

Organization Structure/Introduction

Emergency Response & Crisis Management Manual

St. Joseph School has an obligation to ensure the safety and well being of both students and staff. This manual was developed for the sole purpose of providing guidance to staff and students in implementing a safe, timely and prudent response to a crisis or potential crisis situation. In addition, the manual describes the actions, roles and responsibilities to be taken by school personnel in response to a school safety matter. It also provides a consistent safety protocol in St. Joseph School.

The safety of the students and staff is an ongoing expectation in St. Joseph's and must be treated with paramount importance.

Crises and emergencies happen suddenly and frequently without warning. The best preparation for them is to be ready to make the decisions necessary to ensure that students and staff are safe and properly protected. Awareness and planning will help to ensure the best and safest possible school environment for everyone.

This manual provides the action steps and procedures that will be a part of the response to any emergency. The specific actions for particular emergencies are provided, but frequently, time is not available to review detailed plans and steps. Emergency and school security plans must be easily understood, sufficiently detailed for quick implementation and periodically reviewed with the entire staff. In a crisis, the staff should be prepared for:

- Confusion and ambiguity – information will not always be available.
- Flexible responses, depending on the circumstances
- Pressure

These factors will be our companions in the immediacy of a crisis situation.

The St. Joseph Emergency and Crisis Management Plan establishes the expected protocol when responding to the following:

- Emergency Medical/Other Health Situations
- National Disasters
- Sudden Death

Organization Structure/Introduction

This manual has been established to:

- Reduce Risk of Physical Harm
- Stabilize the Situation
- Assure Effective Decision-Making
- Communicate Accurate Information
- Provide Psychological Assistance, First Aid and Support
- Re-establish Control
- Return to Normal Operations

The best defense in a crisis is preparation and understanding conceptually what must be done.

The principal and each core teacher is a member of our Crisis Team. It is important that the crisis plan addresses needs particular to St. John's.

Awareness of Emergency Response Plan

In order to have an effective emergency response plan, it is vital that all the members of the school community know it exists. In addition, all school personnel will be informed of the protocol to be followed in specific situations to ensure school safety. The following procedures are recommended to ensure that staff, students, parents and community agencies are familiar with this safety plan.

- Review and revision of plan by St. Joseph School Staff
- Presentation of plan to Advisory Board members
- Presentation of plan to police, fire department and emergency agencies
- Training for all school staff members
- Periodic review of plan with staff members
- Information sessions for students
- Periodic review of school safety plan with students
- Promoting parent awareness
- Providing specialized training as needed for administrators, faculty and identified support personnel

Organization Structure/Introduction

St. Joseph School

CRISIS MANAGEMENT ORGANIZATION

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| School Crisis Safety Team |
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Principal

School Nurse

Faculty/Staff

Secretary

Maintenance/Custodians

Other Designated Personnel
as determined by Principal

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| Community Participants & Agencies |
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Sprague Conn. State Trooper

Fire Department

Public Health Director

Civil Preparedness Director

Emergency Response
Association (Ambulance)

Sprague Public Schools

First Selectman

Department of Public

Procedures for Crisis Management

CRISIS DECISION CHECKLIST

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| Incident | Define Crisis/Issues Obtain Facts: Who, What, Where, When, Why and How |
| Notification | Emergency Help – 911 Pastor of St. Mary Church 822-6378 Diocesan School Office: Superintendent: 887-4086 During Non-School Hours call: Superintendent: (860) 956-8157 |
| Command Chain | School Site Coordination with other officials |
| Students'/Staff Safety | Hold, lock, secure, emergency materials Move, lock, secure, emergency materials Evacuate, partial, emergency materials Evacuate, total, emergency materials Dismissal and parent notification |
| Communications (Internal) | Staff Students Parents-school (present on-site for a school activity/function) Others |
| Communication (External) | Parents-other Other students in other schools Board of Education District schools Private schools/Vocational Tech/Vo-Ag General public |
| Media/Press | Spokesperson: Law Enforcement Official Determine Access: Who, What, Where, and When Write Releases Press Conferences: Location to be determined |
| First Debriefing | Immediate service needs (e.g., psychological) Coordinate security/safety Plan next step(s): operation of school, etc. Record Keeping |

Procedures for Crisis Management

DISTRICT/SCHOOL CRISIS TEAM PROCEDURES

Crisis During School Day

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| 1. | Crisis Team members will follow Emergency Action Plan procedures as per incident plan. |
| 2. | Notification to Superintendent. |
| 3. | Following the “all clear” signal, Principal will contact team to inform them of known facts and establish team meeting time. |
| 4. | Team members informed of time and date of meeting. |
| 5. | Team will meet ASAP. |
| 6. | Principal will inform team of all known facts. |
| 7. | Team will discuss and determine level of involvement and possible response plan. |
| 8. | Team will determine components of response plan to include: <ul style="list-style-type: none">• Support to student/families involved• Staff notification• Student notification• Building/Staff/Crowd Management• Media coordination by State Police Department• Involvement of community services and community agencies• Level of parent involvement and procedures to notify parents• Assign various response duties to individual team members• Necessary coverage for team members to carry out crisis response duties• Agenda and plan for staff meeting will be established |
| 9. | Staff contacted for time of meeting and, if possible, given updates. |
| 10. | Conduct general staff meeting following student dismissal. |
| 11. | Set time for progress update meetings. |
| 12. | Team members perform crisis response duties. |
| 13. | Monitor progress and provide updates to and from team members. |
| 14. | Hold a follow-up meeting to evaluate response plan and identify strengths and weaknesses. |

Procedures for Crisis Management

SCHOOL CRISIS TEAM PROCEDURES

Crisis During Non-School Hours

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| 1. | Principal notified of incident and known facts. |
| 2. | Notification to Pastor and Superintendent. |
| 3. | Principal contacts team to inform them of pertinent facts and establish team meeting time. |
| 4. | Team informed of time and date of meeting. Need for a full staff meeting will be established. |
| 5. | Staff phone tree utilized to disseminate initial crisis information and staff meeting time. |
| 6. | Principal will inform staff of pertinent facts at meeting. |
| 7. | Team will discuss and determine appropriate level of involvement. |
| 8. | Team will determine components of response plan including. <ul style="list-style-type: none">• Support to students and families involved• Staff involvement and notification procedures• Student notification• Building management issues• Media response and coordination to be handled by law enforcement officials• Involvement of community services and agencies• Level of parent involvement and notification to parents• Assign crisis response duties to individual team members• Necessary coverage for team members to carry out crisis response duties |
| 9. | Establish plan and agenda for staff meeting. |
| 10. | Establish progress update meetings and responsibilities for communication flow. |
| 11. | Establish time for general staff meeting prior to student arrival if necessary. |
| 12. | Team members will perform crisis response duties. |
| 13. | Team members will attend progress/update meetings. |
| 14. | Conduct a follow-up meeting to evaluate response plan and identify strengths and weaknesses. |

Procedures for Crisis Management

ST. JOSEPH SCHOOL PHONE TREE for 2006 – 2007

Sister Mary Patrick informs the sisters. The Secretary, Mrs. Rita Hill (443-4948) will begin the phone tree which is as follows:

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| Mrs. Hill | Mr. William Riley 822-6334 |
| Mrs. Cindy Tobin | Mrs. Karen Shafer 423-8358 |
| | Mr. Mark Thibodeau (508) 987-655 |
| Mr. Thibodeau | Mrs. Marie Arpin 546-9800 |
| Mrs. Arpin | Mrs. Pamela Beckstein 537-6332 |
| Mrs. Beckstein | Miss Jennifer Clark 887-8979 |
| Miss Clark | Mrs. Linda Glaude 822-8421 |

STAFF NOTIFICATION

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| Crisis During Non-School Hours and Evening School |
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Prior to Next School Day

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| 1. | Staff will be called via phone tree and given initial crisis information and staff meeting time. |
| 2. | At meeting, staff will receive: <ul style="list-style-type: none">• Up-to-date information regarding the crisis.• Changes in school schedule, traffic flow and other management decisions regarding the operation of the school.• Suggestions for class discussion, if needed, or response to students concerns.• Information on availability and location of counseling for students and staff.• Guidelines for dissemination of information to parents, media and the public.• Explanation of resources available to help teachers and staff deal with the crisis.• Availability of community services and agencies, if needed.• Establish time for staff follow-up meeting to evaluate response plan and the plan for continued response to the crisis. |

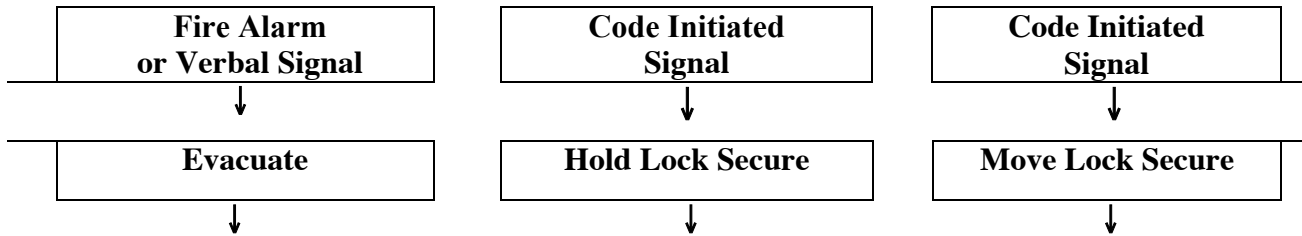
Crisis During School Day

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| 1. | Follow the appropriate procedures for that particular crisis as outlined in the emergency response manual. |
| 2. | Following the “all clear,” the Crisis Team will meet and develop a response plan. |
| 3. | Make individual contact with staff members ASAP to inform them as to what has happened and response plans. |
| 4. | Announce time for general staff meeting following student dismissal. |
| 5. | At staff meeting assess situation, determine needs and plan for further response to the crisis. |
| 6. | Parent notification through secretary/nurse/principal |

Procedures for Crisis Management

Staff Response Guidelines

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| <p>Life Threat 1. Call 911 2. Call Diocesan School Office Determine: Who, Where, Why, What, How, When</p> |
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| give directions and follow last student from classroom | lock doors | follow communication |
| take pen, attendance and grade books | follow communications | take pen, attendance and grade books |
| lights off and doors closed | Attendance: Present + Absent | move to assigned or designated area as directed |
| report to designated area | move away from glass and doors | lock doors |
| take attendance | pull shades and turn off lights | move away from glass and doors |
| LIST ABSENT ONLY | release no one except by direction of principal | pull shades and turn off lights |
| remain in assigned area until advised by principal | no restroom breaks | release no one except by direction of principal |
| unassigned teachers/staff meet with principal at identified location | no use of radio or television | Attendance: Present + Absent |
| | on floor if gunshots are detected | no use of radio or television |
| return to classroom or move only when directed by principal or official | do not call office or each other for general information | no restroom breaks |
| complete emergency evaluation list | call only with vital information | do not call office for general information |
| | non-assigned staff remain in place until notified | call only with vital information |

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| | be prepared to stay in “lock” | non-assigned staff: remain |
| | for an extensive time | in place until notified |

Be Calm Don't Speculate React With Calmness and Professional Judgment

A special code will be used to indicate all available staff report to designated areas.

Procedures for Crisis Management

Emergency Care for Injury of Severe Illness

1. St. Joseph School must maintain emergency health and contact numbers for each student and all staff members.
2. The school principal, nurse and office staff shall be responsible for ensuring that all required information is included on emergency information forms.
3. When an accident or injury or illness occurs, the school nurse shall provide immediate care following protocols. If simple first aid is not appropriate, the fire/rescue number 911 shall be called.
4. Every effort shall be made to notify the parents/family of a student or staff member who becomes injured or ill while attending school or a school function.
5. If it is necessary to transport the student to a doctor or a hospital and the parents are unable to provide such transportation:
 - The school will arrange emergency transportation to a hospital.
 - A school employee or authorized adult may accompany any student who is transported from a school or from a school program for emergency care.
 - A formal accident form shall be completed with dispatch following any injury or accident to a student, visitor or an employee.
6. In the event of any injury or illness during a school activity, the staff member in charge shall notify immediately the school nurse and principal.
7. The Pastor and the Diocesan School Office shall be notified immediately if an accident is of a serious or unusual nature.

SPECIAL NOTE: St. Joseph School encourages CPR and first aid certification training for all employees.

Basic Security Procedures

EMERGENCY NOTEBOOK

The main office is responsible for developing the one emergency notebook that contains up-to-date lists of staff and student names, addresses, telephone numbers (home and emergency contacts), and a bus list. It also should contain names and telephone numbers of emergency contact personnel. During a building evacuation, the administration/office secretary or the nurse should take the emergency notebook as she/he leaves the building. The health office will have a list of children with active health issues and medications they may need in an emergency.

ENTRANCE AND EXIT PROCEDURES

In order to prevent emergencies, the administration, faculty and staff at St. Joseph School have developed protocols that facilitate safety for all students on a daily basis. We recognize that these must be reviewed and revised on an ongoing basis in order to address any new concerns or respond to changes in the larger community.

The only school entrance that will remain accessible during the school day will be the main entrance located on the hill, near the playground. All students, parents and school visitors are to use this entrance at all times, with the exception of the beginning and end of the school day. All other school doors will be locked during the school day. From 7:30 – 8:45 a.m. all students and parents will use the gym entrance. After 8:45 a.m. the gym entrance will remain locked.

All visitors must sign in at the office while on school premises.

All parents or authorized family members picking up children after school must sign their child out of the gym. If the student is being picked up during school hours, the parent or authorized individual must sign the child out in the office. Students will **ONLY** be released to persons listed on the child's release form.

Use of communication devices such as walkie-talkies during recess and physical education classes assist in prompt responses for emergencies or potential emergencies.

ONLY THE PRINCIPAL OR HER DESIGNEE WILL PROVIDE ANY PERTINENT INFORMATION TO THE PRESS OR COMMUNITY IN ANY SITUATION THAT WARRANTS SUCH COMMUNICATION.

WALKIE-TALKIE POLICY

To facilitate a safer school environment, several staff members will carry walkie-talkies with them during school hours or when designated by the Principal. All walkie-talkies will be on a designated school ground channel pre-established by the administration. The walkie-talkies shall not be turned off during school hours to keep the lines of communication open in case of emergency. The designated staff member must keep the walkie-talkie on his/her person at all times during school hours or when the administration has advised. At the end of the school day, the walkie-talkie will be returned to the office or to an area approved by the administration to be recharged over night. The following staff members are designated to carry/use a walkie-talkie:

1. Principal – during normal school hours and after school she returns home. She will inform the extended day staff when she is leaving the building.
2. Secretary – during normal school hours until the dismissal of all students not in extended day program.
3. Nurse – during normal school hours or I advised by the administration.
4. Gym Teacher – during normal school hours or when advised by the administration, especially when gym is in the parking lot.
5. Music Teacher – during normal school hours or when advised by the administration.
6. Recess Staff member – when a group of students are taken outside, the staff member or responsible recess designee will carry a walkie-talkie.
7. Hot Lunch Staff member – when taking a group of students to the hot lunch program at the Academy of the Holy Family.
8. Extended-Day Care staff member will carry a walkie- talkie. This person will also have a portable phone to contact the principal if necessary, early in the morning and after 4:30 p.m.
9. Computer Teacher – during computer class until such time as an intercom speaker is installed in the computer room.

