

SOUTHERN UNION CONFERENCE

School / Center **Safety / Emergency** Resource



Think Safe

Act Safely

Be safe

Southern Union Conference

School / Center Safety / Emergency Resource With Templates

Think Safe
Act Safely
Be Safe



(School / Center Name)

(Insert Photo of Facility)

Safety/ Emergency Resource



TABLE OF CONTENTS

Introduction

Definition of Terms

Overall Information and Directives

General Instructions

Annual Analysis
Annual Orientation
Checklists
Communication
Crisis Action Team
Customizing the Comprehensive Resource and Grab and Go Packet
Emergency Contact Information
Evacuation Procedures
Extended Stay
Grab and Go
Incident Report
Logs and Records
Media and Conference Communication Protocols
Protecting Sensitive and Private Information
Safety Committee
Sections 1, 2, and 3
Students/Children and Personnel with Special Needs
Supporting Documents
Teachers and Staff
What to Take with You in Emergencies

Section 1: Crisis Management

Bio Hazardous Exposures
Bomb/Bomb Threat
Burglary
Communicable Disease/Epidemic/Pandemic
Death
Disaster
Disruptive Person
Evacuation Procedures
Fire/Explosion
Intruder
Lockdown & Emergency Codes
Missing Person
Natural Disasters
Serious Injury/Illness/Medical Condition
Severe Weather
Suicide Attempt / Threat
Terrorist Attack / Threat
Vandalism
Weapons

TABLE OF CONTENTS – cont.

Section 2: Everyday Risks & Emergencies

- Allergies / Reactions
- Assault
- Body Fluids
- Bullying / Harassment
- Child Abuse
- Demonstrations / Disturbances
- Minor Injury/Common Illness/Known Medical Conditions
- Transports & Field Trips
- Utilities Disruption/Failure

Section 3: Non-Emergency Safety Implementations

- Crisis Action Team Member Set-up and Responsibilities
- Drills
- Orientation/Training
- Safety Committee

Section 4: Checklists

- Beginning of the School Year Check-up
- Extended Stay
- First Aid Kit Contents
- Grab and Go Contents
- Scheduled Check-ups: Monthly & Quarterly
- What to Take with You in Emergencies

Section 5: Support Documents

Appendix A - Contact Information

- A.1 Crisis Action Team (CAT) Members Template
- A.2 Emergency or Urgently Needed Numbers Template
- A.3 Faculty/Staff Roster Template
- A.4 Parent/Guardian Template

Appendix B – Special Assistance/Needs

- Students/Children/Personnel with Special Assistance Needs Template

Appendix C – Communication

- C.1 Communication Network Tree Example
- C.2 Steps for Effective Communication During Emergencies and Crisis
- C.3 SU Communication Form 1: Crisis Communication Worksheet
- C.4 SU Communication Form 2: Daily Log Form
- C.5 SU Communication Form 3: Interview Preparation Form
- C.6 Teachers/Staff Note Form

TABLE OF CONTENTS – Section 5: Support Documents – cont.

Appendix D – Daily Routine

Schedule and Locations Example Charts

Appendix E – Evacuation

- E.1 Actions for Seeking Safe Locations Template
- E.2 Inside Rooms Exit Routes Diagram Example
- E.3 Route of Evacuation from Property to Offsite Location Template

Appendix F – Lockdown/Emergency Codes

Terms, Definitions, and Instructions Sample

Appendix G – Utilities Shut-off

Utilities Shut-off Location Template

Appendix H – Drills/Actual Occurrence Logs

- H.1 Earthquake Drill/Actual Occurrence Log Form
- H.2 Fire Drill/Actual Occurrence Log Form
- H.3 Hurricane Drill/Actual Occurrence Log Form
- H.4 Lockdown Drill/Actual Occurrence Log Form
- H.5 Tornado Drill/Actual Occurrence Log Form
- H.6 (Additional Type) Drill/Actual Occurrence Log Form
- H.7 Severe Weather Safe Areas Examples

Appendix I – Incident/Accident Reports

- I.1 Internal Review Form
- I.2 Investigation Form

Appendix J – Maps and Blueprints

- J.1 Building Blueprints
- J.2 Campus Map
- J.3 City/Vicinity Maps

Appendix K – Crisis Action Team

Chain of Command Sample

Section 6: Additional Resources

Before-and-After Incidents Occur

Denominational
Government
Private Organizations

Post-Incident Helps

INTRODUCTION

Facing risks and emergencies is an everyday occurrence. As administrators of institutions serving children birth through academy students, we have a significant responsibility to provide a safe environment and be prepared to effectively manage an emergency situation or crisis.

The purpose of this Southern Union School/Center Comprehensive Safety Emergency Resource with Templates is to provide assistance in 1) operating safely, effectively, and in one accord; and 2) planning for immediate response to an emergency or crisis affecting a school or center.

The goal is to provide recommended content for inclusion in a school/center's strategic plan that should increase the safety of the facility, administrators, teachers, staff, students/children, and visitors. Each school and center is expected to develop a written comprehensive strategic safety plan and a condensed disaster emergency plan as a grab-and-go document, by customizing the designated templates herein.

Definitions of terminology used throughout are given to provide clarity of intent and consistency of meaning. General information, directives, checklists, forms, and more are also included. The Southern Union Conference embraces the service and mission of providing safe Christian environments for God's children entrusted to its care. Let us pray without ceasing for His wisdom and guidance in our endeavors to provide for their health and safety.

DEFINITION OF TERMS

For the purpose of this document, the following definitions for terms used herein shall be as follows:

Administrator – one who is primarily responsible for providing safety and protection for all students/children under his/her supervision, and for making the decision to activate the emergency plan.

Ancillary - a person whose work provides necessary support to the primary activities of an organization or institution.

Assault –an attempt to injure someone else, and in some circumstances can include threats or threatening behavior against others.

Bio-Hazard Exposure – a set of conditions that exist in which an uncontained, biologically hazardous material or substance is present which could contact people.

Biologically Hazardous Material or Substance – a biological or chemical substance, e.g., body fluids such as blood, feces, urine, vomit, and chemical elements such as gases, poisons, solvents, acids, cleaners, pesticides, etc. that is dangerous to human beings and the environment.

