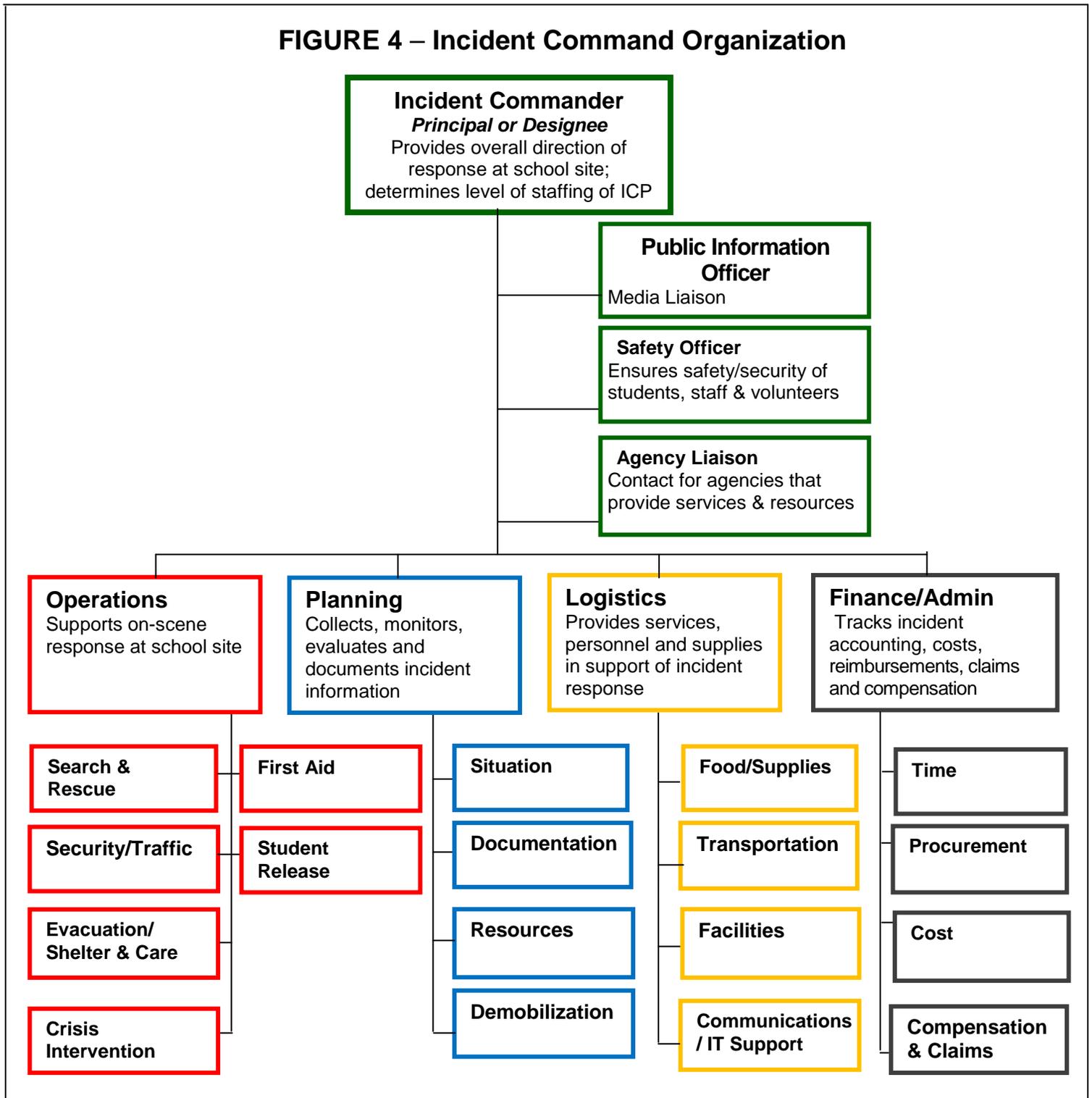
- Supervise the care of children if disaster occurs while children are in bus.
- Transfer students to new location when directed.
- Assist custodian in damage control.
- Transport individuals in need of medical attention.

#### **OTHER STAFF:**

- Report to principal for directions.

**Figure 4** a simplified Incident Command Post (ICP) Organizational Chart for Schools.

**FIGURE 4 – Incident Command Organization**



## INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander (IC) and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The IC is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
<b>Management:</b> Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
<b>Operations:</b> Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onsite counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
<b>Planning:</b> Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
<b>Logistics:</b> Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
<b>Finance/Administration:</b> Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

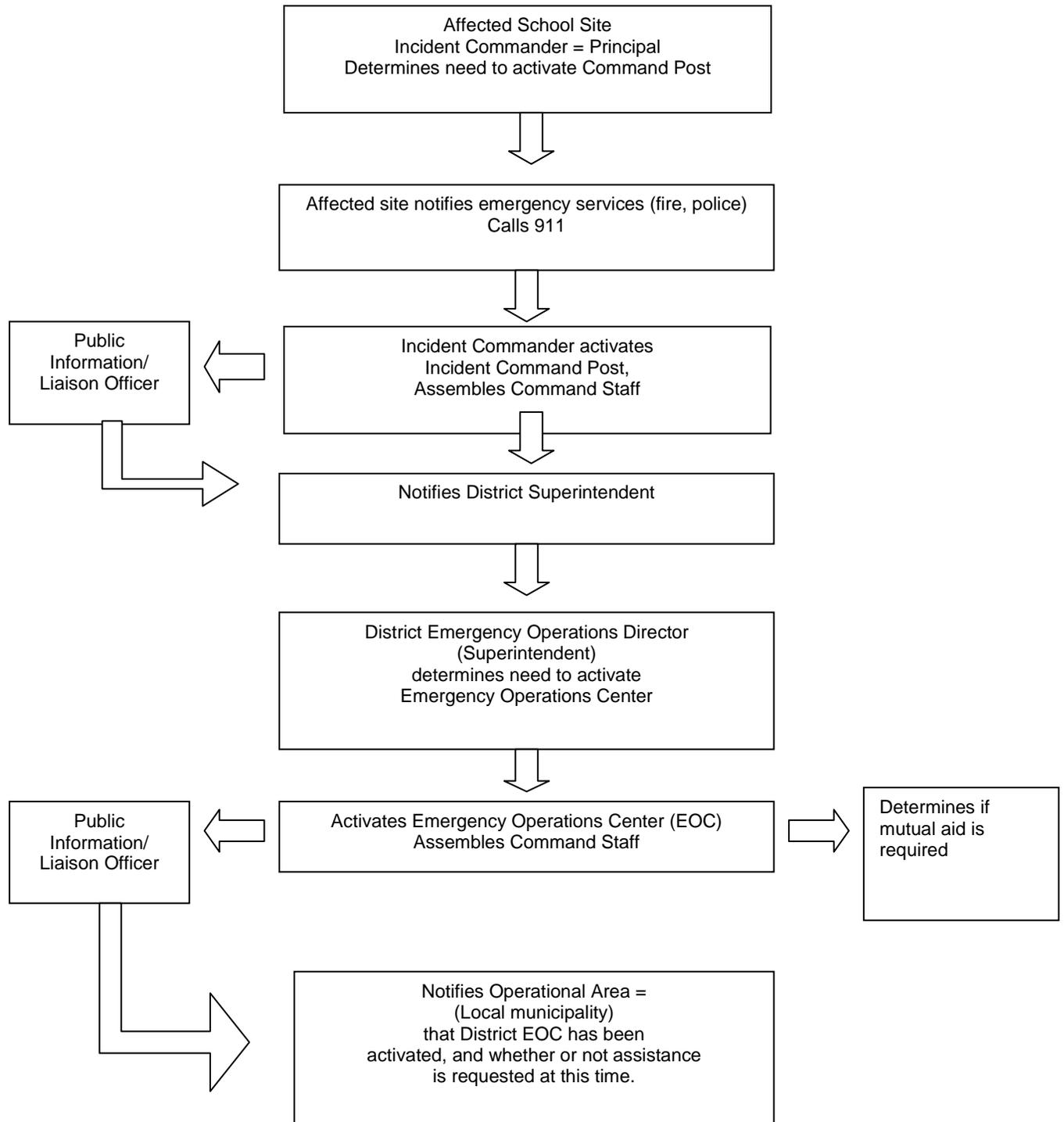
## ICS SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the IC and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked). Specialized equipment and supplies (e.g. SERT Manual, face masks, etc.) should be stored with the emergency cache trailer.

Suggested items to include for most ICS toolboxes:

- ❑ District/School Emergency Management Plan
- ❑ ICS organizational assignments: staffing list
- ❑ Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- ❑ Blueprints of school buildings, including utilities
- ❑ Map of local streets with evacuation route marked
- ❑ District Schools Directory
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Procedures Flipchart
- ❑ Student directory (including emergency contacts for parents)
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Orange vests and hard hats to identify key personnel
- ❑ Lanyards with ID information for all ICS staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix D for School Sample NIMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - C1: Management Situation Report
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

# SCHOOL INCIDENT RESPONSE FLOW CHART



The IC directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The IC at the school leads the Incident Management Team which may include the Public Information Officer, the Safety Coordinator and an Agency Liaison for the school. Those three functions may reside, instead, at the Emergency Operations Center if it is activated by the school district.

**Responsibilities:** The IC is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- Assess the scene
- Ensure the safety of students, staff and others on campus
- Activate and manage the ICP
- Develop strategies for appropriate response
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Lead by example: the behavior sets tone for staff and students

#### **Start-Up Actions**

- Assess type and scope of emergency
- Determine threat to human life and structures
- Activate the appropriate emergency action
- If evacuation is necessary, verify that the route and assembly area are safe:
  - Direct the opening of the emergency cache
  - Set up the ICP
  - Obtain personal safety equipment
- Establish appropriate level of organization
- Activate organizational functions as needed
- Contact the District Office
- Develop an Incident Action Plan with objectives and a time frame

#### **Operational Actions**

- Determine the need for and request inter-agency assistance
- Monitor and assess the total site situation
  - View site map periodically for response team progress
  - Check with section chiefs for periodic updates
- Revise Incident Action Plan, as needed
- Update status to District EOC or District Office
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to District Office or PIO

- If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
  - situation status
  - objectives and priorities
  - current organization and personnel assignments
  - resources en route and/or ordered
  - facilities established
  - communications plan
  - prognosis, concerns, related issues
- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

### **Deactivation**

- Receive briefing from public safety agency to obtain “All Clear”.
- Contact the District Office to obtain authorization for deactivation.
- Authorize deactivation of response teams as they are no longer required.
- Check with section chiefs to ensure that any open actions will be taken care of before demobilization
  - Logistics: Ensure the return of all equipment and reusable supplies
  - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- Provide input to the After-Action Report
- Proclaim termination of the emergency.
- Proceed with recovery operations, if necessary

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### **Command Post Equipment/ Supplies**

- |                                                              |                                       |
|--------------------------------------------------------------|---------------------------------------|
| ▪ AM/FM radio (battery)                                      | ▪ Office supplies                     |
| ▪ Bullhorn                                                   | ▪ School site map                     |
| ▪ Disaster response forms                                    | ▪ Staff and student rosters           |
| ▪ Emergency/disaster plan                                    | ▪ Tables & chairs (if CP is outdoors) |
| ▪ Job description clipboards                                 | ▪ Two-way radios                      |
| ▪ Master keys                                                | • Vests, safety gear, ID badges       |
| ▪ School Profile or School Accountability Report Card (SARC) |                                       |
| ▪ Forms: See Appendix D for Sample School NIMS/SEMS Forms    |                                       |
| A1: Staffing List                                            |                                       |
| B1: Section Tasks                                            |                                       |
| C1: Management Situation Report                              |                                       |
| D1: Section Activity Log                                     |                                       |
| D2: Resource Request                                         |                                       |
| D3: Check-In/Check Out                                       |                                       |
| E1: Situation Status Report – Initial Assessment             |                                       |
| F1: Situation Status Report Update                           |                                       |

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Public Information Officer (PIO) is a member of the Incident Command Staff. Media queries should be referred to the PIO. **If the District Office has activated an EOC, refer media inquiries to the District PIO, who will take over the responsibilities and operational duties described below.** Only one Public Information Officer will be assigned for each incident.

**Responsibilities:** The PIO acts as the official spokesperson for the school in an emergency situation and ensures that information support is provided on request; that media releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies.

### **Start-Up Actions**

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the IC
- Identify yourself as the “PIO” (vest, visor, sign, etc.).
- Consult with District PIO to coordinate information release.
- Assess situation and obtain statement from IC.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

### **Operational Duties**

- Keep up-to-date on the situation.
- Issue/read statements approved by the IC that reflect:
  - Reassurance — “Everything is going to be OK”;
  - Incident cause and time of origin; size and scope of the incident;
  - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use;
  - Best routes to school, if known and appropriate;
  - Any information school wishes to be released to the public.
- Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- Update information periodically with the IC.
- Ensure key announcements are translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

### **Closing Down**

- At the IC’s direction, release PIO staff no longer needed.
- Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Provide logs and other relevant incident documents to the Documentation Unit.

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## PUBLIC INFORMATION OFFICER (cont'd)

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### GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the press about school emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements.
- **BE AVAILABLE** for press inquiry.
- **RE-STATE** the nature of the incident; its cause and time of origin.
- **DESCRIBE** the size and scope of the incident.
- **REPORT ON** the *current* situation.
- **SPEAK ABOUT** the resources being utilized in response activities.
- **REASSURE** the public that everything possible is being done.
- **DO NOT RELEASE** students' names.
- **BE TRUTHFUL**, but consider the emotional impact the information could have upon listeners.
- **AVOID** speculation; do not talk "off the record".
- **DO NOT USE** the phrase "no comment".
- **SET UP** press times for updates.
- **CONTROL** media location.

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### Equipment/Supplies

- ID Vest
- Battery operated AM/FM radio
- Scotch tape/masking tape
- School Staff Directory
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- School Profile or School Accountability Report Card (SARC)
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- Hard hat
- Paper/pencils/marketing pens
- Scissors

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional.

**Responsibilities:** The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

### **Start Up Actions**

- Check in with the IC for situation briefing.
- Determine personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, e.g. vest or ID tag.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

### **Operational Duties**

- Maintain a list of assisting and cooperating agencies.
- Keep agencies supporting incident aware of incident status and priorities.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

### **Closing Down**

- At the IC's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

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### **Equipment/ Supplies**

- ID Vest
- Two-way radio, if available
- School Staff Directory
- Copies of vendor contracts
- List of local emergency contacts and resources
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- Hard hat
- Clipboard, paper, pens

The Safety Officer is a member of the Incident Command Staff. **When there is a district-level emergency, this position can be staffed at the EOC and on site at the Command Post.**

**Responsibilities:** The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

### **Start Up Actions**

- Check in with the IC for situation briefing.
- Put on personal safety equipment; i.e., hard hat, vest)
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - Messages received
  - Action taken
  - Decision justification and documentation
  - Requests filled

### **Operational Duties**

- Monitor drills, exercises, and emergency response activities for safety.
- Identify hazardous situations associated with the incident.
- Initiate appropriate mitigation measures.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Investigate accidents that have occurred within the incident area.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the IC advised of your status and activity and on any problem areas that now need or will require solutions.

### **Closing Down**

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- Vest
- Clipboard, paper, pens
- SERT Manual
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- Hard hat
- Two-way radio

**Responsibilities:** Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Supervision and Release
- Light Fire Suppression
- First Aid and Crisis Intervention

### **Start-up Actions**

- Check in with the IC or Command Post for situation briefing.
- Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- Obtain necessary equipment and supplies from Logistics.
- Identify an assistant, as needed.
- Be proactive and anticipate needs.

### **Operational Duties**

- Assume the duties of all operations positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Check with IC to assure Emergency Plan is implemented.
- Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- Notify Logistics If additional supplies or personnel are needed for the Operations Section, As additional staff arrive, brief them on the situation, and assign them as needed.
- As information is received from Operations staff, pass it on to the IC, providing description of tasks and priorities.
- Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

### **Closing Down**

- At the IC's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs.
- Provide logs and other relevant documents to the Documentation Unit in Planning.

---

### **Equipment/Supplies**

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Forms:
  - A1: Staffing List
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial
  - F1: Situation Status Report Update
- Hard hat, gloves, if needed
- Two-way radio
- Campus map

**Responsibilities:** Planning is responsible for the collection, evaluation, documentation and use of information about the development of and response to the incident, the status of resources, and recovery planning.

- Maintain accurate records and site map.
- Provide ongoing analysis of situation and resource status.

### **Start Up Actions**

- Check in with the IC for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

### **Operational Duties**

- Assume the duties of all Planning positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist Incident Commander in writing Incident Action Plans.

### **Closing Down**

- At the IC's direction, deactivate the section and close out all logs.
- Archive all incident records.
- Verify that closing tasks of all Planning positions have been accomplished.
- Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- Vest
- Clipboard, paper, pens, dry erase pens
- File box(es) and folders
- Large site map of campus, laminated
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Hard hat
- Two-way radio
- Clipboard

**Responsibilities:** Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

### **Start-up Actions**

- ❑ Check in with the IC for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

### **Operational Duties**

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Operations Section Chief.
- ❑ Maintain security of cargo container, supplies and equipment.

### **Closing Down**

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

---

### **Equipment/Supplies**

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

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## INCIDENT COMMAND SYSTEM    FINANCE/ADMINISTRATION

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**Responsibilities:** Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records
- Track and record staff hours.

### Start-Up Actions

- ❑ Check in with the IC for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

### Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

### Closing Down

- ❑ At the IC's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

---

### Equipment/ Supplies

- Vest
- Paper, pens
- Calculator
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
- Clipboard
- File folders

---

## OPERATIONS

## SEARCH AND RESCUE

---

**Objectives:** Sweep quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with First Aid team for treatment of the injured.

**Safety Rules:** Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

### Start-Up Actions

- ❑ Put on personal safety gear.
- ❑ Obtain all necessary equipment from container (see below).
- ❑ Check at Command Post (ICP) for assignment.
- ❑ Put batteries in flashlight.

### Operational Duties

- ❑ Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ❑ If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

### STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters' tape, or grease pencil for the markings indicated below.



ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

- ❑ When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.



EXITING A ROOM: Draw a back slash across the original one, creating an "X" on the door when the primary search is completed.

- ❑ Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/

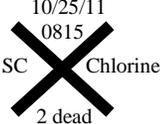
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## OPERATIONS

## SEARCH AND RESCUE (cont'd)

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Search Team		LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.
Date/Time		TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure
Hazards		RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals, broken staircase
# injured # dead		BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE: 

- Report by radio to Incident Command Post when room or area has cleared (example: "Room A-123 is clear"). To diminish radio clutter, consider reporting room clusters as clear.
- Follow directions from Operations/Incident Command Post
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- Record exact location of damage and triage on map and report information to Operations Chief.
- Keep radio communication brief and simple. Use common language, no codes.

### Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

---

### Equipment/Supplies

- ID Vest
- Work and latex gloves
- First aid backpack
- Clipboard with job description and map
- Fire extinguisher
- Backpack with goggles, flashlight, face masks, pry bar, duct tape, grease pencil and painter's tape to mark doors.
- Hard hat
- Whistle with master keys on lanyard
- Campus 2-way radio
- Caution tape

\* **Remember:** If you are not acknowledged, you have not been heard. Repeat your broadcast, being aware of other simultaneous transmissions.

**Objectives:** Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

**Personnel:** First-aid trained staff and volunteers

### **Start-Up Actions**

- ❑ Set up First Aid Station if directed by Operations Chief.
- ❑ Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- ❑ Check with Medical Team Leader for assignment.

### **Operational Duties**

- ❑ Admit injured students/staff to First Aid Station, listing name on master log.
- ❑ Administer appropriate first aid.
- ❑ Keep accurate records of care given.
- ❑ Continue to assess victims at regular intervals.
- ❑ Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- ❑ If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- ❑ A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

### **First Aid Stations**

**Triage** - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

**Crisis Intervention** - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

**Closing Down**

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

---

**Equipment/ First Aid Supplies:**

See Emergency Supplies Inventory in **APPENDIX G**.

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## OPERATIONS

## SHELTER AND CARE

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**Objectives:** Ensure the care and safety of all students on campus except those who are in the First Aid Station.

**Personnel:** Classroom teachers, substitute teachers, and staff as assigned.

### Start Up Actions

- ❑ Identify team leader
- ❑ Put on safety vest or position identifier
- ❑ Assess situation. Remain calm.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

### Operational Duties

- ❑ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ❑ Administer minor first aid as needed or refer to First Aid Station
- ❑ Support the Student Release process by releasing students with appropriate paperwork.
- ❑ When necessary, provide water and food to students and staff.
- ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ❑ Arrange activities and keep students reassured.
- ❑ Update records of the number of students and staff in the assembly area (or in the buildings).
- ❑ Direct all requests for information to the PIO or Command Post.
- ❑ Make arrangements to provide shelter for students and staff.

### Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the IC, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

---

### Equipment/ Supplies

- ID Vest
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting
  - Student Injury Forms
- School 2-way radio
- Ground cover, tarps
- Plastic Wrap
- Duct Tape

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## OPERATIONS

## STUDENT RELEASE

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**Objective:** Assist teachers and staff in the release of students from the campus to parents and designated adults.

**Personnel:** School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.

### Start-Up Actions:

- ❑ Identify team leader.
- ❑ Put on safety vest or position identifier.
- ❑ Check with Operations Chief for assignment to Request Table or Release Table.
- ❑ Obtain necessary equipment and forms from Logistics or emergency container.
- ❑ Secure area against unauthorized access. Mark gates with signs.
- ❑ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ❑ Set up Release Table at some distance from Request Table.

### Operational Duties

- ❑ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ❑ Refer all requests for information to the ICS or EOC PIO. Do not spread rumors!

### Procedures

- ❑ Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- ❑ Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- ❑ Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student check that Release Table.
- ❑ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ Mark student with sticker or "X" on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

**Note:** If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

**If student is with class in the Assembly Area:**

- ❑ Runner shows Student Release Form to the teacher
- ❑ Teacher marks box, "Sent with Runner."
- ❑ Runner walks student to Release Table
- ❑ Runner hands paperwork to release personnel.
- ❑ Release staff match student to requester, verify proof of identification

**If student is not with the class:**

- ❑ Teacher makes appropriate notation on Student Log.
- ❑ "Absent" if student was not in school that day.
- ❑ "First Aid" if student is at First Aid Station.
- ❑ "Missing" if student was in school but now cannot be located.
- ❑ Runner takes Student Log to Planning/ICP.
- ❑ Planning verifies student location if known and directs runner accordingly.
- ❑ Parent should be notified of missing student status and escorted to Crisis Counselor.
- ❑ If student is in First Aid, parent should be escorted to Medical Treatment Area.
- ❑ If student was marked absent, parent will be notified by a staff member.