LOCKDOWN PROCEDURES

Any staff member who observes a potentially dangerous situation should notify the main office. If an emergency occurs that is perceived to be a situation that could be threatening in nature, the following procedure will be implemented. In this manual there are specific situations outlined that would necessitate a total school lock-down.

The staff member will identify himself/herself and state: **“This is a lockdown”** over the intercom and then office staff will repeat the same announcement over the intercom. The office staff will immediately call 911. To use the intercom, pick up the telephone receiver, press 60, and then speak slowly and clearly. Hang up the telephone when finished speaking.

The Principal or designee will notify the Academy of the Holy Family of St. Joseph School lockdown status using the following number -- 822-9272.

Classrooms

Staff members should check the hallways and bring any students in the hallway that are in the immediate vicinity of their classrooms in their own classroom. Close and lock classroom and office doors.

1. Turn off lights and close window blinds and door blinds.
2. Turn of any equipment being used in the classroom.
3. Have students sit on the floor away from doors and windows (not under desks).
4. Report “all present” or any absent students to the office by calling “0”.

Hall

Students will be taken into the closest supervised classroom regardless of grade or location.

Lavatories

Upstairs – nurse/principal should check all upstairs lavatories and take students into the nearest classroom/office.

Downstairs The Pre-K teacher’s aide will check all downstairs lavatories and take students into the nearest classroom.

Music Classes held in the gym

Music classes held in the gym should report to the first grade classroom.

Gym Classes (Inside)

The teacher should move all gym students into the 2nd grade classrooms and remain with the gym class notifying the administration of the gym class whereabouts.

Outside)Recess – Gym Classes in the playground or in the parking lot – any outdoor activity)

The staff member should quietly and quickly lead all outside children down the back steps of the playground, down the driveway between the church and the Learning Center and be lead into the dining room of the Academy of the Holy Family. The children should sit quietly on the floor away from the door or any windows. Advise the Academy staff of St. Joseph School Lockdown status, if not already informed. The staff member should communicate with St. Joseph's administration via phone or walkie-talkie of his/her whereabouts.

Gym class in the parking lot. The gym teacher should quietly and quickly lead the gym class to the dining room of the academy of the Holy Family. The gym class should sit quietly in the dining room, away from the door and any windows. The gym teacher should advise the academy staff of St. Joseph School lockdown status, if not already informed. The staff member should communicate with St. Joseph's administration via phone or walkie-talkie of his/her whereabouts.

Teachers and **all** other staff are to call the secretary's office or principal's office to report their location and accountability of their students.

The administration or designee notifies the Academy administration, the Diocesan Superintendent and the Pastor.

The students and staff remain in their classrooms for further instruction.

UNDER NO CIRCUMSTANCE IS THERE TO BE MOVEMENT WITHOUT AN "ALL CLEAR" SIGNAL GIVEN OVER THE INTERCOM.

POLICY OF DIRECT SUPERVISION OF ALL STUDENTS

Supervision of children

All directions regarding supervision are made with the safety of the students in mind and are to be strictly followed. If it is necessary to send a student in the primary grades to the office, he/she should be accompanied by another student. No student is to remain in the classroom without the supervision of an adult. If a student remains in the classroom during recess, an adult must supervise him/her. No student may enter a classroom unless an adult is present. No student may be removed from his/her respective classroom and left in the hall for punishment. If a teacher needs to leave the classroom for a just reason, he/she must notify the office and ask for coverage. At no time should a student be put in charge of a class. When a teacher does leave the classroom, the students should have an assignment and they should be instructed not to leave their seats. Teachers who are responsible for lunch or recess duty must report on time for this duty. No student may be left on the playground alone.

After-School Activities

Supervised after-school activities are encouraged. Moderators should be consistent with regard to the day and hour of the scheduled activity. Last minute cancellations and date changes should be avoided. Teachers should take into consideration other activities and their scheduled times and try to avoid conflicts of activity scheduling. The office should be given a list of students participating in an after-school activity or club. If a student has dropped out of an activity or has been asked not to return to the activity, please inform the office as soon as possible.

Any teacher who has charge of an after-school activity has the responsibility to stay until the last child leaves, checking that the lights are out and all windows and outside doors are closed and locked.

Recess

Students start recess after the recess bell has rung. The staff person on duty must be outside before any students go outside. If a class is having recess independently with special permission from the principal, that teacher must supervise his/her class and not leave the students unattended. Staff on recess duty should be aware of any adult who comes into the playground and mingles with the children. No one may go directly to the playground to see or pick up students. All parents and visitors are to report directly to the school office. If a staff member sees an adult in the playground, he/she must notify the office by using the walkie-talkie. If the

adult is a parent/guardian or an authorized adult to pick up children from the school, he/she should approach the adult and ask him/her to report to the office.

Evacuation of Building Procedures & Alarm System

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| BUILDING EVACUATION |
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PRINCIPAL'S OFFICE

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| 1. | Sound designated alarm or code word to signal evacuation. |
| 2. | Call 911 for police and/or fire department. (If determined necessary) |
| 3. | Advise whether ambulances are needed. |
| 4. | Advise nurse and staff to administer first aid if necessary. |
| 5. | Evacuate all staff and students to St. Michael Center. Notify Academy Principal. |
| 6. | Ensure that appropriate personnel assist disabled students. |
| 7. | After total roster is collected, pre-appointed staff members search building for any missing students. |
| 8. | Ensure that pre-appointed staff search building for stragglers. |
| 9. | Ensure that maintenance has turned off all power equipment. |
| 10. | Notify Superintendent. |
| 11. | Advise whether primary or alternate assembly area will be used. |
| 12. | Advise whether students need to be transported by bus to another site. |
| 13. | If students are to be evacuated to another site or dismissed, organize system for loading buses. |
| 14. | If students are to be dismissed, establish checkout area. |
| 15. | Students should be released ONLY to parents or those listed on emergency release form. |
| 16. | Signal "All-Clear-return to class" when appropriate. |
| 17. | File an incident report. |

Evacuation of Building Procedures & Alarm System

BUILDING EVACUATION (con't)

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| Emergencies: | Drills Fire | Disasters Bomb Threat | Fallen Aircraft Chemical Release |
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| School Nurse | | Teacher | |
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| 1. | Administer first aid if necessary. | 1. | Evacuate if you hear alarm ring or call on PA system. |
| 2. | Evacuate as necessary with any students that are with you. | 2. | Be aware of pre-designated primary and alternate evacuation routes. |
| 3. | Take all necessary emergency information alert lists, and first aid box when deemed necessary. | 3. | Take roster sheet and grade book with you. |
| 4. | Administer any CPR and nursing support following protocol. | 4. | Close classroom door and turn out lights as students leave. |
| 5. | Check on medically fragile students. | 5. | Leave building in orderly manner without rushing. |
| 6. | Refer to emergency room/student's physician/family member as needed. | 6. | If situation warrants, vehicles will be used to transport students to another site. |
| 7. | Report to administrator all injuries/illnesses as necessary. | 7. | For evacuation without vehicles, walk from building in stated course. |
| | | 8. | Always evacuate cross wind and/or upwind. |
| | | 9. | Evacuate students to at least 300 feet from building (St. Michael Center) and out of way of emergency vehicles. |
| | | 10. | Reassemble students and check roll to account for all students. |
| 11. | Report any missing students immediately. | | |
| 12. | On roster note students released to parents. | | |

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| 13. | Return to classroom when instructed to do so. |
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Evacuation of Building Procedures & Alarm System

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| FIRE or EXPLOSION |
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| PRINCIPAL'S OFFICE |
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| 1. | Use PA announcement if alternative route or area is to be used. |
| 2. | Sound alarm to signal evacuation to pre-designated route. |
| 3. | Ensure custodians have turned off all power equipment. |
| 4. | Activate procedure for parent notification. |
| 5. | Ensure appropriate persons assist disabled students. |
| 6. | Call 911 if alarm does not sound. |
| 7. | Advise nurse and staff to administer first aid as needed and call 911 if needed. |
| 8. | Evacuate all staff to pre-designated routes. |
| 9. | Notify Pastor and Superintendent's office. |
| 10. | Notify town emergency services director of missing students. |

If Students Dismissed

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| 1. | Establish a checkout area. If need be, go to St. Michael Center. |
| 2. | Release students only to parents or those listed on emergency forms. |
| 3. | Signal "All Clear-Return to Class" when appropriate. |
| 4. | File an emergency incident report. |

| SCHOOL NURSE | | TEACHER | |
|---------------------|--|----------------|---|
| 1. | Evacuate taking any students that are with you. | 1. | Evacuate when alarm sounds. |
| 2. | Take all necessary emergency information, alert lists, first aid box as deemed necessary. | 2. | Check accuracy of pre-designated evacuation routes posted inside each classroom door, take roster and grade book. |
| 3. | Administer any nursing care/support following protocol, check on medically fragile students. | 3. | Close classroom door and leave lights as they are. |
| 4. | Report all injuries to the principal. | 4. | Leave building in orderly manner without rushing or crowding. Main floor uses the main exit. Classrooms on the lower floor use their classroom doors or lower door exit. All students report first to the playground. |
| | | 5. | Reassemble students in safe area. |

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| | 6. | Report missing students immediately. |
| | 7. | On roster note students released to parents. |
| | 8. | Return to room when instructed to do so. |

Evacuation of Building Procedures & Alarm System

BOMB THREATS

Radio Transmissions:

It is technically possible that radio, loud speaker or cellular telephone transmissions could detonate certain types of explosive devices. Therefore, it is important to keep these types of transmissions in the vicinity of the building to only those which are emergencies. Utilize land -- line telephones for all transmissions.

| | Teacher/Staff | | Principal's Office |
|----|--|-----|---|
| 1. | Maintain calm while collecting roster. | 1. | Call 911. |
| 2. | Evacuate if advised. | 2. | Evaluate situation and evacuate if situation is immediate. DO NOT use electric bells. |
| | | 2a. | Consult with emergency officials to determine need to evacuate or move students to other safe areas. |
| 3. | If evacuation is necessary, instructions will be relayed to classrooms. | 3. | Notify Pastor and Superintendent's Office and remain in office to coordinate school response. |
| 4. | Open windows and follow evacuation route or route indicated in announcement. | 4. | If necessary, initiate procedures to move students and staff to cleared areas of building or alternate emergency site - St. Michael Center. Notify the Academy of the Holy Family Principal |
| 5. | Assemble students in assigned area and take attendance. | 5. | Assist emergency personnel in search of building. |
| 6. | Report any missing students immediately. | 6. | If necessary, arrange transportation of students to homes. |
| 7. | Await all clear signal or other instructions. | 7. | Refer media to law enforcement officials. |
| | | 8. | Assist police follow-up investigation. |
| | | 9. | File incident report. |

RECIPIENT OF BOMB THREAT BY TELEPHONE

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| 1. | Keep caller on telephone as long as possible – DO NOT hang up. |
| 2. | If student answers phone, get adult to phone if possible. |
| 3. | Utilize “Bomb Threat Checklist Form.” |

PLEASE NOTE THE FOLLOWING:

1. After the call is over, dial 9*57 for a phone trace before dialing any other number.
2. **DO NOT MAKE ANY MORE PHONE CALLS, EVEN WITH CELL PHONES OR USE ANY RADIOS AS THIS MIGHT ACTIVATE THE BOMB.**
3. The Principal will activate a CODE GREEN and everyone will evacuate to St. Michael Center by going up School Hill Road and through the lower parking lot. All teachers must have their roll books.
4. Before leaving, leave all personal items in the classroom; leave windows open (if they are already open), doors open, lights and computers on.
5. The police, principal and maintenance staff will examine the building for any suspicious object.
6. Wait for the “ALL CLEAR” signal to return to class.

Evacuation of Building Procedures & Alarm System

BOMB THREAT CHECKLIST FORM

Log Call

Date Reported _____
Time Reported _____
How Reported _____
Exact words of Caller _____

Ask Questions

When is the bomb going to explode? _____
Where is the bomb right now? _____
What kind of bomb is it? _____
What does it look like? _____
Why did you place the bomb? _____
Where are you calling from? _____

Identify Characteristics

Description of caller's voice _____
Male Female Young Middle age Old Accent
Tone of Voice _____
Intoxicated Speech Problem Hostile
Background Noise _____
Time caller hung up _____
Remarks _____

Recipient

Name of recipient _____
Address of recipient _____
Phone number of recipient _____

Evacuation of Building Procedures & Alarm System

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| GAS OR CHEMICAL LEAKS |
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| Teacher/Staff | | Principal's Office | |
|----------------------|---|---------------------------|--|
| 1. | Evacuate students to designated assembly point or evacuate the building when informed to do so. | 1. | Notify staff to evacuate areas of building whenever a strong gas odor or chemical spill is reported. |
| 2. | Use fire drill procedures for evacuation. | 2. | DO NOT USE fire alarm signal as it may take students into areas of highest gas concentration. |
| 3. | DO NOT operate electrical switches. | 3. | Call 911 and report smell of gas or chemical leak. |
| 4. | Route students around and away from areas of strong gas or chemical odors. | 4. | Call Pastor's and Superintendent's Office. |
| 5. | Take attendance at assembly point. | 5. | Oversee evacuation to designated assembly point. |
| 6. | Ensure that medical care is given to anyone injured or overcome by gas. | 6. | Notify gas company, Fire Marshal, DEP, OSHA or other agencies. |
| 7. | Await further instructions or all clear signal. | 7. | In conjunction with authorities, determine if evacuation of entire building is necessary. |
| Nurse | | 8. | Secure safety data sheets if chemicals are involved. |
| 1. | Evacuate as directed taking any students that are with you. | 9. | Alert school nurse for needed emergency care. |
| 2. | Take all necessary emergency information, alert lists, first aid box as directed. | 10. | Confer with school custodians for immediate emergency responses. |
| 3. | Administer any nursing care/support following protocol – check on medically fragile students. | 11. | If necessary, arrange transportation of students to home. |
| 4. | Notify school administrator and school medical advisory. | 12. | Coordinate follow-up procedures and investigation with authorities. |
| | | 13. | File incident report. |

Evacuation of Building Procedures & Alarm System

POWER LINE DOWN

| Custodian | | Principal's Office | |
|------------------|--|---------------------------|--|
| 1. | Distribute available flashlights. | 1. | Instruct occupants of building to either remain in place or evacuate by using bullhorn or messenger. |
| 2. | Assist power company in restoring power, as requested. | 2. | Notify building occupants by bullhorn or messenger if PA system has failed. |
| | | 3. | Activate procedure for parent notification. |
| | | 4. | Designate someone to guard area of downed power line. |
| Teacher | | 5. | Inform power company of outage. |
| 1. | Follow instructions from Principal's office. | 6. | Notify Pastor and Superintendent's office. |
| | | 7. | File incident report. |

POWER OUTAGE

| Teacher | | Principal's Office | |
|----------------|--|---------------------------|--|
| 1. | Follow instructions from Principal's office. | 1. | Instruct occupants of building to either remain in place or evacuate by using bullhorn or messenger. |
| | | 2. | Inform power company of outage. |
| | | 3. | Notify Pastor and Superintendent's office. |
| | | 4. | Monitor refrigerators which store milk. |