Body Fluids – saliva, blood, vomit, urine, feces, semen

Bomb / Bomb Threat – an explosive device fused to detonate under specified conditions.

Bullying - repeated physical, psychological, social or verbal attack, by any means (face-to-face, social media, etc.) by those wishing to exercise a position of power with the intention of causing distress for one's own gain or satisfaction.

Burglary - entry into a building illegally with intent to commit a crime, especially theft.

Child Abuse – an intentional act that results in physical or emotional harm to a minor, puts a minor at risk of harm, or neglects a minor of basic needs being met.

Clear Room – the evacuation of occupants from the area of an incident or potential threat to another secured area or location.

Communicable Disease/Epidemic/Pandemic – a contagious or infectious sickness that spreads from one person to another or from an animal to a person. An epidemic is when the number of people who become infected rises well beyond what is expected within a city, region or country whereas a pandemic infects many more people covering a much wider geographical area, often worldwide.

DEFINITION OF TERMS – cont.

Crisis – a time of intense difficulty, trouble, or danger; an incident that directly or indirectly affects an individual's safety on or off campus and can happen before, during, or after hours.

Crisis Action Team (CAT) - a group of individuals, which includes administrators, teachers, and staff, who are entrusted with the safety of the students/children and have been trained to respond whenever an emergency or crisis occurs at the school/center or during a planned off-campus activity.

Demonstration/Disturbance - an act of showing or proving something in a public meeting or march which often becomes a noisy or rowdy disruption that causes trouble.

Disaster - something that happens suddenly and causes much suffering or loss (e.g., a building catches on fire, multiple car crash, water main breaks and floods building, etc.).

Disruptive Person - one who interferes, causes difficulties that interrupt something, and makes threats of physical harm, physical aggression and/or verbal abuse.

Emergency Personnel – police, fire, paramedics, medical or any other person certified and authorized to give disaster relief or medical emergency directives.

Emergency Management Agency – an agency that leads citizens to prepare for, prevent, respond to, and recover from emergencies and disasters.

Everyday Risks—significant non-crisis risks faced by everyone on a daily basis.

Field Trip – a visit to a place for purposes of firsthand observation and learning.

Fire Department – the entity in charge whenever there is a fire or non-criminal life-threatening emergency.

Fire/Explosion – a combustion displayed usually in light, flame, and heat that can occur from an explosion or can cause an explosion, a violent expansion in which energy is transmitted outward as a shock wave.

Harassment - the act of persistent, unwanted, annoying actions made against another; aggressive pressure or intimidation from one to another.

Hazmat – hazardous materials that are flammable or poisonous with the potential of endangering life and/or the environment.

DEFINITION OF TERMS – cont.

Intruder – one who enters a place where he/she is not wanted or welcomed.

Lockdown / Emergency Codes – words, sounds, or images with defined levels of actions assigned to them.

Missing Person – one who was present and disappears for no known reason.

Minor Injury/Common Illness/Known Medical Condition – scrapes, cuts, sprains / seasonal colds, flu / diabetes, epilepsy, irritable bowel syndrome (IBS), asthma are examples of minor injuries, common illnesses, and known medical conditions respectively.

Natural Disaster – something in nature that happens and causes much suffering or loss such as a earthquake, forest fire, drought, flooding, tornado, etc.

Orientation - the process of giving people training and information about a job, situation, task, responsibility, etc.

Parent – anyone who serves as the legal guardian/caretaker of a child.

Personnel - people who work for a particular company or organization.

Police – the civil force of a local or national government responsible for the maintenance of public order and the prevention and detection of crime with authority to handle criminal acts; law enforcement agency to which all school/early childhood center personnel and other emergency volunteers give their support when in the line of duty to protect anyone on school property or during any school sponsored activity.

Risk - an uncertain event or condition that, if it occurs, could have a significant negative effect on a person and/or institution.

Safety Committee– a designated group that oversees non-emergency safety issues, accidents, and claims concerning a facility.

School/Center – the institution of learning, training and care for children enrolled in early childhood program centers, elementary schools, and academies.

Staff – paraprofessionals and other ancillary persons employed or serving as volunteers at the school/center. whose primary responsibility is to ensure the safety and care of students/children under their supervision.

DEFINITION OF TERMS – cont.

Stakeholder – an individual or group that is affected by and also affects the decisions and actions of an institution or organization.

Suicide – the instance of taking one's own life voluntarily and intentionally.

Teacher – an employee who is directly responsible for the safety and care of students/children in his/her charge. This includes caregivers of infants. The teacher is also anyone authorized to serve as a substitute in the absence of one regularly employed as a teacher or caregiver of infants.

Terrorist - one who uses violence, such as but not limited to, bombing, kidnapping, and/or assassination to intimidate others.

Utilities Disruption/Failure – loss of electricity, gas, heat or water service for a significant amount of time.

Vandalism – the action involving deliberate destruction of or damage to public or private property.

Weapon – a device used to inflict bodily harm on a living being, or inflict physical damage upon a structure.

OVERALL INFORMATION AND DIRECTIVES

The Southern Union *School/Center Safety/Emergency Resource* has three core sections, in addition to checklists and appendices with templates, worksheets, examples and more. The three core sections and their content are as follows:

Section 1: Crisis Management

Every school/center needs to have a crisis management plan for addressing circumstances that can drastically and suddenly threaten lives and property. Section 1 gives pertinent information for inclusion in a comprehensive crisis management plan.

Section 2: Everyday Risks & Emergencies

Each day everyone faces a number of significant non-crisis risks, such as the potential to fall and break a bone, to become ill and spike a fever, etc. This section addresses common risks everyone faces in everyday operations.

Section 3: Non-Emergency Safety Implementations

Non-emergency safety guidelines give proactive steps to take to reduce the risk of future emergencies, e.g. regularly scheduled fire drills, facility safety inspections, etc. These need to be planned and implemented at every school and center.

The effectiveness of a plan and guidelines depends on the organization following its planned procedures on a day-to-day basis. The intent is not to introduce new procedures during high-stress situations.

Each school/center is expected to develop the following: 1) a written comprehensive strategic plan for managing safety, emergencies, crisis, and disasters that is specific to its facility and stakeholders, and 2) a condensed version in a “grab and go” form. Templates and instructions are provided in this Resource document to assist and guide in accomplishing these two tasks.