**Closing Down**

- ❑ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn into the Documentation Unit.

---

**Equipment/Supplies - See Emergency Supplies (Student Release File Box inventory) in APPENDIX G.**

- ID Vest
- Small clipboards for Parent Request forms
- Student Emergency Contact Cards
- Model Student Release Guide
- Signs marked Request Table and Release Table
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Forms:
  - Student Release Form (copies for every student)
- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes

**Objectives:** Collect, evaluate, document and use information about the development of the incident and the status of resources.

- ❑ Maintain accurate site map.
- ❑ Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

### **Start-up Actions**

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.

### **Operational Duties**

#### **Situation Status (Map)**

- ❑ Establish, coordinate and direct verbal and written communications with section chiefs.
- ❑ Collect, organize and analyze incident information.
- ❑ Update situation status boards as new information is received.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- ❑ Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Direct media or public inquiries to the ICS or EOC PIO.

#### **Situation Analysis**

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the IC to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

### **Closing Down**

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- ID Vest
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Forms:
  - D1: Section Activity Log
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box(es)

**Objectives:** Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

### **Start-Up Actions**

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier..
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

### **Operational Duties**

#### **Records**

- ❑ Maintain time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.**)
- ❑ Record content of all radio communication with district Emergency Operations Center.
- ❑ Record verbal communication for basic content.
- ❑ Log in all written reports.
- ❑ File all reports for reference (file box).

**Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

#### **Student and Staff Accounting**

- ❑ Receive, record, and analyze Student Accounting forms.
- ❑ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ❑ Report missing persons and site damage to the IC.
- ❑ Report first aid needs to Medical Team Leader.
- ❑ File forms for reference.

### **Closing Down**

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- ID Vest
- 2-way radio paper, pens
- Forms:
  - Emergency Time/Situation Report
  - Sample log
  - Student Accounting Form
- Clipboards
- File box(es)

**Objective:** Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

### **Start-Up Actions**

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Open three logs to list staff, volunteers, and student runners who are awaiting assignment.

### **Operational Duties**

- ❑ Deploy personnel as requested by the IC.
- ❑ Sign in volunteers, making sure that they wear I.D. badges and are on the site disaster volunteer list.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

### **Closing Down**

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

---

### **Equipment/Supplies**

- ID Vest
- Clipboards with Volunteer Sign-in sheets
- Cargo container or other storage facility and all emergency supplies stored on campus
- Forms:
  - Inventory of emergency supplies on campus
  - List of registered disaster volunteers
- 2-way radio
- Paper, Pens

**Objectives:** Provide facilities, equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, sanitation set-up and debris removal.

**Start-Up Actions**

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Open supplies container or other storage facility if necessary.
- ❑ Put on safety vest or position identifier.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Set up the Incident Command Post.

**Operational Duties**

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating supplies and equipment.
- ❑ Set up feeding area, sanitation area and other facilities as needed.
- ❑ Arrange for debris removal.
- ❑ Coordinate site repairs and use of school facilities.

**Closing Down:**

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

---

**Equipment/Supplies**

- ID Vest
- Clipboard
- Cargo container or other storage facility and all emergency Supplies stored on campus
- Forms:
  - Inventory of emergency supplies on campus
- 2-way radio
- Paper, pens

**Objective:** Maintenance of accurate and complete records of staff hours.

**Start-Up Actions:**

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and data that relate to personnel time keeping.

**Operational Duties**

- ❑ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ❑ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ❑ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

**Closing Down**

- ❑ Close out all logs.
- ❑ Secure all documents and records.

---

**Equipment/ Supplies**

- ID Vest
- Paper, pens
- Forms:
  - Staff Duty Log
- Clipboards

**Objective:** Maintain accurate and complete records of purchases. Most purchases are made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

**Start-Up Action**

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

**Operational Duties**

- ❑ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.
- ❑ Maintain vendor contracts and agreements.

**Closing Down**

- ❑ Close out all logs.
- ❑ Secure all documents and records.

---

**Equipment/Supplies**

- |               |              |
|---------------|--------------|
| ▪ ID Vest     | ▪ Clipboard  |
| ▪ Paper, Pens | ▪ Post-Its   |
| ▪ Stapler     | ▪ Calculator |
| ▪ Forms       |              |

## G. COMMUNICATIONS

**Establishing reliable communication networks is critical for effectively dealing with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. *It is the responsibility of the Superintendent to disseminate information to the public.***

The principal or designee will:

- Notify the district office of the school's status/needs
- Designate staff member(s) to monitor all communications

### COMMON TERMINOLOGY

One of the most important reasons for schools to use the ICS is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording. RI Gen Laws §16-21-24 states multiple times that schools must, "...include consistent, plain language and terminology" within policies and procedures.

### COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

### COMMUNICATION TOOLS

**Standard telephone** – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

**Cellular telephones** – These phones may be the only tool working when electric service is out; they are useful to administrators and 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. There should also be no policy restricting the carry of cellular phones during the work day.

**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.

**Intercom systems** – Ideally, systems should include teacher-initiated communications with the office using 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.

**Bullhorns and megaphones** – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

**Two-way radio** - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully 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.

**Computers** – A wireless laptop computer 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, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

**Fax machines** – Possible uses include an off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, forms, and authorizations can be faxed and returned in emergencies.

**Alarm systems** – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

**Social Media** –If a school or district utilizes social networking (i.e. facebook, twitter, etc...) for district-level communications, then during a crisis situation, districts should keep their internal and external stakeholders informed during a crisis using their preferred social media platform. During a crisis, districts should update their social media platforms at least as often as they speak to the press to keep all of the information current. If districts allow comments on their social networking feeds, good practice may be to disallow comments during the event of a crisis. It is imperative that all information on the district’s social media site have the most current information addressing stakeholder concerns.

**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 Chain of Command (Principal or Incident Commander). Then link him/her to the ICS section chiefs who, in turn, are linked to those assigned to units within each section. In practice, the first person on the list calls several people, who next 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. This helps to retain the authenticity, and can also assist in communicating with parents.

## **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, and evacuation routes.

### **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 IC). 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.

## **COMMUNICATING WITH PARENTS**

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:

- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.

- Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English speaking families and students with English as a Second Language.

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety*. They will want to know: **a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.**

Establishing a system for responding quickly to a parent's need for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- Do not embellish or speculate. Explain what happened; focus on facts.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their child and ways to talk with them.
- Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- Inform parents and students when and where school will resume.
- Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

***In the event of an emergency, parents first reactions are likely to involve fear or anxiety.***

## **HANDLING RUMORS**

**People are going to talk about an emergency and 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:**

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they

have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

## **COMMUNICATING 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:

- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all staff to refer all information and questions to the PIO or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- If the incident involves outside response agencies, such as police, fire, local EMA, or other state or federal agencies, make sure all statements to the press are approved by all parties prior to release. All involved should "speak with one voice".
- Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.

- Advise students of the school's student media policy.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school's/district's good record.
- Speak to reporters in plain English.
- If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- Regularly update District Office on situation.
- Delay releasing information until facts are verified and the school's position is clear.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.
- Prepare statements about the situation to avoid ad-libbing. Important points to make 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.
- Always provide a phone number to call for additional or updated information.

# Sample Statements to the Media

## **Example 1: Bus crash**

Our third grade students were on a field trip when their school bus was involved in a crash 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 crash). The hotline number is (NUMBER). Our School Crisis Response Team is implementing our emergency protocol for bus crashes, 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.*

## **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 a 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.

## H. DRILLS AND EXERCISES

### CONDUCTING DRILLS

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

- 1) **Walkthroughs, workshops and orientation seminars** are basic training for team members.
  - They familiarize team members with emergency response
  - Business continuity
  - Crisis communications plans
  - Their roles and responsibilities as defined in the plan
- 2) **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
  - An informal discussion of simulated emergencies
  - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
- 3) **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
  - 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
- 4) **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
  - Focuses on policies, procedures, roles and responsibilities
  - More stressful and realistic simulation of real life situations
  - Usually takes place in “real time”
  - Emphasizes the emergency functions of the Emergency Management 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 Emergency Management Team is activated.
- 5) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
  - Takes place in “real time” and tests total response capability as close to a real emergency as possible.

- Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability 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 Operations Center (EOC)

## **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 *Develop an Accountability System* for additional details.

## REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Orientation Seminar	Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
No prior exercises No recent crises New plan New procedure New staff leadership New facility Newly Identified threat New assisting local agency	Establish equipment capabilities Determine response times Personnel training Interagency cooperation Determine resource and manpower capabilities	Practice group problem solving Executive familiarity Specific case study Specific threat area Examine manpower contingencies Test group responsibility interpretation Observe information sharing Assess interagency coordination Train personnel in negotiation/interaction	Evaluate any function Observe physical facilities use Reinforce established policies and procedures School accreditation Test seldom used resources Measure resource adequacy Confirm interagency relationships	Information analysis Interagency cooperation Policy confirmation Negotiation Resource and manpower allocation Media attention Equipment capabilities Interagency operations and relations

### MANDATED DRILLS

In accordance with RI General Law § 16-21-4 and 16-21-5:

- No less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill.
- At least one out of every 4 emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used.
- In addition, there shall be 2 evacuation drills and 2 lockdown drills.
  - Evacuation - Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building.
  - Lockdown - One shall be held in September and one in January, and in conjunction with the local police whenever possible.
- All occupants of the building **must** participate in all drills.
- Written reports ... of each fire drill shall be completed immediately upon termination of every drill.

A district-wide drill/simulation is **recommended** yearly. This can rotate the school building each exercise to a different location and type of emergency to exercise out of the School Safety Plan.

**RHODE ISLAND AND PROVIDENCE  
PLANTATIONS**  
**Department of Education**  
**EMERGENCY DRILL CODE REPORT FORM**

**Original to:**  
Department of Education  
via Superintendent

**Copies to:**  
Fire Department

The following report is to be filled out by the authorized persons in charge of a public or private school within the State of Rhode Island. Additional copies must be sent to individuals/agencies listed above.

<b>NAME OF SCHOOL</b>	<b>CITY OR TOWN</b>
<b>NAME OF PRINCIPAL/HEADMASTER</b>	<b>SIGNATURE</b>
	<b>SIGNALS USED</b>

Number of Drills	SEPTEMBER-OCTOBER-NOVEMBER								DECEMBER through JUNE							20__ - 20__		REMARKS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Date of Drill																		
Day of Week (M,T,W,Th,F)																		
Time Alarm Sounded																		
Type of Fire Drill (Check One)	Unobstructed																	
	Obstructed																	
Lockdown Drill (2)																		
Evacuation Drill (2)																		
Time Taken to Empty Building	Minutes																	
	Seconds																	
Total Time Elapsed Before School Work is Resumed	Minutes																	
	Seconds																	
Weather Conditions (Check One)	Fair																	
	Rain																	
	Snow																	
Temperature																		
No. of Fire Alarm Button or Stations Used																		
Name of Person Who Sounded Alarm																		

**\*\*\*Please note, as of printing, this form is filled out electronically using the eRIDE system @ [www.eride.ri.gov](http://www.eride.ri.gov)\*\*\***

## I. STAFF PERSONAL PREPAREDNESS

When an emergency occurs, every school and district employee should be prepared and committed to serving their students. **During a disaster, public employees may become “Emergency Support Personnel”. As Emergency Support Personnel, school staff may be required to remain at school to assist in an emergency situation.**

School staff and teachers may be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- have the confidence that they have prepared their families to deal with emergencies in their absence
- know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

### STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or functional needs
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

## J. EMERGENCY SUPPLIES AND EQUIPMENT

**APPENDIX G** contains lists of basic emergency supplies, separated into the following functions as part of an emergency plan.

- Classroom Backpack
- Classroom Lockdown Kit
- Student Release File Box
- Incident Command Center Box
- Medical Supplies
- Light Search and Rescue Supplies
- Building Safety/Damage Assessment Supplies
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies

- School Shelter Supplies (Food/Water, etc.)

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review the lists and adjust them for individual campus needs.

## **STORAGE CONTAINER**

**Purpose.** The objective of a storage container is to have available a cache of supplies to sustain the school community in the aftermath of a disaster if the area is cut off from outside help for up to 72 hours. An earthquake or fire may render school buildings unusable, making outdoor storage a prudent choice.

**Site Selection.** The location of the storage container should be carefully selected to provide stable, safe and easy access in proximity to the emergency evacuation area. Install the storage trailer on a level surface atop stable soil and stable concrete footings reinforced with short piers at the corners. Rigidity of the flooring is critical since even slight settling may cause the heavy doors to rack and bind, making them difficult if not impossible to open. Avoid placement of the container in gullies that may flood during a storm. Avoid placement below over-hanging wires, beneath large tree branches or upon soft, shifting soil.

**Storage Structure.** A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8' x 20', which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls, and secure the shelving to the side of the container. A 1"x1" removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from rain at the doors where supply distribution occurs. A student mural painted on the most visible sides of the structure may help incorporate it into the campus infrastructure and make it seem less threatening. The walls of the storage container should not be used for handball or basketball.

**Security.** The storage facility makes an attractive target for theft or vandalism. Do not leave it unlocked or unattended. Brass, all-weather lock boxes are best suited for the security of the container. It is preferable to limit access to a few designated individuals who have carefully reviewed the procedures and been given a walk-through orientation of the storage container. Include access by program managers for after-school activities and events.

**Organization.** Attach a laminated interior diagram of the supply container near the inside entrance. Store equipment in order of use, e.g., Search and Rescue supplies

near the front door for immediate access. Maintain a dated inventory of the stored supplies, shelf-life replacement schedule, and vendor contact information.

**Maintenance.** Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

**Replacement Supplies.** Attach a clipboard to maintain a wish list and missing, needed or replacement supplies. **APPENDIX G** includes a form to record this information. Space and budgetary limitations and the need for strict organization require that particular care be given in the purchase and placement of new and returned items in the container.

### **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
- Additional Items
  - Personal Cell Phone\*

Store each crisis bag in an easily accessible location.

#### **\*Personal Cell Phone**

It is strongly recommended to allow the carry of personal cell phones during the school day.

## **K. SCHOOL EMERGENCY PLANNING CALENDAR**

Effective emergency preparedness involves “institutionalizing” the planning, i.e., engaging in certain activities year after year. These annual activities include:

- Assessing site hazards
- Submitting assessment every three years, **RI Gen Laws § 16-21-23**
- Scheduling drills
- Arranging for staff training
- Updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a sample School Emergency Planning Calendar that may serve as the basis for individual site needs.

## Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH
<b>PRINCIPAL or DESIGNEE</b>	<ul style="list-style-type: none"> <li>○ School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves)</li> <li>○ Review School Emergency Management Plan</li> <li>○ Update School Emergency Team Assignments</li> <li>○ Staff Skills Survey for new teachers</li> <li>○ New assignments as needed</li> <li>○ Staff orientation of School Emergency Management Plan</li> <li>○ Plan annual training schedule</li> <li>○ Update resource agreements and contacts</li> <li>○ Parent Back to School Assembly</li> <li>○ <i>Fire Drill</i></li> <li>○ Staff meeting: Review winter storm and flooding preparedness</li> <li>○ <i>Lockdown Drill</i></li> <li>○ CPR/ First Aid training w/ Fire Department</li> <li>○ <i>Fire Drill</i></li> <li>○ Staff development emergency training</li> <li>○ <i>Shelter-in-Place Drill</i></li> <li>○ <i>Lockdown Drill</i></li> <li>○ Evacuation Drill planning with Fire Department/Public Safety</li> <li>○ <i>Fire Drill</i></li> <li>○ Table top exercise</li> <li>○ <i>District Drill</i></li> <li>○ Review drill assessment</li> </ul>	<p>August</p> <p>August August August August August</p> <p>August September September September</p> <p>September November November January January February March</p> <p>March April May June</p>
<b>SECRETARY</b>	<ul style="list-style-type: none"> <li>○ Update classroom backpacks (rosters, etc.)</li> <li>○ Distribute emergency cards/ student release procedures to families</li> </ul>	<p>September September</p>
<b>MAINTENANCE DIRECTOR</b>	<ul style="list-style-type: none"> <li>○ Conduct facility hazard assessment</li> <li>○ Check fire extinguishers, batteries</li> <li>○ Review equipment needs</li> <li>○ Update school maps and site plans</li> </ul>	<p>August August September September</p>
<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>○ Staff Orientation of School Emergency Management Plan</li> <li>○ CPR/ First Aid training w/ Fire Department</li> <li>○ Staff development emergency training</li> </ul>	<p>August</p> <p>November January</p>
<b>PTA DISASTER COORDINATOR</b>	<ul style="list-style-type: none"> <li>○ Recruit Parent Disaster Committee</li> <li>○ Family preparedness materials to parents</li> <li>○ Replenish emergency supply cache and classroom duffels</li> <li>○ Preparedness tips in PTA Newsletter</li> <li>○ Recruit/create Parent Disaster Committee</li> </ul>	<p>September September Sept – Oct</p> <p>Quarterly April</p>

## L. SCHOOLS AS SHELTERS

**SHORT-TERM SHELTER.** A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families. Short-term care is considered any time up to three hours past dismissal. Long-term care may last up to 72 hours or more.

### **Shelter considerations:**

- Determine need for shelter. Bring students indoors into a safe building, if at all possible.
- Maintain a list of all persons, including staff, in the shelter.
- Place nametags on all students.
- Report problems and any special needs, especially medical needs, to the Shelter Manager.
- Store laundered clothing in limited quantities for shelter use.
- Children wearing bloodied clothing should be changed immediately.
- Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
- If it is raining, distribute plastic bags to use for protection.
- Recruit volunteers to assist with storytelling, entertainment and recreation.
- As students are released to parents or authorized individuals, record on the occupancy log when released, to whom and destination.
- As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention for themselves, or simply to find solace with others who have all experienced a frightening disaster.

**COMMUNITY SHELTER.** Schools can be available for community shelters following a disaster. The American Red Cross has community agreements through mutual Memoranda of Understanding (MOU) to set up their mass care facilities. Schools with cooking and shower facilities are preferred. Local governments have a right to use schools for the same purposes. This requires close cooperation between school district officials and the American Red Cross or local government representatives, and should be planned and arranged for in advance.

In order to minimize confusion, prevent unauthorized use of shelter resources and facilitate the process of reunifying children with parents or guardians, community members seeking shelter should not be sheltered with remaining students and school staff. Emergency supplies stored by the school are for the sole use of the students and school staff. When children and staff have left the school, the principal may decide whether the unused shelter supplies will be offered to the community shelter occupants.

## M. Annual Review Policy

Once the School Crisis Response Plan (SCRCP) 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:

### Approval of the Emergency Plan

Your school is responsible for obtaining approval of the SCRCP from official sources. The SCRCP should be reviewed by:

- The School Safety Team, SCRT, or other school-based group
- Legal Counsel
- Fire, Police, and Emergency Management Departments
- Superintendent/Director
- RI Gen Laws § 16-21-25 for further approval **requirements and exemptions**

**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.

## N. 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**

### *A note on Reverse Evacuations*

A separate plan doesn't need to be developed for a Reverse Evacuation **if procedures have been** addressed in RESPONSE, such as below. This type of an evacuation is used when conditions inside are safer than outside.

**When the announcement/siren is made:**

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- Wait for further instructions

## **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 i and j).

## 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. Develop and update memorandum of agreement with each facility use.
5. 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.

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## **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 (F) 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## O. Create Crisis Response Plan for Functional Needs

Be sure to give special consideration to the unique needs of staff and students with functional needs when developing the SCRP. 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 Functional Needs Population" on page 100 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.

Also, make sure to include procedures **for temporary functional needs** to be properly included. These can arise at anytime, so either a quarterly survey, **or including the nurse** in this process will enhance the collection of crucial information.



## **P. 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.

### **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 an 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.
- 6) If a volunteer or parent group has been established, utilize the support and assistance of this group.

SECTION	Students	SERIES	F
CATEGORY	Safety	CODE	F-9
ITEM	Fire Drills – Functional needs	CODE	F-9.2b

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

### GUIDELINES FOR THE EVACUATION OF THE FUNCTIONAL NEEDS POPULATION

1. Whenever possible classes with Functional needs 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 handicapped on each floor level when necessary.
3. School staff and fire personnel should be properly trained in how to evacuate Functional needs occupants from a facility.
4. Each Functional needs 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 Functional needs person should be educated to communicate what his/her handicap is in order to assist in the evacuation.
6. A list of Functional needs 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 Functional needs student at all times.
9. If a teacher should have more than one Functional needs 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 Functional needs 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.

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## **IV – RESPONSE**

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## 4. Response

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

-- Arnold H. Glasow

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

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

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

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

## A. CALLING 911

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

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

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

### WHEN REPORTING AN EMERGENCY

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

#### WHEN CALLING 911

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

## **CALLING 911 FROM A CELL PHONE**

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

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

## **B. ACTIVATING THE EMERGENCY OPERATIONS CENTER / INCIDENT COMMAND SYSTEM**

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

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

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

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

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

## **C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS**

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

### **PRINCIPAL/SITE ADMINISTRATOR**

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

### **OFFICE STAFF**

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

## **TEACHERS**

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

## **INSTRUCTIONAL ASSISTANTS/AIDES**

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

## **CUSTODIANS/MAINTENANCE PERSONNEL**

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

## **BUS DRIVERS**

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

## **NURSES/HEALTH ASSISTANTS**

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

## **OTHER SCHOOL EMPLOYEES**

- ❑ Report to principal/site administrator for directions.

