

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

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

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

Final—revised October 2014

INTRODUCTION

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

The Crisis Intervention and Response Resource Guide and Training Tool inventories and identifies programs, resources and protocols available to all within the region (though underutilized or unknown to some districts/agencies) as well as local/state/national resources. **This guide is an outline for Crisis Plans NOT Policy Plans**

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

The project will:

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

Long term outcomes include:

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

Background:

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

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

From the Index Listing we have reviewed and developed basic principles that should be a part of each procedure. This document was updated and revised in 2014.

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The committee wishes to thank all the school districts in CHNA9 that provided resources, crisis manuals and support to this project.

We are grateful to the Fitchburg Police Department for their support with meeting space and the use of their computers.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Crisis team.....	1
II. Building Security	3
A. Building map	
B. Crime scene	
C. Intruder	
III. Bullying/Cyber Bullying	6
IV. Child Abuse /Neglect	8
V. Death of Student/Staff	9
A. Off Campus	
B. On Campus	
VI. Emotional/Behavioral Health	12
A. Grief/Crisis Counseling	
B. Student Out of control	
C. Self Injury-non-suicidal	
D. Suicide Intent/Ideation	
E. Suicide Attempt-Off Campus	
F. Suicide Attempt-On Campus	
G. Death by Suicide-Off Campus	
H. Death by Suicide-On Campus	
VII. Facility Emergencies.....	24
A. Fire	
1.Off Site	
2.On Site	
B. Explosion	
C. Bomb Threats	
VIII. Shelter in Place.....	30
IX. Lock Out/Lock Down/Enhanced Lockdown	31
X. Active Violence	33
XI. Evacuation Procedures.....	34
A. Off Site Evacuation	
B. On Site Evacuation	
C. Reverse Evacuation	
XII. Media Management.....	37

Table of Contents (Continued)

XIII. Medical Emergency	39
XIV. Standard Precautions	41
XV. Missing Child/Abduction	42
XVI. Motor Vehicle Crashes	43
A. Bus	
B. Motor Vehicles	
XVII. Natural Disasters/Weather.....	44
XVIII. Resources.....	45

I. CRISIS TEAM

Section 363 of MA Chapter 159 of the Acts of 2000 says:

"Notwithstanding any general or special law to the contrary, the superintendent of each school district shall, prior to the beginning of the school year, meet with the fire chief and police chief of the city, town or district to formulate a school specific "multi-hazard evacuation plan" for each school under the superintendent's supervision. Said multi-hazard evacuation plan shall encompass, but not be limited to, evacuations for fires, hurricanes and other hazardous storms or disasters in which serious bodily injury might occur, shootings and other terrorist activities, and bomb threats. Said plan shall be designed for each school building after a review of each building. Said plan shall include, but not be limited to:

- 1. Establishment of a crisis response team.*
- 2. Designation as to who is in charge of said team and designated substitutes.*
- 3. Communication plan.*
- 4. Crisis procedures for safe entrance to and exit from the school by students, parents and employees.*
- 5. Policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.*

Each district, with the assistance of the local police and fire departments, shall annually review and update as appropriate said plan. At the beginning of each school year, students at each school shall be instructed as to the plan that is developed."

By Mid-September of each year:

PRINCIPAL WILL:

- Identify members/roles of their crisis team. Team members may include: principal and/or vice principal, two faculty members and student support staff, e.g., school counselor, social worker, school psychologist, school nurse, and custodian. Consider alternative staff as backup.
- Ensure a crisis plan is reviewed and updated.
- Prepare a telephone tree in order to contact all staff members during non-school hours.
- List staff trained in CPR/AED and first aid.

STUDENT SUPPORT STAFF/CRISIS TEAM WILL:

- Designate areas of the building for counseling stations, debriefing and peer support.
- Identify and establish contact with community resources including counseling centers, local clergy and mental health clinics.
- Convene at the beginning of each school year to review preplanning measures.
- Practice a mock drill with local authorities.

CRISIS TEAM (continued):

PRINCIPAL WILL:

- Verify the information with the police and/or other officials as soon as possible.
- Call 911 for public safety or medical support.
- Convene the crisis team under the direction of the superintendent or designee.
- Adapt the crisis protocol to fit the current event.
- Utilize the telephone tree in the event that the crisis occurs when school is not in session, to inform staff of emergency meeting to be held prior to the arrival of students.
- Prepare a written statement to inform staff, and later students, of the crisis.
- Give the office staff responsibility for answering phones in order to assure accurate information is provided to callers.
- Send a letter to parents/guardians summarizing the situation and describe available support.

SCHOOL CRISIS TEAM WILL:

- Convene as soon as possible.
- Contact counseling personnel to establish support services.
- Contact other community resources for additional support.
- Monitor students for signs of distress.
- Reconvene as soon as possible following the conclusion of all crisis-related events.
- Determine necessary follow-up services.
- Evaluate and document the effectiveness of the intervention.

II. BUILDING SECURITY

A. Building Map

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

STAFF/ PRINCIPAL/ SUPERINTENDENT/ OR DESIGNEE WILL HAVE:

FLOOR PLAN:

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

DOOR NUMBERING:

- Is visible both inside and outside the doorway.
- Uses reflective material for easy identification.
- Starts with the main entrance as door number "1" and increases numerically by one for each exterior doorway moving clockwise around the school building.

MAPS:

- Covers all buildings on school grounds (internal and external layout).
- Are available to local public safety and school officials in both hardcopy and electronic versions.

B. Crime Scene

TEACHER/STAFF PERSON WILL:

- Determine if it is safe to enter the crime scene. If the participant is armed with a weapon, do not attempt to disarm him/her.
- Contact school nurse to initiate medical care.
- Follow medical emergency protocol if situation warrants.
- Provide emotional support to students.
- Preserve the crime scene.
- Deny access to immediate area, with the exception of rescue personnel.
- Make note of anyone who may have inadvertently entered the crime scene.

SUPERINTENDENT/ PRINCIPAL/ OR DESIGNEE WILL:

- Notify police at emergency 911.
- Notify non-emergency police business number at _____.
- Consider stay in place procedure.
- Identify all parties involved.
- Preserve the crime scene by denying access except for emergency personnel.
- Consider rerouting student traffic if a class change is anticipated.
- Ensure that staff log who has entered the crime scene.
- Assist police officials to coordinate activities within the crime scene.
- Notify parents if incident involves student.
- Question the victim with another adult present.
- Focus on information necessary to pursue disciplinary action against perpetrator(s).
- Allow trained police to obtain specific details about the crime.
- Follow student interview protocols.
- Be the spokesperson for press/media, community, parents.