The list under the heading “Administrator/Teacher/Staff” found in each topic area should be studied, discussed, and divided into directives by the Crisis Action Team (CAT) at the beginning of the academic year for each group (i.e., lead teachers, support staff, principal/director, etc.) so that there is clarity on the responsibilities of each adult when an event occurs. In addition, an individual who will serve as the administrator in the absence of the school principal or center director should be identified, and/or a specified line of authority delineated, i.e., second in command, third in command, etc. by the CAT.

The individual school/center’s written comprehensive strategic plan should look very similar to the contents of this main Resource document, placed in a three-ring binder, and kept in easy reach in the principal/director/administration’s office. The condensed version should be an abridged hardcopy with certain, pertinent information that would be useful in “grab and go” situations, i.e., for times of emergency drills and real occurrences. (See “Grab and Go” under “GENERAL INSTRUCTIONS” for more details.)

OVERALL INFORMATION AND DIRECTIVES – cont.

The *Grab and Go* should be kept in a readily accessible location in every classroom, office, cafeteria, gymnasium, etc. and taken with school/center personnel during each drill and actual emergency.

While the *Grab and Go* provides guidance for emergency response, it should not be used in place of a school/center-wide comprehensive strategic plan that addresses topics from non-emergency safety to crisis management and various disaster responses.

As the principal/director and CAT develop these two resources, extra careful consideration and written plans should include:

1) Directive for implementing safety and emergency procedures for students, children, and adults with special needs and/or require special assistance, and 2) directive for protecting sensitive and private information.

Public safety officials should be aware of the provisions of this plan. A current copy of the plan should be provided to the county emergency management agency. The agency should forward the plan to local emergency officials. It is recommended to verify this action with agency personnel and develop a constructive relationship with local emergency officials such as the fire chief, EMT, and policemen assigned to your school/center's neighborhood. (Consider having a potluck, inviting them and give recognition to them for their service in the community.)

The county/state licensing representative (from the Department of Children and Families (DCF), Department of Human Services (DHS), or whatever department is responsible for licensing programs in your county) should also review the plan when inspecting the facility. The school/center board and administration are responsible for implementing and maintaining the plans.

Because this Resource is provided for safety, emergency and crisis preparedness, the administrator, teachers, and staff should participate in an annual orientation of the school/center's customized strategic, comprehensive safety / emergency plan.

GENERAL INSTRUCTIONS

Annual Analysis

The school/center's operating board and administration should establish a time each year to review its comprehensive safety / emergency plans. They should also have in place an ongoing process for identifying, reporting and handling updates on such items as contact information, evacuation locations, crisis action team members and duties, security needs, training in prevention and intervention methods, the evaluation of lockdown codes effectiveness after real-time usage, and steps to secure the protection of students/children and property during an actual emergency. Before the close of the school year, modifications to all plans should be made where appropriate and necessary in preparation for the next school year.

Annual Orientation

Before the first day of school, the administrator, teachers, and staff should study the school/center's customized comprehensive safety /emergency plans together and attempt to identify any situations unique to the school/center or community that may not be covered in it. This time should include in-service training on effectual use of the *Grab and Go* packet as well. Orientation and in-service must include instructions for adding new and editing previous information in the contact lists when necessary throughout the year. At the beginning of second semester, the *Grab and Go* should be reviewed by all and contact information updated again where necessary.

Checklists

Lists of specific items to be checked or done, such as, Beginning of the School Year Check-up, What to Take in Emergencies, *Grab and Go* Contents, etc. should be utilized by the board and administration. These and others can be found in Section 4.

Communication

There are several different groups of audiences with which to communicate, and the type of communication that needs to take place varies depending on the kind of emergency. For example, there are 1) internal stakeholders such as faculty/staff, students, parents, board chair, and conference DOE & risk management; 2) additional stakeholders such as union leadership, local pastors, board members, church members/constituents; 3) external audiences such as alumni, public media, community businesses, community leaders/officials, other religious affiliations, and emergency officials.

The level of emergency should determine how each group may receive communication, and the type of incident necessitates which group or groups receive communication about the occurrence.

GENERAL INSTRUCTIONS – Communication-cont.

Using the above grouping for example, it should not be necessary to contact group 2 or 3 if a child fell on his own accord on property and under supervision, broke an arm and had to be taken to the emergency room. Simply notifying those in group 1 (and not all parents would need to be notified) should be all that's necessary and the communication could take place via staff worship, faculty meeting, and phone calls. As another example, if a water main broke and the facility had to be abandoned immediately, then groups 1 and 2 would need to be notified, and maybe someone from group 3.

Appropriate methods include: Email, website posting, special newsletter, phone call, church meeting statement, letter, and Home & School/Center Association statement.

For additional details regarding communication and for dealing with crisis level events, see "Media and Conference Communication Protocols".

Effective communication is one of the keys in handling crisis well. A crisis is unpredictable and chaos, confusion, fear, and lack of control can ensue without a moment's notice. Prior to enrolling students/children at the beginning of the school year, the CAT leader should lead teachers and staff in identifying reliable communication vehicles (computers for email and Facebook, phones for calls, texts, and tweets, fax machines, walkie-talkies, etc.) and understanding procedures the Crisis Action Team will use.

Characteristics of Christian communication should be exercised at all times:

Integrity

Honesty is the best policy; otherwise you can be sure your sins will find you out! Consider the effects on everyone involved, protect privacy, and show genuine care and concern. This isn't just a story or an event; for someone, this is devastating and painful.

Accuracy

Check and double-check facts before going public. If you make a mistake, point that out before it's brought to your attention so integrity will not be questioned.

Consistency

Once you learn what has occurred and what you can disclose, share your story and stick to it. Nothing can hurt more than changing your facts and information. Keeping a detailed record of the information, designating one spokesperson, and distributing the same statement to all your audiences can help.

Openness

What have you to hide? At times, there is sensitive and confidential information that should not or cannot be disclosed for legal reasons. But otherwise it's better to appear helpful and informative than silent and secretive.