## D. EMERGENCY ACTIONS AND PROCEDURES

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

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

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

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

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

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

### **ANNOUNCEMENT:**

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

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

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

### **STAFF ACTIONS:**

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

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

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

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

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

**ANNOUNCEMENT:**

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR:**

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

**STAFF ACTIONS:**

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

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

### **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

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

#### **To alert visually-impaired individuals**

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

#### **To alert individuals with hearing limitations**

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

#### **To evacuate individuals using crutches, canes or walkers**

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

#### **To evacuate individuals using wheelchairs**

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

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

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

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

### **ANNOUNCEMENT:**

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

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

### **STAFF ACTIONS:**

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

### **STUDENT ACTIONS:**

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

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## EMERGENCY ACTION

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## SHELTER IN PLACE

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

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

### ANNOUNCEMENT:

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### TEACHER and STAFF ACTIONS:

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

### STUDENT ACTIONS:

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

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## EMERGENCY ACTION

## DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

### ANNOUNCEMENT:

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

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

### STAFF AND STUDENT ACTIONS:

#### Inside

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

#### Outside

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

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

**ANNOUNCEMENT:**

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

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

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

**STAFF ACTIONS:**

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

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## EMERGENCY ACTION

## DIRECTED TRANSPORTATION

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

- Chemical accident
- Fire
- Flood

### ANNOUNCEMENT:

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

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

- Who is assigned to each loading area? \_\_\_\_\_
- Where are loading areas? \_\_\_\_\_
- What, if any, change in vehicle traffic patterns are necessary? \_\_\_\_\_  
\_\_\_\_\_
- What staff supervises this ACTION, and where? \_\_\_\_\_
- How can sufficient transportation be arranged to accommodate the entire student population and staff? \_\_\_\_\_

### TEACHER ACTIONS:

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

### BUS DRIVER ACTIONS:

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

## **STUDENT ACTIONS:**

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

### **To evacuate by other vehicles**

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

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

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

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

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

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

**ANNOUNCEMENT:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

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

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

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

**ANNOUNCEMENT:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR:**

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

**STAFF ACTIONS:**

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

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

**FOUR STEPS FOR STAFF**

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

**FOUR STEPS FOR PARENTS**

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

**INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:**

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

**TEACHER and STAFF ACTIONS:**

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

## **TEAM ASSIGNMENTS**

### **STUDENT RELEASE TEAM**

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

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

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

### **PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):**

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

### **CRISIS INTERVENTION COUNSELOR (Health practitioner)**

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

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

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

## **E. GENERAL EMERGENCY INTERVENTION CHECKLIST FOR SCHOOL CRISIS RESPONSE TEAMS**

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

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

## **F. EMERGENCY PROCEDURES TOOLKIT**

### **(Alphabetical Index)**

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

### **Protocols**

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

# Allergic Reaction

## Possible Symptoms:

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

## Staff First Actions:

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

## Principal, Team:

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

## Preventive/Supportive Actions:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Assaults/Fights

## Staff Procedures:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Bomb Threats

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

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

## Evacuation procedures:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Bus Crash

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

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

## In the event of a Bus Crash:

### Staff at the Scene:

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

### Principal, Team:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Disease Outbreak / Food Borne Illness***

## **Possible Signs of Disease Outbreak/Food borne Illness:**

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

## **Staff First Actions:**

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

## **Principal, Team:**

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

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

▪

# Fire

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

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Hazardous Materials***

## **Incident occurred in school:**

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

## **Incident occurred near school property:**

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

## **Resume normal operations after consulting with fire officials.**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Intruder/Hostage

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

## Procedures:

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

## If intruder refuses to leave:

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

## Hostage:

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

## If taken hostage:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Lockdown***

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

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

# Missing Child/Kidnapping

## Missing Child:

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

## Kidnapping:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Natural Disasters: Earthquake***

## **Procedures:**

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

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

<input type="checkbox"/>	_____

# ***Natural Disasters: Flood***

## **Procedures:**

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Natural Disasters: Heat Alert***

## **Procedures:**

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ***Natural Disasters: Hurricane***

## **Procedures:**

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ***Natural Disasters: Severe Thunderstorms***

## **Procedures:**

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

## **Additional steps for our school (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Natural Disasters: Snow

## Procedures:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Natural Disasters: Tornado

## Procedures:

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# ***Other Weather Related Emergencies***

## **Procedures:**

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Other

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

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

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

# Poisoning

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

### Immediate Actions:

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

### Preventive Measures:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Radiological Incident***

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

## **Sheltering Notification:**

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

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

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

## **Radiological Incident/Accident:**

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Rape/Sexual Abuse

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

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

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

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

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Serious Injury/Death

## If incident occurred in school:

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

## If incident occurred outside of school:

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

## Post-Crisis Intervention:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Shelter In Place

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

**Procedures:**

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

**Teachers:**

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Procedures:**

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

**Teachers:**

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide: Attempt

## Procedures:

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

## Suicidal Death/Serious Injury:

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

## Post-Crisis Intervention:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suspicious Mail or Package

## Procedures:

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

### What should you do?

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# ***Utility Failure: Gas Line Break***

## **Procedures:**

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ***Utility Failure: Electric Power Failure***

## **Procedures:**

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ***Utility Failure: Water Line Break***

## **Procedures:**

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
-

# Weapons

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

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

## Principal:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **V – RECOVERY**

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# 5. 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.

## A. INTRODUCTION TO RECOVERY & AFTERMATH PLANNING

**Recovery** is a long-term process of supporting students and staff who may 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

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

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.

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

## **Recovery Organization**

Recovery actions follow the same five NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS function:

### **Management**

- MAKE policy decisions, e.g., who coordinates returning staff.
- CONTINUE public information activities.
- MANAGE safety considerations, e.g., assure facility is safe for re-entry.
- RE-ESTABLISH a sense of safety.
- SUPPORT immediate emotional recovery—staff and students.

### **Operations**

- COORDINATE damage assessment and debris removal.
- RESTORE utilities.
- ARRANGE for building and safety inspections prior to re-entry.
- ARRANGE for repairs.

### **Planning/Intelligence**

- DOCUMENT for use in applying for disaster relief.
- WRITE recovery after-action reports.
- DEVELOP a post-incident mitigation plan to reduce future hazards.

### **Logistics**

- PROVIDE recovery-related supplies and replenish disaster cache at each site.
- COORDINATE availability of personnel, equipment and vehicles needed for recovery efforts.

### **Administration/Finance**

- PREPARE and maintain budget.
- DEVELOP and maintain contracts.
- APPLY for financial relief grants.
- PROCESS staff injury claims.
- HANDLE insurance settlements.
- DOCUMENT employee time as Emergency Support Personnel; assure continuity of payroll.

## B. DISASTERS AND THEIR EFFECTS

The impact of tragedies on individual children and adults is not simple to predict. The range of human responses can include physical, cognitive, behavioral, spiritual, 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**

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

<b>PHYSICAL</b>	<b>MENTAL</b>	<b>EMOTIONAL</b>	<b>BEHAVIORAL</b>
Chest pain	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify	Shock	Suspicious
Thirst	familiar people/things	Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

## **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.

### **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

## **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.

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**+ Subtotal from previous page** \_\_\_\_\_

**Total** \_\_\_\_\_

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.

**This student has been referred to:**

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Referral made by: \_\_\_\_\_ On this date: \_\_\_\_\_

## C. Documenting Emergency Outcomes

Once the safety and status of staff and students have been assured and emergency conditions have abated, assemble staff to support the restoration of the school's educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- ❑ CONDUCT a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ❑ PERFORM impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- ❑ DOCUMENT damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- ❑ PROVIDE detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ❑ ADMINISTER Workers' Compensation that claims may arise if there are on-the-job injuries
- ❑ ARRANGE for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.
- ❑ CONDUCT a hotwash to discuss how the plan worked, and After Action Report.

**The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed.**

- IDENTIFY record keeping requirements and sources of financial aid for disaster relief.
- ESTABLISH absentee policies for teachers/students after a disaster.
- ESTABLISH an agreement with mental health organizations to provide counseling to students and their families after the disaster.
- DEVELOP alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- CREATE a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

A local, state, or federal Disaster Declaration may be issued after an emergency has occurred. In the event one is, documentation is crucial to have been captured for reimbursement. The declaration can bring money that can be give out to eligible applicants. For more information in reimbursements, go to FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm>.

## **General Emergency Recovery Checklist**

Recovery activities, such as the restoration of the physical spaces and psychological first aid, are of tremendous value in helping people come to terms with a crisis.

- ❑ DOCUMENT activities.
- ❑ ACKNOWLEDGE the event. The return to school will be one of coming together and identifying experiences and, possibly, losses
- ❑ IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ❑ ASSESS students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.
- ❑ EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- ❑ RESTORE the physical facility.
- ❑ REQUEST assistance as needed from local public safety agencies and providers.
- ❑ IDENTIFY what follow up interventions are available to students and staff.
  - Conduct debriefings with staff; support their concerns and emotions.
  - Provide classroom assistance, if needed.
  - Outline schedule for the day; modify day's schedule if needed.
  - Identify resources available to teachers and students.
  - Provide access to these support resources.
- ❑ COORDINATE announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.
- ❑ ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- ❑ CONTROL rumors, provide regular updates of information to various groups.
- ❑ DEVELOP a long term recovery plan.
- ❑ CONSIDER curricular activities that address the crisis.
- ❑ ALLOCATE appropriate time for recovery.
- ❑ PREPARE a post-incident after action report that includes recommended improvements to emergency plans. CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- ❑ PLAN how anniversaries of events will be commemorated.

## **Repairs and Restoration**

- **Repairs or Construction on Disaster Sites.** Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.
- **Post-Disaster Mitigation.** To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

## **D. STRATEGIES FOR FOLLOW-UP TO EMERGENCIES**

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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; and
- 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, and
- Remembering that children and their communities are resilient when supported adequately.

## **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 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 School Crisis Response Procedures 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 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. **Parent/family/organization consultation:** A group process conducted to provide ongoing education and support to families, parent groups or organizations following a critical incident.
5. **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 SCRT 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.

# **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

**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 about or act out.
- 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. Remember, this **is not** art therapy

### **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:

- Alert parent/guardians of your concerns
- Contact your school counselor/social worker/school psychologist
- Consider a referral to mental health professionals in the community

# **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, 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 inclusion of your SCRT mental health members.* CISM usually follows this sequence:

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

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:**

- Do acknowledge the suicide as a tragic loss of life.
- Do allow students to attend funeral services.
- Do provide support for students profoundly affected by the death.

**DON'T:**

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

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.

# **Recovery 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:

- 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.

## **E. The “New Normal”**

Victims of a crisis experience a real need to return to normal. However, “normal” as they once experienced it is forever gone and changed. For many, the recognition that such a “normal” is unattainable can be debilitating.

As a result, counselors and crisis survivors find the concept of a “New Normal” to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former “normal.” For students and staff alike, the sooner this is recognized, the better.

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## **VI – APPENDICES**

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# APPENDICES

<b>CONTENTS</b>	<b>PAGES</b>
<b>A. AUTHORITIES</b> .....	187
RI Gen Laws § 16-21-4.....	188
RI Gen Laws § 16-21-5.....	190
RI Gen Laws § 16-21-23.....	192
RI Gen Laws § 16-21-23.1.....	193
RI Gen Laws § 16-21-24.....	194
RI Gen Laws § 16-21-25.....	198
RI Gen Laws § 16-21-33.....	199
RI Gen Laws § 16-21-34.....	201
RI Gen Laws § 23-28.12-15.....	204
RI Gen Laws § 23-28.12-36.....	206
RI Gen Laws § 30-15-12.....	208
RI Gen Laws § 30-15-13.....	208
<b>B. SAMPLE AGREEMENTS</b> .....	209
School Partnership Agreement .....	210
<b>C. CHECKLISTS</b> .....	211
Example Annual Emergency Review Checklist .....	212
Administrator’s Emergency Planning Self-Assessment Checklist .....	214
School Safety/Hazard Assessment Checklist .....	218
Classroom Safety/ Hazard Assessment Checklist .....	226
Evacuation Routes Hazard Checklist .....	227
Drill/Exercise Planning Checklist .....	229
<b>D. NATIONAL INCIDENT MANAGEMENT SYSTEM</b> .....	231
District Emergency Operations Center: Roles and Responsibilities .....	232
District Emergency Operations Center: Functional Reference Model .....	234
District Emergency Operations Center: Fully-Staffed Template .....	235
School Incident Command System: Roles and Responsibilities .....	236
School Incident Command System: Functional Reference Model .....	238
School Incident Command System: Fully-Staffed Template .....	239
A1: EOC Staffing List .....	240
A2: ICS Staffing List .....	241
B1: Section Tasks .....	242
B2: EOC Action Plan .....	243
B3: Section Activity Log .....	244
B4: Incident Briefing (Incident Action Plan) .....	245
C1: Management Situation Report .....	249
D1: Resource Request .....	252
D2: Check-In/Check-Out .....	253
D3: Message Form .....	254

E1: Situation Status Report – Initial Assessment .....	256
E2: Student Status Report – Initial Assessment .....	257
E3: Staff Status Report – Initial Assessment .....	258
F1: Situation Status Report – Update .....	262
G1: Demobilization Checkout .....	264
<b>E. FORMS &amp; TEMPLATES .....</b>	<b>265</b>
Staff Skills Survey for Emergency Management Planning .....	266
Special Staff Skills and Equipment .....	267
Emergency Drill Record .....	268
Local Resources .....	269
Our School Crisis Response Team Members .....	271
Staff Training Log .....	272
Annual Review Policy .....	273
Evacuation Plan: Outside the Building .....	274
Evacuation Plan: Alternate Building Location within Walking Distance .....	275
Evacuation Plan: Alternate Building Requiring Transportation .....	276
Emergency Contact Numbers for our School .....	277
Teacher Survey: Students needing Special Assistance.....	278
<b>F. SAMPLE LETTERS AND MEMOS.....</b>	<b>279</b>
Tips for School Families – When to Miss School.....	280
Parent Information Letter – Student Health .....	281
Parent Information Letter – Incident Update.....	282
Parent Information Letter – Death of a Student .....	283
Memo to Staff about Special Needs Evacuation Plan.....	284
<b>G. EMERGENCY SUPPLIES .....</b>	<b>285</b>
Classroom Backpack .....	286
Classroom Lockdown Kit .....	287
Student Release File Box .....	287
Incident Command Center (ICC) Box .....	288
Medical Supplies .....	290
Light Search and Rescue Supplies .....	293
Building Safety/Damage Assessment Supplies .....	294
Traffic/Crowd Control .....	295
School Bus/Auto Emergency Supplies .....	296
School Shelter Supplies (Food/Water, etc.) .....	297
Emergency Cache – Supplies Needed .....	302
<b>H. GLOSSARY .....</b>	<b>303</b>
Emergency Actions .....	304
Acronyms .....	305
NIMS Glossary .....	306
Planning Glossary .....	311
<b>I. REFERENCES AND RESOURCES.....</b>	<b>315</b>
<b>J. WEBSITES .....</b>	<b>319</b>
<b>K. ACKNOWLEDGEMENTS.....</b>	<b>320</b>

<b>CONTENTS</b>	<b>PAGES</b>
<b>Rhode Island General Laws</b>	
RI Gen Laws § 16-21-4.....	188
<i>Fire, Evacuation and Lockdown drills required</i>	
RI Gen Laws § 16-21-5.....	190
<i>Uniform fire code or drill tactics - Reports</i>	
RI Gen Laws § 16-21-23.....	192
<i>School safety teams, school crisis response teams, and school safety assessments</i>	
RI Gen Laws § 16-21-23.1.....	193
<i>Model school safety plans and checklists-Development and dissemination.</i>	
RI Gen Laws § 16-21-24.....	194
<i>Requirements of school safety plans, school emergency response plans, and school crisis response plans</i>	
RI Gen Laws § 16-21-25.....	198
<i>Review of school safety plans – exemption from open meetings and public records requirements</i>	
RI Gen Laws § 16-21-33.....	199
<i>Safe schools act</i>	
RI Gen Laws § 16-21-34.....	201
<i>Statewide bullying policy implemented</i>	
RI Gen Laws § 23-28.12-15.....	204
<i>Fire alarm systems</i>	
RI Gen Laws § 23-28.12-36.....	206
<i>Fire alarm systems – Fire drills – Penalties</i>	
RI Gen Laws § 30-15-12.....	208
<i>Local emergency management</i>	
RI Gen Laws § 30-15-13.....	208
<i>Local disaster emergencies</i>	

**Enacted 07/15/13**

SECTION 1. Section 16-21-4 of the General Laws in Chapter 16-21 entitled "Health and Safety of Pupils" is hereby amended to read as follows:

**16-21-4. Fire, evacuation and lockdown drills required -- Failure to comply. --** (a) It shall be the duty of the principal or other person in charge of every public school or private school, college, university, or postsecondary institutions or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave school buildings and dormitories in the shortest possible time and without confusion or panic.

Notwithstanding other provisions of this section, in ~~in~~ all schools or buildings used for educational purposes through the twelfth grade by six (6) or more persons for four (4) or more hours per day or more than twelve (12) hours per week but colleges, universities, or postsecondary institutions, there shall be not less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill. One additional emergency egress drill shall be conducted in buildings that are not open on a year-  
round basis within the first (1st) thirty (30) days of operation ~~fifteen (15) drills or rapid dismissals~~  
during the school year, at least eight (8) of which shall be held during the months of September, October, and November. The remaining seven (7) drills or rapid dismissals shall be held at the discretion of the principal or person in charge of the school. At least one out of every four (4) emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used and at least two (2) of the obstructed drills shall be held during the months of September and October. In addition, there  
There shall be two (2) evacuation drills and two (2) lockdown drills included among the fifteen (15) mandatory drills in each school year. Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building. Lockdown drills shall be designed and conducted for use to protect school building occupants from potential dangers in the building, and one shall be held in September and one in January, and in conjunction with the local police whenever possible.

(b)(1) In colleges, universities, postsecondary institutions, and residence facilities in public schools or private schools there shall be at least four (4) drills or rapid dismissals during the academic year for each school building or residence facility, at least two (2) of which shall be held between the months of September through December. The remaining two (2) drills shall be held between the months of January through June. Any college, university, or postsecondary institution that holds a summer session shall hold a drill or rapid dismissal during the first full week of the summer session.

(2) At least one drill or rapid dismissal shall be obstructed so that at least one or more exits or stairways in the school building or dormitory are blocked off or not used.

(c) For purposes of this section "residence facility" means dormitory, fraternity, sorority, or any other type of residence hall, whether on campus or off campus, owned or leased by a college, university, postsecondary institutions, public schools, or private school with accommodations for twenty (20) or more students.

(d) Notwithstanding other provisions of this section, fire drills shall be required in colleges or universities only for buildings which are used for a residence facility.

(e) Neglect by any principal or any person in charge of any public or private school or educational institution to comply with the provisions of this section shall be a misdemeanor punishable by a fine not exceeding five hundred dollars (\$500).

(f) Written reports, on forms supplied by the department of elementary and secondary education, of each fire drill shall be completed immediately upon termination of every drill and shall be available for review by the fire marshal, assistant deputy fire marshal, or local fire authority. The fire marshal, assistant deputy fire marshal, or local fire authority may require that a fire drill be conducted in his or her presence.

**§ 16-21-5 Uniform fire code or drill tactics – Reports.** – (a) It shall be the duty of the department of elementary and secondary education or the office of higher education, as appropriate, to formulate a uniform fire code or drill tactics to be used in all schools in accordance with § 16-21-4 and to furnish a sufficient number of copies for use in all schools together with forms for reporting to the fire department of the city or town in which the schools are located and to the department or office. These forms shall be furnished by the department or office to all schools and shall be substantially as follows:

State of Rhode Island and Providence Plantations

Name of school

Principal or person in charge

day of time alarm a.m.

Date drill is held . . . . . week . . . . . sounded . . .  
. . . . . p.m.

Time taken to empty building . . . . . minutes . . . . .  
seconds

Total time elapsed before school

work is resumed . . . . . minutes . . . . . seconds

check

type of drill . . . . . one . . . . . obstructed . . . . .  
unobstructed

Signal used

Number of fire alarm button or station used

Name of person sounding alarm

Weather conditions

Temperature

Remarks

(b) In the case of colleges, universities, and postsecondary institutions, these reports shall remain on the premises available for review by fire officials.

**Enacted 07/11/13**

SECTION 1. Sections 16-21-23, 61-21-24, and 16-21-25 of the General Laws in Chapter 16-21 entitled "Health and Safety of Pupils" are hereby amended to read as follows:

~~**16-21-23. School safety plans – School safety teams and school crisis response teams-**~~  
**School safety plans - School safety teams, school crisis response teams, and school safety assessments.** -- (a) Each school district of each town, city, and regional school department shall conduct a school safety assessment in conjunction with local police, fire, school safety team pursuant to the provisions of this section 16-21-23 and any other expert said school department deems necessary. The assessment shall examine the current status of each school building's safety and shall be performed within thirty (30) days of passage of this act, and every three (3) years thereafter. Assessments performed within a year of the date of passage of this act shall satisfy this requirement. All meetings regarding the school safety assessment are not subject to the open meetings law pursuant to chapter 46 of title 42, and documents produced including, but not limited to, meeting minutes and the school safety assessment are not subject to the access to public records law pursuant to chapter 2 of title 38.

~~(a)~~ (b) The school committee of each town, city, and regional school department shall review and adopt in executive session a comprehensive school safety plan regarding crisis intervention, emergency response, and management. The plan shall be developed by a school safety team comprised of representatives of the school committee, representatives of student, teacher, and parent organizations, school safety personnel, school administration, and members of local law enforcement, fire, and emergency personnel. Members of the school safety team shall be appointed by the school committee and/or school superintendent of the town, city, or regional school district. In creating the school safety plan, the school safety team(s) shall consult the model school safety plan developed by the department of elementary and secondary education pursuant to section 16-21-23.1.

~~(b)~~ (c) The school crisis response team shall be comprised of those selected school personnel willing to serve as members of a psychological response team to address the psychological and emotional needs of the school community-, and may seek mental health resources from the department of elementary and secondary education. Members of the school crisis response team may coordinate mental health services for those students and school employees affected by acts of violence in the schools, using resources available through the department of elementary and secondary education.

**Enacted 07/11/13**

**16-21-23.1. Model school safety plans and checklists-Development and dissemination.** -- (a) It shall be the duty of the department of elementary and secondary education to collaborate with the Rhode Island emergency management agency, state police, state fire marshal, the department of behavioral health, developmental disabilities, and hospitals, and other safety officials to develop a model school safety plan to be consulted by school safety teams in accordance with section 16-21-23. This model plan shall be based on best practices in school safety planning and the department of elementary and secondary education shall communicate the plan electronically to all school committees and school safety teams in the state.

(b) It shall be the duty of the department of elementary and secondary education to develop and disseminate school safety check lists that school districts can use on a regular basis and at least annually to assess the strengths and weaknesses of school safety in accordance with section 16-21-24. The check lists shall incorporate best practices in school safety planning and the department of elementary and secondary education shall communicate the plan electronically to all school committees and school safety teams in the state.