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

C. Intruder

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

TEACHER/STAFF PERSON WHO IDENTIFIES AN INTRUDER WILL:

- Greet person and offer assistance.
- Ask person to report to the main office to obtain a visitor's pass.
- Escort visitor to main office, if cooperative.
- Notify principal or designee **immediately** if person is not cooperative.
- Monitor the direction the intruder is heading.
- Do not indicate any threat to the intruder. Remain calm, courteous and confident.
- Provide description and location of intruder to principal or designee (SEE INTRUDER REPORT).
- Isolate intruder from students. Close and lock classroom/office doors.
- NOT send a student to the office to get an administrator.

PRINCIPAL OR DESIGNEE WILL:

- Intercept intruder and offer assistance.
- Request that they follow sign-in procedures.
- Give intruder opportunity to speak and acknowledge their statements.
- Request intruder to leave campus.
- Inform the police if they are not cooperative. Call 911 or police business number at _____.
- Initiate lock down procedures and refer to lock own protocol.
- Provide description and location of intruder to police (See INTRUDER REPORT (below)).
- Keep intruder in view if possible until police or law enforcement arrive.
- Notify the superintendent

SUPERINTENDENT OR DESIGNEE WILL:

- Designate an administrator or staff person to coordinate with public safety at their command post; provide map and keys to public safety personnel.
- Initiate steps above if the principal is not available.
- Convene the crisis team.
- Notify the town/city emergency management team.
- Consider forming a parent support group.
- Coordinate media efforts or convene a media management team.
- Be available to deal with bystanders and keep the site clear of visitors.
- Notify parents, students and school committee.

INTRUDER REPORT - FOR MAIN OFFICE USE:

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

Description:

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

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

III. BULLYING/CYBER-BULLYING

On May 3, 2010, MA Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents, according to M.G.L. c. 71, § 370.

School districts and the schools within the districts are required to have a Bullying Prevention and Intervention Plan. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, schools and districts must consult with school and local community members, including parents and guardians.

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

All staff, students, school and community members who witness acts of bullying or harassment or receive a report of bullying or harassment will notify the principal. Definition of "Bullying" of subsection (a) as amended by 2013, 38, Sec. 72 effective July 1, 2013.

"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying."

Cyber-bullying, as defined in M.G.L. c. 71, § 370, is "bullying through the use of technology or any electronic communication, which shall include, but not be limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Schools must have an acceptable use policy for internet safety at school."

TEACHER/STAFF PERSON WHO WITNESSES OR BECOMES AWARE OF BULLYING

WILL:

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

BULLYING/CYBER--BULLYING (continued):

PRINCIPAL OR DESIGNEE WILL:

- Promptly conduct an investigation.
- Follow school/district protocol.
- Promptly notify the parent/guardian of the alleged target and procedures for investigating the report consistent with MA regulations 603 CMR49.00.
- Promptly notify the parent/guardian of the alleged aggressor and procedures for investigating the report.
- Notify all involved student's parents of the report and procedures.
- Determine remedial or disciplinary action to take.
- Notify the local law enforcement agency if incident may involve criminal conduct.
- Provide written documentation of the incident, results of the investigation and outcome.
- Notify the Superintendent.

THE GUIDANCE COUNSELOR WILL:

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

SUPERINTENDENT OR DESIGNEE WILL:

- If the principal is not available – initiate steps above.
- Be the spokesperson for press/media, community, parents.
- Follow protocol in the school/district anti-bullying policy.

IV. CHILD ABUSE / NEGLECT

All educators are mandated reporters and therefore are legally required to report suspected physical, sexual, or emotional abuse or neglect. For further information regarding the reporting of suspected abuse, or neglect:

Reference MGL Chapter 119: Section 51A Injured Children Reports

“Section 51.A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare, including sexual abuse; (ii) neglect, including malnutrition; or (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the Department of Children and Families (DCF) orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect, or (iv) being a sexually exploited child; or (v) being a human trafficking victim as defined by section 20M of chapter 233.”

TEACHER/STAFF PERSON WHO SUSPECTS CHILD ABUSE/NEGLECT WILL:

- Consult school counselor/social worker or school designee to determine the level of urgency, safety, immediacy, etc.
- Not notify parent or other parties involved unless instructed.
- *Remember, the mandated reporter’s responsibility is to report, not investigate.*

GUIDANCE COUNSELOR WILL:

- Notify immediately school nurse who will evaluate and record the nature of the injury.
- Notify the administration.
- Contact other school personnel to assist in reviewing the suspected child abuse or neglectful situation.
- File 51A, or meet with mandated reporter (teacher/staff) to assist with completing a 51A Child Abuse/Neglect reporting form.
- Telephone Department of Children and Families at _____
- Fax/Send completed 51A form to Department of Children and Families (DCF) within 48 hours of call. Follow up with a confirmation phone call.
- Ensure confidentiality.
- Notify parents unless doing so will put the child in further danger.

SCHOOL NURSE WILL:

- Advise administrators.
- Provide emergency medical response.
- Record findings.

PRINCIPAL WILL:

- Convene the crisis team.
- Notify the superintendent.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above, if principal is not available.
- Be the spokesperson for press/media, community, parents.

V. DEATH OF A STUDENT/STAFF MEMBER

A. Off Campus

TEACHER/STAFF PERSON MAKING THE DISCOVERY WILL:

- Notify the principal, superintendent, or designee immediately.
- Read the prepared announcement of the tragedy in class or ask for a team member to do so.
- Normalize the school day/schedule as much as possible.

PRINCIPAL OR DESIGNEE WILL:

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

SUPERINTENDENT OR DESIGNEE WILL:

- If the principal is not available – initial steps above.
- Convene the crisis team.
- Convene the parent support group.
- Coordinate media efforts or convene a media management team.
- Notify the school committee.

CRISIS RESPONSE TEAM WILL:

- Provide the announcement for students and staff.
- Handle the grief of students, staff (could also be handled by guidance counselor/psychologist, school nurse, social worker, helping agencies or clergy when appropriate).

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

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

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

B. On Campus
Follow Procedures for Crisis team Response SEE CRISIS TEAM

TEACHER/STAFF PERSON MAKING THE DISCOVERY WILL:

- Secure the area (disturb as little as possible, limit access until police arrive).
- Call 911 immediately and notify the school nurse.
- Notify the principal or designee immediately.
- Read the prepared announcement of the tragedy in class or ask for a team member to do so.

SCHOOL NURSE WILL:

- Remain on the scene and keep scene protected from bystanders.
- Oversee standard precautions. See medical emergency section.

PRINCIPAL OR DESIGNEE WILL:

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

SUPERINTENDENT OR DESIGNEE WILL:

- Designate an administrator or staff person to coordinate with public safety at their command post; provide map and keys to public safety personnel.
- If the principal is not available – initial steps above.
- Convene the crisis team.
- Notify the town/city emergency management team.
- Consider organizing a parent support group.
- Coordinate media efforts or convene media management team.
- Be available to deal with bystanders and keep site clear of visitors.