Flexibility

Be accommodating to the people — media, staff, inquiries — who can actually help get the story you want told to specific target audiences or the general public. Work with them, not against them. Be a reliable source of appropriate information.

Appearance

Be mindful of what you wear, how you speak, and how you come across to others. Don't appear defensive or afraid. Be appropriate to the situation and appear confident, sincere, and helpful. Note: Don't wear white or checked clothing if you are going to be on television.

Fairness

Building public relations in times of peace will help when crisis situations arise, but don't play favorites during a crisis. Don't let your guard down or speak off the record to anyone! Treat all inquiries equally. Be consistent and respond to each in a timely and professional manner.

Taken from Crisis Management Guide: Southern Union Conference 2012

In every emergency/crisis situation the school/center experiences, the conference and union communication directors, conference education superintendent and union director of education should be informed and/or consulted as soon as possible. They will obtain legal counsel if needed due to the situation.

[See Appendix C](#) - Communication for examples, forms and worksheets to guide and assist in effective communication during and after emergency/crisis situations.

Crisis Action Team (CAT)

A unique group of individuals should be assigned responsibility for the implementation of the safety / emergency plans and for special response whenever an emergency or crisis occurs. This group will be known as "The Crisis Action Team" (CAT). Members should be selected by the school/center board and consist of administrator(s), teachers, staff, and other volunteers. In a small school/center this group may be composed of all school/center personnel, the local pastor and board chair and/or members. The number of CAT members needed should be guided by the size of the school/center. The Team should be reviewed by the board at the beginning of each

semester and after an emergency occurs. Templates are included in Section 5 for guiding the collection of CAT members' names, phone numbers, and email addresses and for assigning duty title, responsibility and assignment. Once the Team is in place, a communication phone call "network tree" should be made. After all of the aforementioned is gathered and recorded in the board minutes, the protocol for the Team's actions in response to an emergency should be recorded in the school/center's customized *Safety/Emergency Resource* manual and pertinent information in the *Grab and Go*.

The Crisis Action Team also serves as a support for the police, fire, or medical emergency team when contacted for assistance during an emergency.

Customizing a Comprehensive Resource and *Grab and Go* Packet

In the development of a comprehensive manual and *Grab and Go* packet, a safety committee or the Crisis Action Team should collaborate to

1. Review and customize the contents of this School/Center *Safety/Emergency Resource* using the enclosed templates, etc.
2. Outline CAT chain of command, titles and responsibilities ([See Appendix K.](#))
3. Fill-in templates with information specific to school/center (See Section 5: Support Documents.)
4. Identify and make a list of groups of audiences and types of incidents that necessitate which group or groups receive communication about occurrences
5. Collect and make maps, diagrams, routes, etc.
6. Condense from the customized comprehensive plan to assemble the *Grab and Go* packet.

Emergency Contact Information

Keeping personal or sensitive information readily available while maintaining privacy is essential. Forms are included in Appendix A for guiding the collection of pertinent names, agencies, telephone numbers, email addresses, etc. that may need to be contacted in emergencies. This information needs to be kept in the comprehensive *Safety/Emergency* manual as well as in the *Grab and Go* packet. All student/child/staff information (including information about persons with special needs or needing special assistance) should be kept current and guarded. Maintain privacy.

Evacuation Procedures

To get students/children and all personnel and visitors out of the building and in some cases off the property in an orderly and timely manner, evacuation plans and procedures should be made ahead of time and followed. Routes should be designed to avoid danger and congestion. Destination and/or rendezvous points should be carefully chosen. Appendix E templates should be used in the development of evacuation plans and procedures. The emergency supply kit (See Section 4 - Checklists: "What to Take with You in Emergency Evacuations" and "Extended Stay") should accompany those being evacuated.

Extended Stay

Occasionally, unforeseen circumstance create a reason for harboring students/children at the school/center for a significantly longer than usual period of time. In the event this safety measure must be taken, necessary accommodations and supplies for this action should already be in place at the school/center (See Section 4 for the Extended Stay Checklist). The administrator should assess the number remaining for the extended stay and have a reasonable number of personnel to supervise. Designated personnel must remain with the students/children until all have been picked up by parents.

Grab and Go Packet

To make the *Grab and Go* packet, a safety committee or the Crisis Action Team should take excerpts from the customized comprehensive safety/emergency manual information that would be essential to have along in a “grab and go” situation. Directives for handling crisis (See Section 1), guidelines for handling every day risks and emergencies (See Section 2), and support documents such as lists of contact information, codes for lockdown or evacuation, maps and route directions, list and instructions for utility shut-off actions, log forms to document occurrence, etc. (See Section 5). The *Grab and Go* packet should be kept in a readily accessible location in every classroom, office, cafeteria, gymnasium, etc. and taken with school/center personnel during each drill and actual emergency.

Incident Reports

The school/center board and administration should establish in-house reporting procedures for implementing the practice of reporting all accidents and incidents that occur. Every school/center must follow its conference’s reporting protocols. The administrator must contact the local conference and risk management department to acquire report forms and policies. (Sample incident/accident report forms can be seen in Appendix I.) Follow the conference’s instructions for filing the report. A copy of the written report should be reviewed by the safety committee, Crisis Action Team, and local board to formulate a conclusion as to probable cause of the incident/accident and to formulate corrective measures to prevent a similar accident in the future. The administrator should share the conclusion and corrective measures plan with the teachers and staff.

Advice for prevention and accident investigation can be obtained from Adventist Risk Management using the following links: <http://www.adventistrisk.org/Prevention/AccidentInvestigation.aspx>

Logs and Records

It should be a standard protocol to hold school/center-wide monthly drills in preparation for emergency situations such as fires, tornados, intruders, building malfunctions, etc. that might occur. At the beginning of the school year prior to the first school/center-wide drill, all teachers should discuss with their students/children “what if” scenarios and literally walk through with their class/group what to do in each “what if” case.

Each drill should be recorded on a Drills/Actual Occurrence Log form ([see Appendix H](#)) and kept in the comprehensive resource manual by the administrator and in each teacher/staff’s *Grab and Go* document.