WATER SHORTAGE

| Custodian | | Principal's Office | |
|------------------|--|---------------------------|--|
| 1. | Assist officials in determining cause and location of shortage and in making repairs if necessary. | 1. | Notify building's occupants by PA announcement or messenger. |
| | | 2. | Contact maintenance.. |
| | | 3. | Notify Pastor and Superintendent's office. |
| | | 4. | File an incident report. |

| Teacher | |
|----------------|--|
| 1. | Follow instructions from Principal's office. |

Evacuation of Building Procedures & Alarm System USE OF SHELTER* IN BUILDING

| Teacher | | Principal's Office | |
|----------------|--|---------------------------|--|
| 1. | Follow all instructions from Principal's Office. Move all students indoors. | 1. | Receive information or instructions to shelter in place, rather than evacuate, due to nearby hazardous material release. |
| 2. | Close all windows and doors to the shelter. | 2. | Activate school "shelter in place" plan by announcement; over PA system, activate procedure for parent notification. |
| 3. | Turn off room heating, cooling or ventilation systems. | 3. | Require all persons in outside areas to go indoors. |
| 4. | If suspected air contamination within shelter, place wet handkerchief or wet paper towels over nose and mouth for temporary respiratory protection. | 4. | Ensure that appropriate personnel assist disabled students. |
| 5. | Continue to follow the instructions given over the PA system. | 5. | Ensure maintenance personnel immediately shuts off all heating, cooling and ventilation systems for entire campus. |
| 6. | Do not allow anyone to leave shelter until the "all clear" is given. | 6. | Consider instructing teacher to seal doors and windows with duct tape in severe cases. |
| | | 7. | Notify the Superintendent or designee's office. |
| * | DEFINITION: Shelter in Building is the use of any Classroom or office for the purpose of providing temporary shelter from a hazardous material release | 8. | DO NOT allow anyone to leave shelter during the emergency. |
| | | 9. | Use reasonable judgment in allowing outsiders into shelter during height of incident. |
| | EMERGENCY: Hazardous Material Release <ul style="list-style-type: none"> ▪ Chemical Plant Accident ▪ Chemical Train Derailment ▪ Chemical Truck Overturning <ul style="list-style-type: none"> ▪ Pipeline Rupture DRILL: Practice Procedures | 10. | Keep in contact with police and Superintendent's office for continuous information and instructions until incident is under control. |
| | | 11. | Announce current status of incident at frequent intervals over PA system until "all clear." |

Evacuation of Building Procedures & Alarm System

ASBESTOS RELEASE

| PRINCIPAL'S OFFICE | |
|---------------------------|--|
| 1. | Evacuate building. |
| 2. | Notify Pastor and Superintendent's office. |
| 3. | Close doors and isolate affected area as much as possible. |
| 4. | Notify maintenance to shut down Heating, Ventilation and Air Conditioning units. |
| 5. | Report incident to county health department. |
| 6. | Assist district and local officials as needed. |
| 7. | File incident report to include names of students in the area. |

| GENERAL INFORMATION | |
|----------------------------|---|
| 1. | Asbestos is not considered hazardous unless it is airborne as dust fibers. |
| 2. | Most asbestos-containing building materials are products such as floor tiles, window putty, pipe insulation and ceiling tiles. These will not release airborne asbestos fibers unless they are significantly disturbed. |
| 3. | Under the Federal Asbestos Hazardous Emergency Response Act (AHERA), all schools should be re-inspected every six months to reevaluate conditions. |

HAZARDOUS MATERIAL RELEASE

A decision to “Shelter in Building” or evacuate must be made.

| Principal’s Office | |
|---------------------------|--|
| 1. | Activate procedure for parent notification. |
| 2. | Coordinate decision as to whether to "Shelter in Building" or evacuate with fire department officials. |

| If instructed to Shelter | |
|---------------------------------|--------------------------------------|
| 1. | Follow “Shelter in Place” procedure. |

| If instructed to Evacuate | |
|----------------------------------|-------------------------------|
| 1. | Follow evacuation procedures. |

EMERGENCY

- **Chemical Plant Accident**
- **Chemical Train Derailment**
- **Chemical Truck Overturning**
- **Pipeline Rupture**
- **Outside Gas Leak**

Violence/Crime/Intruder

ARMED STUDENT OR HOSTAGE

| TEACHER | |
|------------------------------|---|
| 1. | Notify Principal's office ASAP and advise if weapon is suspected/visible. |
| 2. | Try to calm student and others. |
| 3. | Stop DO NOT approach student or attempt to confiscate weapon. |
| 4. | If weapon is visible or student is threatening, ask student in a calm voice for permission to evacuate the rest of the class. |
| 5. | Evacuate quietly, if allowed, taking class roll book with you. |
| 6. | Ensure teachers hold all students in rooms until "all clear." |
| If Unable to Evacuate | |
| 1. | Keep talking with student(s) until police arrive. |
| 2. | Ask student to stop what he/she is doing and ask "What is wrong, or what do you want." |
| 3. | When police arrive, do as they advise. |
| 4. | After incident, file report ASAP. |

| PRINCIPAL'S OFFICE | |
|---|--|
| Call 911 for police and security. | |
| If Weapon is Suspected | |
| Have police bring student to office with backpack, purse, books and/or other possessions. | |
| Ensure that at least two adults and a police officer are present at meeting. | |
| Use caution when telling student what is suspected and ask student to produce weapon. | |
| If student agrees, ask student to empty pockets and all other containers. | |
| If search yields nothing, school officials will search student's locker. | |
| If weapon is found, police officer will remove student from campus. | |
| Notify parents and Diocesan Superintendent or designee. | |
| Follow disciplinary action according to code of student conduct. | |

| If Weapon is Visible | |
|-----------------------------|---|
| 1. | Notify Diocesan Superintendent's office. |
| 2. | Escort police to scene and work with other officers as directed. |
| 3. | Under advisement of police, consider announcing request for all students to remain in classrooms. Use code to lock doors if possible. |
| 4. | Have administrative staff/designee evacuate students who have been locked out of classrooms or are in public areas to safe area outside building. |

| | |
|----|---|
| 5. | If advised to do so by police, evacuate building by PA announcement – DO NOT use fire alarm system. |
| 6. | Maintain calm. |
| 7. | Refer media calls to law enforcement officials. |

OPERATING PROCEDURES FOR SNIPER ATTACK

1. Direct students to fall to the ground.
2. Seek cover if possible
3. If sniper is engaged elsewhere, run for shelter.
4. If someone in the building is aware of the incident, office should be contacted.
5. Office personnel should call 911 and the superintendent.

***NOTIFY THE OFFICE TO “CODE” A **LOCKDOWN** FOR THE REST OF THE CLASSROOMS IN THE BUILDING

VISITORS/INTRUDERS

All visitors, including parents and volunteers, must report to the school office to obtain permission to visit classrooms.

Police are to be notified immediately if there is an intruder in the building. Provide a description of the situation, location, and imminent danger (number of people, general description, presence of weapon, behavior). A coded warning will be issued if danger is imminent.

The person who detects the intruders should observe their movements, unless there appears to be danger in doing so. Students should not be left unattended.

CODED WARNING ISSUED: Teachers should warn students of the possibility of some danger and ask that they move to a corner of the room. The teachers should explain evacuation procedures if necessary.

CODED WARNING ISSUED: Teachers should draw blinds, close windows, secure door, and move to a safe place near the locked door and should do whatever is necessary to keep the intruder out of the classroom.

As long as the intruder does not physically endanger students or staff, he or she is simply observed until law enforcement agents arrive. If students or staff are endangered, the principal and members of the crisis team should do whatever is necessary to draw the attention of the intruder away from them.

Unless the police are present, the principal will verify who the intruders are and make all attempts to escort them out of the building.

Appropriate intervention should be provided based upon the general plan for crisis.

ARMED INTRUDER IN BUILDING

| | Teacher/Staff | | Principal's Office |
|----|--|----|---|
| 1. | Remain calm and try to determine if armed with weapon. | 1. | Call 911 IMMEDIATELY or use emergency phone; i.e., Nextel. |
| 2. | If weapon seen, RETREAT! | 2. | Take action for Lockdown Procedures. Announce code over PA system. |
| 3. | Notify Principal's Office. | 3. | Ensure that all Security Drill procedures are followed by classroom staff: <ul style="list-style-type: none"> • Close and lock all doors • Close windows and venetian blinds • Keep children quiet in room and away from windows • Teachers closest to bathrooms should quickly check for children and bring to nearest classroom • Await all clear signal or further instructions |

| | | | |
|----|--|----|---|
| 4. | If possible, evacuate immediate area and notify other teachers to secure classrooms. | 4. | Notify Pastor and Diocesan Superintendent's Office. |
| 5. | Do not attempt to approach intruder or take weapon. | 5. | Assist police and other emergency officials. |
| 6. | After incident, file report. | 6. | Refer media to law enforcement officials. |
| | | 7. | File incident report. |

INTRUDER IN THE BUILDING

| TEACHER | | PRINCIPAL'S OFFICE | |
|----------------|--|---------------------------|--|
| 1. | If person is making threatening remarks or belligerent or showing sign of being under the influence, ask the office to call 911. DO NOT attempt to apprehend the individual. | 1. | Approach the intruders and determine the nature of their presence. |
| 2. | Be alert to secret PA code to initiate lock-down procedures. | 2. | Advise of visitor policy. Ask for identification. |
| 3. | If "lock-down" procedure code announcement is received: <ul style="list-style-type: none"> • Close & lock doors; pull shades • Close windows and blinds • Keep students in room until "all clear" is sounded • Those closest to rest rooms should quickly check for students | 3. | Direct and/or accompany them to proper office. DO NOT attempt to apprehend the individual. |
| | | 4. | Ask them to leave if they have no acceptable purpose. |
| | | 5. | Remind them they are in violation of the law if they refuse to leave. |
| | | 6. | Alert them that police will be called. |
| | | 7. | Call 911 for police if they still refuse to leave. |
| | | 8. | Announce secret code on PA system that means all teachers will lock doors. |
| | | 9. | Have administrative staff evacuate students locked out of classrooms. |
| | | 10. | Call Pastor and Diocesan Superintendent. |
| | | 11. | File an incident report. |

Violence/Crime/Intruder

TRESPASSING

Unlawful presence on school property

| Prevention Strategies | |
|------------------------------|--|
| 1. | Frequent monitoring of halls, common areas and parking lots by administrators and staff. |
| 2. | Visitor and guest pass system strongly enforced. |
| 3. | Sign in procedures posted at main entrance. |
| 4. | Implementation of security controls and monitoring for all building entrances. |

| Response Procedures – Staff and Administration | |
|---|--|
| 1. | Immediate notification to main office by staff if any trespasser or loiterer is observed in the building or on school grounds. |
| 2. | Conduct thorough search for the individual by administrator and available staff. |
| 3. | Once located, request individual report to office. DO NOT attempt to apprehend the trespasser. |
| 4. | If person fails to comply with request and remains in building, make a mental note of general description of the person. |
| 5. | Contact 911 for immediate police assistance. |
| 6. | Activate emergency code for staff to take precautions. |

Violence/Crime/Intruder

STALKING

Stalking means persistent watching, following, contacting or threatening actions which affect the peace of mind of personal safety of an individual.

| TEACHER | | PRINCIPAL'S OFFICE | |
|----------------|--|---------------------------|---|
| 1. | Contact Principal's office immediately should you suspect or observe any type of stalking activity or if a student reports they are being stalked. | 1. | Call parents. |
| 2. | File incident report observing confidentiality issues. | 2. | Contact police and report suspected stalking. |
| 3. | All adults who have responsibility for student must report all suspected incidents. | 3. | Request school support staff interview victim of stalking. |
| | | 4. | Document date(s) of stalking and provide information to police. |
| | | 5. | Complete incident report. |

Violence/Crime/Intruder

RIOTS, CONFLICT, GANG ALTERCATION

| TEACHER | | PRINCIPAL'S OFFICE | |
|----------------|--|---------------------------|---|
| 1. | Alert Principal's office immediately. | 1. | Evaluate the severity of the situation ASAP. |
| 2. | Make verbal contact in calm, low-toned voice. | 2. | When appropriate, call 911 or security. |
| 3. | Ask students to stop; obtain assistance. | 3. | Activate administrative support team. |
| 4. | If behavior does not cease, shout "stop" and then lower your voice. | 4. | Bring all students and staff indoors. |
| 5. | Encourage students to talk about issues someplace else. | 5. | Lock all windows and doors. |
| 6. | Try to get individuals to more isolated area so they can calm themselves. | 6. | Deny unauthorized access to building. |
| 7. | If preferable, try to empty area of other students so there is not an audience and less danger to others. | 7. | Advise students and staff of situation. |
| 8. | Do not leave student alone until he/she is calmed down. | 8. | Hold students beyond dismissal time when necessary. |
| 9. | Discuss behavior and its consequences only after student is calm. | | |
| 10. | Do not grab or touch a violent student unless they are causing harm to themselves or others. | | |
| 11. | Give students a choice by clearly stating "You and I must go to the Principal's Office." | | |
| 12. | If student does refuse to cooperate, notify principal or other appropriate personnel that you need help with a violence problem. | | |

| PRINCIPAL'S OFFICE | |
|---------------------------------------|---|
| If Conflict Occurs in Building | |
| 1. | Speak in calm, low-toned voice. |
| 2. | If behavior does not cease, shout "stop" then lower voice. |
| 3. | Encourage students to talk about issues someplace else. Ask for a spokesperson. |

| | |
|----|--|
| 4. | Never grab or touch violent student unless they are causing harm to themselves or others. |
| 5. | Continue calm voice, reasonable-force approach until opposition factions are separated and/or police arrive. |
| 6. | Cooperate with police. |
| 7. | Identify participating students and any gang affiliations. |
| 8. | Discuss the students' behavior and its consequences only after they are calm. |
| 9. | Notify parents or those listed on emergency release form. |
| 10 | File an incident report form. |

Weather Emergencies

SEVERE WEATHER WARNING PROCEDURES

| Teacher/Staff | | Principal's Office | |
|----------------------|---|---------------------------|--|
| 1. | If a severe weather alert is issued, teachers will be instructed over the intercom to move students to an inner hallway, away from skylights and doors. | 1. | Principal's and Secretary's Offices will monitor weather during a storm watch, warning or alert situation |
| 2. | Instruct students to sit on floor until all clear signal. | 2. | Principal will initiate weather alert procedures. |
| 3. | Take attendance and report any missing students. | 3. | Issue take cover procedures for outdoor groups. |
| 4. | Await further instructions. | 4. | Ensure that students and staff not in regular classrooms are in safe locations. |
| | | 5. | Alert school nurse for first aid procedures and activate Crisis Team to assist. |
| | | 6. | Designate staff to monitor radio and TV warnings and advisories. |
| | | 7. | Secure emergency assistance if necessary. |
| | | 8. | As situation dictates, move groups of students to more secure area, i.e., auditorium, interior classrooms. |
| | | 9. | Await lifting of weather alert. |
| | | 10. | Announce all-clear signal. |

