

Appendix I: Emergency Procedures

Lockdown Procedures

School MODIFIED Lockdown Procedures - Precautionary

Teachers will initiate the following procedures during a MODIFIED lock-down:

During class time:

1. Lock doors
2. Maintain a calm atmosphere.
3. Do not open the door for anyone, except the Superintendent/Principal or uniformed Law Enforcement. (this creates a problem for Law Enforcement if they want to evacuate only a section of the campus on a room by room basis)
4. If someone attempts to access your classroom, contact the office via the intercom to report.
5. Remain in the classroom until the Superintendent/Principal or his designee gives the all-clear message over the intercom.
6. Report any unusual situations immediately to an Incident Management Team (I.M.T.) member.

Note: A MODIFIED Lockdown may convert to a FULL lockdown, if events necessitates.

School FULL Lockdown Procedures - Cautionary

Teachers will initiate the following procedures during a FULL lock-down:

During class time:

1. Lock doors
2. Close, lock and cover all windows and glass panels (with shades, blinds or pre-cut paper and tape).
3. Move all children away from doors and windows
4. Turn off room lights.
5. Keep everyone quite.
6. Maintain a calm atmosphere.
7. Provide for the emotional needs of your students.
8. Do not open the door for anyone, except the Superintendent/Principal or uniformed Law Enforcement (this creates a problem for Law Enforcement if they want to evacuate only a section of the campus on a room by room basis).
9. Due to potential bomb activation or general control needs, the staff will not use remote controls, telephones, or radios during a lockdown unless told otherwise by the Superintendent/Principal or designee.
10. Remain in the classroom until the Superintendent/Principal or designee gives the all-clear message over the intercom.
11. Report any unusual situations immediately to an I.M.T member

During Student Meal Times or Breaks:

Those monitoring the cafeterias will gather their charges to the gym, multipurpose room or nearest classroom and enter into standard classroom lockdown mode.

Start or end of School:

1. If a situation develops prior to all busses delivering their children then district transportation will be notified to proceed to a designated staging area and await instructions.
2. If a situation develops during a bus delivery of children, the bus driver will attempt to gather all children back onto the bus and drive to the designated staging area.

Staff without Student Responsibility:

1. Will report to the main office for instruction if they are near.
2. If in a distant portion of the building they should find a lockable room, enter it and lock the door behind them and quietly await instruction.
3. I.M.T Member (Head Secretary) will operate the telephone and radio.
4. Due to potential bomb activation or general control needs, the staff will not use remote controls, telephones, or radios during a lockdown unless told otherwise by the Superintendent/Principal or designee.

Appendix I: Emergency Procedures

Evacuation and Evacuation Drills

1. Post the Evacuation Drill Map near the Evacuation exit from your room or area. Check to make sure you and your students know the plan for your route to one of the parking lots.
2. Review the evacuation drill procedures with your students. Post the instructions near the door.
3. When the evacuation alarm sounds, prepare to evacuate the building. Everyone will leave the building.
4. Instruct your students to move to the designated staging area. Make sure all students are evacuated from your area; leave the lights on and the door unlocked, but closed. Take your grade book or class lists, so you can account for every student in your class. Move to the designated staging area.
5. Be prepared to provide your attendance situation to the Incident command Member when asked. If a student is missing make sure to alert one of the Incident Command members immediately. Provide the name, gender, last place seen and any other information that will help in the search.
6. Keep your students together and under control.
7. When the alarm sounds, a custodian will locate the origin of the alarm and report to the office.
8. One of the school secretaries will telephone 911 as soon as the custodian reports. One of the school secretaries will take custody of the crisis folder that will have information necessary to account for students and make contact with parents. Then the secretaries will leave.
9. When the alarm sounds, the Superintendent/Principal or designee will sweep the building to make sure that no people remain in the building.
10. The Superintendent/Principal or designee will ask you for your headcount and any missing students. They will report to the on-scene commander or designee.
11. The school secretaries may direct all students to the 1st Street location north of the school to better check for attendance (in case students were scattered during evacuation). When at the 1st Street location, organize students by grade level (kindergarten farthest west and twelfth grade farthest east and take attendance.
12. When the building is clear for reentry, the Superintendent/Principal or designee will signal teachers to return to classrooms and instructional areas.
13. If you discover a fire, use common sense, but in general follow this sequence:
 - a. Protect yourself and your students
 - b. Sound the alarm
 - c. Evacuate students
 - d. Do not attempt to suppress the fire unless it is immediately controllable.