Media and Conference Communication Protocols

When a crisis occurs, confusion, chaos, fear, and panic are initial reactions. Taking immediate action to establish control of the situation is imperative. Appropriate and effective communication is key. In times of emergency and crisis response, employees need to be especially mindful to display openness, integrity, accuracy, consistency, flexibility, appearance and fairness when speaking about it in and to the public. (Further explanation and help regarding good communication skills is given in the previous “Communication” section and in Appendix C.)

HOWEVER, before any statement is made by any employee, the CAT member responsible for communicating with the media or to the public should contact and consult with the communication directors of the local conference and Southern Union Conference and seek assistance in formulating an official statement for the media and advice on sharing information with personnel, parents, and church members. This same CAT member should follow basic steps provided in Appendix C for appropriate and effective communication. Forms and worksheets are also provided in Appendix C to assist in recording information good communication, logging phone calls, preparing answers for interviews and more. Blank forms and worksheets should be included in the comprehensive safety/emergency resource manual as well as the completed ones with information pertinent to the school/center, students/children, teachers and staff. Copies of the completed ones should also be included in the *Grab and Go* packet.

Protecting Sensitive and Private Information

Individuals’ contact information, special needs, the exact locations of shelters and assembly areas, and the routes to be taken during an evacuation may be useful information to someone with ulterior motives. For this reason, parts of the plans must not be released to the general public. Necessary details from the plans can be given to parents in orientation materials and periodic mailings.

Safety Committee

In large schools/centers a safety committee can be established to reduce the load on the Crisis Action Team by overseeing the non-emergency safety issues such as regularly scheduled safety inspections of the facility and property, incident report reviews, and other assignments from the CAT.

Sections 1, 2, and 3

The content of sections 1-3 lay the foundation for making a school/center's comprehensive safety / emergency plan. The administrators, teachers and staff should study these sections carefully. Additional instructions in relation to the section or school/center should be identified as well. All information should be written into the comprehensive safety/emergency plan to create the customized comprehensive safety / emergency manual. Summarized lists should then be printed and assembled in the appropriate sections of the customized *Grab and Go* as well.

Students/Children and Personnel with Special Needs

Descriptions of and directives for students/children and personnel with special needs or who might need special assistance should be placed in the customized comprehensive safety/emergency resource manual and the *Grab and Go* packet. Keeping this personal information updated and readily available while maintaining privacy is imperative. [See Appendix B](#) as an example and use the form as a template for recording necessary information.

Support Documents

Throughout this resource, statements are made regarding “maps,” “routes,” and locations.” A collection of support documents should be prepared and maintained in the comprehensive manual and copies of most, if not all, included in the *Grab and Go* document as well. Support documents include but are not limited to:

- Facility blueprints / building floor plans
- Utilities (water, electricity, gas) emergency shut-off locations
- Evacuation route maps
- Lock-down codes and descriptions
- Daily schedules with location of activities
- Contact Information
- Special needs accommodation template
- Communication protocols
- Incident report forms
- Crisis Action Team outline
- Drills and actual occurrence log forms

Copies of actual blueprints/floor plans and a local map with the offsite safe location marked on it should be acquired and duplicated for insertion in the comprehensive manual and *Grab and Go*. Section 5 contains some examples and templates for creating the additional support documents necessary for customizing the school/center's safety / emergency plan.

Teacher/Staff

The teacher/staff should report any emergency or suspected emergency immediately to the administrator. The teacher/staff is not expected to place his/her life in jeopardy if confronted with a life-threatening incident (gunman, bomb, student with a knife, etc.) The teacher/staff must take the *Grab and Go* and First Aid kit during each drill or actual emergency, take attendance of students/children, classroom volunteers, chaperones on field trips, etc., and if necessary, record notes of issues needed to be addressed after a drill or emergency ([See Appendix C](#)).

What to take with you in emergencies

In the adrenaline rush of quick departures, emergency supplies and important documents are often left behind. It is highly recommended that an emergency supply kit containing such items as First Aid supplies, maps, phone book, weather radio, FM radio, batteries, and possibly some extended stay supplies be maintained stocked and ready to go at a moment's notice. It is vital to think about and be prepared for unusual occurrences, such as what happens if the cell phone becomes useless or if you have to keep children/students overnight for some reason. Keeping an additional copy of the current *Grab and Go* document in the kit is also recommended. Administrators, teachers and staff should brainstorm together at the beginning of the school year as well as after an event in which the kit was used, on what the kit should contain. See Section 4 – Checklists for starter lists of suggested items. The administrator should assign a staff member the responsibility of keeping the kit stocked accordingly.

SECTION 1

CRISIS MANAGEMENT

BIO-HAZARDOUS EXPOSURES

A set of conditions that exist in which an uncontained biologically hazardous material or substance is present which could contact people needs to be dealt with cautiously. Examples of such material or substance are body fluids such as blood, feces, urine, vomit, and chemical elements such as gases, poisons, solvents, acids, cleaners, pesticides, etc. that could be dangerous to human beings and the environment. HAZMAT should be handled by authorized personnel only.

In the event of a hazmat spill, leak, or other exposure, please proceed with the following:

Administrators/Teachers/Staff:

1. Contact the administrator.
2. Call 911 to report the incident, if necessary.
3. Issue a Code Red.
4. Avoid any contact with and keep students/children away from the hazardous substance.
5. If chemical has contacted skin or eyes, flush with water for at least 15 minutes.
6. If there is an **internal spill**, open windows in cases of possible asphyxiation (gas leaks, carbon monoxide, etc.) and evacuate the building to a predetermined location.
7. If there is an **external spill** (such as truck, train derailment, or factory spill) or terrorist attack and evacuation to another safe location is not possible, close and seal windows with tape and plastic. Mechanical systems that can draw in outside contaminated air should also be shut down, and vents and doors should be sealed as well.
8. Do not turn lights, electronic devices, or electrical appliances on or off, if a leak is suspected.
9. Inform anyone impacted and parents of further precautions that should be taken.
10. If anyone is injured, call for emergency medical assistance.
11. Do not attempt to clean up the spill.
12. Follow the state and federal guidelines for the disposal of hazardous wastes, if they can be cleaned by school employees.
13. Everyone should remain in a safe location until the Code White is issued.
14. When local authorities announce an “all clear” status, issue a Code White.