Enacted 07/11/13

**16-21-24. Requirements of school safety plans, school emergency response plans, and school crisis response plans.** – (a) School safety plans, as required by this chapter, shall ~~include and~~ address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. ~~The school safety plans shall include, at a minimum,~~ the following policies and procedures:

- ~~(1) Policies and procedures for responding to violence by students, teachers, other school personnel as well as visitors to the school;~~
- ~~(2) Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school;~~
- ~~(3) Appropriate prevention and intervention strategies which are based on data to target priority needs and which make use of effective actions based on currently accepted best practice;~~
- ~~(4) Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;~~
- ~~(5) Policies and procedures for contacting appropriate law enforcement officials and EMS/Fire, in the event of a violent incident;~~
- ~~(6) Policies and procedures for notification and activation of the school crisis response team;~~
- ~~(7) Policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the city, town, or region in the event of a violent incident;~~
- ~~(8) Policies and procedures relating to school building security, including where appropriate the use of school safety officers and/or security devices or procedures;~~
- ~~(9) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to, the identification of family, community, and environmental factors, to teachers, administrators, school personnel, persons in parental relation to students of the city, town, or region students and other persons deemed appropriate to receive that information;~~
- ~~(10) Policies and procedures for annual school safety training and a review of the school crisis response plan for staff and students;~~
- ~~(11) Protocols for responding to bomb threats, hostage takings, intrusions, and kidnappings;~~
- ~~(12) Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;~~
- ~~(13) A description of the duties of hall monitors and any other school safety personnel, including the school crisis response team, and the training requirements of all personnel acting in a school security capacity;~~
- ~~(14) Policies and procedures for providing notice of threats of violence or harm to the~~

student or school employee who is the subject of the threat. The policy shall define "threats of violence or harm" to include violent actions and threats of violent actions either individually or by groups, but shall not include conduct or comments that a reasonable person would not seriously consider to be a legitimate threat;

(15) Policies and procedures for disclosing information that is provided to the school administrators about a student's conduct, including, but not limited to, the student's prior disciplinary records, and history of violence, to classroom teachers, school staff, and school security, if they have been determined by the principal to have a legitimate need for the information in order to fulfill their professional responsibilities and for protecting such information from any further disclosure; and

(16) Procedures for determining whether or not any threats or conduct established in the policy may be grounds for discipline of the student. School districts, school committees, school officials, and school employees providing notice in good faith as required and consistent with the committee's policies adopted under this section are immune from any liability arising out of such notification.

(1) Appropriate prevention, mitigation, preparedness and intervention strategies which are based on data to target priority needs and which make use of effective actions based on currently accepted best practices and once developed, the appropriate parts of the state model plan pursuant to general laws section 16-21-23.1 that include consistent, plain language and terminology;

(2) Formalized collaborative arrangements with state and local law enforcement and fire fighter officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;

(3) Policies and procedures relating to school building security, including where appropriate the use of school safety officers and/or security devices or procedures;

(4) Policies and procedures for annual school safety training and a review of the school crisis response plan for staff and students;

(5) Protocols for school personnel and students responding to bomb threats, hostage-takings, intrusions, and kidnappings that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(6) Policies and procedures for responding to violence by students, teachers, other school personnel as well as visitors to the school that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(7) Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(8) Policies and procedures for contacting appropriate law enforcement officials and EMS/Fire, in the event of a violent incident and that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(9) Policies and procedures for notification and activation of the school crisis response team that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(10) Policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the city, town, or region in the event of a violent incident;

(11) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors, to teachers, administrators, school personnel, persons in parental relation to students of the city, town, or region students and other persons deemed appropriate to receive that information;

(12) Strategies for improving communication, including use of common, consistent plain language by school district officials, school officials and emergency responders, among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;

(13) A description of the duties of hall monitors and any other school safety personnel, including the school crisis response team, and the training requirements of all personnel acting in a school security capacity and policies and procedures for students, personnel who are in the hallway during a lockdown situation that include consistent language and terminology that is recommended by the department of elementary and secondary education;

(14) Policies and procedures for providing notice of threats of violence or harm to the student or school employee who is the subject of the threat. The policy shall define "threats of violence or harm" to include violent actions and threats of violent actions either individually or by groups, but shall not include conduct or comments that a reasonable person would not seriously consider to be a legitimate threat;

(15) Policies and procedures for disclosing information that is provided to the school administrators about a student's conduct, including, but not limited to, the student's prior disciplinary records, and history of violence, to classroom teachers, school staff, and school security, if they have been determined by the principal to have a legitimate need for the information in order to fulfill their professional responsibilities and for protecting such information from any further disclosure; and

(16) Procedures for determining whether or not any threats or conduct established in the policy may be grounds for discipline of the student. School districts, school committees, school officials, and school employees providing notice in good faith as required and consistent with the committee's policies adopted under this section are immune from any liability arising out of such notification.

(b) School safety plans, as required by this chapter, shall further include school emergency response plans specific to each school building contained within each city, town, or regional school district, and shall be developed and approved in consultation with local police and fire. The state police shall provide consultation for those school districts that for whatever reason may not have access to local police. School emergency response plans shall include, and address, but not be limited to, the following elements:

(1) Policies and procedures for the safe evacuation of students, teachers, and other school personnel as well as visitors to the school in the event of a serious violent incident or other emergency, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation, and emergency notification to persons in parental relation to a student. For purposes of this subdivision, "serious violent incident" means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff;

(2) Designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams including a school crisis response team, and a

post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors, and others who can assist the school community in coping with the aftermath of a violent incident;

(3) Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics, or other maps of the school interior and school grounds, and road maps of the immediate surrounding area;

(4) Establishment of internal and external communication systems in emergencies; that include consistent, plain language and terminology that is recommended by the model plan established pursuant to general laws section 16-21-23.1;

(5) Definition and formalization of the chain of command in a manner consistent with the national interagency incident management system/incident command system;

(6) Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan; ~~and~~, including use of checklists as described in section 16-21-23.1;

(7) Policies and procedures created in conjunction with local or state police for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property; and

(8) Policies and procedures for ensuring timely access to mental health services for those students and school employees affected by a violent incident.

Enacted 07/11/13

**16-21-25. Review of school safety plans -- Waiver. -- Review of school safety plans - exemption from open meetings and public records requirements. --**

(a) Each city, town, or regional department school safety plan and school emergency response plans shall be reviewed on an annual basis by the school committee and updated as ~~appropriate~~ annually. These reviews and updates shall be completed by November 1 of any given year, and by December 31 of that year, the commissioner of elementary and secondary education shall report to the speaker of the house, the president of the senate, and the governor that such reviews or updates have been completed.

(b) ~~The commissioner of elementary and secondary education and school committee shall make each city, town, or regional department school safety plan and school emergency response plan available for public comment at least thirty (30) days prior to its adoption. All meetings of school safety teams shall comply with not be subject to and be exempt from the open meetings law pursuant to chapter 46 of title 42, and documents produced by the school safety teams shall not be subject to the access to public records laws as set forth in chapter 2 of title 38.~~

(c) ~~The commissioner of elementary and secondary education may grant a waiver of the requirements of §§ 16-21-23 and 16-21-24 to any city, town, or regional school department for period of up to two (2) years upon a finding by the commissioner that the town, city, or regional district had adopted a comprehensive school safety plan or school emergency response plans which are in substantial compliance with the requirements of §§ 16-21-23 and 16-21-24. Provided, however, no waiver shall extend beyond June 30, 2003.~~

SECTION 2. Chapter 16-21 of the General Laws entitled "Health and Safety of Pupils" is hereby amended by adding thereto the following section:

**§ 16-21-33 Safe schools act.** – (a) *Definitions.* As used in this chapter:

(1) "Bullying" means the 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 student that:

- (i) Causes physical or emotional harm to the student or damage to the student's property;
- (ii) Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- (iii) Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- (iv) Infringes on the rights of the student to participate in school activities; or
- (v) Materially and substantially disrupts the education process or the orderly operation of a school. The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

(2) "Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications. For purposes of this section, cyber-bullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) The knowing impersonation of another person as the author of posted content or messages; or
- (iii) The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (i) to (v) of the definition of bullying herein.

(3) "At school" means on school premises, at any school-sponsored activity or event whether or not it is held on school premises, on a school-transportation vehicle, at an official school bus

stop, using property or equipment provided by the school, or creates a material and substantial disruption of the education process or the orderly operation of the school.

**§ 16-21-34 Statewide bullying policy implemented.** – (a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

(1) Descriptions of and statements prohibiting bullying, cyber-bullying and retaliation of school;

(2) Clear requirements and procedures for students, staff, parents, guardians and others to report bullying or retaliation;

(3) A provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;

(4) Clear procedures for promptly responding to and investigating reports of bullying or retaliation;

(5) The range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; and provided, further:

(i) A parental engagement strategy; and

(ii) A provision that states punishments for violations of the bullying policy shall be determined by the school's appropriate authority; however, no student shall be suspended from school unless it is deemed a necessary consequence of the violations;

(6) Clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection;

(7) Strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying;

(8) Procedures for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be

notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification of the local law enforcement agency when criminal charges may be pursued against the perpetrator;

(9) A provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;

(10) A strategy for providing counseling or referral to appropriate services currently being offered by schools or communities for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law;

(11) A provision that requires a principal or designee to be responsible for the implementation and oversight of the bullying policy;

(12) Provisions for informing parents and guardians about the bullying policy of the school district or school shall include, but not be limited to:

(i) A link to the policy prominently posted on the home page of the school district's website and distributed annually to parents and guardians of students;

(ii) A provision for notification, within twenty-four (24) hours, of the incident report, to the parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying;

(13) A school employee, school volunteer, student, parent, legal guardian, or relative caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy is immune from a cause of action for damages arising from reporting bullying;

(14) This section does not prevent a victim from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability;

(15) Students shall be prohibited from accessing social networking sites at school, except for educational or instructional purposes and with the prior approval from school administration. Nothing in this act shall prohibit students from using school department or school websites for educational purposes. School districts and schools are encouraged to provide in-service training on Internet safety for students, faculty and staff; and

(16) All school districts, charter schools, career and technical schools, approved private day or residential schools and collaborative schools shall be subject to the requirements of this section. School districts and schools must adopt the statewide bullying policy promulgated pursuant to this section by June 30, 2012.

**Enacted 07/15/13**

**23-28.12-15. Fire alarm systems.** -- (a) It shall be the duty of the principal or other person in charge of every public school or private school or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. There shall be fifteen (15) such drills or rapid dismissals during the school year, at least eight (8) of which shall be held during the months of September, October, and November. The remaining seven (7) drills or rapid dismissals shall be held at the discretion of the principal or person in charge of the school. At least four (4) drills or rapid dismissals shall be obstructed, which means that one or more exits and stairways in the school building are blocked off or not used, and at least two (2) of these obstructed drills shall be held during the months of September and October. It shall be the duty of the principal or other person in charge of every public school or private school, college, university, or postsecondary institution or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may, in a sudden emergency, be able to leave school buildings and dormitories in the shortest possible time and without confusion or panic. Notwithstanding other provisions of this section, in all schools or buildings used for educational purposes through the twelfth (12th) grade by six (6) or more persons for four (4) or more hours per day or more than twelve (12) hours per week, there shall be not less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill. One additional emergency egress drill shall be conducted in buildings that are not open on a year-round basis within the first (1st) thirty (30) days of operation.

At least one out of every four (4) emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used. In addition, there shall be two (2) evacuation drills and two (2) lockdown drills. Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building. Lockdown drills shall be designed and conducted for use to protect school building occupants from potential dangers in the building, and one shall be held in September and one in January, and in conjunction with the local police whenever possible.

(b)(1) In colleges, universities, postsecondary institutions, and residence facilities in public schools or private schools there shall be at least four (4) drills or rapid dismissals during the academic year for each school building or residence facility, at least two (2) of which shall be held between the months of September through December. The remaining two (2) drills shall be held between the months of January through June. Any college, university, or postsecondary institution that holds a summer session shall hold a drill or rapid dismissal during the first (1st) full week of the summer session.

(2) At least one drill or rapid dismissal shall be obstructed so that at least one or more exits or stairways in the school building or dormitory are blocked off or not used.

(c) For purposes of this section, "residence facility" means a dormitory, fraternity, sorority, or any other type of residence hall, whether on campus or off campus, owned or leased

by a college, university, postsecondary institution, public school, or private school with accommodations for twenty (20) or more students.

(d) Notwithstanding other provisions of this section, fire drills shall be required in colleges or universities only for buildings which are used as a residence facility.

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

(f) Written reports, on forms supplied by the department of elementary and secondary education, of each fire drill shall be completed immediately upon termination of every drill and shall be available for review by the fire marshal, assistant deputy fire marshal, or local fire authority. The fire marshal, assistant deputy fire marshal, or local fire authority may require that a fire drill be conducted in his or her presence.

Enacted 07/15/13

**23-28.12-36. Fire alarm systems -- Fire drills -- Penalties.** -- (a) ~~It shall be the duty of the principal or other person in charge of every public school or private school or educational institution within the state, having more than twenty five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. There shall be fifteen (15) such drills or rapid dismissals during the school year, at least eight (8) of which shall be held during the months of September, October, and November. The remaining seven (7) such drills or rapid dismissals shall be held at the discretion of the principal or person in charge of the school. At least four (4) drills or rapid dismissals shall be obstructed, which means that one or more exits and stairways in the school building are blocked off or not used and at least two (2) of these obstructed drills shall be held during the months of September and October. It shall be the duty of the principal or other person in charge of every public school or private school, college, university, or postsecondary institutions or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave school buildings and dormitories in the shortest possible time and without confusion or panic. Notwithstanding other provisions of this section, in all schools or buildings used for educational purposes through the twelfth (12th) grade by six (6) or more persons for four (4) or more hours per day or more than twelve (12) hours per week, there shall be not less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill. One additional emergency egress drill shall be conducted in buildings that are not open on a year-round basis within the first (1st) thirty (30) days of operation. At least one out of every four (4) emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used. In addition, there shall be two (2) evacuation drills and two (2) lockdown drills. Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building. Lockdown drills shall be designed and conducted for use to protect school building occupants from potential dangers in the building, and one shall be held in September and one in January, and in conjunction with the local police whenever possible.~~

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(2) At least one drill or rapid dismissal shall be obstructed so that at least one or more exits or stairways in the school building or dormitory are blocked off or not used.

(c) For purposes of this section, "residence facility" means a dormitory, fraternity, sorority, or any other type of residence hall, whether on campus or off campus, owned or leased by a college, university, postsecondary institution, public school, or private school with accommodations for twenty (20) or more students.

(d) Notwithstanding other provisions of this section, fire drills shall be required in colleges or universities only for buildings which are used as a residence facility.

~~(b)~~(e) 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).

~~(e)~~(f) Written reports, on forms supplied by the department of elementary and secondary education, of each fire drill shall be completed immediately upon termination of every drill and shall be available for review by the fire marshal, assistant deputy fire marshal, or local fire authority. The fire marshal, assistant deputy fire marshal, or local fire authority may require that a fire drill be conducted in his or her presence.

**§ 30-15-12 Local emergency management.** – (a) Each city and town of the state shall establish through local ordinance a comparable agency, headed by a director, similar to the state-wide disaster agency, with powers and duties within their respective jurisdictions similar to those of the agency. This agency shall be known as the "(here insert the name of the city or town) emergency management agency". Local agencies shall cooperate with and assist the agency and shall perform such services as may be requested by it. Local agencies may act jointly with other such agencies.

(b) The chief executive officer of each city or town has powers and duties with respect to emergency management within their city or town similar to those of the governor on the state level, not inconsistent with other provisions of law.

**§ 30-15-13 Local disaster emergencies.** – (a) A local disaster emergency may be declared only by the principal executive officer of a political subdivision. It shall not be continued or renewed for a period in excess of seven (7) days except by or with the consent of the governing board of the political subdivision. Any order or proclamation declaring, continuing, or terminating a local disaster emergency shall be given prompt and general publicity and shall be filed promptly with the city or town clerk.

(b) The effect of a declaration of a local disaster emergency is to activate the mitigation response and recovery aspects of any and all applicable local disaster emergency plans and to authorize the furnishing of aid and assistance thereunder.

**CONTENTS**

**PAGES**

School Partnership Agreement ..... 210

## **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:

<b>CONTENTS</b>	<b>PAGES</b>
Example Annual Emergency Review Checklist .....	212
School Administrator's Emergency Planning Checklist .....	214
School Safety/Hazard Assessment Checklist .....	218
Classroom Safety/Hazard Assessment Checklist .....	226
Evacuation Routes Hazard Checklist .....	227
Drill/Exercise Planning Checklist .....	229

## EXAMPLE ANNUAL EMERGENCY REVIEW CHECKLIST

School \_\_\_\_\_ School Year \_\_\_\_\_

Date	Activity	Responsible Person	Date Completed
Summer	Review School Safety Plan	_____	_____
Summer	School facilities walk-thru with public safety	_____	_____
	Grounds access/egress and hazard assessment and mitigation		
Summer	Inventory/restock emergency supplies	_____	_____
Summer	Review/update vendor contracts to support response and recovery efforts	_____	_____
Summer	Test communication equipment	_____	_____
Summer	Assess training needs (see "Other", below) and schedule workshops	_____	_____
August	Review evacuation/alternate evacuation routes	_____	_____
	Update bus routes to identify potential hazards		
August	Survey special staff skills		
	Survey staff dismissal priorities	_____	_____
August	Update staff and emergency phone numbers and resources	_____	_____
August	Assign school staff to Incident Command System (ICS) functions	_____	_____
September	Distribute maps, emergency contact info to local public safety agency	_____	_____

September	Lockdown Drill	_____	_____
September	Staff orientation of School Safety Plan, emergency response actions, policies and performance expectations	_____	_____
September	Parent orientation/information on School Safety Plan	_____	_____
October	Evacuation drill	_____	_____
Winter	Staff tabletop exercise	_____	_____
Spring	Student drill (lockdown, evacuation...)	_____	_____
Other Trainings	Special ICS functions for staff (damage assessment, search and rescue, SCRT) CPR – every other year Basic First Aid – every other year NIMS IS-100.SCa for new staff		

Prepared By \_\_\_\_\_ Date \_\_\_\_\_

# SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 1

YES	NO	In process	<b>PREPAREDNESS</b>
			Are you and your staff aware that public employees may be asked to take on Emergency Support Functions, and what this entails?
			Does your school have a disaster plan and is it updated regularly?
			Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?
			Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?
			Does your plan incorporate the principles of NIMS (National Incident Management System) as required?
			Is your staff trained to perform the responsibilities under NIMS?
			Have you had drills and exercises that involve the performance of NIMS duties?
			Have you conducted an inventory of the kinds of skills or needs of your staff?
			Have you trained your staff in CPR, basic First Aid, SCRT (School Crisis Response Team), damage assessment and search and rescue?
			Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?
			Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?
			Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?
			Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?
			Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?

## SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2

YES	NO	In process	<b>MITIGATION</b>
			Have heavy items been removed from the tops of bookshelves and cabinets?
			Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?
			Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?
			Are televisions mounted and secured properly in classrooms?
			Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?
			Have inventories been made of hazardous materials throughout your schools and facilities?
			Are hazardous materials identified, separated and stored properly?
			Are there any programs established between the district, agencies and community groups that discuss the school district's policies regarding student release and retention and the development of family preparedness plans?
			How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?

## SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 3

YES	NO	In process	<b><u>EMERGENCY RESPONSE</u></b>
			Does your district have a policy requiring the use of NIMS?
			Has your administration clearly communicated policy and performance expectation to all staff?
			Has your district incorporated the principles of NIMS in its plan, emergency response procedures and training materials?
			Are the school site plans coordinated with the district's plan?
			Has your staff been trained in NIMS and do they understand the basic principles as required?
			Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?
			Does your school district have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?
			Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?
			Have you identified an evacuation site? Is there an alternate location if your original site is not useable?
			Have you determined how to transport students to an alternate location if necessary?
			Do you know if your school has been designated as a potential mass care shelter? Do you have the Memorandum of Understanding with public health agencies or with the American Red Cross?
			Do you know what to do with seriously injured students?
			Does your school have clearly established student tracking procedures?
			Have you developed emergency sanitation procedures?
			Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster, and is that person properly trained in accordance with NIMS?
			Have you identified personnel who can translate information to non-English speaking parents or guardians?
			Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?
			Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a student roster for the current year, first aid supplies and other tools necessary to manage the emergency response after a disaster?
			Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system?

## SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 4

### RECOVERY

YES
NO
In process

*The following items are usually district-level responsibilities. An individual campus site might want to check with its district to determine the procedures that will be followed or develop a campus plan.*

			Have you Identified record keeping requirements and sources of financial aid for disaster relief?
			Is someone designated to determine if buildings are safe after an event?
			Do you have an established absentee policy for staff and students after a disaster?
			Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?
			Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc?
			Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?
			Are you familiar with the procedures involved, and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities.

**\*\*This Assessment is a sample. The assessment for submission in 2016 will be finalized and distributed by the beginning of the 2014-2015 School year.\*\***

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 1

School \_\_\_\_\_ School Year \_\_\_\_\_

SCHOOL EXTERIOR AND PLAY AREAS	Y E S	N O	RECOMMENDATIONS
1. School grounds are fenced.			
2. Signs posted for visitors to report to office and sign-in			
3. Restricted areas are clearly marked			
4. Shrubs and foliage are trimmed for good line of sight.			
5. Bus loading and drop-off zones are clearly identified.			
6. Access to bus loading area is restricted to other vehicles during loading/unloading.			
7. Staff is assigned to bus loading/ drop-off areas.			
8. There is a maintenance schedule for:			
a. Outside lights			
b. Locks/hardware			
c. Storage sheds			
d. Windows			
e. Other exterior buildings			
9. Parent drop-off and pick-up area is clearly defined.			
10. Lighting around the building is adequate.			
11. Lighting is provided at entrances and other possible access points.			
12. Directional lights are aimed at the building.			
13. The school ground is free from trash or debris.			
14. The school is free of graffiti.			
15. Play areas are fenced.			
16. Playground equipment has tamper-proof fasteners.			
17. Visual surveillance of bicycle racks is possible.			
18. Visual surveillance of parking lots is possible.			
19. Parking lot is lighted properly; all lights are functioning.			