DEATH ON CAMPUS (continued):

CRISIS RESPONSE TEAM WILL:

- Provide an announcement for students and staff.
- Develop a plan for notifying other students and sharing information about availability of support services via the crisis response team/clergy.
- Do not use the public address system.
- Consider addressing grief of students and staff by guidance counselor/psychologist, school nurse, social worker, and helping agencies or clergy when appropriate.

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

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

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VI. EMOTIONAL BEHAVIORAL HEALTH

A. Grief/Crisis Counseling

TEACHER/STAFF PERSON WILL:

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

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

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

SCHOOL NURSE WILL:

- Be familiar with the crisis response plan.
- Acknowledge the concept that some students may be “somatic copers” in their process of grief/crisis. Allow these students access to the nursing office.
- Utilize the school counselors to assist with students as needed.
- Participate in follow-up plan with guidance.

PRINCIPAL OR DESIGNEE WILL:

- Verify facts and prepare announcement of the tragedy for staff to share with students.
- Notify the school nurse if not already.
- Notify the school psychologist, counselors, social worker if not already.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above, if principal is not available.
- Be the spokesperson for press/media, community, parents.

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B. Student Out of Control

VIOLENCE: (Fight, threats, verbal argument, etc.)

TEACHER/STAFF PERSON WHO OBSERVES VIOLENT BEHAVIOR WILL:

- Give command to stop.
- Call for help/request additional assistance (should always include two adults); i.e., vice principal, other teacher, etc.
- Document in writing what was seen and/or heard (*see STUDENT INCIDENT REPORT*).

PRINCIPAL OR DESIGNEE WILL:

- Separate, isolate and provide supervision for individuals involved.
- Remove student from area or remove other students.
- Notify the school nurse.
- Contact the police.
- Notify the superintendant.
- Notify parents.
- Inform the faculty.
- Request written reports from witnesses regarding what was seen and/or heard.

SCHOOL NURSE WILL:

- Assess situation and respond to injuries.
- Follow procedures for proper documentation.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above if the principal is not available.
- Inform the crisis team.
- Coordinate media efforts or convene a media management team.
- Be available to deal with bystanders and keep site clear of visitors.
- Notify the school committee, parents and students.

IRRATIONAL BEHAVIOR: (Serious display of disordered thought or behavior).

PERSON WHO OBSERVES IRRATIONAL BEHAVIOR WILL:

- Immediately isolate the individual and provide safety to students.
- Notify the principal/vice principal.
- Notify the school nurse.
- Notify the school psychologist, counselor, or social worker.
- Protect the individual from injury.

DO NOT LEAVE IRRATIONAL INDIVIDUAL ALONE

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

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

Imminent warning signs can include but are not limited to:

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

STUDENT OUT OF CONTROL (continued):

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

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

PRINCIPAL OR DESIGNEE WILL:

- Keep student under continuous adult supervision.
- Notify the school nurse if not already on-scene.
- Notify the school psychologist, counselor, or social worker if not already on-scene.
- Keep the student on campus until parents can be notified.
- Coordinate emergency mental health services, if needed, i.e.; Mobile Crisis Services, EMS, etc.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above. If the Principal is not available.
- Follow the school protocol.

STUDENT INCIDENT REPORT

Name of Student _____ Grade _____

Date of Incident _____ Time _____

Location of the Incident _____

Adult Present (?) _____ Name _____

Description of the Incident _____

Parent Notified ___ Dismissal ___ Time _____ With Whom _____

Follow Up Information _____

Administration Notified _____ Name _____

Signature _____ Date _____

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

C. Self-Injury-Non-Suicidal

Self-injury, also called self-harm, is the act of deliberately harming your own body, such as cutting or burning yourself. It's typically not meant as a suicide attempt.

The information presented here has been adapted from the work of Barent Walsh and the Cornell Research Program on Self-Injury and Recovery: Developing and Implementing School Protocol—Kate Bublick, Jaclyn Goodman and Janis Whitlock.

ALWAYS USE STANDARD PRECAUTIONS WITH BODILY FLUIDS

SCHOOL DISTRICTS WILL:

- Have a crisis team and from that team a point person should be identified to serve as the main liaison between the student, his/her parent or caregiver, and the school.

POINT PERSON WILL:

- Refer/ respond to any disclosure of self-injury.
- Assess the situation and refer to the nurse if needed (open wounds that need attention).
- Contact the parents and based on an assessment help facilitate outside school counseling for the student.
- Follow up and maintain contact with student and family until an outside supportive relationship is established.

TEACHER/STAFF PERSON WHO BECOMES AWARE SELF-INJURY WILL:

- Always maintain a sympathetic attitude when interacting with a student whom you know or suspect is self-injuring. Barent Walsh's term is "respectful curiosity".
- Refer the student to point person but if school does not have one refer to an administrator, school psychologist, guidance counselor, school adjustment counselor or school nurse for further assessment.
- Notify the school nurse immediately, if there is a fresh wound or injury.
- Document in writing what was seen and/or heard (*see STUDENT INCIDENT REPORT*).

SCHOOL NURSE WILL:

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

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Discuss the limits of confidentiality with the student.
- Use an informal interview format to assess whether or not the student is intentionally self-injuring.
- Discuss with student strategies, if low risk, for using more positive coping mechanisms and make follow-up plan (which includes contacting parents).
- Make a plan with the student, if moderate or high risk, to discuss the matter with his or her parent(s).
- Contact the parent(s) and inform them of the situation. Ask them to come to the school as soon as possible to receive information regarding follow-up care and to sign a document stating that they have been informed that their student is self-injuring and should receive follow-up care.
- Request that the parent follow up immediately with outpatient counseling for the student and family.
- Request that the parent call back to confirm that the outpatient appointment has been made. If there is no call back, request again, if after repeated request the parent fails to act, a 51A must be considered.

Resource at <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/laws-regulations-and-policies/background-records-check-regulations-and-policies/filing-51a-reports.html>

NON SUICIDICAL SELF-INJURY (Continued):

PRINCIPAL WILL:

- Establish specific behavioral constraints and consequences for students who continue to discuss self-injuring compulsively outside of a therapeutic context.

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

- Discuss with student that their scars should be covered.
- Inform staff that all communication surrounding the self-injury must be reduced.
- Inform the student not to speak about their self-injuring to other students and staff.
- Direct all inquiries to the point person.
- Provide opportunities to discuss student concerns and reinforce positive replacement/coping skills.

***Note:** Convening a school wide assembly on the topic is **NOT** appropriate.

Social Contagion---the risk for contagion is increased when high-status or “popular” peers are engaged in self-injury or when self-injury is used as a means for students to feel a sense of cohesiveness or belonging to a particular group.