BOMB / BOMB THREAT

An explosive device fused to detonate under specified conditions and a message received by phone or in print that a bomb is on or will be on the property or in a location risking lives (e.g., vehicle transporting individuals or field trip destination) should be taken seriously.

Person receiving the call:

1. Document bomb location, detonation time, description of bomb, and type.
2. Keep the caller talking, check caller ID box.
3. Document date, time, and line of incoming call.
4. Dial the number for tracing a call.
5. Note caller's age, sex, accent, and background noise.
6. Provide information to the administrator.

Administrators/Teachers/Staff:

1. Evacuate everyone to the designated area.
2. Call 911.
3. Alert Crisis Action Team **(NEVER USE A CELL PHONE/WALKIE-TALKIE DURING A BOMB THREAT*)**.
4. Inform parents.
5. Report information to the conference office of education.
6. Account for all students/children and adults.
7. Communicate any missing person to emergency personnel/law enforcement **(Do not use cell phone/walkie-talkie*)**.
8. Remain calm and maintain control.
9. Never touch or pick up any suspicious item.
10. Report any suspicious object to the administrator and police.

***Very Important:** Cell phones and walkie-talkies may be used as detonation devices for bombs. They should not be turned on during a bomb threat. They should be used only when permission is given by the authority of the police/bomb squad and administrator.

BURGLARY

An entry into a building illegally with intent to commit a crime, especially theft, most often occurs at schools/centers during off hours. It is also considered burglary if an offender simply trespasses through an open door. No physical “break-in” is required to be deemed a burglary.

Administrators/Teachers/Staff:

1. Do not enter building if burglary is suspected before entering.
2. Do not touch anything if burglary is discovered after entering as all evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.
3. Seal off the area and call the police.
4. Determine if the extent and type of burglary requires cancelling classes.
5. Wait for the police to advise when clean-up and repairs can begin.
6. Notify the appointed contact persons (board chair, conference office of education and risk management, etc.).

COMMUNICABLE DISEASE/EPIDEMIC/PANDEMIC

A contagious or infectious sickness that spreads from one person to another or from an animal to a person often occurs in school/center environments. The spread often happens via airborne viruses or bacteria, but also through blood or other bodily fluid. Precautions should be taken to keep them from spreading and becoming epidemic or pandemic. Consult the conference office of education and CDC regarding need to close school due to significant number of absences attributed to specific illness.

Administrators/Teachers/Staff:

1. Isolate or send home anyone who becomes ill during the day.
2. Follow guidelines and procedures issued by the county health department, CDC, and/or federal government in the event of an epidemic or pandemic.
3. Consult with the conference office of education.
4. Replace hand air dryers with paper towels.
5. Encourage all to:
 - a) Wash hands frequently.
 - b) Cover nose and mouth when coughing and/or sneezing.
 - c) Stay home if not feeling well, running a fever, or have a sore throat.
6. In every classroom, office, large assembly areas (library, lab, cafeteria, gym, auditorium), etc., provide easy access to:
 - a) Disposable tissues.
 - b) Waste baskets with plastic liners.
 - c) Waterless hand sanitizers.
 - d) Antibacterial soap and paper towels by all sinks.

DEATH

The cause of a possible death (natural or unnatural) and the circumstances surrounding the incident (violent or not) will most likely affect everyone's behavior during and after the occurrence. If the death is the result of aggressive behavior, protection of all becomes a key issue in how the event is handled. Never assume someone is dead until pronounced by authorized medical personnel. Provide all possible medical support until that time.

Administrators/Teacher/Staff:

1. Notify the principal/director, board chair, conference superintendent and counsellor immediately.
2. Give a lockdown code if needed to keep students/children unnecessarily exposed to the trauma.
3. Remain calm and reassure students/children that everything is being done to care for the injured and protect everyone.

DISASTER

Something that has a very bad effect or result for many people may be due to occurrences of nature, like hurricanes, (see "NATURAL DISASTER") or mistakes by people such as a school vehicle involved in a highway accident. When a disaster occurs, the following should be considered:

Administrators/Teachers/Staff:

1. Determine if evacuation is necessary.
2. If there no danger outside the building, use fire alarm to evacuate building.
3. Call 911.
4. Activate the Crisis Action Team..
5. If staying inside, move to a safe place.
6. Assess and notify administrator of damage and/or injury.
7. Attend to injured.
8. Remain with your class.
9. Keep students/children calm.
10. Contact the conference office of education.
11. Call parents.

DISRUPTIVE PERSON

One who interferes and causes difficulties that interrupt something may makes threats of physical harm, may be physically aggressive and/or be verbally abusive.

Administrators/Teachers/Staff:

1. Notify the administrator.
2. Assess the situation to determine if police assistance is needed.
3. Call 911, if necessary.
4. Determine if Lockdown Code should be issued.
5. Inform the next of kin of adult or disruptive student's parents.
6. Call the conference office of education.
7. Take control, maintain eye contact, and give verbal directions to the aggressor.
8. Avoid embarrassing the aggressor.
9. Issue Clear Room.
10. If possible, remove harmful objects.
11. Document incident as soon as possible.

EVACUATION PROCEDURES

A specific set of actions to be taken to leave a building and/or property in the event of a fire, severe weather, facility emergency, bomb threat, or any other situation that results in the facility or on the property. All staff should adhere to the following.

1. The facility director or designee will call 911 and indicate the need for assistance.
2. Evacuate all students/children, teachers, staff and adults per options ([see Appendix E](#)) to the designated safe area as quickly as possible.
3. **Before leaving the facility, confirm attendance by conducting a roll call** to ensure all students/children, teachers and staff members are accounted for. Bring attendance list along to evacuation site.
4. During the evacuation, staff should adhere to predetermined evacuation routes as much as possible. However, staff should not hesitate to alter the designated route if it is unsafe.
5. The staff will evacuate children in centers as follows:

INFANTS: Put up to four non-mobile babies in an evacuation crib or put two infants in rescue packs carried over shoulders of staff or carriers to evacuate.

TODDLERS AND PRESCHOOLERS: Gather children who can walk into a group, instruct them to hold hands or onto a single rope and supervise an orderly evacuation to the designated assembly area or vehicle for transport.