HURRICANES

| PRINCIPAL'S OFFICE | |
|---------------------------|--|
| 1. | Track hurricane position and predicted path whenever storm threatens Atlantic Coast. |
| 2. | Review hurricane shutdown plans and school closing with staff. |

| During Hurricane Watch | |
|-------------------------------|---|
| 1. | Make preparations to close down school building when an official HURRICANE WATCH is issued. |
| 2. | Ensure safe storage of all vital and expensive equipment. |
| 3. | Advise transportation of special needs students prior to school closing and dismissal of students. |
| 4. | Dismiss students and close school when directed by Superintendent's office. |
| 5. | Direct staff and other employees to close down their areas and leave school facility after students have left school. |

| Immediately Following Hurricane | |
|--|---|
| 1. | Assess damage to building after storm has passed. |
| 2. | With assistance from maintenance make checklist assessment of building's operability. |

| Prepare List of Damage | |
|-------------------------------|---|
| 1. | Estimate earliest date that classes can resume if repair work is repaired. |
| 2. | Submit damage form to Superintendent. |
| 3. | Meet with maintenance staff and safety officials to physically assess repairs needed. |

| TEACHERS | |
|-----------------|--|
| 1. | Assist in dismissal of students if deemed necessary. |
| 2. | Store all books, papers and other equipment away from windows and above floor if possible. |
| 3. | Move all equipment to a secure, central location, i.e., computers, etc.. |

| Immediately After Hurricane | |
|------------------------------------|--|
| 1. | Assist Principal on all duties that may be assigned to get school back into educational process. |

| NURSE | |
|--|--|
| 1. | Follow instructions as directed keeping students with you. |
| 2. | Provide nursing care support following protocol. |
| 3. | Notify Principal as necessary. CONTINUED ON NEXT PAGE |
| Immediately After Hurricane | |
| Assist Principal on all duties that may be assigned to get school back into educational process. | |

| MAINTENANCE DEPT. | |
|--------------------------|--|
| 1. | Secure or move all portable and loose outside items to safe location inside. |
| 2. | Secure all windows and glass. |
| 3. | Start and test emergency generators to make certain they are operational. |

| If Hurricane Warning | |
|-----------------------------|--|
| 1. | Turn off all boilers, gas and electrical devices except in areas designated as potential public shelters. |
| 2. | Take any additional precautions considered necessary for protection of facility. |
| 3. | If school is designated as a “public shelter” remain available to perform duties and responsibilities as a member of the Emergency Shelter Team. |

| Immediately After Hurricane | |
|------------------------------------|---|
| 1. | Accompany Principal to assist in damage assessment. |
| 2. | Assist Principal in filling out checklist for assessment of building’s operability. |
| 3. | Assist safety officials in scheduling and overseeing repair work. |

Weather Emergencies

EARTHQUAKE PREPAREDNESS MEASURES

Potential Hazards:

- **Windows:** Non-tempered glass will shatter and gouge whatever it hits.
- **Lighting Fixtures:** Fixtures may fall and break; fluorescent bulbs will fall and break.
- **Ceilings:** Improperly installed ceilings may come down. Glued tiles may fall. Ducts may fall.
- **Chemical Spills:** In the science lab and custodial supply closets, chemical bottles can fall and break creating toxic fumes, combustible mixtures, exposed corrosives.
- **Furnishings and Miscellaneous Items:** File cabinets may fall over or fly across the room. Freestanding bookcases, lockers, shelves and contents will fall over. Heavy objects such as TV's and computers may fly through the air. Screens and maps may become projectiles. Pianos will roll.
- **Compressed Gas Cylinders, Gas Appliances and Water Heaters:** All of these may pull away from the wall, become projectiles and create other gas hazards.
- **Gas Lines:** Lines will rupture. If gas lines are near a sparking wire or arcing motor, an explosion could result.
- **Basements and Electrical Supply:** Water pipes may rupture. Basements may flood deeply. Electrical switching mechanisms may become inaccessible.
- **Wall-Mounted and Hanging Objects:** Clocks, maps, fire extinguishers, hanging plants will all pull free and become projectiles.

Protective Measures

- **Support fixtures and bulbs** with chains or strapping attached to studs and heavy metal structures.
- **Support ducts and strapping** attached to studs and heavy metal structures.
- **Install removable restraining bars** across the front of shelves. Post warning signs in area of hazardous chemicals. Use careful labeling and segregate potentially dangerous reactionary mixtures.
- **Multiple rows of shelves or lockers** can be secured to overhead channel-shaped (not flat) metal bars attached to studs. Secure single shelves with heavy right-angle brackets and 2" or larger molly bolts to a wall stud or floor anchor. Keep file drawers latched

when not in use. Move most heavy objects to lower levels. When possible, secure with brackets and bolts.

- **Secure gas appliances and tanks** to wall studs with 2 metal or nylon belts; one should be about 1” above the floor.
- **Install automatic gas shut-off valves** to main intake line. Train maintenance and lab students to shut off all gas lines before dropping to the floor.
- **Eliminate these items** when possible or secure with brackets, bolts and metal straps to wall studs.

EARTHQUAKE PREPAREDNESS

| PRINCIPAL'S OFFICE | |
|---------------------------|--|
| 1. | Recognize potential hazards and implement protective measures. |
| 2. | Train staff and students about earthquakes and have drills to practice emergency procedures. |
| 3. | Determine who is trained in various rescue measures and assign responsibility. |
| 4. | Predetermine emergency evacuation signal if PA is inoperable. |
| 5. | Be aware school may be isolated from rescue officials and that staff may need to be self-sufficient. |
| 6. | Prepare procedures for releasing students after earthquake. |
| 7. | Establish emergency release area. |
| 8. | Ensure emergency medical forms are movable and taken to site. |
| 9. | Do not permit students to walk home. |
| 10. | Advise parents of this special release procedure. |
| 11. | Contact American Red Cross for print or video information, which could be helpful. |

Weather Emergencies

DURING AN EARTHQUAKE

ALL STAFF AND STUDENTS

| If Indoors in a Room | |
|-----------------------------|---|
| 1. | Stay inside. |
| 2. | Move away from windows, shelves and heavy objects or furniture that may fall. |
| 3. | Take cover under a table or desk, not in a doorway. |
| 4. | “Drop and Tuck.” |
| 5. | If the table or desk moves, hold the legs and move with it. |

| If Indoors in Hall, Stairway or Open Area | |
|--|----------------------------|
| 1. | Move to the interior wall. |
| 2. | Turn away from windows. |
| 3. | “Drop and Tuck.” |

| If Indoors in a Lab, Kitchen, or Boiler Room | |
|---|--|
| 1. | Extinguish all burners. |
| 2. | Stay clear of hazardous chemicals that may spill. |
| 3. | Take cover under a table or desk and move with it. |

| If Outdoors | |
|--------------------|--|
| 1. | Move to an open space away from buildings and overhead power lines. |
| 2. | Lie down or crouch. |
| 3. | Keep looking around for potential hazards which may force you to move. |

| If on a School Bus | |
|---------------------------|--|
| 1. | Stop bus away from power lines, bridges, overpasses and buildings. |
| 2. | Students should remain in seats and hold on. |

Weather Emergencies

AFTER AN EARTHQUAKE

FIRST HOUR PRIORITIES

| MAINTENANCE STAFF | |
|--------------------------|--|
| 1. | SHUT OFF all gas and electricity at main switches. |
| 2. | SHUT OFF all gas appliances and motors. |
| 3. | Assist with first aid of injured. |

| NURSE | |
|--------------|---------------------------------|
| 1. | Administer first aid by triage. |

| TEACHER | | PRINCIPAL'S OFFICE | |
|----------------|---|---------------------------|--|
| 1. | Stay under shelter until shaking stops. | 1. | Perform First Hour Priorities. |
| 2. | If classroom is in imminent danger of fire, evacuate class immediately. | 2. | Stay under shelter until shaking stops. |
| 3. | Review evacuation routes with students if not in imminent danger. | 3. | Make quick assessment and decide whether to evacuate, call 911. |
| 4. | Check students for injuries and report critical injuries to office, account for all students. | 4. | Signal evacuation with whatever means available. |
| 5. | Administer critical first aid yourself, as help may be a long time in coming. | 5. | Alert staff to known hazards along route or blocked exits. |
| | | 6. | Follow evacuation procedures. |
| | | 7. | Keep this book and cell phone with you. |
| | | 8. | Be prepared to respond quickly to injuries, fires, hazardous materials and trauma. |
| | | 9. | Remember all may need to be self-sufficient for hours or days. |

TEACHERS: If told to evacuate, follow procedures on next page.

| TEACHERS | |
|----------------------------|--|
| If Told to Evacuate | |
| 1. | Decide whether students in your area can be moved. |
| 2. | Stay with critically injured students. |
| 3. | Make arrangements to evacuate others. |

| If Evacuating | |
|----------------------|--|
| 1. | Be alert for hazards and be prepared to “Drop and Tuck.” |
| 2. | Account for all students again. |
| 3. | Calm and reassure frightened students. |
| 4. | Release students only to appropriate adults with help of Red Cross or police; keep record of releases. |

Weather Emergencies

In the event of early dismissal due to severe weather conditions, the principal and/or the assistant principal designate will ascertain that all bus pupils have arrived home safely. Volunteer staff members will remain at school to supervise until all students arrive home safely. A system whereby the driver telephones the school when the last student is dropped off is employed. The transportation office is contacted, as well, to assure the safe return home of all students.

In the event that roads become impassable, pupils will be returned to school. The school will contact parents or emergency numbers to arrange for pick-up of students.

| |
|-----------------|
| FLOODING |
|-----------------|

| | |
|--------------------------------|--|
| PRINCIPAL'S OFFICE | |
| Preparedness | |
| 1. | During heavy rains, consult with Superintendent or designee as to whether or not to open the school. |
| If School is Open | |
| 1. | Assign staff member to monitor TV and radio weather advisories. |
| 2. | Assign staff member to keep eye on entry roads for accessibility. |
| If School Must Evacuate | |
| 1. | Consult with Superintendent or designee to arrange for early dismissal and transportation of students. |
| 2. | Activate procedure for parent notification. |
| 3. | Protect contents of building by moving books, files and other items from floors and bottom shelves. |

| | |
|--------------------------|--|
| BUS DRIVER | |
| 1. | In advance, locate high ground areas along regular route. |
| 2. | Watch for flooding in highway dips, low areas and bridges. |
| 3. | DO NOT ATTEMPT to drive through dips of unknown depths. |
| 4. | Be especially cautious at night when it is harder to recognized dangers. |
| 5. | If part of route is impassible, radio manager for route suggestions. |
| If Vehicle Stalls | |
| 1. | In mildly flowing water which is not above the children's knees, abandon bus to higher ground keeping in mind FLASH FLOOD MAY BE IMMINENT. |
| 2. | In deep or fast flowing water, act quickly to save students and others. Ask passerby for help as YOU MAY HAVE ONLY SECONDS. |

| TRANSPORTATION OFFICE | |
|---|--|
| Preparedness Before School Opens | |
| 1. | Listen to local radio and TV for flash flood warnings or flooding in specific areas. |
| 2. | Send emissaries to areas known to be flood prone to assess their accessibility. |
| 3. | Determine whether roads are presently passable. |
| 4. | Determine whether roads are likely to be passable when school opens. |
| 5. | Evaluate whether roads are likely to flood during school day. |
| 6. | Advise Superintendent or designee of assessment. |
| If School is Open | |
| 1. | Be prepared to reroute bus to more passable roads. |
| 2. | Continue to monitor weather advisories during the day. |
| 3. | Inform Superintendent of changes in assessment which may require early dismissal. |

Weather Emergencies

TORNADO SAFETY GUIDELINES

- Remember that the National Weather Service issues a TORNADO WATCH when the possibility of tornadoes exists.
- A TORNADO WARNING is issued when a tornado is spotted or indicated on radar.
- Remember there may not be time for a TORNADO WARNING before a twister strikes. Tornadoes form suddenly. Teachers and students should know the difference between a WATCH and a WARNING.
- Each school should be inspected and tornado shelter areas designated. Use interior hallways on the ground floor, which are NOT parallel to the tornado's path, which is usually from the southwest.
- Never use gymnasiums, auditoriums or other rooms with wide, free-span roofs. Avoid all windows and other glassed areas.
- Teachers and students should know their designated shelter areas.
- During a TORNADO WATCH, specific teachers or other staff members should be designated to monitor commercial radio or TV for TORNADO WARNINGS.

NOTE: The most dangerous locations in a building are usually along the south and west sides and at all corners.

- Weather spotters should keep an eye on the sky for dark, rolling clouds, hail, driving rain or a sudden increase in wind in addition to the telltale funnel or roaring noise. Precipitation or darkness often obscures tornadoes.
- Specific teachers should be assigned to round up students on playgrounds or other outdoor areas.
- When students are assembled in designated sheltered areas and if danger is imminent, instruct them to respond to a specific command, such "Drop and Tuck."
- Students should assume a protective posture facing an interior wall.
- Remember most tornado deaths are caused by head injuries.

DANGER SIGNS NEXT PAGE

DANGER SIGNS

- **Severe Thunderstorms** with thunder, lightning, heavy rains and strong winds.
- **Hail** usually comes from dark-clouded skies as pellets of ice.
- **Roaring Noise** which sounds like a hundred trains or a crashing, thunderous, sound.
- **Funnel** with a dark, spinning “rope” or column stretching from the sky to the ground or a sudden increase in wind.

Weather Emergencies

BUILDING OPERABILITY CHECKLIST

This checklist is to be used when assessing a building's ability to be operational following a major storm such as a hurricane.

| ITEM | OPERATIONAL | | DAMAGED | |
|--|--------------------|---|----------------|---|
| Water availability | Y | N | Y | N |
| Gas availability | Y | N | Y | N |
| Electricity availability | Y | N | Y | N |
| Sanitation system functioning | Y | N | Y | N |
| HVAC functioning | Y | N | Y | N |
| Boilers functioning | Y | N | Y | N |
| Roof leaks | Y | N | Y | N |
| Fallen trees | Y | N | Y | N |
| Fallen electrical wires DO NOT TOUCH! | Y | N | Y | N |
| Windows, doors damaged | Y | N | Y | N |
| Water lines, plumbing damaged | Y | N | Y | N |
| Flooding | Y | N | Y | N |
| Access to building | Y | N | Y | N |
| Parking availability | Y | N | Y | N |
| Miscellaneous | Y | N | Y | N |

Procedures for Emergency School Delay/Cancellation

Closing of Schools After The School Day Has Commenced

On some days, adverse weather conditions may develop while schools are in session. The decision to close schools after the school day has begun is a complex one. A number of factors and problems must be weighed before such a decision is made.

Every effort will be made to follow the regular end-of-the-day dismissal schedule since changing the schedule can cause confusion and inconvenience for parents and students. The normal expectation will be that school will not adjourn until the regular dismissal time.

However, on rare occasions, when maintaining the regular schedule may result in large groups of students being unable to return home safely, school will be dismissed early. In such circumstances, teachers will be contacted directly and informed of the decision. That contact will precede any general announcement. The general announcement will then be broadcast at a pre-determined time and TV and radio stations will be asked to provide advance warning, of the time of closing. Parents of all students will be called by the school secretary and the school nurse.

Closing Programs After School Hours, Evenings and Weekends

PROCEDURE

- A. The decision to close will be made by the principal after a call from the local superintendent.
- B. Call staff/volunteers working in the program.
- C. Inform radio stations/TV stations

NOTE: *We will use delayed openings whenever additional time is needed to provide for safer school conditions. Schools and buses could operate up to two hours later than usual. Schools will be dismissed at the regular time when there is a delayed opening. School closings, delays, or early dismissals will be announced on the following stations:*

Television: WSFB Channel 3, WVIT Channel 30

Radio: WICH, WCTY, WNLC.