D. Suicide-Intent/Ideation

Suicidal ideation as defined by the Centers for Disease Control and Prevention (CDC) and endorsed by the American Association of Suicideologists is thinking about, considering, or planning for suicide.

Direct or Indirect threats to commit suicide should never be ignored.

TEACHER/STAFF PERSON THAT BECOMES AWARE OF SUICIDE IDEATION WILL:

- Refer to point person or support staff for assessment.
- Notify proper administrator.
- Provide facts to dispel rumors.
- Encourage expression of feelings.
- Discourage attempts to romanticize the suicide attempt.
- Identify students at risk for an imitative response.
- Make appropriate referrals.

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

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

E. Suicide Attempt-Off Campus

Suicide attempt as defined by the Centers for Disease Control and Prevention (CDC) and endorsed by the American Association of Suicideologists is a non-fatal, self-directed potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.

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

- Notify the Principal.

PRINCIPAL WILL:

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

CRISIS TEAM WILL:

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

STAFF WILL:

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

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

F. Suicide Attempt - On Campus

Suicide attempt as defined by the Centers for Disease Control and endorsed by the American Association of Suicidologists is a non-fatal, self-directed potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.

TEACHER/STAFF PERSON WHO BECOMES AWARE OF STUDENT SUICIDE ATTEMPT ON CAMPUS WILL:

- Notify the principal.
- Notify the school nurse.
- Secure the area (disturb as little as possible, limit access until police arrive).
- Provide facts to dispel rumors.
- Encourage expression of feelings with students.
- Discourage attempts to romanticize the suicide attempt.
- Identify students at risk and refer to student support services.
- Make appropriate referrals.

SCHOOL NURSE WILL:

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

PRINCIPAL WILL:

- Notify emergency medical response as appropriate (911).
- Secure the building and direct staff and students to remain in assigned areas until further notice.
- Contact the superintendent.
- Contact the student's family.
- Identify any and all witnesses and move them to the guidance office or convenient location. Witnesses should not talk with each other.
- Document all statements made by witness(es). However, do not conduct interviews with witness(es).
- Ensure proper supervision in all areas.
- Convene the crisis team.
- Ensure emotional support for staff, before or after school is provided.

CRISIS TEAM WILL:

- Determine the facts known at this time.
- Determine what information to share about the incident.
- Do not provide suicide attempt method details.
- Provide facts and dispel rumors.
- Create a script for staff to use with students.
- Determine how to communicate information about the incident.
- Avoid sharing information over school's public address system or school wide assemblies.
- Provide information simultaneously in classrooms.
- Provide written memos or phone contacts to parents/guardians.
- Communicate information to school/district using a prepared script.
- Initiate crisis intervention services.

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

G. Death by Suicide off Campus

TEACHER/STAFF PERSON WHO BECOMES AWARE OF A DEATH BY SUICIDE OFF CAMPUS WILL:

- Notify the principal.

STAFF WILL:

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

PRINCIPAL WILL:

- Contact the superintendent.
- Contact student's family. Verify information and ascertain what information the family wishes to have shared with the school population at this time.
- Convene the crisis team as soon as possible.
- Convene staff before school and offer support after school, continue to offer support after or before school for staff, till it is no longer needed.

CRISIS TEAM WILL:

- Determine the facts known at this time.
- Determine what information to share about the death.
- Not provide suicide method details.
- Provide facts and dispel rumors.
- Create a script for staff to use with students.
- Determine how to communicate information about the death.
- Avoid sharing information over school's public address system or school wide assemblies.
- Provide information simultaneously in classrooms.
- Provide resource materials and supportive phone contacts to parents/guardians as needed.
- Communicate information to school/district using a prepared script.
- Initiate crisis intervention services.

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

H. Death by Suicide on Campus

TEACHER/STAFF PERSON WHO BECOMES AWARE OF A DEATH BY SUICIDE ON CAMPUS WILL:

- Secure the area (disturb as little as possible, limit access until police arrive).
- Notify the principal.
- Notify the school nurse.

STAFF WILL:

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

SCHOOL NURSE WILL:

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

PRINCIPAL WILL:

- Notify the police (911).
- Secure the building and direct staff/students to remain in assigned areas until further notice.
- Contact the superintendent.
- Contact the student's family.
- Identify any and all witnesses and move them to the guidance office or an appropriate location. Witnesses should not talk with each other.
- Document all statements made by witness(es). However, do not conduct interviews with witness(es).
- Ensure proper supervision in all areas.
- Ensure emotional support is provided to staff before or after school.
- Convene the crisis team.

CRISIS TEAM WILL:

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

DEATH BY SUICIDE ON CAMPUS (continued):

GUIDANCE/PSYCHOLOGIST OR DESIGNEE WILL:

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

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

VII. FACILITY EMERGENCIES

The most important step is to ensure the safety of students, evacuate the potentially dangerous area and treat those who may be suffering from breathing the fumes by contacting the fire department and EMS.

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

BASIC STEPS FOR ALL FACILITY EMERGENCY PROCEDURES:

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

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

PRINCIPAL OR DESIGNEE WILL:

- Call 911.
- Ensure to provide all pertinent information.
- Specify location of materials within the building.
- Notify the superintendent.
- Assess the situation with the fire officer in charge and instruct staff/students to either evacuate or shelter-in-place.

CUSTODIAN/FACILITY MANAGER WILL:

- Identify the contaminant.
- Shut off the source.
- Advise the principal of the nature of contaminants and location.
- Contain the site if possible. Close off or block floor drains.
- Have the following available for the fire department:
 - Person(s) knowing the location and type of hazardous material.
 - Knowledge and location of anyone remaining in the building.
 - Floor plan.
 - Internal systems information.
 - Material Safety Data sheets.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above if the principal is not available.
- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- Convene the crisis team.
- Notify town-wide emergency management team.
- Notify the school committee.
- Prepare a statement for community, parents, and press/media.
- Be the spokesperson for press/media, community, parents.

1. Fire Off Site:

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

TEACHER/STAFF PERSON WILL:

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

PRINCIPAL OR DESIGNEE WILL:

- Determine if evacuation of school site is necessary.
- Call 911.
- Notify the superintendent.
- Begin evacuation procedure if necessary to a previously identified safe site location or to a new location identified by the fire department.
- Ensure all staff and students have left the building.
- Stay in communication with the fire department to monitor the situation.
- Not return to building until it has been determined to be safe.

SUPERINTENDENT or DESIGNEE WILL:

- Initiate steps above if principal is not available.
- Designate an administrator or staff person to coordinate with public safety at their command post.
- Convene the crisis team.
- Notify the town/city emergency management team.
- Prepare a statement for community, parents, and press/media.
- Be the spokesperson for press/media, community, parents.