SPECIAL NEEDS CHILDREN: These children should be assisted by specific staff members who have been trained in their role to evacuate special needs children.

SECTION 1 – Evacuation Procedures– cont.

6. Once students/children, teachers and staff report to the designated safe area, **a second roll call should be made** to ensure that everyone has exited the building safely.
7. No person should return into the facility until it is deemed safe by the proper authorities.
8. The administrator or designee should use a landline* to notify students'/children's parents of the situation and the pick-up point for them

***Very Important:**

Unless the evacuation is due to natural disasters, inclement weather or fire, cell phones and walkie-talkies should not be used as they may be rigged as detonation devices for bombs. They should not be turned on during a bomb threat, intrusive person event, or leaking gas. They should be used only when permission is given by the authority of the police or bomb squad specialist.

9. The administrator should make sure the Emergency Supply Kit, which includes the First Aid Kit, accompanies him/herself or designee(s) upon evacuation from the building and teachers should take their respective *Grab and Go* packets which include the evacuation route map, contacts information, etc.

Note: Under no circumstances are staff to stop for any of their own or student/children's personal belongings, including jackets, shoes, backpacks, etc.

FIRE/EXPLOSION

Fires and explosions can result one from the other in a school/center where there are faulty appliances or gas lines, heating units, etc. If an explosion occurs or a fire breaks out, the following actions should be taken:

Administrators/Teachers/Staff:

For Fire:

1. Activate the fire alarm.
2. Call 911.
3. Close windows and doors and turn off lights.
4. If safe, use fire extinguisher.
5. Follow site or offsite evacuation plan.
6. Contact parents.

For Explosion:

1. Take shelter against a desk or table during explosion.
2. When possible, evacuate.
3. If trapped by debris, cover nose and mouth.
4. After noise of explosion, tap on pipe or wall or use whistle for communication.
5. Shout only as a last resort.

INTRUDER

One who enters the school/center property with or without invitation or permission may seem innocent but should be taken seriously. The person may begin to show inappropriate behavior or criminal intentions. Actions from this list should be taken by an adult.

Administrators/Teachers/Staff:

1. Approach the intruder and determine the nature of his/her presence.
2. Direct the person to the appropriate office, if there is no cause for alarm.
3. Ask the intruder to leave, if no acceptable purpose is stated.
4. Notify the administrator immediately, if actions or appearance are suspicious.
5. Notify the police, if the intruder refuses to leave.
6. Determine if lockdown code should be issued.
7. Monitor intruder's location until police arrive.
8. Work closely with local authorities.
9. Notify the conference office of education
10. If lockdown is requested, remain in secured area until lockdown is lifted.

LOCKDOWN & EMERGENCY CODES

A set of words associated with specific instructions can be used to give warning that indicates there is a particular emergency and specific action should be taken. A lockdown action can be used in situations that may result in harm to persons inside the facility such as a bio-hazard spill, shooting, hostage incident, intruder, disturbance, or at the discretion of the building director, designee or public safety personnel. The announcement of a lockdown may come over the public address system, intercoms, walkie-talkies, or other designated system. (Note: Usage of the system should be included in regularly scheduled emergency drills with the students/children, but electronic devices should not be used to make announcements if there's a bomb threat. A bullhorn should be used instead.)

Lockdown code words with defined levels of actions assigned to them should be established before students/children arrive on campus at the beginning of the school year. Announcing a lockdown code indicates limited or no movement, or evacuation of a specific area or entire school/center facility. A code can also be used to signal when the lockdown is lifted and that activities can return to normal routine.

In a lockdown situation everyone is kept in classrooms or other designated locations that are away from the danger. There should be no apparent movement. It is best for the teachers/staff and students/children to remain in the classroom with the doors locked, lights turned off, and window blinds closed. It is recommended for "Code Red" that students/children get under desks or tables, in closets, behind shelves or cabinets, etc. Everyone remaining silent is preferred, but reading a story in a whisper to assist young children in remaining quiet and calm until the all clear "Code White" is announced may be necessary.

A designated person should be previously assigned to secure building entrances at such times, ensuring that no unauthorized individuals leave or enter the building.

SECTION 1 – Lockdown Codes– cont.

Teachers/staff are held responsible and accountable for students/children and must ensure that no one leaves the room or safe area during “Code Red” and “Code Yellow” and that everyone moves together as a group at all times during a “Code Green.”

Prior to students/children arriving on campus at the beginning of each school year, again at the beginning of second semester, and after an occurrence, the following tasks should be done:

- Determine the procedure for communicating to administrator/director, teachers, students, and staff the need for lockdown;
- Decide which communication system will be utilized, have it installed, if new, and tested throughout the facility/ies;
- Select who is given the responsibility of securing all building entrances when “Code Red” is announced and after everyone is inside after “Code Yellow” is announced;
- CAT must study, edit, agree on and share the codes and stipulations with the administration, teachers, and staff. ([See Appendix F](#) for suggested lockdown codes.)

MISSING PERSON

A situation in which a student/child or personnel was present at the school/center and disappears for no known reason must receive immediate attention. Consideration should be given to the possibility that he/she wandered away, ran away, or has been kidnapped.

Administrators/Teachers/Staff:

1. Organize a search of the school/center buildings and grounds.
2. Notify the police if the student/child or adult is not found.
3. Notify the designated contact person of the missing person.
4. Call the conference office of education.
5. Record details of person’s last appearance.
6. Document steps taken to locate missing person.
7. Ensure the remaining students/children are effectively supervised.
8. Provide physical description of missing person and specify any special needs.

NATURAL DISASTER

A very bad effect or result for many people due to occurrences of nature like earthquakes, forest fires, drought, flooding, and tornados, etc. should be recognized. Considerations should be made regarding appropriate actions to take place for the various kinds of natural disasters or threats thereof.

Administrators/Teachers/Staff:

1. Activate the Crisis Action Team.
2. Determine if evacuation or closure is necessary.
3. If staying inside, move to a safe place away from windows, mirrors, glass, free-standing furniture, etc.
4. Remain with your class.
5. Assess and notify administrator if there damage and/or injury occur.
6. Call 911.
7. Attend to injured.
8. Keep students/children calm.
9. Contact the conference office of education
10. Call parents.