Medical Problem or School Accident

MEDICAL PROBLEM OR SCHOOL ACCIDENT

| TEACHER | | PRINCIPAL'S OFFICE | |
|---------|--|--------------------|--|
| 1. | Do not move child – keep stable. | 1. | Call School Nurse. |
| 2. | Call office/school nurse with name of injured student and nature of problem or injury. | 2. | Review incident report. |
| 3. | Complete incident report with nurse ASAP. | 3. | Call Pastor and Diocesan Superintendent. |

| SCHOOL NURSE | |
|--------------|--|
| | In absence of school nurse the building administrator will implement the procedures below. |
| 1. | Check student's emergency health information. |
| 2. | Bring necessary medical supplies to site. |
| 3. | Assess severity of injury or illness. |
| 4. | Call parent/guardian. |

| Serious Problem | |
|-----------------|--|
| 1. | Call 911 for ambulance. |
| 2. | Stabilize student and administer first aid until medical personnel arrive following protocols. |
| 3. | Notify Principal's Office. |
| 4. | Have student's emergency health information available to accompany student to hospital. |
| 5. | Obtain diagnosis; follow-up and file report. |

| Minor Problem | |
|---------------|---|
| 1. | Move student to Nurse's office for assessment. |
| 2. | Administer nursing care per protocols. |
| 3. | Call student's parents as needed. |
| 4. | Document assessment findings/treatment and or any recommendation. |
| 5. | Notify school medical advisor as necessary. |

Medical Problem or School Accident

STUDENT WARNING SIGNS

Teachers are often in the best position to identify students who may be having difficulty coping with a crisis. The following symptoms are indicators that a student may need further help. These signs may appear immediately after a crisis or may be delayed.

| | |
|--|--|
| " Deep depression, hopelessness | " Sudden happiness in a youngster who has been depressed for a period of time. |
| " Talk of suicide or a suicide threat | " Withdrawn behavior |
| " Change in personality or behavior | " Personal neglect |
| " Increased acting out behavior | " Risk Taking |
| " Psychosomatic complaints or increased illness | " Inability to concentrate |
| " Eating or sleeping problems | " Change in school performance |
| " Substance abuse or increased abuse | " Absenteeism |
| " Reactions that appear normal at first but persist and don't improve (example, continued sadness or crying) | " Preoccupation with death |
| | " Giving away possessions |
| | " Notes or discussions in which the student seems to be saying goodbye. |

HIGH RISK STUDENTS

Students who are particularly vulnerable at the time of a crisis include those who are:

| | |
|--|-----------------------------------|
| " Close to a person who died or is in crisis | " Suffering from another loss |
| " In recent conflict with person who died | " Lonely or socially isolated |
| " Suicidal, having already made an attempt or threat | " Lacking in social skills |
| " Difficulty expressing self verbally | " Experiencing heavy stress |
| " Lacking in inner resources to deal with anger or frustration | " Unhappy or depressed |
| | " Preoccupied with death or dying |

PROCEDURES FOR DEALING WITH A DEATH

A death in a school has an effect on the entire school community. The initial reaction to a death is often shock, particularly when the death is sudden or violent. Having a plan and a crisis team in place allows administrators and school staff to react more quickly and to deal more effectively with the impact of a death. These pages include procedures and guidelines to follow in the case of the death of a student, school employee, community, or national leader.

DEATH OR HOMICIDE

| TEACHER | | PRINCIPAL'S OFFICE | |
|----------------|--|---------------------------|--|
| 1. | Notify Principal's Office and the nurse. | 1. | Call 911 for police and ambulance. Secure the scene. |
| 2. | If perpetrator is in the area, speak calmly until police arrive. | 2. | Secure emergency health information from enrollment card. |
| 3. | If there is no perpetrator, remove students from the area. | 3. | Assist police in locating any possible perpetrators. |
| 4. | Await public officials and administrative personnel. Secure the scene. | 4. | Principal and teacher notify parent in person if possible. |
| 5. | Return students to classroom when advised. | 5. | Appoint a staff member to accompany ambulance to hospital. |
| 6. | Complete incident report ASAP. | 6. | Call Pastor and Superintendent's office. |
| 7. | Identify students in need of intense counseling. | 7. | Convene school crisis team. |
| | | 8. | Inform staff and inform students. |
| | | 9. | Facilitate investigations by civil authorities, i.e. police, DCF. |
| | | 10. | Announce counseling services and document students receiving counseling. |
| | | 11. | Write informational note to parents. |
| | | 12. | Include condolences as appropriate. |
| | | 13. | File an incident report. |

| SCHOOL NURSE | |
|---------------------|---|
| 1. | Provide privacy for victim. |
| 2. | Document approximate time and specific observations. |
| 3. | Provide a copy of documented information to EMS for hospital personnel. |
| 4. | Superintendent/Administrator to notify parents. |
| 5. | Identify and refer any students in need of counseling. |

Medical Problem or School Accident

DRUG OVERDOSE

| TEACHER | | SCHOOL NURSE | |
|----------------|--|---------------------|--|
| 1. | Keep student as stable as possible. | 1. | Conduct an emergency assessment. |
| 2. | Send for nurse with name of ill student. | 2. | Call 911. |
| 3. | Notify Principal's Office. | 3. | Administer nursing care until medics arrive following protocols. |
| 4. | Isolate witnesses. | 4. | Appoint staff member to secure emergency information and accompany student to hospital and act as liaison. |
| 5. | Await public officials and administrative personnel. | 5. | Document findings/assessment. |
| 6. | Complete incident report ASAP. | 6. | If student is alert, obtain name of drug, how administered, what time. |
| | | 7. | Provide copy of document information to EMS for hospital personnel. |
| | | 8. | File an incident report. |

| PRINCIPAL'S OFFICE | |
|---------------------------|---|
| 1. | Facilitate 911 call. |
| 2. | Call Pastor and Superintendent or designee. |
| 3. | Appoint the nurse to contact a parent. |
| 4. | Notify police as per policy. |
| 5. | Convene school crisis team. |

Medical Problem or School Accident

SUICIDE ATTEMPT IN PROGRESS

| TEACHER | | PRINCIPAL'S OFFICE | |
|---------------------------------|---|--------------------|--|
| 1. | Send for principal and nurse. | 1. | Call 911 for police and ambulance. |
| 2. | Try to calm the student and others and in calm voice, ask student for permission to evacuate rest of class. | 2. | Notify nurse to obtain student's emergency health information and take to scene. |
| 3. | Evacuate quietly if allowed. | 3. | Notify parents. |
| 4. | Return students to classroom when advised. | 4. | Appoint staff member to handle arriving parents. |
| 5. | Complete incident report ASAP. | 5. | Call the Pastor & Superintendent/designee. |
| 6. | Identify students in need of more intense counseling. | 6. | Escort police to scene and stay out of view of student. |
| If Suicide Prevented | | | |
| 1. | Convene crisis team as necessary. | | |
| 2. | Require parents to show proof of psychological consultation before student returns to school. | | |
| If Suicide NOT Prevented | | | |
| 1. | Authorize increased counseling services to students. | | |
| 2. | Provide written and personal condolences to family. | | |
| 3. | Facilitate any investigations by district/civil authorities. | | |

| NURSE | |
|-------|---|
| 1. | Notify Principal. |
| 2. | Personally go to scene and take control if situation is safe. |
| 3. | Brief law enforcement officer and ask for guidance if not already called. |
| 4. | If weapon is visible, use good judgment on whether or not to approach student. |
| 5. | Speak calmly with student, try to diffuse situation using counseling expertise. |
| 6. | Maintain contact with student. |
| | |

Medical Problem or School Accident

SUICIDE ATTEMPT IN PROGRESS (Con't)

| If Suicide Prevented | |
|----------------------|---|
| 1. | The nurse/officer/principal will continue to remain with the student immediately for the purpose of establishing sequential facts or events leading to the crisis. At no time during this process is the student to be left alone. |
| 2. | In the event the staff member perceives that a student has taken action which creates a medical emergency: the school nurse will be notified immediately and emergency medical procedures will be followed or the school nurse will notify the parents and have them meet the student at the hospital. |
| 3. | Under no circumstances is a student allowed to go home alone. The student must be released only to a parent, guardian, or other responsible adult. |
| 4. | If reasonable attempts to reach the parent, guardian, or other responsible adult in whose custody the student may be released are not successful, the case will be treated as a medical emergency and arrangements will be made to transport the student to an area hospital emergency room or mental health facility. |
| 5. | If the student is not judged to be suicidal, the parents will be notified immediately of the referral, and of all conclusions reached. |
| 6. | The school employee who assumes responsibility for the case will write a detailed report within twenty-four hours. The report will include those activities performed to follow through and ensure the safety and well-being of the student. A copy of all reports will be submitted to the parents, the principal, and the superintendent. |
| 7. | The nurse/principal will maintain contact with the student's mental health professionals to support programming needs and follow-up procedures. |
| 8. | If a student is deemed to be suicidal, the parents will be asked to provide proof of psychological consultation before student is permitted to return to school. |
| 9. | Work with parents, student, administrators, and teachers to monitor student. |
| 10. | Give student and parents phone number for the National Youth Crisis Hotline 1-800-448-4663. |

Medical Problem or School Accident

VERBAL or WRITTEN THREATS OF SUICIDE and OTHER INCIDENTS

| TEACHER | | NURSE | |
|---------|---|-------|---|
| 1. | Notify principal immediately. | 1. | Isolate student from peers if possible. |
| 2. | Take threat seriously, keep student stable. | 2. | Talk with students and assess the seriousness of threat. |
| 3. | Tell student you are concerned. | 3. | Ask directly if person has entertained thoughts of suicide. |
| 4. | Do not leave student alone. | 4. | Do not leave student alone. |
| 5. | Continue to express interest in student after crisis is over. | 5. | Notify Principal and parents. |
| | | 6. | Continue to counsel and observe the student. |
| | | 7. | Provide parents with other community resources for counseling. |
| | | 8. | Work with parents, students, teacher and administrators to monitor student. |

| PRINCIPAL'S OFFICE | |
|--------------------|---|
| 1. | Notify parents to come to school to meet with principal and nurse. |
| 2. | Send letter to parents referring to school policy. |
| 3. | Ask parents to provide proof of psychological consultation before student is permitted to return to school. |
| 4. | Complete required form for Superintendent. |

Medical Problem or School Accident

FOOD POISONING

| TEACHER | | PRINCIPAL'S OFFICE | |
|---------|----------------------------|--------------------|--|
| 1. | Notify Nurse. | 1. | Call for Nurse. |
| 2. | Notify Principal's Office. | 2. | Appoint a staff member to pull appropriate emergency health information from enrollment cards. |
| | | 3. | Notify cafeteria to take action. |
| | | 4. | Notify parents to pick up ill students if medical personnel advise. |
| | | 5. | Notify Pastor and Superintendent/designee. |
| | | 6. | Convene crisis team. |
| | | 7. | Assist Nurse with management of ill students. |
| | | 8. | Follow directions from public health agencies. |
| | | 9. | File appropriate reports with district and public health agencies. |

| NURSE | | CAFETERIA | |
|-------|---|-----------|--|
| 1. | Determine severity of illness and how widespread after notifying Poison Control Center. | 1. | Close cafeteria. |
| 2. | If severe problem, call 911 for ambulance; administer first aid until medics arrive. | 2. | Secure items used in food preparation for examination and tests. |
| 3. | Consult/Notify Principal | 3. | Store samples of suspected menu items for examination. |
| 4. | Notify and file appropriate reports with public health agency and local physician. | 4. | Remain available for examinations by public health personnel. |
| 5. | Consult with School Medical Advisor, Dr. Ramindra Walia, 892-7042 | 5. | Follow any further directions from public health agencies. |

| If NOT Severe Problem | |
|-----------------------|---|
| 1. | Administer nursing care until parents arrive following protocols. |
| 2. | Encourage notification of physician for proper treatment. |
| 3. | File incident report as necessary. |

Medical Problem or School Accident

BUS ACCIDENT

| BUS DRIVER | |
|-------------------|--|
| 1. | Secure vehicle and display appropriate warning devices. |
| 2. | Survey all individuals involved in the accident for extent of injuries. |
| 3. | Call Supervisor, District Central Office. |
| 4. | Report the location of accident, bus number, and route number. |
| 5. | Report any injuries and whether an ambulance is needed. |
| 6. | Report whether a bus is needed to continue route. |
| 7. | Keep all students on bus unless safety conditions warrant removal. |
| 8. | Administer critical first aid. |
| 9. | Recruit adult assistance by flagging approaching vehicles. |
| 10. | DO NOT move vehicle until instructed to do so. |
| 11. | Account for all students and on proper form record extent of injuries. |
| 12. | Get names, addresses, and phone numbers of all witnesses. |
| 13. | Make no statements to media or bystanders; give information to investigating officers and school officials only. |
| 14. | Upon returning to transportation department, assist in completing all necessary accident reports. |

| THREAT OF FIRE | |
|-----------------------|---|
| 1. | Move children and others to safe location, at least 100' from side of road if possible. |

Medical Problem or School Accident

BUS ACCIDENT (Con't)

| PRINCIPAL'S OFFICE | | DIRECTOR OF TRANSPORTATION | |
|--------------------|---|----------------------------|---|
| 1. | Call Pastor and Superintendent's office. | 1. | Go to scene of accident ASAP bringing guidelines, forms, camera and radio or cell phone. |
| 2. | Collect emergency health information from enrollment cards for all students on bus. | 2. | If medical personnel have not arrived, assist with first aid. |
| 3. | Appoint 1-2 staff members with visible ID's to go to accident site to bring any special health considerations to medical personnel at site. | 3. | Get list of students involved in accident, injuries incurred, and report new information to central dispatch if possible. |
| 4. | If an ambulance has been called, a staff member should accompany ambulance to the hospital with emergency health information and act as liaison between hospital and school. | 4. | Take pictures of accident scene, gather information, and compile seating chart at time of accident. |
| 5. | In the event of a serious injury or fatality, the Principal/designee will go to accident site and hospital. | 5. | Assist bus driver in any way possible, including caring for students. |
| 6. | Appoint staff to contact parents and, as information is available, inform them whether their child is injured or uninjured or to direct them to medical facility to which student has been taken. | 6. | Go to the hospital and stay until a physician has seen everyone. |
| 7. | Refer incoming media calls to Superintendent's office. | 7. | Complete accident report and forward to district safety department with copy to transportation office. |
| 8. | Assemble crisis team. | | |

| NURSE (Not Severe-Students Brought to School) | |
|--|--|
| 1. | Students brought to school gym or other designated area for triage. |
| 2. | Vital signs taken on each student. |
| 3. | Nursing care administered as needed following protocols. |
| 4. | Accident report completed on each student (Be sure to include whether student has a complaint or not, vs., treatment given, whether student remains in school or is dismissed, have student initial report.) |
| 5. | Encourage parents to notify their physician. |