Your first responsibility is to your student

Earthquake and Earthquake Drills

Teachers and other school staff should have students follow the instructions listed below:

Indoors and In Class:

The following are recommended drill procedures for a teacher and class of students:

- **"Drop, Cover and Hold on"**
 - DROP to the ground
 - TAKE COVER under a sturdy table or other piece of furniture. Kneel and bend your head close to your knees.
 - HOLD ON to the table leg or desk (a few inches above the ground to avoid pinching fingers). Cover your eyes with your other hand. If your "shelter" moves, move with it.

Appendix I: Emergency Procedures

- Do not get between a piece of furniture and a solid wall, shelter on the side away from the wall or under it.
- **FACE AWAY from windows**
 - If you don't have a shelter to hang on to, drop and cover with your hands linked on the back of your neck, and cover the side of your head with your arms to protect your neck, head and face.
 - Remain in place until the shaking stops. COUNT ALOUD to 60 -- earthquakes rarely last longer than 60 seconds and counting is calming.

The teacher should:

- issue the "earthquake" order
- also drop, cover and hold until the shaking stops
- review evacuation procedures.

If the teacher is injured, two student monitors should have designated authority to give instructions.

In other areas within the school building:

At the first sign of an earthquake, occupants should:

- move away from windows, shelves and heavy objects that may fall
- take cover under a table or desk or in a corner
- in halls, stairways and other areas where no cover is available, move to an interior wall; kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms
- in the library, move away from where books and bookshelves may fall and take cover
- stay inside -- usually the most dangerous place is just outside where building debris may fall; exit only after the shaking has stopped
- in science laboratories, extinguish all burners, if possible, before taking cover; stay away from hazardous chemicals that may spill
- in other areas, such as gymnasiums, auditoriums, music rooms, and industrial education shops, the district or school committee should prepare appropriate guidelines based on the above.

Outdoors:

Students and teachers should move to an open space away from buildings, fences, trees, tall playground equipment, lights and overhead power lines. Kneel or sit on the ground and cover your head and face with your hands. Once in the open, stay there until the shaking stops.

In a Vehicle/School Bus:

The driver should stop the bus away from power lines, bridges, buildings, and overpasses. Occupants should **Drop** down between the seats (which will act as a shield), **Cover**, and **Hold on**. Be aware that heavy objects may fall from overhead racks, Count to 60.

Don't:

- Don't try to take cover in a doorway during an earthquake. The door may slam on you.
- Do not run outside during the shaking or use the stairways or elevators. Many people are killed just outside of buildings by falling bricks and other debris.
- Do not try to use your telephone for the first 90 minutes after an earthquake, except for serious medical or fire emergency, or if victims are trapped. You could tie up the lines needed for emergency response.

Indoors or outdoors, TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE.

Your first responsibility is to your student

Appendix I: Emergency Procedures

Shelter-in-Place

PREPAREDNESS

- Explain to students the reasons for “shelter-in-place” – answer questions and re-assure students.
- Review “shelter-in-place” procedures at least annually with your students; post sheltering guidelines.
- Inventory classroom emergency equipment, including plastic and tape to seal rooms. Pre-cut plastic for windows. Advise administration of needed equipment or supplies.
- Assess your classrooms or office to determine which spaces are appropriate for sheltering use.

RESPONSE

RESPOND TO SHELTER-IN-PLACE ALERT.

“SHELTER IN PLACE. THIS IS NOT A DRILL.”

- MOVE** to your assigned shelter location with your students.
 - SWEEP** any students in the hallway into your shelter room.
 - LOCK** all exterior doors (lock exterior doors near your room).
 - CLOSE** windows. **SEAL** windows with tape and plastic if directed to do so.
 - TURN OFF** any classroom heating or ventilation; cover air vents with plastic.
 - INSTRUCT** students to stay calm. Share developmentally appropriate information.
 - DO NOT USE** the telephone system to request information (follow protocols for email).
- ASSESS SITUATION.**
- Inventory any injuries or other problems (panic, medical emergencies).
 - Communicate problems to main office.
 - Take a complete written roll of all students in your classroom.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
- Provide** first aid if needed. **Calm** and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.
 - Allow students to use cell phones to contact parents (will reduce anxiety).
 - Use caution if allowing students to watch TV newscasts.
 - Try to keep students occupied to reduce anxiety.
- WAIT FOR INSTRUCTIONS.**
- Seal doors and windows with plastic and tape if instructed to do so.
 - Monitor e-mail (if available) for updates from administration.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle
- Re-stock emergency supplies as needed.

Your first responsibility is to your student