CUSTODIAN / FACILITY MANAGER WILL:

- Report to the principal to offer assistance.
- Provide assistance to fire personnel.
- Provide maps and keys to public safety personnel.

2. Fire On Site

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

TEACHER/STAFF PERSON WILL:

- Pull the nearest fire alarm.
- Notify the principal or designee.
- Evacuate students using either the primary or alternative fire routes.
- Take attendance at assembly area.
- Maintain control of the students a safe distance from the fire and the firefighting equipment.
- Maintain supervision of students until it has been determined safe to re-enter the building.
- **Fire Department will be fully in charge and determine time of re-entry.**

SCHOOL NURSE WILL:

- Take the student emergency forms, emergency equipment kit, 2-way communication or cell phone.
- Account for all students in the health office.
- Follow established emergency procedure guidelines.

CUSTODIAN / FACILITY MANAGER WILL:

- Report to the principal to offer assistance.
- Provide assistance to fire personnel, if requested.

PRINCIPAL OR DESIGNEE WILL:

- Sound alarm to implement the evacuation of the building (if not already activated).
- Call 911.
- Notify the superintendent.
- Evacuate the building using either the primary or alternative fire routes.
- Coordinate, and ensure all students have left the building.
- Ensure roads are clear for emergency vehicles.
- Notify bus dispatch if off site evacuation is needed.
- Attend to all student and staff safety issues.
- Check area of alarm with custodian to assess situation.
- Inform the fire department of location, type of fire and anyone remaining in the building.
- Provide floor plans and internal systems plans to fire department.
- Not allow staff or students to return until the fire department declares that it is safe.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above if principal is not available.
- Designate an administrator or staff person to coordinate with public safety (911) at their command post; provide map and keys to public safety personnel.
- Convene the crisis team.
- Notify town/city emergency management team.
- Prepare statement for community, parents, and press/media.
- Be the spokesperson for press/media, community, parents.

B. Explosion

TEACHER/STAFF PERSON WILL:

- Direct students and staff to a safe area or a temporary shelter.
- Notify the principal.
- Pull fire alarm.
- Ensure all students under your control are evacuated.

PRINCIPAL/SUPERINTENDENT OR DESIGNEE WILL:

- Call 911.
- Ensure all pertinent information is provided to emergency personnel.
- Determine if the school will be evacuated or shelter-in-place.
- Notify the superintendent.
- Secure the area until emergency personnel arrive.
- Notify emergency personnel of any missing students.
- Designate an administrator or staff person to coordinate with public safety at their command post.
- Provide maps and keys to public safety personnel.
- Determine if student release should be implemented.
- Assess any damage that may require school to be closed.
- Make the necessary notifications to student, staff and parents.

SUPERINTENDENT WILL:

- Initiate steps above if principal is not available.
- Convene the crisis team.
- Notify town-wide emergency management team.
- Prepare statement for community, parents, and press/media.
- Be the spokesperson for press/media, community, parents.

CUSTODIAN / FACILITY MANAGER WILL:

- Report to the principal to offer assistance.
- Provide assistance to fire personnel.
- Provide maps and keys to public safety personnel.

C. Bomb Threats

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information using the bomb checklist.

TEACHER/STAFF PERSON WILL:

If a bomb threat is received by phone:

- Remain calm.
- Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller disconnects.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- Write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
- Copy the number and/or letters on the window display.
- Complete the bomb threat checklist immediately. Write down as much detail as you can remember. Try to get the exact words.
- Contact the principal.
- Immediately upon termination of the call, do not hang up, but from a different phone, contact police immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Contact administration.
- Handle the note as minimally as possible.

If a bomb threat is received by email:

- Contact administration.
- Do not delete the message.

THE PRINCIPAL OR DESIGNEE WILL:

- Call 911 or appropriate emergency response number.
- Initiate the appropriate immediate response actions that may include stay in place, lockdown or evacuation depending on type of threat and location named.
- Notify the superintendent.
- Not resume school activities until the building(s) have been inspected by proper authorities and determined safe.
- Notify parents of the event.

THE SUPERINTENDENT WILL:

- Act as the spokesperson to the media.
- Support authorities, personnel and students.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____



Homeland Security

VIII. SHELTER IN PLACE

This is a precaution aimed to keep staff and students safe while remaining indoors. Shelter-in-place means selecting a small, interior room, with few or no windows and taking refuge there. It does not mean sealing off your entire school.

Chemical, biological or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff. Because the information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

SCHOOL NURSE WILL:

- Ready the emergency kit.
- Check and secure student files.

CUSTODIAN WILL:

- Turn off all fans, heating and air conditioning systems.
- Gather any emergency supplies that may be needed.

PRINCIPAL OR DESIGNEE WILL:

- Close the school.
- Activate the school's emergency plan.
- Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- Notify the superintendent.
- Request visitors to remain in the building.
- Provide for answering telephone inquiries from concerned parents and/or change the school recording to indicate the school is temporary closed.
- Direct that window shades, blinds or curtains and all openings be closed.
- Notify parents if the shelter in place extends beyond normal school hours.
- Select interior rooms, above the ground floor, with the fewest windows or vents. The rooms should have adequate space for everyone to be able to sit.
- Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms and even a gymnasium without exterior windows will work well.
- Bring everyone into the room. Shut and lock the door. Take attendance.
- Refer to the reverse evacuation section for additional information.

IX. LOCKOUT/LOCKDOWN/ENHANCED LOCKDOWN

Definitions:

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

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

An **Enhanced Lockdown** is to use technology and information in a way that staff and students can make informed decisions in a crisis, remove as many people as possible from a dangerous situation, and provide realistic training so that those involved in a crisis have a better chance of surviving. Homeland Security recommends “Run, Hide, Fight” strategy and other similar programs are available.

TEACHER/STAFF PERSON WILL:

- Inform all visitors to the school they are expected to follow lockdown procedures.
- Instruct students not to call anyone on mobile devices as this may cause problems outside the school (misinformation) and interfere with police communications. Staff may use a mobile device for emergency use.
- Note any students who are not in class and provide details to main office.
- Lock all doors and windows. Ensure all local policies are followed.
- Remain quiet and still so as not to attract attention.
- Instruct students out of class to go to the nearest classroom and sit with that class until the emergency is over. Those teachers will notify the office of the sheltered students. This should be matched with those students reported missing from schedule classes.
- Stay locked in rooms until the all clear signal is given unless an order to evacuate or barricade is given.