Other Student Emergencies

UNAUTHORIZED REMOVAL OF STUDENT

| SCHOOL SECRETARY | |
|-------------------------|--|
| 1. | Use preventative actions and notify administrator. |
| 2. | In event of unauthorized removal NOTIFY PRINCIPAL IMMEDIATELY . |
| 3. | Have list of students on desk who are not to be released to anyone except a specific person or other special instructions. |
| 4. | Red flag enrollment cards and emergency cards of such students. |
| 5. | Record on student's enrollment card changes in custody after seeing court document. |
| 6. | Keep copy of that document on file. |
| 7. | Keep any student who seems reluctant to go with pick-up person and notify the principal immediately. |

| TEACHER | |
|----------------|-------------------------------|
| 1. | Report to Principal's office. |

| PRINCIPAL'S OFFICE | |
|---------------------------|---|
| 1. | Students may only be released to those listed on the emergency card. If it's a change from the usual pick-up person, a note with the signature of the custodial parent or guardian is required and the pick-up person must be listed on the emergency card. Check with custodial parent or guardian for approval before releasing child to anyone else (this would only be in time of emergency). |
| 2. | Record time and date of telephone approval of such a case. |
| 3. | Verify identity of parent with return call to parent's telephone number listed in student's folder. |
| 4. | Ask for person's driver license number and record name and number. |
| 5. | If student abducted, get license plate number if car involved. |
| 6. | Call 911. |
| 7. | Notify Pastor and Superintendent. |
| 8. | Do not release any information to media; refer inquiries to law enforcement agency. |
| 9. | When police arrive, work closely with them. |

Other Student Emergencies

SUSPECTED CHILD ABUSE

| TEACHER | | NURSE | |
|--|--|--------------|--|
| 1. | Report any suspected abuse or neglect of students with all relevant physical or mental information to Principal and nurse. | 1. | Observe student and make assessment of suspected abuse or neglect. |
| 2. | Remember that each person to whom the child discloses abuse or neglect has the responsibility to respond and report to children's protective services. (DCF) orally within 24 hours and written within 48 hours and Police Department, if necessary. | | |
| 3. | Do follow-up on suspected abuse or neglect. | | |
| If Abuse or Neglect is Determined or Suspected (by Nurse, Principal, Teacher) | | | |
| 1. | Notify Principal if determined or suspected by nurse and/or teacher. | | |
| 2. | Notify children's protective service (DCF) within 24 hours - IT IS THE LAW! (oral report) | | |
| 3. | Principal, nurse and teacher must be aware of assessment. | | |
| 4. | Allow student to return to normal schedule ASAP. | | |
| 5. | Make written report within 48 hours to Department of Children and Families. | | |
| 6. | Remember that a person who reports, without malice, is immune from civil or criminal liability. | | |
| 7. | Name of person who reports is kept confidential. | | |
| 8. | File copy of report to Principal's office to be kept confidential. | | |

Other Student Emergencies

MISSING OR RUNAWAY STUDENT

| PRINCIPAL'S OFFICE | |
|---------------------------|--|
| 1. | Begin proper procedures when parent or guardian has called school to advise of missing student. |
| 2. | Search campus including "all call" on PA. |
| 3. | If student is bus rider, call transportation office. |
| 4. | Gather pertinent information. |
| 5. | Advise caller to contact alternate caregivers and friends. |
| 6. | If caller is parent, advise to call police if student is not located in a reasonable amount of time. |
| 7. | Ask caller to call again if student is located. |
| 8. | Obtain registration form and photo from files. |
| 9. | If student is not found on campus, contact police. |
| 10. | Check with children at student's bus stop. |
| 11. | If student is a young child who is possibly lost, staff may want to drive child's route to school. |
| 12. | Advise parent to call police. |
| 13. | Notify Pastor and Superintendent. |
| 14. | Do not release any information to the media. |
| 15. | Refer questions to Superintendent's office. |
| 16. | When police arrive at school, work closely with them. |
| 17. | If student is located, notify parent immediately. |

| During Schools Hours After Student Has Been Listed As "Absent" | |
|---|---|
| PRINCIPAL'S OFFICE | |
| 1. | Obtain emergency form and photo from cumulative file. |
| 2. | Search campus, including an "all call" on PA. |
| 3. | Call parent or those listed on emergency release form. |
| 4. | Advise parents to call police if student is not located within a reasonable period of time. |
| 5. | If parents are unresponsive or unavailable, call police. |
| 6. | Notify Superintendent office. |
| 7. | Do not release any information to media. |
| 8. | When police arrive at school, work closely with them. |
| 9. | If student is located, notify parent immediately. |

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management

RESCUE SQUAD/POLICE EMERGENCYDial 911

POISON CONTROL CENTER 1-800-343-2722

**DO NOT HESITATE TO NOTIFY A PARENT OF A
HEALTH CONCERN EVEN IF NOT AN EMERGENCY**

Alphabetical Index – In all cases listed below school nurse is responsible to carry out necessary first aid. If the school nurse is not available the building administrator is the responsible party.

ABDOMINAL PAIN/STOMACH ACHE

- A. Have patient rest.
- B. Elicit recent diet history, vomiting, stool pattern and menstrual cycle status.
- C. Take temperature.
- D. If pain is severe, temperature greater than 100° or persists, notify parent and advise medical assessment.
- E. For menstrual cramps: offer hot water bottle.

ABRASIONS, SCRATCHES. CUTS

- A. Clean with antibacterial product or soap and water
- B. If bleeding is severe or cut extensive, apply dry sterile dressing and pressure to control bleeding.
- C. Call parent for severe cut, severe bleeding, deep puncture wound or gaping wound and recommend medical treatment.
- D. In severe contaminated wound check status of Tetanus (should be within 5 years, 10 years is routine).

ALLERGIC REACTION

Severe allergic reaction which may occur from insect bite, drug allergy, or food allergy. Exposure may be by ingestion, inhalation, or injection.

KNOWN REACTOR: Always check for individual physician's orders and give the prescribed drug and dosage.

- A. **DO NOT** wait for symptoms to appear in cases of physician certified history of peanut anaphylaxis: Follow physician's order, notify physician, follow procedures IV. and V.
- B. If no physician's order, follow directions for "Unknown Reactor".

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

UNKNOWN REACTOR: Call child's physician or the school medical advisor immediately. Assess patient - some or all of the following symptoms may be present:

- A. Exhibiting respiratory difficulties: Cough, wheezing, painful breathing, tightness in chest, may cease to breathe.
 - 1. Administer EpiPen according to dosage below.
 - 2. Administer Benadryl according to dosage below.
- B. No respiratory difficulties - with "other symptoms" present (see II. C. below):
 - 1. Administer Benadryl according to dosage below.
 - 2. If respiratory difficulty develops, administer EpiPen according to dosage below.
- C. Other Symptoms:
 - 1. Skin: Cold and moist to touch, itching, hives, may be present over body.
 - 2. Color: Flushed or pale at first, then mottled or bluish.
 - 3. Pulse: Rapid at first, may be faint.
 - 4. Blood Pressure: Low or unattainable.
 - 5. Also: Restlessness, severe headache, severe nausea, vomiting and diarrhea, abdominal cramping, fainting, unconsciousness.

DOSAGES:

- A. **EPINEPHRINE:** EpiPen or EpiPen Jr. per following instructions if patient is wheezing or having difficulty breathing and no other MD order is available.
 - 1. First Dose EPINEPHRINE:
 - a. Person over 45 lb. (grade 3 and above): Give 0.3 cc (.3 mg) epinephrine (EpiPen) U.S.P. 1:1000 subcutaneously.
 - b. Person under 45 lb. (or for all K-2nd graders if weight is unknown): Give 0.3 cc (.15 mg) epinephrine (EpiPen Jr.) U.S.P. 1:2000 subcutaneously.
 - 2. Second Dose EPINEPHRINE: Repeat the injection as above in 10 minutes if no improvement, if deterioration, and if ambulance has not arrived.
- B. **BENADRYL**
 - 1. Person over 45 lb. - 4 tsp. (50 mg) elixir or two 25 mg capsules.
 - 2. Person under 45 lb. - 2 tsp. (25 mg) elixir or one 25 mg capsules.

MONITOR PATIENT

- A. If indicated, administer epinephrine according to above dosages.
- B. Call 911 after administering EpiPen. Monitor airway. Be prepared to do CPR.
- C. Call parent.

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

OTHER MEASURES

- A. Lie patient down flat, elevate feet 8-10" above heart level unless foot is site of insect bite.
- B. If insect bite:
 - 1. If bee sting, look for stinger and carefully scrape out. Do not push, pull or squeeze with tweezers or imbed stinger.
 - 2. Keep affected part down below level of victim's heart.
 - 3. Cover patient to keep from losing body heat. Do not add extra heat.
- C. Notify school medical advisor and nursing supervisor if anaphylaxis occurs.

ASTHMA ATTACK

- A. If known asthmatic develops wheezing, difficulty breathing or shortness of breath unrelieved by rest:
 - 1. Encourage student to relax
 - 2. Keep patient in a sitting position
 - 3. Offer fluids to drink
 - 4. Give PRN medication/inhaler if it has been ordered
 - 5. Notify parent of breathing difficulties and consult with physician with parental consent
 - 6. Suggest having medication at school for future episodes
- B. Call ambulance or physician if
 - 1. Breathing becomes more difficult and/or he/she becomes tired and drowsy
 - 2. Notify parent

BEE STING - AND OTHER INSECT BITES AND STINGS

- A. Check Emergency List for patient with known allergy to a particular venom.
 - 1. Call 911 immediately
 - 2. Follow specific emergency plan for that patient
- B. For all other patients:
 - 1. Remove venom sac by gently scraping
 - 2. Apply ice pack
 - 3. Observe for signs and symptoms of allergic reaction:
 - a. Severe swelling at the site, extending into surrounding tissue, nasal congestion or nausea.
 - 1. Administer Benedryl elixir or tablets:
Pre K - Grade 3 - 25 mg (2 tsp.)
Grades 4 - 12 - 50 mg (4 tsp.)
 - 2. Notify parent and request immediate medical attention
 - b. Hives, breathing difficulty, loss of consciousness
 - 1. Inject EpiPen - 0.15 < 45 lb., 0.30 > 45 lb.
 - 2. Call 911
 - 3. Notify parent and notify MD

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

BITES

- A. Animal (dog, cat, squirrel, etc.)
 1. Cleanse wound well with antibacterial product or soap and water
 2. Cover with dry sterile dressing
 3. Notify parents and get medical attention, especially if bite on face or neck, as Tetanus booster may be needed
 4. Get description of animal, owner's name (if pet), and notify police (dog warden)
 5. Alert MD if bite was squirrel, skunk, etc. for possible rabies prophylaxis. Notify medical advisor
- B. Human
 1. Cleanse wound well with antibacterial product or soap and water
 2. Cover with dry sterile dressing
 3. Notify parent if skin is broken
- C. Tick
 1. Remove carefully with tweezers grasping as close to mouth of tick if possible. Tape specimen to paper and send home with child.
 2. Cleanse wound well with antibacterial soap and water
 3. Cover with dry sterile dressing if necessary
 4. Notify parent and suggest notifying their MD

BLISTERS

- A. Clean with antibacterial product or soap and warm water
- B. Cover with Band-Aid as needed
- C. Instruct patient to wear clean socks daily
- D. Evaluate shoes for support and correct size

BURNS (thermal or chemical)

- 1ST degree (superficial): skin reddened, no blister
- 2nd degree: Superficial partial-thickness-skin, reddened, and blistered. Deep partial thickness-skin white and dry, blanches with pressure, decreased sensitivity to pain.
- 3rd degree: skin is dry, leathery in appearance, no sensation

TREATMENT

- 1st degree: apply cool compress for 15-20 minutes and anesthetic burn ointment
- 2nd degree superficial: cool compresses for 15-20 minutes. Gently cleanse with lukewarm water and apply bulky, sterile dressing (no ointment applied to intact blister as it weakens blister and is conducive to breakage). Notify parent
- 2nd degree deep notify parent and physician or emergency department
- 3rd degree: refer to physician or emergency department. Notify parent

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

CHICKEN POX

- A. Exclude from school
- B. Must be checked before reentry at least 5 days after initial rash symptoms to ensure that there are no new eruptions and scabs are drying.
- C. Notify staff and encourage contacting their physician

COLD/COUGH

Check temperature. If patient presents as generally ill in appearance with possible contagious symptoms of runny nose and cough, or cough is continuous, hacking and/or disruptive to class, notify parent for exclusion.

DIABETICS – SEE INDIVIDUAL STUDENTS MD'S ORDERS

- A. Insulin Shock - sweating, drowsiness, intense hunger, vision problems, speech may be incoherent, sweet odor to breath.
 - 1. Give portions of tube frosting until diabetic feels better
 - 2. Notify parents and request permission for use glucometer
 - 3. Contact parents if reading indicates need for medical intervention
 - 4. Call 911 if non responsive
- B. Diabetic Coma - Blood sugar is high/decreased amount of insulin in the blood
 - 1. Symptoms: extremely ill appearance, flushed skin, gasping breath, drowsy
 - 2. Call ambulance immediately and notify parents. Take blood sugar measurement if possible

DRUGS AND DOSES

Before administering, always check with patient & patient's record for possible allergy.

TYLENOL-350 mg – 650 mg po every 4-6 hours as needed grades 6-12 (Not to exceed 12 tabs per day)

ANTIBIOTIC OINTMENT - may use Neopolycin, Neosporin, Polysporin, Bacitracin, or Mycitracin.

BENADRYL - (0.2 mg/lb) given q 4-6 hours over 45lb 4 tsp (50mg) Elixir or Two 25 mg mg capsules (50mg) under 45lbs 2 tsp (25mg) Elixir or one 25mg capsule

CALAMINE - poison ivy

OVER THE COUNTER MEDICATIONS given as per instruction accompanying them with physicians order.

BACTINE - rash - sunburn.

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

BURN GEL - burns

EPIPEN- over 41lbs (grade 3 + above - .3cc (.3 mg) Epinephrine U.S.P. 1:2000 SC

EPIPEN JR – under 45lbs (or all K-2nd graders if weight unknown) .3cc (15 mg)
Epinephrine U.S.P. 1:2000SC

ISOPROPYL ALCOHOL - pierced ears, umbilicus, eyebrows.

HYDROGEN PEROXIDE - wound care.

BLISTEX - chapped lips.

VASELINE - Chapped skin.

TINC OF BENZOIN - secure bandage.

BAUSCH & LOMB - eye solution - contact lenses.

BETADINE - PHISOHEX - HIBICLENS - DIAL

WATER BABIES –suntan lotion SPF 45

EARACHE

- A. Check temperature
- B. If pain is severe or persistent or there is evidence of drainage, notify parent for further medical assessment. Exclude student and advise parent to see MD.
- C. Acetaminophen may be given following school's medication policy.