20. Parking stickers are issued for assigned parking areas.			
21. Ground floor windows have no broken panes.			
22. Locking window hardware is in working order.			
23. Basement windows are protected with grill or cover.			
24. Doors are locked when classrooms are vacant.			
25. High-risk areas are protected by security locks.			
a. Main Office			
b. Cafeteria			
c. Computer Lab			
d. Industrial Arts rooms			
e. Science Labs			
f. Nurse's Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
j. Emergency cache storage facility			
k. Other (describe)			

26. Unused areas of the school can be closed off during after-school activities			
27. Restricted areas are properly identified.			
28. School has written regulations restricting students' and visitors' access to buildings and grounds.			
29. Other (describe)			
30. Other (describe)			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 2

School \_\_\_\_\_ School Year \_\_\_\_\_

SCHOOL INTERIOR	Y E S	N O	RECOMMENDATIONS
1. School has a central alarm system.			
2. The entrance is visible from the main office.			
3. The entrance for visitors is clearly marked and designated.			
4. Multiple entries to the building are controlled and supervised.			
5. Administrative staff maintains a highly visible profile.			
6. Visitors are required to sign-in			
7. Visitors are issued I.D. badges or passes			
8. Proper identification is required of vendors, repairmen			
9. All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner			
10. The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
11. Hallways and bathrooms are supervised by staff.			
12. Bathroom walls are free of graffiti.			
13. Doors accessing internal courtyards are securely locked from the inside.			
14. Exit signs are clearly visible and pointing in the correct direction.			
15. Computers are plugged into protected circuit breakers; plugs are not daisy-chained.			
16. Access to electrical panels is restricted.			
17. Mechanical rooms and other hazardous areas are kept locked using key-only access locking system.			
18. School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.			
19. School maintains a record of all maintenance on doors, windows, lockers and other areas of the site.			

20. Students are restricted from entering vacant classrooms alone.			
21. Friends, relatives and non-custodial parents are required to have written permission to pick up a student from school.			
22. Students are required to have written permission to leave school during school hours.			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 3

23. There are written regulations regarding access and control of school personnel using the building after hours.			
24. Faculty members are required to lock classrooms upon leaving.			
25. A person is designated to perform the following security checks at the end of the day:			
a. All classrooms are locked.			
b. All restrooms are empty.			
c. All locker rooms are empty.			
d. All exterior entrances are locked.			
e. All night lights are working.			
f. The alarm system is set.			
27. The telephone numbers of the principal and/or other assigned contact people are provided to the local police department and fire department in the event of a suspicious or emergency situation			
28. Law enforcement personnel monitor school grounds after school hours.			
29. All school equipment is permanently marked with an identification number.			
30. An up-to-date inventory is maintained for all expendable school supplies.			
31. School storage is available for valuable items:			
a. During school hours			
b. After school			
32. The school has a policy for handling cash received.			
33. The school has regular maintenance and/or testing of the security alarm system at least annually.			
34. Classrooms are numbered.			
35. Classroom locks can be operational from the inside.			
36. The public address system works properly.			
a. It can be accessed from several areas at school.			
b. It can be heard and understood outside.			
37. Convex mirrors are used to see around			

hallway corners.			
38. Communication means used during emergencies (Check all that apply)			
a. Two-way radios			
b. Cell phones			
c. Pagers			
d. Other (describe)			
39. There is two-way communication between the office and:			
a. Classrooms			
b. Duty stations			
c. Portable classrooms			
d. Staff outside the building			

e. Bus drivers			
f. Maintenance personnel			
g. Other (describe)			
40. A control system is in place to track keys and duplicates.			
41. Other (describe)			
42. Other (describe)			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 4

SCHOOL POLICY DEVELOPMENT and ENFORCEMENT	YES	NO	RECOMMENDATIONS
1. School Conduct Policy is reviewed and updated annually			
2. A visitor screening policy is in effect.			
3. The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
4. A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
5. The school has implemented proactive security measures on campus, at school-sponsored events and on all school property (including school buses).			
6. Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.			
7. Parents are an integral part of student discipline procedures and actions.			
8. Parents are an integral part of the school's safety planning and policy implementation.			
9. The school provides a system for anonymous reporting of problems or incidents by staff and students.			
10. Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, restrooms)			
11. School has implemented a proactive policy regarding parental actions during sporting events			
12. Other (describe)			
13. Other (describe)			

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## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 5

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DATA COLLECTION PROCEDURES	YES	NO	RECOMMENDATIONS
1. All violations of state and federal law are reported to law enforcement.			
2. A reporting procedure for disruptive and violent incidents on campus has been established.			
3. Records of data have been established to identify and analyze recurring problems.			
4. Accident reports are filed when a student a student is injured on school property or during school-related activities			
5. The incident reporting system is reviewed and updated annually.			
6. Other (describe)			
7. Other (describe)			

INTERVENTION AND PREVENTION PLAN	YES	NO	RECOMMENDATIONS

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

\* School Safety/Hazard Assessment Checklist adapted from work by the Virginia State Education Department and modified by the New York State Police as a resource for school administrators.

## CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School \_\_\_\_\_ Room No. \_\_\_\_\_

	YES	NO	UNKNOWN	NOT APPLICABLE
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored in low, closed cabinets to prevent spillage?				
Has an inventory of the chemicals been prepared?				
Are computers, printers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

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## EVACUATION ROUTES HAZARD CHECKLIST

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School \_\_\_\_\_ School Year \_\_\_\_\_

	YES	NO	LOCATION
Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water?			
Are clay or slate tiles on roofs of school buildings?			
Is building faced with parapets, balconies or cornices?			
Are gas, sewer and power lines near outdoor assembly areas?			

Note: (1) This form is to be completed each school year prior to return of teachers and staff.

(2) Results of this assessment may require:

- memo to staff alerting them to temporary changes in normal evacuation routes;
- completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

## DRILL/EXERCISE PLANNING CHECKLIST

School \_\_\_\_\_ Date \_\_\_\_\_

	DONE	DATE	COMMENTS
<b>ASSESS TRAINING NEEDS</b>			
Analyze the threats and hazards			
What are the highest priority natural, technological or man-made hazards of the school?			
What physical or geographical components of the school are most vulnerable to these threats?			
What functions are in most need of rehearsal?			
<input type="checkbox"/> Evacuation <input type="checkbox"/> Lockdown <input type="checkbox"/> Student Release <input type="checkbox"/> Communications <input type="checkbox"/> Medical/.First Aid <input type="checkbox"/> Personnel Mgmt <input type="checkbox"/> Coordination and Control <input type="checkbox"/> Incident Command <input type="checkbox"/> Resource Mgmt/Supplies Distribution <input type="checkbox"/> External Agency Interaction <input type="checkbox"/> Search and Rescue <input type="checkbox"/> Other			
<b>DEFINE THE SCOPE</b>			
Determine the suitable exercise types			
<input type="checkbox"/> Orientation Seminar <input type="checkbox"/> Drill <input type="checkbox"/> Tabletop <input type="checkbox"/> Functional <input type="checkbox"/> Full-scale			
Prepare pre-exercise notification			
Obtain support of superintendent, staff and parents			
Coordinate with participating agencies			
<input type="checkbox"/> Police <input type="checkbox"/> Fire Department <input type="checkbox"/> Public Works <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Hospital <input type="checkbox"/> State Agencies <input type="checkbox"/> Volunteer Organizations <input type="checkbox"/> Local Authorities./Town Manager <input type="checkbox"/> Other			
Develop planning milestones			
Coordinate orientations and/or training			
<b>DEFINE EXERCISE OBJECTIVES</b>			
Write statement of purpose			
Compose exercise narrative/scenario			
Identify expected actions			
<b>WRITE MAJOR AND DETAILED EVENTS</b>			
Plan exercise enhancements – props, maps, color cards, computers, radios, press releases			
Identify an evaluation team to determine how actions will be monitored and			

measured against plans and procedures			
Prepare evaluation plan and checklists			
Conduct pre-exercise briefings			
<b>POST-EXERCISE ACTIONS</b>			
Conduct post-exercise review with staff and other participants			
Prepare After-Action Report			
Identify post-exercise mitigation activities			
Identify additional training/drills			

**CONTENTS****PAGES**

District Emergency Operations Center: Roles and Responsibilities .....	232
District Emergency Operations Center: Functional Reference Model .....	234
District Emergency Operations Center: Fully-Staffed Template .....	235
School Incident Command System: Roles and Responsibilities .....	236
School Incident Command System: Functional Reference Model .....	238
School Incident Command System: Fully-Staffed Template .....	239
A1 EOC Staffing List .....	240
A2 ICS Staffing List .....	241
B1 Section Tasks .....	242
B2 EOC Action Plan .....	243
B3 Section Activity Log .....	244
B4 Incident Briefing (Incident Action Plan) .....	245
C1 Management Situation Report .....	249
D1 Resource Request .....	252
D2 Check In/Check Out .....	253
D3 Message Form .....	254
E1 Situation Status Report –Initial Assessment .....	256
E2 Student Status Report – Initial Assessment .....	257
E3 Staff Status Report – Initial Assessment .....	258
F1 Situation Status Report – Update .....	262
G1 Demobilization Checkout .....	264

## **EMERGENCY OPERATIONS CENTER: District Office**

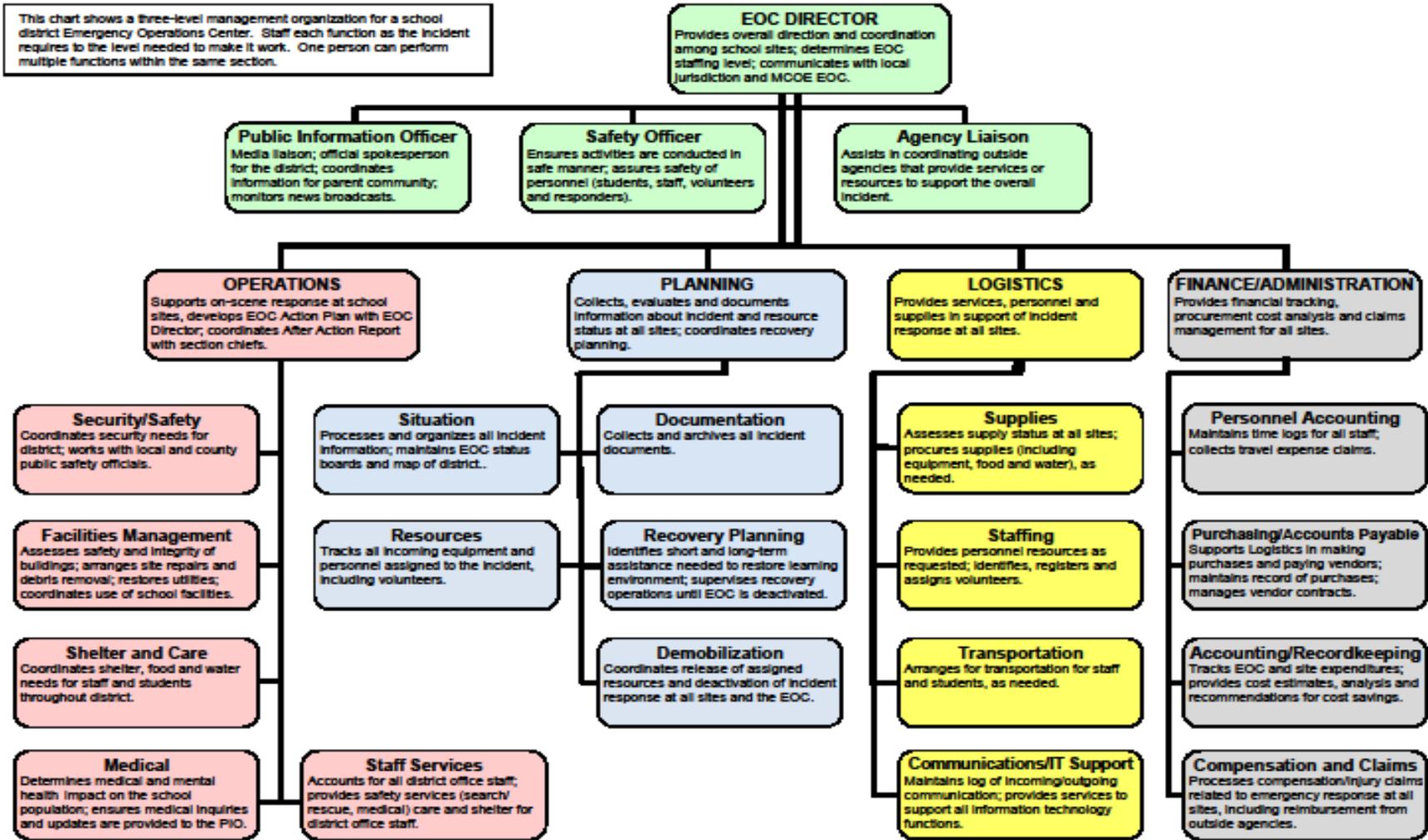
At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

<b>Title</b>	<b>Role, Responsibility</b>
<b>MANAGEMENT:</b> EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction .
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders.
Public Information Officer (PIO)	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
<b>OPERATIONS:</b> Student Accounting and 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
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff throughout district.
Medical	Determines medical and mental health impact on the school population; ensures medical updates and inquiries are provided to PIO
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
<b>PLANNING:</b> Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short ad long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
<b>LOGISTICS:</b> Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
<b>FINANCE/ADMINISTRATI ON:</b> Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims

Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

## DISTRICT EMERGENCY OPERATIONS CENTER (EOC): FUNCTIONAL REFERENCE MODEL

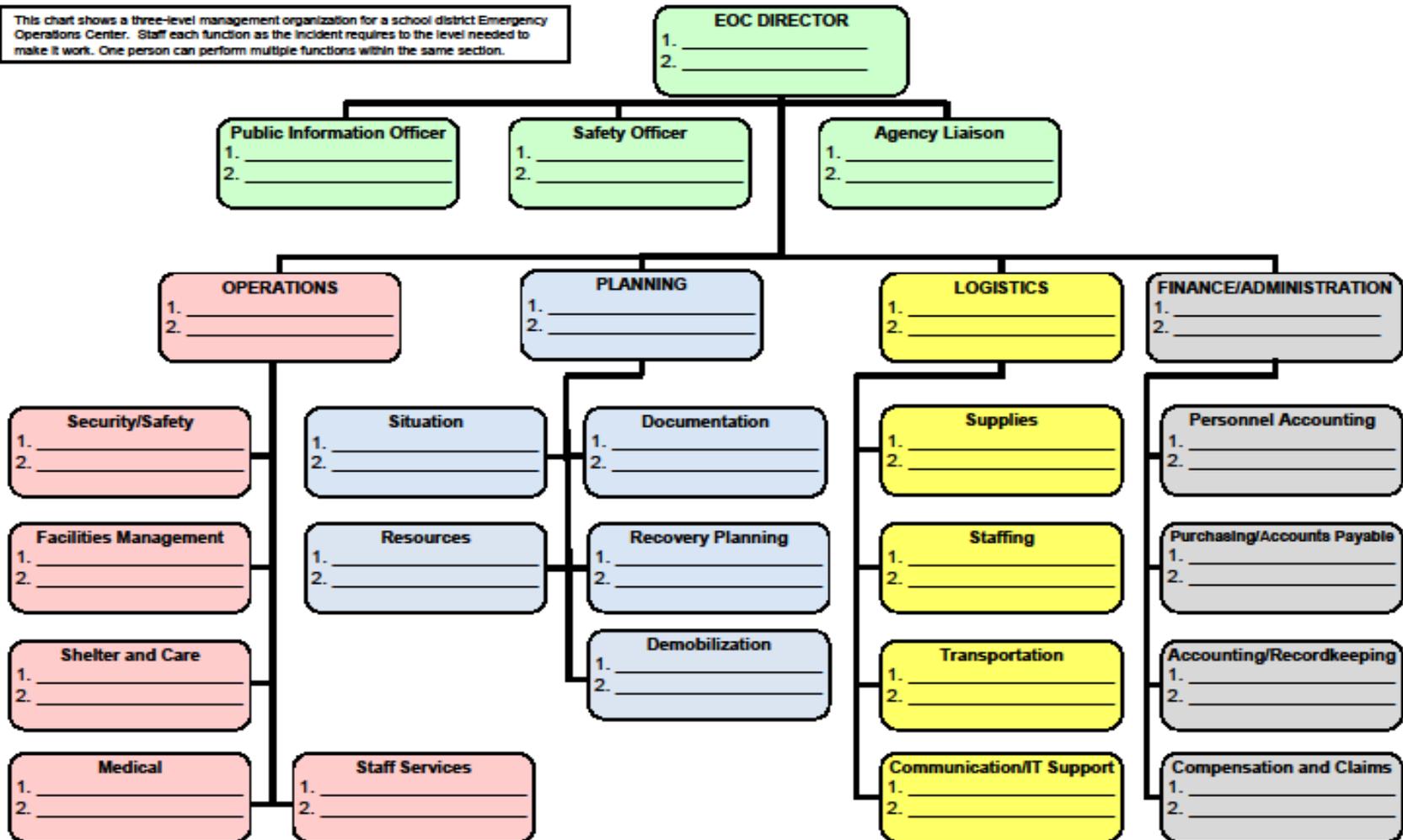
This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function as the Incident requires to the level needed to make it work. One person can perform multiple functions within the same section.



**National Incident Management System (NIMS)**  
**Marin County Office of Education**

## District Emergency Operations Center (EOC) Functional Reference Template

This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function as the incident requires to the level needed to make it work. One person can perform multiple functions within the same section.



### National Incident Management System (NIMS)

The first name in the box represents the primary responsible person; the second name denotes the backup.

## INCIDENT COMMAND SYSTEM: School Site

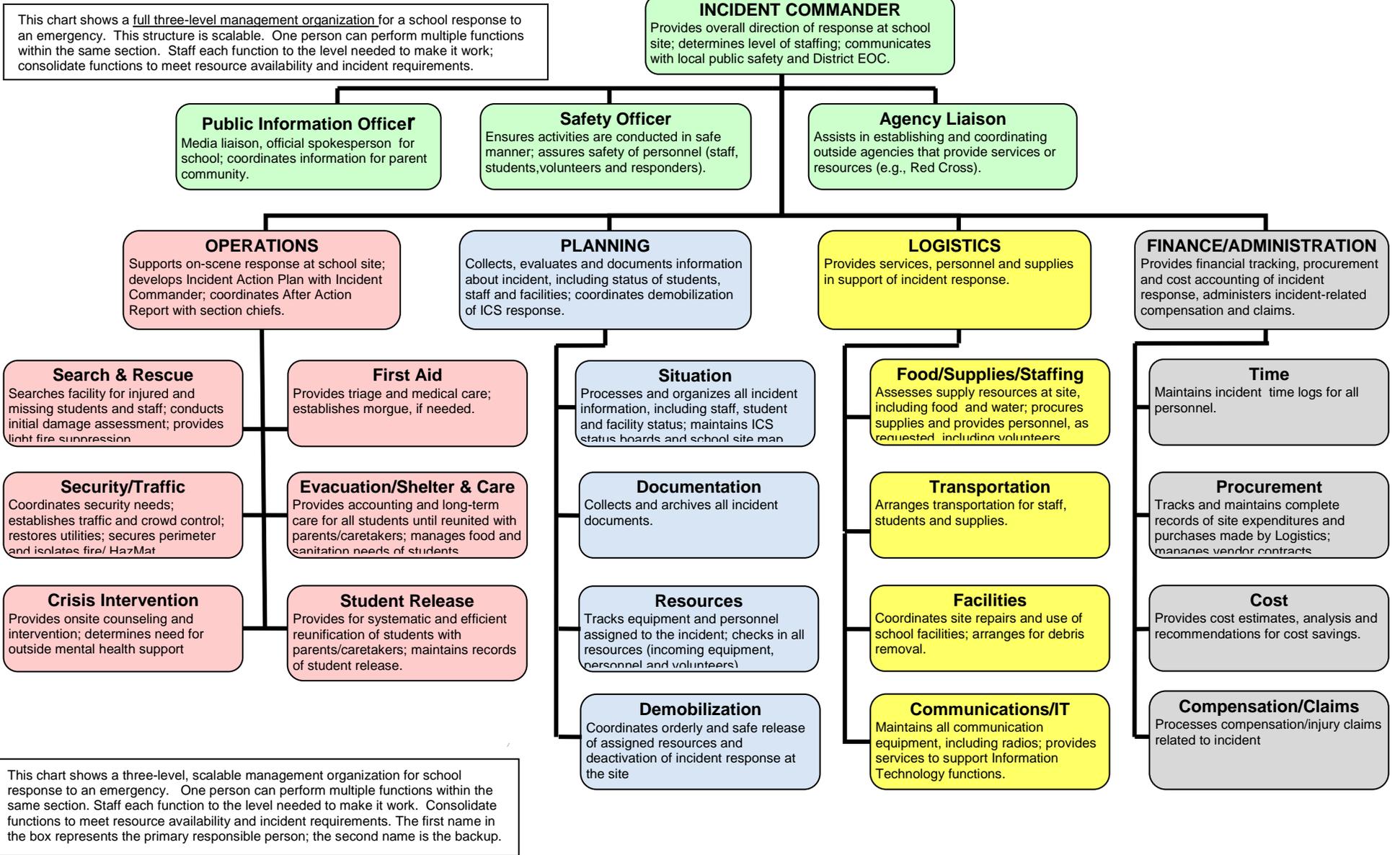
At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
<b>MANAGEMENT:</b> Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
<b>OPERATIONS:</b> Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onsite counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
<b>PLANNING:</b> Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
<b>LOGISTICS:</b> Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.