SCHOOL NURSE WILL:

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

PRINCIPAL OR DESIGNEE WILL:

- Designate the crisis team to oversee practices, training and procedures for lockout and lockdown.
- Ensure lockout and lockdown procedures cover all areas of the school including staff, students, visitors, contractors and any community use areas.
- Activate crisis team in the event of lockout/lockdown.
- Inform staff, students and parents of policies and procedures that a lockout/lockdown is effect. A scripted lockdown message to parents/guardians is recommended.
- Inform classes outside the school of the situation and if necessary remain in a safe location in preference to returning to school during the lockdown.
- Notify the superintendent.
- Call emergency services and maintain contact.
- Have office staff prepare a list of all visitors, students on field trips, etc and take attendance.
- Notify parents/guardian if the lockdown extends beyond normal school hours.
- Notify the bus company if school dismissal changes.
- Move classes participating in outside activities near the school to secure themselves in the nearest building away from the school.

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LOCKOUT/LOCKDOWN (continued):

SUPERINTENDENT OR DESIGNEE WILL:

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

X. ACTIVE VIOLENCE

The most effective and appropriate response to an actively violent situation is an ever changing area of concern for all school districts. As more research is conducted on violent school encounters, and subject matter experts share their findings, more and more school districts are revisiting their policies regarding the response to actively violent situations. Historically, the “Lock Down” was the traditional response to an actively violent school event. Currently, many school districts are enhancing their Lock Down procedures.

No two school districts are alike, nor are any two individual schools. Each district administrator must look at their community, their demographics, their employees, and their facilities and devise their own appropriate response to active violence. Below you will find a few trusted resources to assist in your policy enhancements.

- **Department of Homeland Security; Active Shooter Preparedness**
 - <http://www.dhs.gov/active-shooter-preparedness>
- **Federal Bureau of Investigation; Resources on School Violence**
 - <http://www.fbi.gov/stats-services/school-violence/school-violence>
- **A.L.I.C.E.; Alert Lockdown Inform Counter Evacuate**
 - <http://www.alicetraining.com/>
- **Center for Disease Control and Prevention**
 - http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/data_stats.html

XI. EVACUATION PROCEDURES

Evacuation is implemented when conditions make it unsafe to remain in the building.

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

- fire
- bomb threat
- chemical accident
- explosion or threat of explosion

Evacuation Procedures may be on-site, off-site, or a reverse evacuation.

A. Off-Site Evacuation

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

TEACHER/STAFF PERSON WILL:

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

SCHOOL NURSE WILL:

- Be responsible for all students in the health office.
- Take the student emergency forms and the emergency equipment kit.
- Follow established emergency procedure guidelines.
- Remain in contact with administration by two way radio.

PRINCIPAL OR DESIGNEE WILL:

- Notify superintendent immediately.
- Notify police or fire department and activate crisis team.
- Direct emergency personnel into the building to the crisis location.
- Make an evacuation announcement over the public address system.
- Implement special needs plan for students requiring extra support.
- Communicate additional instructions to teachers and nurses in holding areas via portable radio, or messenger.
- Predetermine off-site assembly area/s. If it is unsafe for the current emergency, designate an alternative off-site assembly area.
- Determine safest method for evacuating campus. This may include school buses, or simply walking.
- Consider addressing additional needs of students and staff (heat, cold, hydration, food, etc.) if it appears that the time in the off-site assembly area may be prolonged.
- Announce "all clear" to return to classrooms and resume school activities, when clearance is received from the appropriate agencies.
- Notify parents/guardians with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath, as approved by the superintendent.

SUPERINTENDENT OR DESIGNEE WILL:

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

B. On-site Evacuation

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

TEACHER/STAFF PERSON WILL:

- Escort the students in an orderly manner using the designated evacuation routes and reassemble in the assigned assembly area.
- Take attendance when the class is reassembled in a safe location and report any missing students to the administrator in charge.
- Identify designated room/area for students/staff needing evacuation assistance.
- Remain in the assembly area until further instructions are given.
- Keep students together, remain calm, and await further instructions.
- Prohibit media access to students.
- Make no statements to media or others, including parents, unless directed.
- Wait for additional direction, or an “all clear” to return to normal class routine.

SCHOOL NURSE WILL:

- Be responsible for all students in the health office.
- Take the student emergency forms and the emergency equipment kit.
- Follow established emergency procedure guidelines.
- Nurse will remain in contact with administration by two way radio.

PRINCIPAL OR DESIGNEE WILL:

- Notify the superintendent immediately.
- Notify the police or fire department and activate the crisis team.
- Direct emergency personnel into the building to the crisis location.
- Make an evacuation announcement over the public address system.
- Implement plan for students needing extra assistance.
- Communicate additional instructions to teacher/staff and nurses in holding areas via portable radio, or messenger.
- Announce “all clear” to return to classrooms and resume school activities when permission is received from the appropriate agencies.

SUPERINTENDENT OR DESIGNEE WILL:

- Initiate steps above, if the principal is not available.
- Notify authorities and school committee.
- Act as the spokesperson to the media.
- Ensure all procedures and policies are followed.
- Notify parents/guardians with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

C. Reverse Evacuation

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

- Chemical accident
- Flood
- Explosion
- Dangerous animal
- Violent crime in the school neighborhood (ex. criminal at large)

TEACHER/STAFF PERSON WILL:

- Instruct students to return to their class.
- Take attendance when the class is reassembled in the classroom.
- Report attendance to principal/designee.
- Remain in classroom and await further instructions.
- Await “all clear” to return to normal class routine.

SCHOOL NURSE WILL:

- Be responsible for all students in the health office.
- Follow established emergency procedure guidelines.
- Communicate with administrators by two way radio.

PRINCIPAL OR DESIGNEE WILL:

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

SUPERINTENDENT OR DESIGNEE WILL:

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

XII. MEDIA MANAGEMENT

Crisis Communication Protocol

TEACHER/STAFF PERSON WILL:

- Notify the principal immediately.
- Not speak with reporters/media representatives.

PRINCIPAL OR DESIGNEE WILL:

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

SUPERINTENDENT OR DESIGNEE WILL:

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

MEDIA Background:

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

The following principles are important to remember when answering questions:

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

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

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

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

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

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

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

MEDIA MANAGEMENT (continued):

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

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

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

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

Parent Permission for Student Media Interview:

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

Parent's Signature

Date

Sample News Release:

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

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

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

XIII. MEDICAL EMERGENCY

An Act Relative to Medical Emergency Response Plans for Schools

In the spring of 2012, MA Governor Deval Patrick signed *An Act Relative to Medical Emergency Response Plans for Schools*, Chapter 77 of the Acts of 2012 (Medical Emergency law). The full text of the law is at:

<http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter77>.

The Act amended Mass. General Laws, Chapter 69 by adding section 8A. Under the law, every school committee and charter school board of trustees must ensure that every school under its jurisdiction has a written Medical Emergency Response Plan. The purpose of the Medical Emergency Response Plan is twofold: 1) “to reduce the incidence of life-threatening emergencies,” and 2) “to promote efficient responses to such emergencies.”