EMERGENCY TREATMENT

- A. In all cases contact physician as soon as possible
- B. May call 911 for oxygen
4 - 5 liters / min. (nasal or oral) for severe dyspnea and/or cyanosis
- C. Snake bite
 - 1. Keep patient calm
 - 2. Loosen clothing – splint the affected extremity limiting motion
 - 3. Monitor vital signs
 - 4. Call emergency room for advice
 - 5. Call 911 for emergency transport
 - 6. Notify medical advisor/parent/student physician
- D. Hyperventilation - put paper bag over victim's mouth and nose and hold against face until able to breathe regularly

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

E. Poisoning

1. Save sample of poison, if available
2. Call Poison Control Center immediately at 1-800-343-2722
3. Have Ipecac, Activated Charcoal, and milk readily available to administer as directed by Poison Control Center

F. Drug/Alcohol Overdose

1. Call 911 and notify administrator, parent/guardian
2. Monitor vital signs, airway patency, level of consciousness

EYE

A. For penetrating object in eye:

1. Do not remove object
2. Cover both eyes loosely with sterile dressings, avoiding any pressure on eyes
3. Keep patient quiet
4. Nurse to follow-up assessment

B. Other foreign bodies:

1. Flush liberally with warm tap water
2. Lids may be inverted and particle removed by gently touching with a clean wet cotton swab. If any symptoms refer to physician

C. Conjunctivitis (Pink eye)

1. Exclude from school based on nursing assessment
2. May return as soon as treatment initiated
3. Nurse to follow-up assessment

FAINTING/SYNCOPE

- A. Lower head or lie flat with feet elevated
- B. Take vital signs
- C. Determine dietary intake and menstrual status
- D. Allow to rest before gradually resuming upright position
- E. Notify parents

FEVER

- A. Exclude with temperature 100.0 degree F and above.
- B. May administer acetaminophen following school's medication policy
- C. Note associated symptoms

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

FIFTH DISEASE

- A. No need for exclusion
- B. Principal is to be informed that Fifth Disease is in the community
- C. Notify staff and encourage contacting their physician if pregnant
- D. Send home informational notice to parents of students who may have been exposed.

FRACTURES (SUSPECTED) AND DISLOCATIONS

- A. Do not move patient if fracture of back or neck is suspected, call 911 as warranted
- B. For other areas:
 - 1. Immobilize
 - 2. Apply ice
 - 3. Notify patients and refer for immediate medical care

FROST BITE

- A. Get victim to warm place
- B. Put frozen parts in warm (100-105) but not hot water. Do not rub area. Loosely bandage affected area and elevate if possible.
- C. Notify parent and Medical Doctor of immediate medical care.

HEAD INJURIES

- A. Apply ice
- B. Keep patient under constant observation for 15 - 30 minutes
- C. If accompanied by amnesia, pupillary size difference, fever, abnormal gait, excessive sleepiness, dizziness, unconsciousness (even brief), headache, nausea, vomiting, change in pulse rate, nose bleed, or bleeding or clear watery fluid from the ears or nose - exclude via parent or 911

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

D. HEAD INJURY WITH LOSS OF CONSCIOUSNESS

1. DO NOT move patient. Keep airway open. Notify Parent immediately
 - a. If patient recovers and has no lasting signs of head injury, exclude to parent with list of symptoms to observe and recommendation for medical follow-up
 - b. If student shows signs of head injury or does not recover, call ambulance
2. Signs of head injury: severe headache, drowsiness, nausea vomiting, double or blurred vision, changes in pupil size, loss of muscle coordination, confusion / unusual behavior, convulsions or loss of consciousness.

HEAD LICE (PEDICULOSIS)

Students will be excluded with positive results of lice and selectively, per nurse, of nits. Once treated they must be checked by school nurse before returning to class.

HEAT RELATED REACTIONS – Encourage increased fluid intake prior to outdoor activities.

- A. Heat cramps (An early sign of heat exhaustion which usually affects muscles of legs and abdomen first)
 1. Give sips of water for at least one hour
 2. Exert pressure with hands on cramped muscles to help relieve spasms
 3. Recommend rest
 4. Exclude to parent if persistent
- B. Heat exhaustion (skin cool, sweating, nausea, dizziness)
 1. Rest in cool place
 2. Lie flat and elevate legs Give sips of water
 4. Exclude to parent
- C. Heat Stroke (high temperature. dry- skin. loss of consciousness)
 1. Call 911
 2. Lie flat, legs up, loosen clothing
 3. Apply cold compresses to lower body temperature

*May need to modify out door activities/sports as needed with consultation of administrator.

HEPATITIS VACCINE

Administer Recombivax HB 1.0 cc x 3. according to the following schedule:

1st dose: At elected time

2nd dose: No less than one month later

3rd dose: No less then 6 months after initial dose if another brand of vaccine is used follow suggested dosing schedule on insert.

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

IMPETIGO

- A. Exclude from school with large or multiple lesions until appropriate treatment accomplished
- B. Urge medical intervention
- C. Must be checked before re-entry to school by school nurse
- D. Must have been treated effectively prior to school re-entry

MONONUCLEOSIS

- A. Obtain notes from MD notes regarding limitations of any activities
- B. Must present physicians OK for resumption of sports/gym participation

NOSE BLEED

- A. Keep patient sitting up
- B. With head up, have patient compress nostrils with thumbs and forefinger against nasal septum for 10 minutes
- C. If no relief, notify parents and urge medical attention

PINWORM

- A. Students diagnosed should be under physicians care and be excluded from the school setting for the initial 24- hour period
- B. Notify parents of classmates via a letter from the nurses office
- C. Review infection precautions with classroom teacher, custodian and all necessary personnel

RASH

- A. Check character and extent of rash
- B. Note any other symptoms
- C. Isolate if symptoms warrant and exclude to parent

RINGWORM

SCALP (Tinea Capitis)

- A. Following diagnosis exclude student first 24 hours after treatment
- B. Notify parents of classmates via letter from school nurse

BODY (Tinea Corporis)

- A. Following diagnosis exclude first 24 hours after treatment
- B. Notify parents of classmates via letter from school nurse

First Aid & Sudden Illness Management

First Aid and Sudden Illness Management (con't)

SCABIES

- A. Exclude from school until student and family have been adequately treated by MD
- B. Must be re-checked before re-entry

SEIZURES

- A. Assist student to the floor and remove all objects from the immediate area (in order to protect from injury)
- B. Turn student to side (to prevent the tongue from blocking the air passage)
- C. DO NOT restrain movements or put anything in the mouth
- D. Allow seizure to proceed, noting the length of time it lasts
- E. After seizure stops, cover and keep warm and loosen tight clothing and allow patient to rest. (May be incontinent of urine/stool).
- F. Notify parent. Exclude if warranted

SORE THROAT

- A. Check temperature
- B. May administer Tylenol following school's medication policy.
- C. Refer to parents for possible medical attention
- D. Diagnosed Strep Throat requires quarantine for 24 hours with return to school under treatment.

SUNBURN

- A. Prevention is best.
- B. Encourage extra fluids in more severe cases
- C. Acetaminophen may be given following school's medication policy

SPLINTERS

- A. Clean area with antibacterial product or soap and water
- B. Superficial splinters may be removed with sterile tweezers. Then cover with dry sterile dressing as necessary.
- C. All other splinters should be referred to parent for possible further treatment by child's physician

SPRAINS AND ACUTE MINOR MUSCULOSKELETAL INJURIES

- A. Rest affected area
- B. Apply ice pack and elevate
- C. Notify parents – exclude as warranted
- D. If extreme pain, advise medical assessment

STOMACH ACHE (See abdominal pain)

MEDICAL INVENTORY LIST

Equipment

Audiometer-Beltone
Blood Pressure Cuff
Medicine box attached to the wall
Scale
Titmus Machine
Vision Stand
Sharps box
Splints
Peak Flow Meter
Fanny pack first aid kits for field trips
Otoscope
Wheel chair

Supplies

Adhesive Tape Remover Pads
Alcohol Prep Pads
All-purpose cleaner antibacterial disinfectant
Antiseptic Towelettes
Applicators
Band aids
Calamine Lotion
Cotton balls
EMT Tooth saver
Emesis Basin
Eye Wash irrigate
Gauze
Germicidal Disposable Wipes
Gauze
Gloves
Hand Lotion
Hazmat bags –red
Hydrocortisone Cream 1%
Ice/heat packs
Instant cold packs
Isopropyl Alcohol
Medicine Cups
National Standard EZ Clean Kit
Peroxide

Trauma Bag

4X4 sterile
Ace Wrap (3", 6")
Alcohol prep pads
AMBU Bag (Adult and Child)
AMBU Mask (Adult and Child)
Extra Large Bandaids
Disposable apron
Disposable Oral Airway (Infant, Child, Adult [sm, med. lg, exlg])
Emergency Blanket
Instant ice pack
Sterile trauma dressing
Kling (2" roll, 4" roll)
Kold Wrap sterile 4X4
O2 tubing
Personal Protection Kit, XXlg
Safety Goggles

Supplies cont'd

Sam Splint
Sanitary Pads
Scissors
Tape –Dermidorm
Thermometer & Probe Covers
Tongue Depressors 6"
Triangular Bandage
Triple Antibiotic Ointment
Tweezers
Vaseline
VoBan

Medications

Cough Drops
Epi-Pen (Adult & Junior strength)
Tylenol (ext. strength, reg. strength, Junior chewables, children's liquid)

Field Trips

FIELD TRIPS OR TOURS EMERGENCY PROCEDURES

Step 1 - Gather Information About the Emergency (Teacher Responsibility)

- A. Gather all of the facts around the circumstances concerning the emergency: who, what, when, how, and why
- B. Take notes - document all information about the emergency. Be sure to obtain the names, title and telephone number of any officials dealing with the situation.
- C. Stabilize the situation with the students and ensure student safety, health and welfare.

Step 2 - Call School Officials (Teacher Responsibility)

- A. After the situation is stabilized, immediately call the school principal at (860) 822-6141. or assistant principal. If unavailable, call the Pastor at (860) 822-6378.
- B. Summarize all facts related to the emergency and indicate the current status of the situation. Provide all pertinent details and names.
- C. Give a complete accounting of all of the students and their situation.
- D. Identify and discuss actions that need to take place. Ask for assistance in defining options and alternatives.
- E. Provide a telephone number where you can be reached.
- F. Indicate which parents have to be notified and provide details about their children.

Step 3 - Contact Parents (St. Joseph office staff responsibility)

- A. The office staff will personally contact or telephone any individual parents about the emergency.
- B. The parents shall be provided a telephone number by which they can contact school officials about the situation or they will be given information about how they can directly contact their children, if necessary. All pertinent information shall be given to parents.

Step 4 - Stay Available for More Information (Teacher and Principal)

- A. Communication after an emergency is vital. Specific procedures for transmitting and receiving information about the situation should be established between the principal and teacher.
- B. Any public release of information about the emergency should be coordinated.
- C. Plans shall be discussed for follow-up decisions and actions with the principal and Superintendent. Plans to be implemented based on the nature and extent of the emergency situation.

Field Trips

EMERGENCY PROCEDURES (con't)

Step 5 - Written Summary of the Emergency Situation

(Combined Responsibility of Teacher and Principal)

- A. Prepare a timely written summary of the particulars for submission to the Pastor and the Superintendent.
- B. All of the facts in STEP 1 and corresponding STEPS must be detailed.
- C. Any follow-up actions on the part of the district shall be defined and any liabilities or other issues still pending shall be noted and specified.

FIELD TRIP EMERGENCIES

| | |
|------------------------------------|--|
| Incident | Determine level of need |
| Injury or Medical Emergency | Obtain vital facts: who, what, where, when, how, why |
| Initial Response | Review Records for specialized needs of individual on the field trip Provide first aid |
| Notification | Emergency Help - 911 School bus radio can be used if necessary Parents of victim – list in field trip emergency information |
| Command Chain | Principal Pastor Superintendent |
| Emergency Transportation | Teacher Staff chaperone(s) Parent/Adult volunteer(s) assisting as chaperones |
| Communication and Reporting | Fire-Police Rescue 911 Adult to accompany injured |
| First Debriefing | Superintendent Accident/Injury and Incident Report Incident history and actions Response details and general comments |

Field Trips

ACCIDENT REPORT

Name of School: _____ Grade: _____

Name: _____ DOB: _____

Address: _____ Phone: _____

Place of Accident: _____

Date and Time of Accident: _____

Description of Accident: _____

Injury: _____

Witness: _____ Address: _____

Injured Sent to School Nurse? Yes No

Nurse's Report: Cold Pack _____ Elevated _____ Pressure _____ Rest _____ Cleaned _____
Bandaid _____ Bacitracin _____ Rinsed _____ B.P. _____ P. _____ R. _____ PERLA _____ A/O _____

Condition – Nurse's Notes _____

Nursing Supervisor Notified: Yes No Call _____ Fax _____

Returned to Class: _____ Parent Called: _____ Parent: _____ Time: _____ Sent Home: _____

To MD/Hospital: _____ Administration Notified: _____

Nurse's Signature: _____ Date: _____

Teacher/Coach in Charge: _____ Date: _____

(Signature)

Follow-Up: _____

Injured Staff SS# _____ - _____ - _____ Report Received by Office On: _____

Superintendent's Signature: _____ Date: _____

Field Trips

The Following Information Must Be With The Supervising Teacher Whenever Students Are Away From Regular School Locations

1. Telephone numbers for each student. Numbers must include home, parent's work numbers and one additional emergency telephone number and contact person.
2. Emergency medical information for any student who may require specialized emergency treatment or has any unique medical or physical need.
3. If students are injured on a trip and accident report must be filed upon return to the district and normal procedures must be followed.
4. A district accident report must be filed and procedures followed for any student injured while away from regular school locations.

Reminders

Check attendance throughout activities:

- General safety and security concepts
- Parameters of the activity
- Where, When, and Who to contact if they can't find the group
- Planned schedules and time commitments

Diocesan/Sprague Data

Academy of the Holy Family
54 West Main Street
Baltic, CT 06330-0691
(860) 822-8241

Diocesan School Office
43 Perkins Ave.
Norwich, CT 06360-364
(860) 887-4086
FAX (860) 887-9371

Sprague Public School Buildings

Sayles Elementary School
25 Scotland Road
Baltic, CT 06330
(860) 822-8264

District Data

HELPFUL TELEPHONE NUMBERS

| Emergency Contact Numbers | | | | |
|---------------------------|----------------------------|----------------|------------------------------|--|
| Emergency | Contact | Emergency # | Non-Emergency | |
| Asbestos | Earl Clark | | 860-456-3959 | |
| Hazardous Materials | Fire Department | 911 | | |
| | | | | |
| Bombs and bomb threats | Police | 911 | 822-6156 | |
| | Fire Department | 911 | 822-6580 | |
| Fire Detection | Fire Tech | | 203-876-1344 | |
| Bus | First Student, Laidlaw | | 886-4194 376-5836 | |
| Child Protective Services | CT Dept. of Youth Services | 911 | 860-344-2114 | Abuse Care Line 1-800-842-2288 |
| Fire/Rescue | Fire Department | 911 | 822-6580 | |
| Natural Gas Leak | Fire Department | 911 | | |
| | Yankee Gas | 800-992-3427 | | |
| Injury | Rescue/Fire | 911 | | |
| | Police | 911 | 822-6156 | |
| Poisoning | Poison Control Center | 211 | 800-222-1222 | Hospital |
| Power Failure | CT Light and Power Co. | 800-286-2000 | | |
| Public Works | Town of Sprague | | | |
| Sewer | Town of Sprague | 822-3005 | | |
| Suicide attempts/threats | Student services | 911 | | 1-800-448-4663 National Youth Crisis Hotline |
| | Psychological Emergency | 911 | | |
| Telephone failure | Phone Co. | | 203-420-3131 | |
| Tornado/severe weather | National weather service | | 888-254-5578 CT code 3030 | 516-244-0166 |
| Violent Behavior | Police | 911 | 822-6156 | |
| Water Failure | CT. Water Department | 800-286-5700 | 822-3004 | |
| Sprague Town Hall | General Information | | 822-3004 | |
| Health Dept. | Uncas Health District | (860) 823-1189 | | |

Media:

Communication in Times of Crisis

INTERACTION WITH MEDIA

1. All media contact will be deferred to law enforcement/fire/rescue officials.
2. In criminal or suspected criminal matters, the media shall be deferred to the police department.
3. Staff should take measures to limit media access on school grounds to designated areas.
4. Do not allow media access to students either on school buses or school grounds.
5. Schedule press conferences once the crisis has passed. Stick to facts and given reasons for inability to comment. Control message and focus on well being of the students.
6. Know the state laws and board policies concerning release of name.
7. Remember that priorities are to provide accurate information and to assure student well-being and confidentiality.