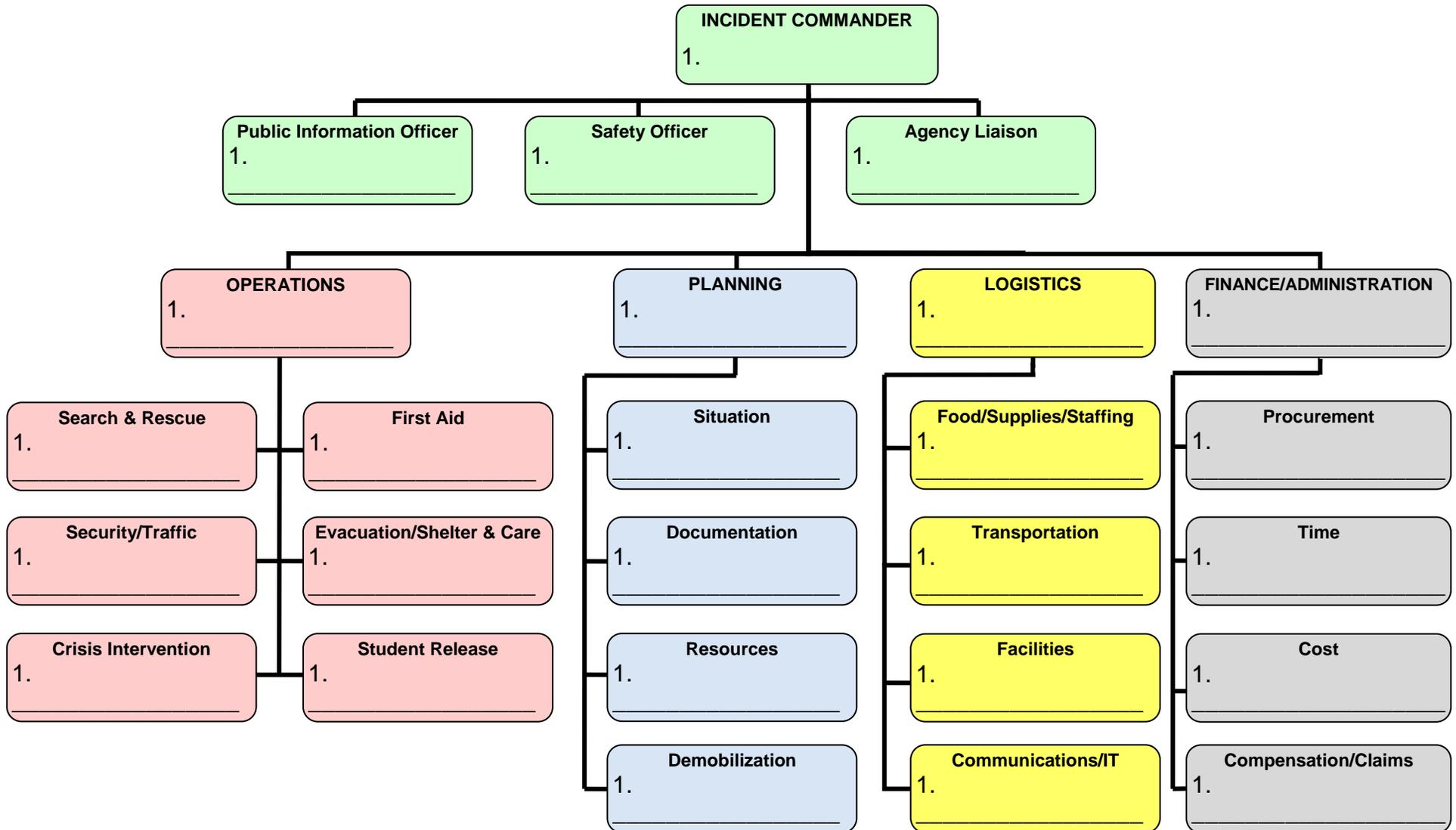
**FINANCE/ADMINISTRATION:**  
Procurement, Cost Accounting  
Timekeeping, Claims and  
Compensation

Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

# SCHOOL INCIDENT COMMAND SYSTEM (ICS): FUNCTIONAL REFERENCE MODEL



# SCHOOL INCIDENT COMMAND SYSTEM (ICS): FULLY-STAFFED TEMPLATE



<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>EOC STAFFING LIST</b>		<b>A1</b>	
<b>FOR OPERATIONAL PERIOD:</b>			
<b>FROM:</b> <i>Date/Time</i>		<b>TO:</b> <i>Date/Time</i>	
<b>MANAGEMENT STAFF</b> <input checked="" type="checkbox"/>		<b>OPERATIONS</b> <input checked="" type="checkbox"/>	
<b>EMERGENCY OPERATIONS DIRECTOR</b>		<b>OPERATIONS SECTION CHIEF</b>	
Public Information Officer		Security/Safety	
Agency Liaison		Facilities Management	
Safety Officer		Shelter and Care	
		Staff Services	
		Medical	
<b>PLANNING</b> <input checked="" type="checkbox"/>		<b>LOGISTICS</b> <input checked="" type="checkbox"/>	
<b>PLANNING SECTION CHIEF</b>		<b>LOGISTICS CHIEF</b>	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Forecasting/Recovery Planning		Food/Water	
Resources/Incident Action Plan		Transportation	
Demobilization		Communications/IT Support	
<b>FINANCE and ADMINISTRATION</b> <input checked="" type="checkbox"/>		<b>AGENCY REPRESENTATIVES</b>	
<b>FINANCE/ADMIN SECTION CHIEF</b>		American Red Cross	
Personnel Accounting		Fire	
Purchasing/Accounts Payable		Law Enforcement	
Accounting/Recordkeeping		Public Health	
Compensation and Claims		Public Works	

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>ICS STAFFING LIST</b>		<b>A2</b>	
<b>FOR OPERATIONAL PERIOD:</b>			
<b>FROM:</b> <i>Date/Time</i>		<b>TO:</b> <i>Date/Time</i>	
<b>MANAGEMENT STAFF</b> <input checked="" type="checkbox"/>		<b>OPERATIONS</b> <input checked="" type="checkbox"/>	
<b>EMERGENCY OPERATIONS DIRECTOR</b>		<b>OPERATIONS SECTION CHIEF</b>	
Public Information Officer		Search and Rescue	
Agency Liaison		First Aid	
Safety Officer		Security/Traffic	
		Evacuation/Shelter and Care	
		Crisis Intervention	
		Student Release	
<b>PLANNING</b> <input checked="" type="checkbox"/>		<b>LOGISTICS</b> <input checked="" type="checkbox"/>	
<b>PLANNING SECTION CHIEF</b>		<b>LOGISTICS CHIEF</b>	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Resources/Incident Action Plan		Transportation	
Demobilization		Facilities	
		Communications/IT	
<b>FINANCE and ADMINISTRATION</b> <input checked="" type="checkbox"/>		<b>AGENCY REPRESENTATIVES</b>	
<b>FINANCE/ADMIN SECTION CHIEF</b>		American Red Cross	
Timekeeping		Fire	
Procurement		Law Enforcement	
Cost		Public Health	
Compensation and Claims		Public Works	

*This form corresponds to ICS-203*

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>SECTION TASKS</b>		<b>B1</b>	
<b>FOR OPERATIONAL PERIOD:</b>			
<b>FROM:</b> <i>Date/Time</i>		<b>TO:</b> <i>Date/Time</i>	
<b>MANAGEMENT SECTION</b>	<input checked="" type="checkbox"/>	<b>Assigned To:</b>	
<b>OPERATIONS</b>	<input type="checkbox"/>	<b>Assigned To:</b>	
<b>PLANNING</b>	<input type="checkbox"/>	<b>Assigned To:</b>	
<b>LOGISTICS</b>	<input type="checkbox"/>	<b>Assigned To:</b>	
<b>FINANCE/ ADMINISTRATION</b>	<input type="checkbox"/>	<b>Assigned To:</b>	

PREPARED BY: (Planning Section Chief)

APPROVED BY: (EOC Director)

Date:

Time:

### EOC ACTION PLAN

B2

FOR OPERATIONAL PERIOD:

FROM: *Date/Time*

TO: *Date/Time*

### SITUATION SUMMARY


### MAJOR INCIDENTS/ EVENTS IN PROGRESS

TYPE OF INCIDENT	LOCATION	SUPPORT REQUESTED

### OVERALL OBJECTIVES


### PUBLIC INFORMATION MESSAGE


### ATTACHMENTS

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



<b>INCIDENT NAME:</b>	<b>PREPARED BY:</b>
<i>Date Prepared:</i>	<i>Time Prepared:</i>
<b>POSITION:</b>	

<b>INCIDENT BRIEFING</b>	<b>B4</b> Page 1 of 4
--------------------------	-----------------------------

<b>MAP SKETCH</b>	Include total area of operations, incident site/area, impacted buildings and other graphics depicting situational and response status.
-------------------	----------------------------------------------------------------------------------------------------------------------------------------

<b>CURRENT SITUATION</b>	Include type of incident, location, approximate number and age range of individuals affected.
--------------------------	-----------------------------------------------------------------------------------------------


*This form corresponds to ICS 201*



**INCIDENT NAME:**

**PREPARED BY:**

*Date Prepared:*

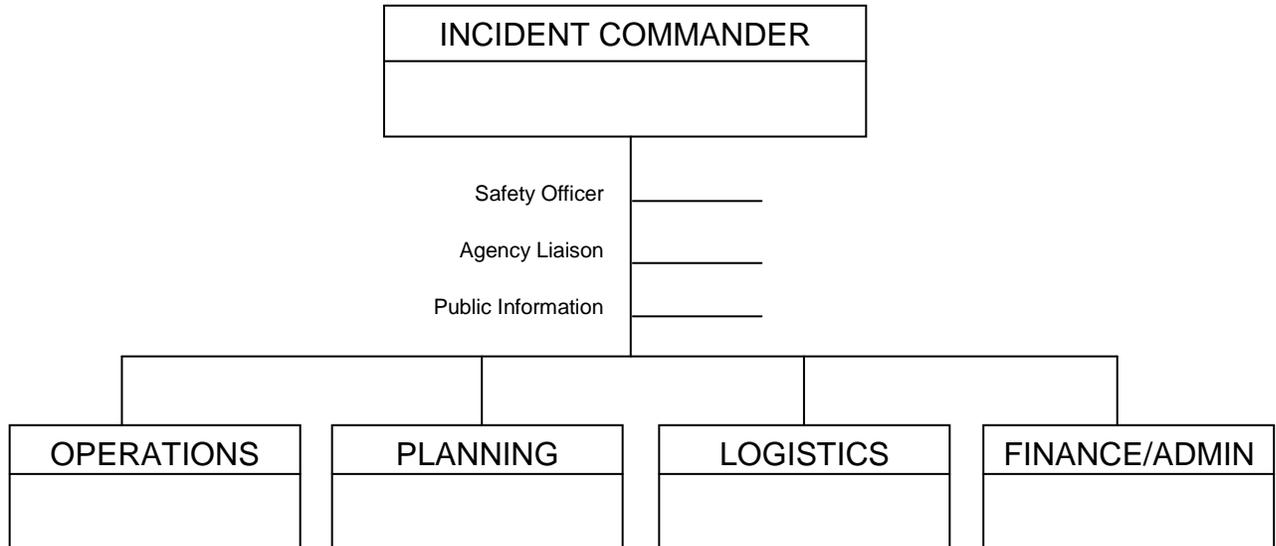
*Time Prepared:*

**POSITION:**

**INCIDENT BRIEFING**

**B4**  
Page 3  
of 4

**CURRENT ORGANIZATION**











<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>RESOURCE REQUEST</b>			<b>D1</b>
<b>SECTION:</b>		<b>TELEPHONE:</b>	<b>No.</b>
<b>SECTION CHIEF:</b>		<b>OPERATIONAL PERIOD</b>	
		<i>From:</i>	<i>To:</i>
<b>REQUEST TO LOGISTICS</b>			
<b>Resource Needed:</b>			
<b>Type/Size of Resource:</b>			
<b>Number/Amount Needed:</b>			
<b>Special Instructions:</b>			
<b>NEEDED BY:</b>	<i>Date:</i>	<i>Time:</i>	
<b>DELIVER TO/TRANSPORTATION NEEDED:</b>			
<b>RESPONSE FROM LOGISTICS</b>			
<b>FROM:</b>		<b>TELEPHONE:</b>	<i>Date/Time:</i>

CHECK-IN / CHECK-OUT		D2
----------------------	--	----

OPERATION PERIOD:	<i>From:</i>  <i>To:</i>	CHECK IN LOCATION:	PAGE _____ of _____
-------------------	--------------------------------	--------------------	------------------------

#	TIME		PRINT NAME	SECTION/POSITION	INITIAL
	IN	OUT			
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

If additional space is needed, ✓ box and use duplicate of this form

*This form corresponds to EOC-511*



<b>ADDITIONAL RECIPIENT(S)</b>				
<b>MANAGEMENT</b>	<b>OPERATIONS</b>	<b>PLANNING</b>	<b>LOGISTICS</b>	<b>FINANCE/ADMIN</b>
<input type="checkbox"/> Director/IC	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief
<input type="checkbox"/> PIO	<input type="checkbox"/> Safety/Security	<input type="checkbox"/> Situation	<input type="checkbox"/> Supplies	<input type="checkbox"/> Personnel
<input type="checkbox"/> Agency Liaison	<input type="checkbox"/> Facilities Mgmt	<input type="checkbox"/> Documentation	<input type="checkbox"/> Staffing	<input type="checkbox"/> Purchasing/AP
<input type="checkbox"/> Safety Officer	<input type="checkbox"/> Shelter & Care	<input type="checkbox"/> Resources	<input type="checkbox"/> Transportation	<input type="checkbox"/> Recordkeeping
<input type="checkbox"/> Legal	<input type="checkbox"/> Medical	<input type="checkbox"/> Recovery	<input type="checkbox"/> Communications	<input type="checkbox"/> Comp/Claims
<input type="checkbox"/>	<input type="checkbox"/> Staff Services	<input type="checkbox"/> Demobilization	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SIGNATURE/POSITION:</b>				

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>			
<i>Date:</i>		<i>Time:</i>			
<b>SITUATION STATUS REPORT INITIAL ASSESSMENT</b>			<b>E1 of 6</b>		
<b>OPERATION START:</b>		<i>Date:</i>		<i>Time:</i>	
<i>This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.</i>					
<b>IMMEDIATE ASSISTANCE REQUIRED</b>					
<b>NONE</b>					
<b>MEDICAL</b>					
<b>FIRE</b>					
<b>SEARCH &amp; RESCUE</b>					
<b>LAW ENFORCEMENT</b>					
<b>PUBLIC WORKS</b>					
<b>STUDENT/STAFF STATUS</b> <i>Names on Form E-2 and E-3, respectively</i>					
	<b>MISSING</b>	<b>TRAPPED</b>	<b>INJURED</b>	<b>DECEASED</b>	<b>ALL ACCOUNTED</b>
<b>STUDENTS</b>					
<b>STAFF</b>					
<b>OTHERS</b>					
<b>CONDITION OF SCHOOL BUILDING AND GROUNDS</b>					
<b>LOCATION</b> <i>Building/Classroom No.</i>		<b>STRUCTURAL DAMAGE</b> <i>e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.</i>			
<input type="checkbox"/> <b>If additional space is needed, ✓ box and use Supplemental Form E-6</b>					
<b>CONDITION OF NEIGHBORHOOD</b> <i>e.g., fallen power lines, debris-cluttered streets, flooding, mudslide</i>					
<input type="checkbox"/> <b>If additional space is needed, ✓ box and use Supplemental Form E-6</b>					

<b>STUDENT STATUS REPORT INITIAL ASSESSMENT</b>				<b>E2 of 6</b>
<b>OPERATION START:</b>		<i>Date:</i>	<i>Time</i>	
<b>CONDITION OF STUDENTS</b>				
<b>MISSING</b>				
Possible Location	NAME			
<b>TRAPPED</b>				
Location	NAME			
<b>INJURED</b>				
Location	Type of Injury	NAME		
<b>DECEASED</b>				
Location	NAME			
<input type="checkbox"/> If additional space is needed, ✓ box and use Supplemental Form E-4				

<b>STAFF STATUS REPORT INITIAL ASSESSMENT</b>				<b>E3 of 6</b>
<b>OPERATION START:</b>		<i>Date:</i>	<i>Time:</i>	
<b>CONDITION OF STAFF</b>				
<b>MISSING</b>	<b>Possible Location</b>	<b>NAME</b>		
<b>TRAPPED</b>	<b>Location</b>	<b>NAME</b>		
<b>INJURED</b>	<b>Location</b>	<b>Type of Injury</b>	<b>NAME</b>	
<b>DECEASED</b>	<b>Location</b>	<b>NAME</b>		
<input type="checkbox"/> <b>If additional space is needed, ✓ box and use Supplemental Form E-4</b>				







<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>SITUATION STATUS REPORT UPDATE</b>		<b>F1 of 2</b>	
<b>OPERATIONAL START:</b>		<i>Date:</i>	
		<i>Time:</i>	
<b>NO. OF STUDENTS REMAINING AT SCHOOL</b>		<b>NO. OF STAFF REMAINING TO CARE FOR STUDENTS</b>	
<b>ASSISTANCE REQUIRED</b>			
<b>MEDICAL</b>			
<b>WATER</b>			
<b>FOOD</b>			
<b>BLANKETS</b>			
<b>ADDITIONAL PERSONNEL TO ASSIST WITH CARE</b>			
<b>OTHER</b>			
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this form			

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>			
<i>Date:</i>		<i>Time:</i>			
<b>SITUATION STATUS REPORT UPDATE (2)</b>			<b>F2 of 2</b>		
<b>OPERATIONAL START:</b>		<i>Date:</i>	<i>Time:</i>		
<b><i>Do not enter buildings until the structural evaluation is complete, and the buildings are designated as safe.</i></b>					
<b>DAMAGE ASSESSMENT</b>					
TYPE	SEVERITY				LOCATION/ROOM NO
	None	Slight	Severe	Hazardous	
<b><u>UTILITIES</u></b>					
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural gas lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water heater/boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b><u>HAZARDOUS MATERIALS</u></b>					
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b><u>PHYSICAL HAZARDS</u></b>					
Broken glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Construction areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Damaged buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walkways, bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NOTES:</b> <i>(description of trouble, location, severity or hazardous materials):</i>					
<b>FINDINGS:</b>					
<input type="checkbox"/> Building or room is SAFE for reoccupancy <input type="checkbox"/> Building or room is CLOSED due to hazardous condition					
<b>CORRECTIVE MEASURES NEEDED :</b> <i>(to be completed prior to reoccupancy)</i>					
<input type="checkbox"/> If additional space is needed, ✓box and use reverse side of this form					

**PREPARED BY:**

*Date:*

*Time:*

## DEMOBILIZATION CHECKOUT

G1

1. **INCIDENT NAME:**

2. **DATE/TIME**

3. **NO.**

4. **UNIT/PERSONNEL RELEASED**

5. **TRANSPORTATION TYPE/NO.**

6. **ACTUAL RELEASE DATE/TIME**

7. **MANIFEST? NUMBER:**     Yes     No

8. **DESTINATION**

9. **AGENCY/REGION NOTIFIED**

Name

Date

10. **Unit leader responsible for collecting performance rating**

### 11. UNIT/PERSONNEL

You and your resources have been released subject to signoff from the following:  
*(Demobilization Unit Leader check the appropriate box)*

#### LOGISTICS



Supplies/Equipment

Communications

Facilities

Transportation

#### PLANNING



Documentation

#### FINANCE/ADMINISTRATION



Timekeeping

#### OTHER

12. **REMARKS**

*This form corresponds to ICS-221*

<b>CONTENTS</b>	<b>PAGES</b>
Staff Skills Survey for Emergency Management Planning .....	266
Special Staff Skills and Equipment .....	267
Emergency Drill Record .....	268
Local Resources .....	269
Our School’s Crisis Response Team Members .....	271
Staff Training Log.....	272
Annual Review Policy.....	273
Evacuation Plan: Outside the School Building.....	274
Evacuation Plan: Alternate Building Location Within Walking Distance .....	275
Evacuation Plan: Alternate Building Location Requiring Transport .....	276
Emergency Contact Numbers for Our School .....	277
Teacher Survey: Students Needing Special Assistance .....	278

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## SCHOOL STAFF SKILLS SURVEY

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School \_\_\_\_\_

School Year \_\_\_\_\_

As part of the development of the School Emergency Management Plan, and in accordance with district policy, please complete the following survey and return it to the school office. The information provided will be used to update our Emergency Management Plan in order to be fully prepared for an emergency situation on campus.

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ EMAIL \_\_\_\_\_

I. Emergency Response:

Please check 3 any of the following areas in which you have expertise or training:

- |                                            |                                              |                                                   |
|--------------------------------------------|----------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> First Aid         | <input type="checkbox"/> Search and Rescue   | <input type="checkbox"/> Counseling/Mental Health |
| <input type="checkbox"/> CPR               | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting             |
| <input type="checkbox"/> Emergency Medical | <input type="checkbox"/> Media Relations     | <input type="checkbox"/> Incident Debriefing      |

Please explain or clarify items checked \_\_\_\_\_

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II. **Special Considerations:** Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- Multilingual, list language(s) \_\_\_\_\_
- Experience with disabilities \_\_\_\_\_
- Ham radio or CB radio experience \_\_\_\_\_
- Knowledge of community resources \_\_\_\_\_
- Other knowledge or skills \_\_\_\_\_
- Other knowledge or skills \_\_\_\_\_
- Check if you have a cell phone that could be used in an emergency
- Check if you have a 2-way radio that could be used in an emergency

III. Emergency Support Personnel

Public employees may be subject to such disaster service activities as may be assigned to them by their superiors or by law. As such, school employees are responsible for the students during and after the emergency. If a disaster occurs during school hours, you may be required to remain at school for 72 hours or longer.

**SPECIAL STAFF SKILLS AND EQUIPMENT**

School \_\_\_\_\_ School Year \_\_\_\_\_

EXPERIENCE/EQUIPMENT	NAME OF EMPLOYEE
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (Indicate Type)	
Accessible Emergency Vehicles and Equipment	

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_



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## LOCAL RESOURCES

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Experience has shown that local and even regional manufacturers and suppliers are very effective in providing services after an event. However, pre-event planning should be undertaken between the school district and the local emergency services agency to anticipate key issues that will need quick solutions if an event occurs. This includes determining what spaces will be available and how many people can be accommodated, signing a pre-contract, agreement or Memorandum of Understanding, looking at strategies for continued operation in the event some spaces are occupied by refugees, and the possible provision of food and sanitary supplies by the district.

School \_\_\_\_\_ School Year \_\_\_\_\_  
 \_\_\_\_\_

Resource/Agency	Resource Person's Name	Phone No/ E-mail
Fire		
Transportation		
Communications		
Search/Rescue		
Medical Care		
Student Care at School		
Food Preparation		

Engineering/Structural Safety		

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_



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## STAFF TRAINING LOG

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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	Location	Person Responsible	Comments
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

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## ANNUAL REVIEW POLICY

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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.

<b>Date Reviewed:</b>	<b>Person Responsible:</b>	<b>New Copies Distributed to:</b>

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## EVACUATION PLAN: OUTSIDE THE SCHOOL BUILDING

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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 \_\_\_\_\_

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## EVACUATION PLAN: ALTERNATE BUILDING LOCATION WITHIN WALKING DISTANCE

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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

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(Address)

Secondary Location

Lead Contact / Phone

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(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.

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## EVACUATION PLAN: ALTERNATE BUILDING LOCATION REQUIRING TRANSPORT

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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.