OBSERVE STANDARD PRECAUTIONS

When a student or staff member is injured or becomes ill and cannot walk to the Nurse’s Office:

TEACHER/STAFF PERSON WILL:

- Stay with the person to prevent further injury or harm. **Do Not Move the Victim.**
- Call the main office, nurse’s office or administrator’s office if the victim is in the school building.
- State who you are, location of the injured/ill person, his/her condition, what happened if known.
- Send someone to the main office to report the incident if unable to reach them by phone or the victim is outside of the building.
- Have this person wait for the individual responding to the emergency to guide them to the injured/ill person.
- Ask the main office to contact either the nurse or an administrator.
- Ask for assistance in removing all students who are in the immediate area.
- Activate the emergency medical system by calling 911.

SCHOOL NURSE OR DISGNEE WILL:

- Respond with emergency kit and provide emergency medical treatment.
- Activate the emergency medical system by calling 911 if the victim needs immediate medical attention.
- Notify the main office that the ambulance will be arriving and specify location of the victim.
- Maintain safety of individual.
- Check and follow Individual emergency care plan if one exist.
- Reference individual health record.
- Document the incident and treatment.

PRINCIPAL OR DESIGNEE WILL:

- Ensure appropriate emergency services have been contacted.
- Alert, via radio, the custodian or designate person to direct emergency personnel.
- Hold all bells/student movement until emergency is over. Activate stay-in place procedures.
- Notify the superintendent.
- Contact parents/guardians.
- Provide staff member to accompany student to hospital.
- Ensure proper follow up and documentation is complete.

MEDICAL EMERGENCIES (continued):

a. FIELD TRIPS

TEACHER/STAFF PERSON WILL:

- Follow school procedures.
- Ensure first aid supplies are available on all school buses and vans during field trips.
- Have student contact information, emergency health cards, and student issued inhalers, EpiPens, etc.
- Have a person available that is trained in first aid and age-appropriate CPR.
- Have at least one staff person trained in the use of an automated external defibrillators (AED).
- Contact main office or police if emergency arises.

XIV. STANDARD PRECAUTIONS

“Standard Precautions (previously known as “Universal Precautions) are guidelines designed to prevent transmission of infections from viruses and bacteria that can be found in blood and body fluids such as Human Immunodeficiency Virus (HIV), Hepatitis B, Hepatitis C and Methicillin Resistant Staph Aureus (MRSA). Standard Precautions apply to blood, other body fluids containing visible blood, semen, and vaginal secretions. Standard Precautions also apply to tissues and to fluids such as cerebrospinal (brain), synovial (between joints), pleural (around lungs), peritoneal (around abdomen), pericardial (around heart) and amniotic (around the fetus in utero).”

“Standard Precautions do **not** apply to feces, nasal secretions, sputum, sweat, tears, urine, breast milk and vomit unless they contain visible blood. Standard precautions do not apply to saliva except when visibly contaminated with blood.” *MA DPH SCHOOL HEALTH MANUAL*

TEACHER/STAFF PERSON / FIRST RESPONDERS WILL:

- Treat all blood and all body fluids as though infected with some pathogen.
- Clean up all blood and body fluids promptly, using trained personnel with authorized cleaning solution.
- Cover any and all of your own open cuts or broken skin before applying gloves.
- Always use barrier protection, such as gloves, when touching blood, body fluids or contaminated surfaces. Use single-use, disposable gloves when administering first aid. Use gloves once, and then throw them away.
- Avoid touching the outside of contaminated gloves when removing them.
- Properly dispose of used gloves or any other contaminated materials in an appropriate container.
- Always wash hands immediately after any contact with body fluids. Be especially careful not to touch eyes/nose/mouth before washing hands.
- Use an alcohol-based sanitizer to clean hands if soap and clean water are not available.
- Wash hands with an alcohol-based hand sanitizer by applying product to the palm of one hand, rubbing hands together and over all surfaces of hands and fingers until hands are dry.

TEACHER/STAFF PERSON WILL:

- Keep other students and staff away from exposure area.
- Contact the school nurse and/or custodian immediately.
- Avoid physical contact with blood or body fluids.
- Follow Standard Precautions if administering first aid.
- Obtain assistance from nurse for follow-up and report exposure.

SCHOOL NURSE WILL:

- Activate the emergency medical system.
- Advise appropriate personnel regarding medical follow-up and/or documentation.
- Offer training to school staff.

PRINCIPAL OR DESIGNEE WILL:

- Ensure that the nurse or custodian has been notified.
- Ensure proper disposal of contaminated materials.
- Notify the superintendent.
- Notify the parent/guardian.

XIV. MISSING CHILD/ABDUCTION

TEACHER/STAFF PERSON WHO BECOMES AWARE OF A MISSING STUDENT WILL:

- Determine if the student has left school or the area.
- Assess the situation and call the main office immediately.
- Provide a description of the student i.e.; clothing, backpack, location, etc.

PRINCIPAL OR DESIGNEE WILL:

- Coordinate a search indoors and outdoors within the school area to determine if student is missing.
- Call 911 to activate emergency response services.
- Activate the crisis team.
- Notify the parents/guardian or family emergency contact.
- Contact the superintendent.
- Check attendance to make sure no other child is missing.
- Check doors and gates to see if there has been a breach of security whereby a child could wander out.
- Talk to staff to establish what happened.
- Designate one person to be key contact for phone, information, etc.
- Interview other students for information. Provide student information to police.
- Debrief and review incident.

FOR OFF-SITE:

TEACHER/STAFF PERSON WILL:

- Have a list of all students' names.
- Check attendance regularly by frequent head counts and roll calls.
- Contact the school administrator immediately and contact police.
- Have someone retrace the route the student may have taken.
- Act as contact for school/police until relieved of duty.
- Keep other students nearby and reassure them.

XV. MOTOR VEHICLE CRASH

a. Bus

ACCORDING TO THE DEPARTMENT OF TRANSPORTATION REGULATIONS THE BUS COMPANY SHOULD HAVE FOLLOWED SPECIFIC PROCEDURES AT THE TIME OF THE CRASH, INCLUDING:

DRIVER HAS:

- Called the bus dispatcher immediately.
- Used the company safety procedures and policy.
- Calmed the passengers and has not moved any injured passengers.
- Removed the students from the bus to a safe location.

BUS DISPATCHER WILL:

- Notify 911.
- Notify superintendent immediately.
- Not issue any statements except to police or school officials.
- Render proper and appropriate assistance to the driver and passengers (send supervisor, another bus, etc).
- Assist the driver in completing all reports.

Role of the School

PRINCIPAL OR DESIGNEE WILL:

- Visit scene to assist driver, students and emergency personnel.
- Contact parents/guardians.
- Provide a bus folder to police with all names and contacts for each bus.