IN TIMES OF CRISIS... Concentrate on the Inside

By Mary Pat Pfeil

There are no audiences more important in a time of crisis than your internal audiences - School Board, staff, and parents of students. They are the only ones who will be there for the long team after the television trucks have disappeared, after the print reporters have filed their stories, after the talk shows have finished dissecting what happened.

Concentrate on Those You Know Best They Need - And Want - To Know What's Happening

Establish relationships on which to build

- Know who the key communicators are - among students, parents, staff and community. * Listen - and share information.
- Institutionalize the idea that security is EVERYONE'S business.
 - Write a letter to neighbors within a one-block area of the school asking them to be watchdogs for the school.
 - Make sure all staff members know the crisis plan, including lockdown and evacuation procedures (don't forget substitutes and regular building volunteers).
 - Use practice drills or scenarios so crisis management is top of mind annually.

Be prepared to communicate in a time of crisis

- Have a file of letterhead and signature blocks for the school. In an emergency, there's no time to run around and get signatures.
- Make sure the voice mail and e-mail systems have all employee distribution lists. If they don't, be sure that if you use these systems for communications, employees who don't have e-mail and/or voice mail get the information in some other way.
- Have an *easy-to-grab* binder that includes:
 - Employee directory (not every crisis occurs during school hours; you may need to contact employees at home).
 - H.S.A. directory
 - Media contacts

Make sure the school has a parent - and staff -- phone tree established. Be aware of staff numbers which are unpublished; the employee directory may not be the only source of information you need.

EMERGENCY INCIDENT REPORT

| | | | |
|------------------------------------|-------------|--|--------------------------|
| Date | Time | Emergency Level | St. Joseph School |
| Principal | | Superintendent's Office Notified | |
| | | Yes Date/Time: _____ No | |
| Staff and Students Involved | | Town and/or Diocesan Staff Involved | |
| (Name, Title, and Phone number) | | (Name, Title, and Phone number) | |
| 1. _____ | | 1. _____ | |
| 2. _____ | | 2. _____ | |
| 3. _____ | | 3. _____ | |
| 4. _____ | | 4. _____ | |
| 5. _____ | | 5. _____ | |
| INCIDENT DESCRIPTION | | | |
| _____ _____ _____ _____ | | | |
| EMERGENCY ACTIONS TAKEN | | | |
| _____ _____ _____ _____ | | | |
| (continued) | | | |
| COMMENTS | | | |
| _____ _____ _____ _____ | | | |
| Information Prepared By: | | Approved By School Principal: | |
| _____ | | _____ | |
| C: Superintendent | | | |

SAMPLE ACCIDENT REPORT

Name of School: _____

Name: _____ DOB: _____ Grade: _____

Address: _____ Phone: _____

Place of Accident: _____

Date and Time of Accident: _____

Description of Accident: _____

Injury: _____

Witness: _____ Address: _____

Injured Sent to School Nurse? Yes No

Nurse's Report: Cold Pack _____ Elevated _____ Pressure _____ Rest _____ Cleaned _____
Bandaid _____ Bacitracin _____ Rinsed _____ B.P. _____ P. _____ R. _____ PERLA _____ A/O _____

Condition – Nurse's Notes _____

Nursing Supervisor Notified: Yes No Call _____ Fax _____

Returned to Class: _____ Parent Called: _____ Parent: _____ Time: _____ Sent Home: _____

To MD/Hospital: _____ Administration Notified: _____

Nurse's Signature: _____ Date: _____

Teacher/Coach in Charge: _____ Date: _____

(Signature)

Follow-Up: _____

Injured Staff SS# _____ - _____ - _____ Report Received By Office On: _____

Superintendent's Signature: _____ Date: _____

SAMPLE SECURITY INCIDENT REPORT

Official Use Only:

| | | | | | |
|--|--|--|---|--|-------------------|
| Policy Number | | Area | | Security Number | |
| 1. Complainant's Name | | 2. Title | | 3. Type of Incident | |
| 4. Complainant's Address | | 5. Home Phone | | 6. Date Occurred | 7. Time Occurred |
| 8. City/State | | | | 9. Date Reported | 10. Time Reported |
| 11. Name of School | | 12. School Phone | | 13. Location of Incident | |
| 14. Victim's Name | | 15. Race/Sex/DOB | | 16. Point of Entry | |
| 17. Victim's Address | | 18. Home Phone | | 19. Means Used to Enter | |
| 20. Victim's Condition | | 21. Parents Notified Yes No | | 22. Describe Weapon Used | |
| 23. Description of Vehicle from which theft occurred. Year/Make/Model/Tag# | | | | | |
| 24. Suspect/Accused: Name/Address/Race/Sex/DOB/Height/Weight/Hair/Type of Haircut/Scars/Beard/Clothing | | | | | |
| 25. Was Suspect Charged? Yes No | | | 26. Student? Yes No | | |
| 27. School Property Yes No | | 27. Total Value of property \$ | | 27. Personal Property Yes No | |
| 27. Value of Property \$ | | 28. Home Phone | | 28. Business Phone | |
| 28. Witness: (Name/Address) #1 _____ _____ | | _____ | | _____ | |
| #2 _____ _____ | | _____ | | _____ | |
| 29. Police Notified Yes No | | 35. Officer's Name & Identification Number | | 36. Date Police Notified | |
| 37. Maint. Notified Yes No | | 37. Security Notified Yes No | | 39. Person Notified | |
| 40. Date Notified | | 38. Plant Oper. Not. Yes No | | 42. Bomb Threats/Arson: Bldg. Evac. Yes No | |
| 43. Fire Board Notification Name: | | 44. Time/Date | | | |
| 45. Did Fire Dept. Respond Yes No | | 46. NARRATIVE: Describe details of incident. Include description of property lost, stolen or damaged. Give value of each item, as well as the make, model, and serial numbers. Describe damage to building. (NOTE: If repairs to building are necessary, submit a copy of this report to the maintenance Dept.) Tell what action has been taken. Include, in narrative, a statement indicating what specific measures were taken to protect property lost or stolen. | | | |
| (Use reverse side if additional space is required) | | | | | |
| Principal's Signature | | | | Date: | |

C: Business Manager

EMERGENCY KIT CONTENTS

School _____

Annual Review: _____ Date: _____ Signature: _____

First aid supplies

Flashlights

Telephone lists

students – including emergency telephone numbers

staff – including emergency telephone numbers

diocesan official

public service/emergency

Floor plans with emergency locations – power, utility controls, telephone locations

Rubber gloves

Bus and transportation information/telephone locations

Alternate evacuation locations and telephone contacts

Portable/battery-operated radio

List of staff who have medical, CPR or other emergency skills

List of medical emergency and special needs for students and employees

Complete set of master keys for the building

Blanket

Fanny pack

SCHOOL PROPERTY LOSS AND/OR DAMAGE REPORT

This form is to be used to report, without delay, the loss, disappearance, destruction or damage of school equipment, supplies, funds through burglary, vandalism, suspected theft, carelessness, windstorm, fire, smoke or any other causes.

NOTE: Burglary, theft, vandalism losses must be reported to the police department

School _____ Responding Person _____

Date of Report _____ Date/time of loss _____

Reported by _____ Reported to _____

Statement regarding loss/damage: _____

Location of loss/damage: _____

Additional Comments: _____

Person responsible for cause of loss or damage: _____

Student? Yes No

Address: _____

Telephone _____

Signatures:

Principal: _____ Date: _____

Custodian: _____ Date: _____

SAMPLE LETTER TO PARENTS REGARDING CRISIS

Dear Parents:

We are writing to inform you of a problem that developed here at school and to ask your support as we resolve it. On _____ of this week, (state the facts of the situation). We are very concerned that all our students be protected, safe, secure, supported, and successful at St. Joseph School, and are making every effort to resolve this situation and keep our students learning without disruption. We have taken the following steps to deal with this problem. (state what has been done).

You can support what we are doing by discussing with your student (give ideas, rules, or concerns to discuss).

Because our opportunities to communicate individually with each of you are limited, we have established the following lines of communication with you to disseminate information as needed and to receive your questions and concerns:

1. We have placed a message on our School Hot Line that will be updated daily to inform you of any new developments. Messages can be left at this number, and will be retrieved daily. Please call _____.
2. We will send another letter on _____ to give you any new information and inform you of any follow up procedures taken at school.
3. The following parents have volunteered to be liaisons between the school and other parents. Their phone numbers and general neighborhood locations are provided. We will update them with any new developments as soon as possible. They are also willing to relay messages to the school.

We appreciate your support and input in resolving this situation.

Sincerely,

SAMPLE TRAINING AGENDA FOR SCHOOL ALL STAFF TRAINING

- I. **Introductory background on development of school crisis management plan**
- II. **School crisis management plan**
 - A. Purpose of plan
 - B. Overview of plan
 - C. General review of roles and responsibilities
- III. **Typical impacts of crises**
 - A. Shock; stages of grief
 - B. Restoring equilibrium
 - 1. Importance of first 48 hours
 - 2. Long-term response
- IV. **Communications**
 - A. Confidentiality
 - B. Rumor control within the school
 - C. Communication outside the school
 - 1. With media
 - 2. With parents and community groups
- V. **Dealing with specific types of crises**
 - A. Review of general procedures in the case of a suicide
 - 1. Practice scenario
 - B. Review of general procedures in the case of accidental death
 - 1. Practice scenario
 - C. Review of general procedures in the case of homicide
 - 1. Practice scenario
 - D. Review of general procedures in the case of natural disaster
 - 1. Practice scenario
 - E. Review of general procedures in the case of bus accident
 - 1. Practice scenario
 - F. Select additional incidents/scenarios appropriate for school
- VI. **Closing discussion and questions**

EMERGENCY AND SAFETY TRAINING FOR STUDENTS WITH DISABILITIES

Hearing Impairment

- The student is required to read the school's safety and emergency procedures.
- The student demonstrates an understanding of the procedures.
- Each classroom teacher provides fire/earthquake exit maps or directions for these students.
- A buddy system is used when appropriate. (A hearing-impaired student may need the assistance of another student or adult if an emergency arises.)
- If the school's alarm system is solely a sounding alarm, the addition of lights may help to alert a hearing-impaired student to an emergency. (A hearing-impaired student may be in the lavatory when fire occurs, or the buddy may be absent.)
- If a regular teacher feels the need for help in teaching emergency procedures to a hearing impaired or hard-of-hearing student, the services of a teacher of the hearing-impaired should be requested.

Vision Impairment

- All safety and emergency procedures are to be read and discussed with the student.
- The student demonstrates an understanding of the procedures.
- A buddy system is used (adult aide, nurse, reliable student).
- The services of a teacher of the vision-impaired are requested, when necessary, to teach emergency procedures.

Learning Disability, Emotional Disability, or Mental Impairment

- All safety and emergency procedures are taught to the students in the language they understand. The students demonstrate an understanding of what to do in an emergency.
- A buddy system is used.
- The services of a special education teacher are requested, when necessary, to teach students emergency procedures.

Orthopedic and Other Health Impairments

- The student understands safety and emergency procedures.
- Special equipment is always accessible (wheelchairs, crutches, etc.)
- A buddy system is used involving adults, including the school nurse or other trained staff members.
- No architectural barriers hinder an orthopedically impaired student from exiting a building, and exit time should not be unreasonably longer than the exit time for unimpaired students.

Source: Oregon Department of Education. 1995. Eugene, OR: Author

During and after a crisis, changes in student behavior will often be noted. In the left column are those which, although they may require a response from the teacher, do not necessarily warrant a referral to guidance or a school psychologist. However, behavior such as those in the right hand column are cause for greater concern and should be reported to the principal and nurse.

REFERRAL CRITERIA

Normally Does Not Warrant Referral

Slight disorientation
Preoccupation with small detail
Denial of severity of problem
Visual/auditory flashbacks
Self-doubt
Difficulty in planning
Confusion
Crying
Anger, self-blame
Numbing, blunted response
Depression
impulses
Restlessness, excitement
Excessive talking/laughter
Frequent retelling of incident
Pacing, physical tension
Disheveled appearance
Irritability

Normally Would Warrant Referral

Extreme disorientation
Exclusive preoccupation with one idea
Denial that problem exists
Hallucinations
Fears of losing one's mind
Inability to function
Irrational belief as basis for action
Uncontrolled hysteria
Threats of pain to self or others
No emotional response
Complete despair; self-destructive
Uncontrolled talking/laughter
Ritualistic, compulsive
Retelling of incident
Uncontrollable expression of tension
Inability to care for oneself
Destructive impulses-self or others

From: **Trauma in the Lives of Children**
Kendall Johnson, Ph.D.

SUGGESTIONS FOR PARENT/COMMUNITY MEETINGS

The following are general suggestions and guidelines to use following a crisis situation affecting the school population.

1. Hold the meeting at a convenient time for parents in a convenient location.
2. Allow the media to attend. Make sure they don't become a distraction to the sharing of information and feelings.
3. Have written background information available for them.
4. Begin the meeting with an expression of sympathy for students and families who were negatively affected by crisis.
5. If needed, briefly review the details of the crisis, the reactions of the students and staff, the school's/district's response, the current status of students and staff, and any other information that they might not yet have.
6. Acknowledge and thank those who helped during the crisis.
7. Have crisis team, pupil services personnel, "experts", attend the meeting to provide general information, answer questions, and facilitate the discussions of feelings, needs, complaints, etc. They can make prepared comments and/or act as resources.
8. Stress that the purpose of the meeting is NOT to debate or agonize over the "what's and why's" of the crisis. Instead, emphasize that everyone is there to:
 - a. Provide information,
 - b. Express feelings
 - c. Help them to better understand and respond to their children's reactions and emotions
 - d. Help reduce the negative impact on the families affected
 - e. Suggest resources for further assistance
 - f. Decide upon possible actions to be taken
 - g. Discuss way of preventing such incidents in the future and lessen their impact/trauma when they do occur

If the group is large, it may be necessary to break into smaller discussion groups with resource persons acting as leaders or facilitators. The groups can address anything they feel a need to discuss. Some suggested topics are:

1. What are your major concerns at this time or future
2. What problems are you or your children experiencing
3. What are your (parent's and children's major needs at this time and/or for the future?
4. What recommendations or advice do you have for the district, school, and/or staff?

This information can be recorded if desired and processed by the group as a whole or by the discussion leaders afterward. Thank people for attending and participating. Urge them to communicate any further needs, problems, concerns, etc., to the school administration.