\_\_\_\_\_

\_\_\_\_\_





<b>CONTENTS</b>	<b>PAGES</b>
Tips for School Families – When to Miss School.....	280
Parent Information Letter - Student Health .....	281
Parent Information Letter - Incident Update.....	282
Parent Information Letter - Death of a Student.....	283
Memo to Staff about Special Needs Evacuation Plan.....	284

## When to Miss School

**If your child says she doesn't feel well, ask yourself, 'If she were healthy, would I want her near someone with these symptoms?' Robert Hoekelman, M.D., contributing editor of *The Merck Manual of Medical Information- Home Edition*, offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.**

SYMPTOM	Keep your child home if:
FEVER	<b>He/she has a morning temperature of 100 degrees Fahrenheit or higher, or her temperature is below 100 but she is achy, pale or tired.</b>
STOMACH ACHE	<b>He/she has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.</b>
SNEEZING OR RUNNY NOSE	<b>He/she is sneezing a lot, and his/her nose won't stop running.</b>
SORE THROAT	<b>He/she has tender, swollen glands and a fever of 100 or higher.</b>
COUGH	<b>He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.</b>
EAR ACHE	<b>His/her pain is constant or severe—a sign of otitis media.</b>
RASH	<b>The rash blisters, develops pus, or is uncomfortable, which signals chicken pox or impetigo.</b>

Sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their family, and the school staff from infection.

A child must be kept home at least 24 hours after a fever and 24 hours after starting antibiotics.

For children who need take medication at school, send an authorization form signed by a parent and the health care provider with the medication.

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**School Nurse**

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**Phone Number**

## Parent Information Letter - Student Health

Dear Parents;

We are concerned for the health and welfare of our students and we want to maintain a healthy school environment for your children.

From experience we have learned that sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care they need to recover. Keeping ill children at home also protects other children, their family and school staff.

**Your child may be contagious if you observe the following symptoms:**

DIARRHEA	NAUSEA OR VOMITING
SKIN RASH	EAR INFECTIONS/EARACHES
SORE THROAT	EYE DRAINAGE/PAIN
ELEVATED TEMPERATURE	PAIN/BODY ACHES
GENERAL FATIGUE OR LISTLESSNESS	

**Your child should be kept at home. If these signs persist, contact your physician.**

Keep your child home at least 24 hours after a fever and 24 hours after starting antibiotics. Reminder: If your child needs to take medication at school, you are required to send an authorization form signed by you and your health care provider with the medication.

*Prompt care and isolation of a sick child will minimize the total time school days lost by your child and/or other children. Regular attendance at school is necessary for your child to receive full benefit from school.*

If your child is kept at home, please notify the school that your child will be absent and the reason for the absence.

Please call your school nurse if you have questions.

Sincerely,

---

**School Nurse**

---

**Phone Number**

## Sample Parent Information Letter – Incident Update

Dear Parents,

As you may or may not be aware, our school (or district) 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 Emergency Management 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 locations, alterations school 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 which 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  
(***Phone***)

## Sample Parent Information Letter – Death of a Student or Staff Member

( Date )

Dear Parent/Guardian:

We are saddened to learn of the death of our (**teacher or student**), (**name of teacher or student**), who died on (**date**). We are concerned about the safety and well-being of all students and staff. A specially trained team of professionals is in our school to offer support and counseling to all who need or request such help.

You may notice some changes in your child’s behavior as a result of this tragedy. He or she may feel shocked, sad, angry, confused, afraid, worried or numb. Any of these feelings are normal after such an incident. Your child might not feel like eating, or may eat more than usual. He or she may also sleep considerably more or less than usual and may experience unpleasant dreams or nightmares. Your child may seem pre-occupied, argumentative, less cooperative or communicative, or simply different. Headaches and/or stomach aches are other common responses to tragic incidents. Your child may also have trouble completing school assignments or preparing for exams.

We encourage you to talk with your child about what has happened. Talking with a parent/guardian and/or trusted adult is very helpful for children as they try to cope with and work through tragedies in their lives. (**Reference any handout that you may decide to enclose.**)

If you notice that your child is not feeling better within the next few weeks, or if you wish to talk with a counselor, please feel free to call us so that we can help. The [*Student Services Department*] will be glad to answer any questions or provide support and guidance as needed. Please call (**name of Counselor/Intervention Advisor**) at (**telephone number**).

**(Insert information on funeral arrangements, if known)**

Sincerely,

[Principal’s Name]

[Name of Counselor/Intervention Advisor]

## MEMORANDUM

**To: All Staff**  
**From:**  
**Date**  
**Re: Special Needs Evacuation Plan**

In the event of an emergency, we are committed to the safe evacuation of our entire school community. As part of our disability evacuation planning, we request that all staff provide us with information concerning special evacuation needs.

We are concerned with any problems you anticipate having in an evacuation, such as hearing or sight impairments, that would make it difficult to perceive emergency alarms. We recognize that your particular needs may require elaboration. You may be able to use the stairs, but only with difficulty, or you may be able to see, but not in low light.

Please provide specific details so that we can clearly understand and appropriately respond to your needs.

If you determine that you have any emergency evacuation issues, or if you have any questions, contact \_\_\_\_\_ at \_\_\_\_\_.

<b>CONTENTS</b>	<b>PAGES</b>
Classroom Backpack .....	286
Classroom Lockdown Kit .....	287
Student Release File Box .....	287
Incident Command Center (ICC) Box .....	288
Medical Supplies .....	290
Light Search and Rescue Supplies .....	293
Building Safety/Damage Assessment Supplies .....	294
Traffic/Crowd Control .....	295
School Bus/Auto Emergency Supplies .....	296
School Shelter Supplies (Food/Water, etc.) .....	297
Emergency Cache – Supplies Needed .....	302

## SCHOOL EMERGENCY SUPPLIES

*These are suggested basic supplies, separated into functions as part of an emergency plan.*

***There is no definitive supplies list.*** Information provided is the recommended minimum type and quantities. Schools should review and adjust the lists for their individual needs.

### **CLASSROOM BACKPACK** - Approximately 20 to 30 students

*Hang on red hook at shoulder height in each classroom near the marked exit*

#### **POPULATION ID/ASSESSMENT**

	✓ ACQUIRED
<input type="checkbox"/> current class attendance roster	
<input type="checkbox"/> clipboard (with roster attached)	
<input type="checkbox"/> population assessment cards: green laminated page marked "ALL CLEAR" red laminated page marked "NEED HELP"	
<input type="checkbox"/> pre-printed name tags or adhesive sheet labels with student names	
<input type="checkbox"/> Emergency Response Actions Flipchart	
<input type="checkbox"/> Student Release Model Guide	
<input type="checkbox"/> Personal Cell Phone	

#### **FIRST AID KIT (Immediate)**

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> adhesive tape	1 roll	
<input type="checkbox"/> antiseptic pads	20	
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> pre-moistened towelettes	20	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile gauze pads, 4x4"	20 packages	
<input type="checkbox"/> Telfa pads	1 box	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or non- latex gloves	4 pair	

#### **EMERGENCY SUPPLIES**

<input type="checkbox"/> cyalume light sticks	20	
-----------------------------------------------	----	--

<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> orange vest marked with title		
<input type="checkbox"/> sunblock		
<input type="checkbox"/> mylar blankets	4	
<input type="checkbox"/> tissues	4 packages	
<input type="checkbox"/> trash bags	2	
<input type="checkbox"/> whistle		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> black marking pen	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pen	<input type="checkbox"/> red pen
<input type="checkbox"/> notepad 5x7"	<input type="checkbox"/> yellow highlighter
<input type="checkbox"/> pencil	<input type="checkbox"/> Ziploc bag

### **CLASSROOM LOCKDOWN KIT - Approximately 20 to 30 students)**

*Store in bucket with a lid that can be transformed into a portable toilet*

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> AM radio with batteries		
<input type="checkbox"/> duct tape	1 large roll	
<input type="checkbox"/> food energy bars	30 bars	
<input type="checkbox"/> moist towelettes - 100	100	
<input type="checkbox"/> mylar blanket, large		
<input type="checkbox"/> portable toilet		
<input type="checkbox"/> portable toilet liner	2	
<input type="checkbox"/> toilet disinfectant	2 packs	
<input type="checkbox"/> toilet paper	4 rolls	
<input type="checkbox"/> water packets, 4 oz	30	
<input type="checkbox"/> whistle		
<input type="checkbox"/> plastic tarp (opaque) as curtain		

### **STUDENT RELEASE FILE BOX**

*Store in Front Office and evacuate file box with staff*

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> Student Emergency Contact Cards		
<input type="checkbox"/> Student Attendance Roster		
<input type="checkbox"/> Master Roster of students and staff	2	
<input type="checkbox"/> blank Student Request forms (to be filled out by authorized adult for pick up)		
<input type="checkbox"/> vests marked with staff titles	4	
<input type="checkbox"/> hard hats marked with staff titles	4	
<input type="checkbox"/> dividers for Student Contact Cards		
<input type="checkbox"/> dividers for Student Request forms		

<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> clipboards, 8.5x11"	4	
<input type="checkbox"/> clipboards, 5x7" for parent use	12	
<input type="checkbox"/> file box marked STUDENT RELEASE		
<input type="checkbox"/> sign marked "STUDENT RELEASE"		
<input type="checkbox"/> sign marked "STUDENT REQUEST"		
<input type="checkbox"/> labels, blue and orange - 3/4" round		
<input type="checkbox"/> masking tape		
<input type="checkbox"/> stapler and box of staples		

*Optional, as needed:*

<input type="checkbox"/> portable tables	2	
<input type="checkbox"/> chairs	2 to 4	

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> binder clips	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black marking pens	<input type="checkbox"/> red pens
<input type="checkbox"/> black pens	<input type="checkbox"/> rubber bands
<input type="checkbox"/> notepads	<input type="checkbox"/> yellow highlighter pen
<input type="checkbox"/> paper clips	<input type="checkbox"/> pencils

## INCIDENT COMMAND CENTER (ICC) BOX

*Store in Principal's office OR in Front Office with Student Release file box*

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> butcher paper (for signage needs)	1 roll	
<input type="checkbox"/> clipboards	2	
<input type="checkbox"/> Communication Plan to District Office, MCOE, local Mutual Aid and phone tree		
<input type="checkbox"/> current staff roster		
<input type="checkbox"/> current student roster		
<input type="checkbox"/> envelopes, 9x12"	1 dozen	
<input type="checkbox"/> file folders	1 dozen	
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> fresh batteries for distribution		
<input type="checkbox"/> hard hats (for authorized volunteers)	5	
<input type="checkbox"/> ICS organization chart		
<input type="checkbox"/> Incident Commander hard hat with title		
<input type="checkbox"/> Incident Commander vest with title		
<input type="checkbox"/> list of students with special needs		
<input type="checkbox"/> master keys		

<input type="checkbox"/> name tags, blank	1 dozen	
<input type="checkbox"/> notepads, 5x7"	2	
<input type="checkbox"/> portable table	1	
<input type="checkbox"/> Pubic Information Plan		
<input type="checkbox"/> Rubbermaid box (marked ICC)		
<input type="checkbox"/> School Emergency Plan and Staff Release Plan		
<input type="checkbox"/> School site Emergency Plan map (i.e.: traffic closures, emergency vehicle lane, medical area, evacuation routes, student release set up, morgue)		
<input type="checkbox"/> School Site Map with detailed floor plan, leads for water, gas, electricity, alarm and sprinkler systems		
<input type="checkbox"/> SEMS Checklist		
<input type="checkbox"/> Sign: "INCIDENT COMMAND CENTER"		
<input type="checkbox"/> stapler and box of staples		
<input type="checkbox"/> Student Release Plan		
<input type="checkbox"/> tape, clear, duct and masking	3 rolls of each	
<input type="checkbox"/> vests (for authorized volunteers	10	
<input type="checkbox"/> Walkie-talkies, charged (quantity depends on campus size and logistics		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> binder clips	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> black marking pens	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pens	<input type="checkbox"/> red pens
<input type="checkbox"/> colored markers	<input type="checkbox"/> rubber bands
<input type="checkbox"/> paper clips	<input type="checkbox"/> yellow highlighter pens

## MEDICAL SUPPLIES

Store student medication with nurse's Medical Backpack and evacuate WITH personnel

### MEDICAL AREA SUPPLIES – Store with emergency supply cache

<input type="checkbox"/> ACE bandage <input type="checkbox"/> adhesive tape <input type="checkbox"/> anti-bacterial hand wipes <input type="checkbox"/> anti-bacterial ointment <input type="checkbox"/> anti-bacterial soap (waterless) <input type="checkbox"/> antiseptic towelettes <input type="checkbox"/> aspirin-free pain reliever <input type="checkbox"/> bed sheets, flat (white) <input type="checkbox"/> biohazard bags <input type="checkbox"/> blankets (hypo-allergenic) <input type="checkbox"/> bodily fluid disposal kit <input type="checkbox"/> butterfly closure bandages <input type="checkbox"/> canopy (w/ sides) <input type="checkbox"/> cold packs, instant <input type="checkbox"/> cotton tip applicators <input type="checkbox"/> CPR mouth barriers (disposable) <input type="checkbox"/> eye wash kits <input type="checkbox"/> face masks <input type="checkbox"/> finger splints <input type="checkbox"/> flashlights (standing) w/ batteries <input type="checkbox"/> gauze pads (sterile) <input type="checkbox"/> hydrogen peroxide solution <input type="checkbox"/> Insulin and syringes with RX order for diagnosed diabetics <input type="checkbox"/> glucose tablets to treat low blood sugar <input type="checkbox"/> Iodine <input type="checkbox"/> nitrile or non-latex gloves (boxes) <input type="checkbox"/> oval eyepads	<input type="checkbox"/> pain relieving gel, burn gel <input type="checkbox"/> paper towels <input type="checkbox"/> saline <input type="checkbox"/> sanitary napkins <input type="checkbox"/> scissors <input type="checkbox"/> mylar blankets <input type="checkbox"/> source of sugar for diabetic students <input type="checkbox"/> splints (adult and child sizes) <input type="checkbox"/> stretchers (backboards) <input type="checkbox"/> sterile gauze pads (all sizes) <input type="checkbox"/> tape, hypo-allergenic <input type="checkbox"/> tarps <input type="checkbox"/> thermometers, disposable covers <input type="checkbox"/> tissues <input type="checkbox"/> toilet paper – 5 rolls <input type="checkbox"/> tongue depressors <input type="checkbox"/> trash bags, 13 g, 39 g <input type="checkbox"/> triangle bandages (slings) - <input type="checkbox"/> tweezers <input type="checkbox"/> water packs <input type="checkbox"/> water, sterile <input type="checkbox"/> wound dressing gauze rolls – <input type="checkbox"/> terry cloth bath towels (white) <input type="checkbox"/> terry cloth wash cloths (white) <input type="checkbox"/> restricted use OTC medication (e.g., Tylenol, Ibuprofen, anti-diarrhea cream, anti-acids, Ipecac, Benadryl, antibiotic cream)
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## EMERGENCY MEDICAL DOCUMENTATION

- Emergency First Aid instructions
- Advanced First Aid instructions
- Shock/Trauma response instructions
- clipboards
- legal responsibility release forms (keep assembled in red folder)
- list of students with allergies
- list of students with special needs requiring medication
- student emergency cards (in separate Ziploc bag)
- student medical cards w/ medical needs defined (in separate Ziploc
- triage and/or medical tags
- sign marked "MEDICAL AREA"
- orange vests and hardhats, marked with Red Cross

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

- |                                                  |                                                 |
|--------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> black marking pens      | <input type="checkbox"/> pencils (presharpened) |
| <input type="checkbox"/> black pens              | <input type="checkbox"/> Post It packages       |
| <input type="checkbox"/> yellow highlighter pens | <input type="checkbox"/> Paper clips            |
| <input type="checkbox"/> notepads                | <input type="checkbox"/> Ziploc bags            |

## RECOMMENDED GENERIC MEDICATIONS

This is a list recommended for districts to use as a guideline for treating conditions requiring First Aid intervention. Districts at their discretion may wish to provide additional medications for general treatment.

The “Good Samaritan Act” covers persons who in their best judgment assist individuals needing medical attention in an emergency/disaster situation until Professional Staff are available.

CONDITION	MEDICATION
Allergic Reaction	<input type="checkbox"/> Epi-pen (prescription only) for severe allergic response <input type="checkbox"/> Benadryl (oral) 25 mg.
Asthma/Wheezing/Breathing Difficulty	
Bites	<input type="checkbox"/> Calamine Lotion
Burns	<input type="checkbox"/> Burn Sheets – sterile disposable
Cuts (small), Scratches and Scrapes	<input type="checkbox"/> Clean with tap water or clean water 1% Povidine <input type="checkbox"/> Polysporin/Neosporin ointment (opt.) Apply Steri-strips
Cough	<input type="checkbox"/> Hard candy/Jolly Ranchers
Diarrhea	<input type="checkbox"/> Pepto-Bismol for small general gastrointestinal upset <input type="checkbox"/> Gatoraide <input type="checkbox"/> Pedialyte
Eye Irritation	<input type="checkbox"/> Eye Irrigating Solution (5 6 oz, bottles)
Fainting	<input type="checkbox"/> Aromatic Spirits of Ammonia
Fever	<input type="checkbox"/> Acetaminophen/Tylenol Child & Adult Tablets
Fractures, Dislocations, Sprains, Strains	<input type="checkbox"/> Ibuprofen/Motrin (muscle) Child & Adult Tablets
Itching, Rashes, Stings	<input type="checkbox"/> Ice/Benadryl/Calamine Lotion
Pain	<input type="checkbox"/> May give Tylenol or Motrin. Alternating these may help with pain control for severe pain
Wound Irrigation	<input type="checkbox"/> 5-gallon water dedicated to clean wounds <input type="checkbox"/> 35 cc. Syringe for irrigation

## LIGHT SEARCH & RESCUE SUPPLIES – Supply for two teams

*Store in Front Office or in school disaster supply trailer*

ITEM	QUANTITY	ACQUIRED <span style="float: right;">✓</span>
<input type="checkbox"/> garbage cans (sturdy) on rollers w/ tight lids (marked SEARCH & RESCUE)	2	
<input type="checkbox"/> axes (with protective covers)	2	
<input type="checkbox"/> backpacks	2	
<input type="checkbox"/> black marker pens	4	
<input type="checkbox"/> bolt cutters	2	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> chalk	2 boxes	
<input type="checkbox"/> crowbars	2	
<input type="checkbox"/> cyalume light sticks (30 minutes)	20	
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> face masks	10	
<input type="checkbox"/> fire extinguishers	2	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hack saws	2	
<input type="checkbox"/> headlamps w/ extra batteries	4	
<input type="checkbox"/> hard hats marked with title for ID	4	
<input type="checkbox"/> keys to all rooms		
<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> nylon rope (50 ft)	2	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pliers, channel lock	2	
<input type="checkbox"/> rain ponchos	4	
<input type="checkbox"/> saw		
<input type="checkbox"/> school site map		
<input type="checkbox"/> screw drivers, assorted	2 sets	
<input type="checkbox"/> shovels	2	
<input type="checkbox"/> sledge hammers	2	
<input type="checkbox"/> tarps	2	
<input type="checkbox"/> utility knives	4	
<input type="checkbox"/> walkie-talkies	4	
<input type="checkbox"/> water packs	20	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wrenches, adjustable crescent	2	
<input type="checkbox"/> wrenches, adjustable pipe	2	

## FIRST AID/ TRAUMA SUPPLY KITS (2)

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eyedrops	1 bottle	
<input type="checkbox"/> facemasks		
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> nitrile or non-latex gloves	4 pair	

## BUILDING SAFETY/DAMAGE ASSESSMENT SUPPLIES

Store in school disaster supply trailer OR custodial room in steel garbage can with a tight lid

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> 20A-10BC fire extinguishers	3	
<input type="checkbox"/> architectural blueprint and site map of school buildings with floor plan and leads for water, gas, electricity, cable, telephone, alarm & sprinkler systems		
<input type="checkbox"/> axe (with protective cover)		
<input type="checkbox"/> batteries AA , D)	24 each	
<input type="checkbox"/> bolt cutters		
<input type="checkbox"/> bungee cords	4	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> channel lock		
<input type="checkbox"/> coiled wire	2	
<input type="checkbox"/> crow bar		
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> emergency cones	24	
<input type="checkbox"/> emergency vehicle access signs and parking lot signs		
<input type="checkbox"/> extension cord, 100-foot reel		
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> face masks	8	
<input type="checkbox"/> glow-in-the-dark tape	2 rolls	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hammers		
<input type="checkbox"/> hard hats marked with title	4	
<input type="checkbox"/> headlamps w/extra batteries	4	
<input type="checkbox"/> hose bibs for fire extinguishers* *(set in toolbox, set in each room		
<input type="checkbox"/> laminated map and priority shut-off list for utilities		
<input type="checkbox"/> lantern		

<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> master keys to supply container, electrical panel, all rooms, locked fences		
<input type="checkbox"/> nails (16 penny, 8 penny) – box each	1 box each	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pocket knives/box cutters	4	
<input type="checkbox"/> rope (50', 100')		
<input type="checkbox"/> School site Emergency Plan map (with traffic closures, emergency vehicle lane, medical area, evacuation points, student release set up, morgue, etc.)		
<input type="checkbox"/> saws		
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> screwdrivers (flathead, Philips)	4	
<input type="checkbox"/> shovel		
<input type="checkbox"/> stakes for fencing		
<input type="checkbox"/> tarp (15'x20')	2	
<input type="checkbox"/> trash bags, 13 gallon and 39 gallon	1 box each	
<input type="checkbox"/> utility shutoff tools (e.g., water meter key to shut off water from the meter)		
<input type="checkbox"/> vice grips		
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wire cutters	2	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> wrench set		

## TRAFFIC/CROWD CONTROL

*Store in school emergency cache trailer*

<input type="checkbox"/> caution tape	<input type="checkbox"/> signboard (blank)
<input type="checkbox"/> directional signs	<input type="checkbox"/> signboard pens
<input type="checkbox"/> duct tape	<input type="checkbox"/> traffic cones
<input type="checkbox"/> hard hats marked with title	<input type="checkbox"/> walkie-talkies
<input type="checkbox"/> notepads, 5x7"	<input type="checkbox"/> white board
<input type="checkbox"/> orange vests marked with title	
<input type="checkbox"/> Site map (enlarged) with key areas highlighted (First Aid Station, Student Request and Release gates)	
<input type="checkbox"/> Site map handouts, highlighted with walking area to Student Request gate	

## SCHOOL BUS/AUTOMOBILE EMERGENCY SUPPLIES

*Store in school disaster supply trailer OR custodial room*

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> 20A-10BC fire extinguisher		
<input type="checkbox"/> 3600 calorie food rations	3	
<input type="checkbox"/> AM portable radio		
<input type="checkbox"/> Aqua blox, purified drinking water pkgs	30	
<input type="checkbox"/> batteries for flashlight/radio	4	
<input type="checkbox"/> body fluid clean-up kit mask, sterile wipes, fluid absorbent, cleanser, towels		
<input type="checkbox"/> CB radio		
<input type="checkbox"/> cell phone		
<input type="checkbox"/> cyalume lightsticks	30	
<input type="checkbox"/> disposable camera		
<input type="checkbox"/> emergency reflectors	3 or more	
<input type="checkbox"/> flashlight with batteries taped outside		
<input type="checkbox"/> orange vest		
<input type="checkbox"/> sanitation supplies		
<input type="checkbox"/> mylar blankets	6	
<input type="checkbox"/> tissues	6 small pkg	
<input type="checkbox"/> trash bag for waste		