SUPERINTENDENT OR DESIGNEE WILL:

- Assist police and bus company with reports and any press releases.
- Be the spokesperson to the media.

b. Motor Vehicle

To and from school or on school property

TEACHER/STAFF PERSON OR STUDENT WILL:

- Assess situation and call main office immediately.
- Call police for all accidents.

PRINCIPAL OR DESIGNEE WILL

- Assess the situation for the proper response.
- Contact appropriate staff: i.e. nurse, dean of students, school resource officer.
- Advise the driver of proper procedures when an accident occurs.
- Refer driver to police, guidance or other staff member for assistance with follow-up.

SCHOOL NURSE WILL:

- Assist the occupants.
- File any report.

XVI. NATURAL DISASTER/WEATHER

Potentially unsafe weather conditions include natural disasters such as earthquakes and tornados, severe storms with high winds, lightening, heavy rain, snow or ice, and temperature extremes. Schools are responsible for safeguarding students and staff from weather hazards. Weather events and weather conditions do not have to reach the level of natural disasters to pose significant risks.

Schools should have written guidelines about the release of students in the event of a natural disaster, including a formal emergency, multi-hazard evacuation plan in place as required by law. For all situations, identify primary and alternate evacuation routes and sheltering locations. Cooperate with local or state authorities on all disasters.

TEACHER/STAFF PERSON WILL:

- Remain calm around students, keep them appropriately informed of situation without causing alarm.
- Follow instructions issued by principal and crisis team, or by local authorities in charge.
- Stay with students with special health care needs to assist them.
- Continue with classroom routine unless otherwise instructed by the principal.

SCHOOL NURSE WILL:

- Follow the district's pre-determined emergency plan.
- Prepare for evacuation or shelter in place as instructed by the principal.
- Provide emergency health information cards on students and staff in case of evacuation.
- Gather emergency medication, along with the written medication orders, for students with special health care needs.
- Ensure emergency supply kit has appropriate supplies.
- Ensure that any students in the health office during the emergency are kept calm and safe, and assist with their evacuation.
- Remain in contact with other administrators by two way radio.

PRINCIPAL WILL:

- Follow the district's pre-determined emergency plan.
- Keep staff informed of situation.
- Convene Crisis team.
- Ensure that students with special health care needs stay with staff to assist them in case of evacuation and communicate with nurse regarding any health care needs.

SUPERINTENDENT WILL:

- Follow the district's pre-determined emergency plan.
- Determine whether students should be released from school during a significant weather event or unexpected natural disaster, evacuated to emergency shelters, or remain in school until it is safe for students to be dismissed.
- Remain in communication with local authorities and principals. Long range mobile devices should be available for communication in the event power is lost.
- Communicate with parents regarding decision to release students or keep them in school.
- Have a weather alert system in place for notification to school.
- Be the spokesperson for the media.

RESOURCE LISTING

Active Shooter

Department of Homeland Security; Active Shooter Preparedness

<http://www.dhs.gov/active-shooter-preparedness>

Federal Bureau of Investigation; Resources on School Violence

<http://www.fbi.gov/stats-services/school-violence/school-violence>

A.L.I.C.E.; Alert Lockdown Inform Counter Evacuate

<http://www.alicetraining.com/>

Center for Disease Control and Prevention

<http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence.html>

Bullying and Cyberbullying Resource: MA Department of Education

www.doe.mass.edu/bullying

Child Abuse and Neglect Report Form-51A

www.mass.gov/Eeohhs2/docs/dss/can_reporting_form.pdf

www.mass.gov/Eeohhs2/docs/dss/can_mandated_reporters_guide.pdf

Crisis Management Workbook from Fairfax County School District, <http://www.fcps.edu>

Crisis Planning Assistance/Emergency Response and Crisis Management TA Center

U.S. Department of Education <http://www.ercm.org>

Crisis Planning: A Guide for Schools and Communities

U.S. Department of Education and Office of Safe and Drug-Free Schools

www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf

Crisis Planning, Safe School Plan: www.besafe.net

Crisis Resource Manual, Crisis Management Institute <http://www.cmionline.org/>

Child Trauma: National Center for Child Traumatic Stress (NCCTS)

<http://www.nctsn.org/resources/learning-collaborative-toolkit%20>

Cyberbullying – National Olweus Bullying Prevention

www.olweus.org

Disabilities: How to Assist Those with Disabilities during an Evacuation:

www.nfpa.org/assets/files/PDF/Forms/EvacuationGuide.pdf

Emergency Planning, Office of Safe and Drug-Free Schools, U.S. Department of Education

<http://www.ed.gov/emergencyplan>

EMERGENCY RESPONSE PLAN FOR YOUR SCHOOL GUIDELINES

Compiled by the Massachusetts Statewide School Emergency Care Planning Council at

http://www.hopkinton.k12.ma.us/newweb2/administration/crisis_response/school_safety_news/pdf_resource_files/emplan%20medical%20EMS.pdf

RESOURCE LISTING (Continued)

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

Massachusetts Task Force Report on School Safety and Security
<http://www.mass.gov/governor/docs/pdf-school-safety-task-force-final-report.pdf>

Missing Children: Reference: National Center for Missing and Exploited Children at
http://www.missingkids.com/en_US/publications/NC172

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

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

School Emergency Checklist
<http://beready.utah.gov/beready/school/documents/SCHOOLEmergencyChecklist.pdf>

School Security
http://www.schoolsecurity.org/terrorist_response.html

Suicide Information

-Samaritans Toll Free 877-870-4673

-Suicide Prevention Resource Center (SPRC) www.sprc.org

-Local Suicide Survivor Support Group

Terrorism

<http://www.ncef.org/rl/terrorism.cfm>

Violence Source

<http://beready.utah.gov/beready/school/documents/SCHOOLEmergencyChecklist.pdf>

INDEX

TOPIC	PAGE
Active Violence.....	32
Bomb Threats	27
Building Security.....	3
Bullying/Cyber-bullying.....	6
Child Abuse / Neglect	8
Crime Scene	4
Crisis team.....	1
Death by suicide off campus	20
Death by suicide on campus.....	21
Death of student/staff off campus	9
Death of student/staff on campus	10
Evacuation Procedures	33
Explosion	26
Facility Emergency	23
Fire	24
Grief/Crisis Counseling	12
Intruder.....	5
Lockout/lockdown/Enhanced Lockdown.....	30
Media management.....	36
Medical Emergency.....	38
Missing Child/Abduction	41
Motor Vehicle/Bus Crash.....	42
Natural Disaster.....	43
Resource listing	44
Self-injury/Non-suicidal	15
Shelter-in-Place	29
Standard Precautions	40
Student out of control.....	13
Suicide Intent/Ideation.....	17
Suicide Attempt-off Campus.....	18
Suicide Attempt-on Campus	19