### **FIRST AID (immediate) KIT- *accessible, moisture-proof and plainly marked***

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> 3" gauze	4 rolls	
<input type="checkbox"/> bandages/gauze pads: 1", 3", 4"		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eye dressing packs (cotton eye pads, adhesive eye pads)	3 sets	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile wipes	20	
<input type="checkbox"/> triangular bandage,	40"	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or nitrile non- latex gloves	4 pair	

**SCHOOL SHELTER SUPPLIES – For approximately 100 students**

*Stored in school disaster supply trailer*

**ADMINISTRATION/COMMAND CENTER**

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> batteries, size AA, C, D		
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> colored paper		
<input type="checkbox"/> envelopes 9x12"	20	
<input type="checkbox"/> file folders and labels	1 box	
<input type="checkbox"/> flashlight with batteries attached outside		
<input type="checkbox"/> notepads, 5x7"	3	
<input type="checkbox"/> orange vests – marked with titles	3	
<input type="checkbox"/> paper clips	1 box	
<input type="checkbox"/> Post Its	3 pkg	
<input type="checkbox"/> radio-solar/crank/battery		
<input type="checkbox"/> rubber bands	1 pkg	
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> SEMS team assignments		
<input type="checkbox"/> signboards	3	
<input type="checkbox"/> staple remover		
<input type="checkbox"/> stapler and staples	2	
<input type="checkbox"/> Student Contact Cards		
<input type="checkbox"/> Staff and Student Directory		
<input type="checkbox"/> tape – masking, clear and duct	3 rolls of each	
<input type="checkbox"/> tissues	1 box	
<input type="checkbox"/> water – approximately 1 gal per day per person – see storage comments below		
<input type="checkbox"/> whistle		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> black marking pens	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> pens (black, red, blue)	<input type="checkbox"/> Post It packages
<input type="checkbox"/> yellow highlighter pens	<input type="checkbox"/> Paper clips
<input type="checkbox"/> notepads	<input type="checkbox"/> Ziploc bags

**SANITATION SUPPLIES**

<input type="checkbox"/> antibacterial soap (waterless)
<input type="checkbox"/> clothes pins
<input type="checkbox"/> directional signs to toilets
<input type="checkbox"/> duct tape
<input type="checkbox"/> moist towelettes

<input type="checkbox"/> non-antibacterial wipes
<input type="checkbox"/> paper towels
<input type="checkbox"/> portable toilet liners
<input type="checkbox"/> portable toilets
<input type="checkbox"/> signs marked "BOYS" and "GIRLS"
<input type="checkbox"/> tarps to screen toilets
<input type="checkbox"/> toilet disinfectant
<input type="checkbox"/> whisk brooms

**MISCELLANEOUS**

<input type="checkbox"/> ant traps
<input type="checkbox"/> books
<input type="checkbox"/> chairs
<input type="checkbox"/> clothing (from Lost and Found) – all laundered
<input type="checkbox"/> flashlights or headlamps with batteries taped to outside
<input type="checkbox"/> fire extinguisher - 3A:40BC
<input type="checkbox"/> flip charts
<input type="checkbox"/> games
<input type="checkbox"/> light (battery-operated) for ceiling – 2
<input type="checkbox"/> maximum/minimum thermometer
<input type="checkbox"/> mylar blankets (1/person)
<input type="checkbox"/> pillows with disposable pillow covers
<input type="checkbox"/> portable generator
<input type="checkbox"/> portable tables
<input type="checkbox"/> rain ponchos
<input type="checkbox"/> solar flashlights
<input type="checkbox"/> solar radio
<input type="checkbox"/> toothbrushes
<input type="checkbox"/> trash bags
<input type="checkbox"/> triage tent
<input type="checkbox"/> water hose

**FOOD SUPPLIES for preparation, distribution and clean-up**

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> aluminum foil	2 rolls	
<input type="checkbox"/> buckets for washing dishes	3	
<input type="checkbox"/> can opener		
<input type="checkbox"/> cutting board		
<input type="checkbox"/> dining canopy		
<input type="checkbox"/> dishwashing soap		
<input type="checkbox"/> knives		
<input type="checkbox"/> large serving bowls		
<input type="checkbox"/> non-antibacterial wipes		
<input type="checkbox"/> paper cups		

<input type="checkbox"/> paper napkins		
<input type="checkbox"/> paper plates		
<input type="checkbox"/> paper towels		
<input type="checkbox"/> plastic spoons, knives and forks	6 pkg each	
<input type="checkbox"/> potholders	4	
<input type="checkbox"/> quart size storage bags		
<input type="checkbox"/> rubber gloves	8	
<input type="checkbox"/> serving ladle	2	
<input type="checkbox"/> serving spoons	6	
<input type="checkbox"/> sponges	4	
<input type="checkbox"/> tongs	2	
<input type="checkbox"/> water purification tablets		
<input type="checkbox"/> waterproof matches	2 boxes	
<input type="checkbox"/> Ziploc storage bags (quart)	1 box	

## FOOD/DRINKS

### Water

Store one gallon per person per day. Before purchasing water, consider age of students and how water will be distributed. For individual consumption and immediate use, store water pouches, Aqua Blox or small bottles with five-year shelf life. Store 7-gallon containers (purified and replaced annually) for cooking, cleaning and hygiene use).

### Food

Select foods that require no refrigeration, preparation or cooking and little or no water. Preferable foods have a long shelf life and are compact, lightweight, not salty, and easy to store and carry. Recommended foods include:

<input type="checkbox"/> food bars (e.g., Datrex, Mayday) with five-year shelf life (3 per person/day) – avoid tropical oils, which may exacerbate allergies
<input type="checkbox"/> jerky
<input type="checkbox"/> applesauce
<input type="checkbox"/> powdered hot chocolate
<input type="checkbox"/> sugar/sweetener/powdered cream
<input type="checkbox"/> instant coffee, tea bags, powdered Tang
<input type="checkbox"/> raisins
<input type="checkbox"/> ready-to-eat canned meats, fruits, and vegetables – bulky and heavy
<input type="checkbox"/> canned juice, milk, and soup (if powdered, store extra water).
<input type="checkbox"/> high-energy foods - granola bars, trail mix
<input type="checkbox"/> glucose tablets to treat low blood sugar
<input type="checkbox"/> dried foods - nutritious but contain salt, which promotes thirst
<input type="checkbox"/> freeze-dried foods - tasty and lightweight, need water for reconstitution
<input type="checkbox"/> instant meals - cups of noodles or soup but need water for reconstitution & salty
<input type="checkbox"/> snack-sized canned goods with pull-top or twist-open lids
<input type="checkbox"/> prepackaged beverages in sealed foil packets and foil-lined boxes

## SHELF LIFE OF FOODS FOR STORAGE – A SAMPLING

Source: FEMA Emergency Food Supplies - <http://www.fema.gov/library/emfdwtr.shtm>

### **Use within six months:**

- powdered milk (boxed)
- dried fruit (in airtight container)
- dry, crisp crackers (in airtight container)

### **Use within one year:**

- canned condensed meat and soups
- canned fruits, fruit juices and vegetables
- ready-to-eat cereals and uncooked instant cereals (in metal containers)
- peanut butter (note: this may exacerbate allergies in some individuals)

- jelly

**May be stored indefinitely (in airtight containers and proper conditions):**

- bouillon
- dry pasta
- instant coffee, tea, powdered cocoa
- non-carbonated soft drinks
- salt
- vegetable oils
- Vitamin C
- white rice



<b>CONTENTS</b>	<b>PAGES</b>
Emergency Actions .....	304
Acronyms .....	305
NIMS Glossary .....	306
Planning Glossary .....	311

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## EMERGENCY ACTIONS

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<b>ALL CLEAR</b>	Signifies the end of the ACTION that was initiated.
<b>DIRECTED TRANSPORTATION</b>	Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved to an area of lesser danger.
<b>DUCK, COVER AND HOLD ON</b>	Used during earthquakes or other imminent danger to the building or immediate surroundings. Students and staff should immediately drop to the floor, get under a desk, chair or table and hold on. Desks should be arranged so that they do not face windows.
<b>EVACUATION/LEAVE BUILDING</b>	The orderly movement of students and staff along prescribed routes from inside school buildings to another area, when conditions outside are safer than inside.
<b>LOCKDOWN</b>	Lockdown is used when there is an immediate or imminent threat to the occupants of a school building. The concept of lockdown involves a "no one in, no one out" scenario. Teachers and other staff members should immediately lock doors of the rooms they are in and have students lie on the floor. Close any shades or blinds if it appears safe to do so. Teachers and students remain on the floor until a staff member they recognize assures them that the situation has been resolved and it is safe to unlock doors.
<b>REVERSE EVACUATION</b>	Students and staff move immediately into designated areas in the building when the conditions inside are safer than outside.
<b>SHELTER IN PLACE</b>	When conditions outside the building are unsafe, staff and students remain in the rooms or move to the hallway or the other side of the building. This can also be used during external chemical release and hazardous materials spills, shelter in place may involve sealing windows and doors and shutting down air conditioning systems to prevent exposure to outdoor airborne contaminants.
<b>STAND-BY</b>	If outside, teachers are to return students to their classrooms. If inside, teachers will keep students in classrooms pending further instructions. Stand-by must be followed by another ACTION or return to normal school.

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## ACRONYMS

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<b>AED</b>	Automatic External Defibrillator
<b>ARC</b>	American Red Cross
<b>CDC</b>	Centers for Disease Control and Prevention
<b>CERT</b>	Community Emergency Response Training
<b>CISM</b>	Critical Incident Stress Management
<b>CPR</b>	Cardio-Pulmonary Resuscitation
<b>DHHS</b>	Department of Health and Human Services
<b>EMS</b>	Emergency Medical Services
<b>EMT</b>	Emergency Medical Technician
<b>EOC</b>	Emergency Operation Center
<b>EOP</b>	Emergency Operation Plan
<b>FEMA</b>	Federal Emergency Management Agency
<b>HazMat</b>	Hazardous Materials Response
<b>ICISF</b>	International Critical Incident Stress Foundation
<b>ICP</b>	Incident Command Post
<b>ICS</b>	Incident Command System
<b>MOU</b>	Memorandum of Understanding
<b>NIMS</b>	National Incident Management System
<b>PIO</b>	Public Information Officer
<b>RACES</b>	Radio Amateur Civil Emergency Service
<b>ROC</b>	Recovery Operations Center
<b>SAR</b>	Search and Rescue
<b>SCRT</b>	School Crisis Response Team
<b>SERT</b>	Schools Emergency Response Training
<b>SOPs</b>	Standard Operating Procedures
<b>TENS</b>	Telephone Emergency Notification System
<b>USAR</b>	Urban Search and Rescue
<b>WHO</b>	World Health Organization

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## NIMS GLOSSARY

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### From the NIMS Incident Command System Forms Glossary: ICS 010-1

Source: [http://www.nimsonline.com/download\\_center/#ics](http://www.nimsonline.com/download_center/#ics)

<b>AGENCY</b>	A division of government with a specific function, or a non-governmental organization (e.g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or providing resources and/or assistance).
<b>CACHE</b>	A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.
<b>COMMAND</b>	The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.
<b>COMMAND POST</b>	(See Incident Command Post)
<b>COMMAND STAFF</b>	Consists of the Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander and may have an assistant(s), as needed.
<b>COMMUNICATIONS UNIT</b>	An organizational unit in the Logistics Section responsible for providing communication services at an incident. A Communications Unit may also be a facility (e.g., trailer or mobile van) used to provide the major part of an Incident Communications Center.
<b>COST UNIT</b>	Functional unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.
<b>DIRECTOR</b>	The ICS title for individuals responsible for supervision of a branch.
<b>DISPATCH</b>	The implementation of a command decision to move resources from one place to another.
<b>DELAYED TREATMENT</b>	Second priority in patient treatment. These people require aid, but injuries are less severe.
<b>DOCUMENTATION UNIT</b>	Functional unit within the Planning Section responsible for collecting, recording and safeguarding all documents relevant to the incident.
<b>EMERGENCY OPERATIONS CENTER (EOC)</b>	A pre-designated facility established by a district and/or operational area to coordinate the overall response and support to an emergency.
<b>EMERGENCY OPERATIONS PLAN</b>	The plan that each jurisdiction maintains and implements for responding to hazards and threats.
<b>EMERGENCY TRAFFIC</b>	A term used to clear designated channels used at an incident to make way for important radio traffic for a firefighter emergency situation or an immediate change in tactical operations.

<b>EMT I (Emergency Medical Technician I)</b>	An individual trained in Basic Life Support according to the standards prescribed by the Health and Safety Code and who has a valid, current EMT-I certificate in the State of Rhode Island issued pursuant to the Health and Safety Code.
<b>EMT-D</b>	An Emergency Medical Technician-I with training and certification in defibrillation.
<b>EMT-II</b>	An individual with additional training in limited Advanced Life Support according to the standards prescribed by the Health and Safety Code and who has a current and valid certificate issued pursuant to the Health and Safety Code.
<b>EVACUATION</b>	The removal of potentially endangered persons from an area threatened by a hazardous incident. Entry into the evacuation area should not require special protective equipment.
<b>EXCLUSION ZONE</b>	The innermost of the three zones of a hazardous materials site, where contamination does or could occur. Special protection is required for all personnel while in this zone.
<b>EXPANDED MEDICAL EMERGENCY</b>	Any medical emergency that exceeds normal first response capabilities.
<b>FACILITIES UNIT</b>	Functional unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, and sanitary facilities.
<b>FINANCE/ ADMINISTRATION SECTION</b>	The section responsible for all incident costs and financial considerations. Includes timekeeping, expense tracking, procurement, compensation and claims.
<b>FIRST RESPONDERS</b>	Personnel who have responsibility to initially respond to emergencies such as firefighters, law enforcement, lifeguards, forestry, EMS, ambulance, and other public service personnel.
<b>FULL-SCALE EXERCISE</b>	Evaluates the operational capability of emergency response management systems in an interactive manner. Includes the mobilization of emergency personnel and resources required to demonstrate coordination and response capability. Tests total response capability as close to a real emergency as possible.
<b>FUNCTION</b>	Refers to the five major activities in ICS, i.e., Management, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function.
<b>FUNCTIONAL EXERCISE</b>	A fully simulated, interactive exercise that tests one or more functions in a time-sensitive, realistic simulation. Focuses on policies, procedures, roles and responsibilities.
<b>FUNCTIONAL NEEDS</b>	Any individual who might have disabilities, who live in institutional settings, who are elderly, who are from diverse cultures, who have limited English proficiency or who are non-English speaking, who are children, or who have transportation disadvantages.

<b>HAZARDOUS MATERIAL</b>	Any material that is explosive, flammable, poisonous, corrosive, reactive, or radioactive, or any combination, and requires special care in handling because of the hazards it poses to public health, safety, and/or the environment.
<b>IMMEDIATE TREATMENT</b>	A patient who requires rapid assessment and medical intervention for survival.
<b>INCIDENT</b>	An occurrence, either human caused or by natural phenomena, that requires action by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources
<b>INCIDENT ACTION PLAN</b>	Contains objectives reflecting the overall incident strategy, specific tactical actions and supporting information for the next operational period. The Plan may have a number of forms as attachments (e.g., Traffic Plan, Student Release Plan, Communications Plan, site map.
<b>INCIDENT COMMAND POST (ICP)</b>	The location where the primary command functions are deployed.
<b>INCIDENT COMMAND SYSTEM (ICS)</b>	A standardized on-scene emergency management concept specifically designed to allow its users to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries.
<b>INCIDENT COMMANDER</b>	The individual responsible for the management of all incident operations at the incident site.
<b>INCIDENT MANAGEMENT TEAM</b>	The Incident Commander, appropriate Command and General Staff personnel assigned to an incident.
<b>INCIDENT OBJECTIVES</b>	Statements of guidance and direction necessary for the selection of appropriate strategies and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.
<b>INITIAL RESPONSE</b>	Resources initially committed to an incident.
<b>JURISDICTION</b>	The range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, state, or federal boundary lines) or functional (e.g., police department, health department, etc.).
<b>JURISDICTIONAL AGENCY</b>	The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.
<b>LIAISON OFFICER</b>	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.
<b>LOGISTICS SECTION</b>	Responsible for providing facilities, services, and materials for the incident.
<b>MAJOR MEDICAL EMERGENCY</b>	Any emergency that would require the access of local mutual aid resources.

<b>MESSAGE CENTER</b>	Part of the Incident Communications Center and co-located or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.
<b>MITIGATION</b>	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.
<b>MOBILIZATION</b>	The process and procedures used by all organizations federal, state, and local for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.
<b>MULTIJURISDICTION INCIDENT</b>	An incident requiring action from multiple agencies that have a statutory responsibility for incident mitigation
<b>MUTUAL AID AGREEMENT</b>	Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request, by furnishing personnel and equipment.
<b>OPERATIONAL PERIOD</b>	The period of time scheduled for execution of a given set of operational actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although not over 24 hours.
<b>OPERATIONS COORDINATION CENTER (OCC)</b>	Primary facility where multi-agency coordination of operations occurs. It houses the staff and equipment necessary to perform the multi-agency emergency functions.
<b>PERSONAL PROTECTIVE EQUIPMENT (PPE)</b>	The equipment and clothing required to shield or to isolate personnel from the chemical, physical, and biologic hazards that may be encountered at a hazardous materials incident.
<b>PLANNING SECTION</b>	Responsible for the collection, evaluation, and dissemination of tactical information related to the incident, and for the preparation and documentation of Incident Action Plans. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident.
<b>PROCUREMENT</b>	Functional unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.
<b>PUBLIC INFORMATION OFFICER</b>	The official spokesperson designated by an organization to coordinate internal and external communications. A member of the Command Staff responsible for interfacing with the public and media or with other agencies requiring information directly from the incident. There is only one Public Information Officer per incident.
<b>REFUGE AREA</b>	An area identified within the Exclusion Zone, if needed, for the assemblage of contaminated individuals in order to reduce the risk of further contamination or injury. The Refuge Area may provide for gross decontamination and triage.

<b>RESOURCES</b>	Personnel and equipment available, or potentially available, for assignment to incidents. Resources are described by kind and type, e.g., ground, water, air, etc., and may be used in tactical support or overhead capacities at an incident.
<b>RESOURCES UNIT</b>	Functional unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.
<b>SAFETY OFFICER</b>	
<b>SAFETY OFFICER</b>	A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have assistants.
<b>STAGING AREA</b>	Locations set up at an incident where resources can be placed while awaiting a tactical assignment. Staging Areas are managed by the Operations Section.
<b>SUPPLY UNIT</b>	Functional unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.
<b>TABLETOP EXERCISE</b>	Simulates an emergency situation in an informal, stress-free environment. Designed to elicit discussion as participants examine and resolve problems based on existing emergency management plans.
<b>TRIAGE</b>	The screening and classification of sick, wounded, or injured persons to determine priority needs in order to ensure the efficient use of medical personnel, equipment and facilities.
<b>UNIFIED COMMAND</b>	A unified team effort in the ICS that allows all agencies with responsibility for the incident, either geographical or functional, to 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.

### ....more terms from the plan

**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. (This is often referred to as classroom discussions or classroom defusings)

**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. (Also referred to as the Safe Room)

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

**Flight Team:** The SCR Flight team is a multi-discipline group of members drawn from each building based SCRT. It is assembled based on the need presented by the critical event.

The reason to have a flight team is that when additional assistance is needed at one building, gathering assistance is pre-determined and written into the district wide plan. When the Flight Team is activated the individual SCRT is always in charge. The building principal never gives up authority.

**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.

**Peers (teachers/staff – non-mental health professionals):** 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.

**Psychological First Aid:** An evidence-informed modular approach for assisting children, adolescents, adults and families in the immediate aftermath of a disaster or terrorist activity. IT is designed to reduce the initial distress caused by traumatic experiences, and to foster short- and long-term adaptive functioning. (*National Center for Child Traumatic Stress, 2005*)

**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 can 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.

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Rhode Island Emergency Management Agency:  
[www.riema.ri.gov/preparedness/schoolsafety](http://www.riema.ri.gov/preparedness/schoolsafety)

Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals  
<http://www.bhddh.ri.gov/>

Rhode Island Department of Education:  
[www.ride.ri.gov](http://www.ride.ri.gov)

Rhode Island Department of Health:  
[www.health.ri.gov](http://www.health.ri.gov)

International Association of Chiefs of Police (IACP):  
[www.iacp.org](http://www.iacp.org)

National Association of School Nurses Disaster Resources:  
[www.nasn.org/ToolsResources/DisasterPreparednessLinks](http://www.nasn.org/ToolsResources/DisasterPreparednessLinks)

National School Safety Center:  
[www.nssc1.org](http://www.nssc1.org)  
[www.schoolsafety.us/home](http://www.schoolsafety.us/home)

Safe Havens International, Inc.:  
[www.safehavensinternational.org](http://www.safehavensinternational.org)

School Safety Advocacy Council:  
[www.schoolsafety911.org](http://www.schoolsafety911.org)

U.S. Department of Education Disaster Planning Website:  
<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

U.S. Secret Service National Threat Assessment Center:  
[www.secretservice.gov/ntac.shtml](http://www.secretservice.gov/ntac.shtml)

Federal Emergency Management Agency  
[www.fema.gov](http://www.fema.gov)

Readiness and Emergency Management for Schools  
[www.rems.ed.gov](http://www.rems.ed.gov)

Substance Abuse and Mental Health Services Administration (SAMHSA)  
[www.ssamhsa.gov](http://www.ssamhsa.gov)

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**State Agencies:**

- Rhode Island Association of School Principals
- Rhode Island Critical Incident Stress Management Team
- Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH)
- Rhode Island Department of Education
- Rhode Island Department of Health
- Rhode Island Division of the State Fire Marshal
- Rhode Island Fire Chiefs Association
- Rhode Island Police Chiefs Association
- Rhode Island School Superintendents' Association
- Rhode Island State Police

**Local Agencies:**

- The Diocese of Providence
- American Red Cross of Rhode Island
- Central Falls School District
- Cumberland Police Department
- Johnston Public Schools
- Moses Brown School
- The Wheeler School