SERIOUS INJURY/ILLNESS/MEDICAL CONDITION

A student/child, teacher or staff member may have an accident and be seriously injured (knocked unconscious or bleeding profusely), fall rapidly ill (climbing fever, continuous vomiting or diarrhea, heart attack, stroke), or have a seizure or reaction (epilepsy, snake bite or allergic response) at the school/center. Immediate action must be taken to obtain emergency medical help for the individual.

Injuries such as bumps and blows to the head, neck, and back areas can occur, and should always be addressed. Observation should follow as some can be life threatening, along with strokes and heart attacks.

Administrators/Teachers/Staff:

1. Assess the situation for life threatening conditions such as unconsciousness, difficulty with or not breathing, severe bleeding, inability to walk, etc. and determine if emergency medical service (911) is needed. If in doubt, call 911. Do not move patient unless instructed to do so by 911 operator or EMT.
2. Notify the administrator /staff of serious illness or injury.
3. Announce a lockdown code to ensure students/children are not unnecessarily exposed to trauma.
4. Call the emergency contact person for the adult or parent/guardian of student/child.
5. Initiate first aid, if a trained person is available.
6. Have available for EMT and send with student/child the medical insurance information and *Consent to Medical Treatment* form to the hospital.
7. Remain calm and reassure students/children that all possible actions are being taken to care for the injured or ill person.
8. Document the occurrence or cause of injury on school/center property.
9. Send first aid certified personnel to the injured or ill.
10. Call 911 if any of these symptoms appear:

SECTION 1 – Serious Injury/Illness/Medical Condition-cont.

- a) Unconsciousness
 - b) Lightheadedness, dizziness
 - c) Weakness on one side of body, weakness all over, numbness
 - d) Abnormal breathing
 - e) Unsteady balance, loss of coordination, trouble walking
 - f) Blurred or double vision, pupils of unequal size
 - g) Headache
 - h) Confused state
 - i) Seizure
 - j) Nausea / repeated vomiting
 - k) Slurred speech, trouble speaking or understanding
11. Allergic reactions can occur to anyone not previously known to have an allergy. If anyone begins to exhibit the following symptoms, call 911 immediately:

- a) Difficulty breathing
- b) Loss of consciousness
- c) Chest pain
- d) Swelling

Monitor and call 911 if multiple symptoms such as the following occur and begin to worsen:

- e) Headache
- f) Dizziness
- g) Abdominal pain
- h) Vomiting
- i) Muscle cramps
- j) Rash
- k) Fever
- l) Belly pain
- m) Severe swelling around a sting site

- 12. Notify the conference superintendent and board chair
- 13. During the excitement of assessing and caring for the injured or ill, ensure that all students/children are accounted for and have adult supervision.

SEVERE WEATHER

Tornados, hurricanes, flooding, ice storms, snow, blizzards, or any other weather related event can have a life threatening affect and should be treated as seriously as all other emergencies. A severe weather plan should be made by the administration. An initial stance is to follow the actions of county or public school system during times of inclement weather. Listen to the local news for announcements regarding:

_____ county or _____ public schools.

SECTION 1 – Severe Weather – cont.

In the event local authorities order evacuation to a shelter, list directions to and include a photo of the shelter location. **Note:** This shelter location should be chosen in consultation with local civil authorities prior to enrolling students/children at the beginning of the school year. This location should be shared with parents also.

Administrators/Teachers/Staff should consider the following as well:

1. Evacuate students/children to the shelter previously identified in cooperation with civil authorities.
2. Decide if early dismissal is needed.
3. If a storm occurs at dismissal time, determine if students should be held until dangerous conditions have passed.
4. Notify parents.
5. Maintain contact with local news media stations.
6. Monitor weather on NOAA radio stations.
7. Contact the conference office of education.
8. Stay away from windows, exterior doors, gymnasiums/auditoriums and similar rooms with high roofs.
9. Do not operate phones, TVs, computers or other appliances plugged into an outlet during electrical storms.

If a tornado warning or hurricane warning is issued during school/center hours, teachers and staff should go at once with all students/children currently in their charge to the pre-planned area (see Appendix 7). When a tornado threatens or a tornado warning is issued, seconds count. Lead all students/children to the designated safe places in a calm, orderly, and firm manner. If someone sees or hears the tornado coming, no one should wait for the facility-wide warning signal, but go immediately to the shelter area if there is time. Everyone needs to stay away from windows and large open rooms like gyms and auditoriums. If there's no time, everyone should crouch low, curl down over their knees, head down, forehead to the floor with hands clasped over their heads to protect the back of the head with hands and arms as shown in this illustration. In the first week of school, students/children should be taught to get into this position as part of the emergency drill (see Section 3).



After the tornado or storm passes students/children should be kept assembled and orderly in a safe area away from broken glass, other sharp debris, power lines, puddles containing power lines or electrical equipment, and emergency traffic areas. While waiting for emergency personnel to arrive, carefully render aid to those who are injured. Keep everyone out of damaged parts of the building; chunks of debris or sections of the building may collapse yet. Ensure no one is using matches or lighters, in case of leaking natural gas pipes or fuel tanks nearby. It is very important for administrators, teachers, and other adults to set a calm example for students/children at the disaster scene and reassure those who are shaken.

SUICIDE ATTEMPT/THREAT

The act of someone trying to take his/her own life intentionally or declaring such actions should be taken seriously and treated as an extreme emergency.

Administrators/Teachers/Staff:

1. Notify the administrator / teacher immediately and be mindful of privacy laws.
2. Call 911 and the National Suicide Prevention Lifeline 1-800-273-TALK (8255) or other appropriate suicide emergency numbers (____) ____ - _____ immediately for advice/support.
3. If the attempt or threat was made publicly, decide which lockdown code and/or “Clear Room” directive may need to be issued.
4. Ensure the safety of the students/children who were issued “Clear Room” by placing an adult to supervise them at their location.
5. Call the emergency contact person for the adult or student/child’s parents immediately. If a parent does not come, call the Department of Children and Families or the police.
6. Contact the school counselor and/or activate the Crisis Action Team.
7. Call the conference office of education.
8. Ask the student/child if he/she has a plan to hurt himself/herself again. If the answer is “yes,” stay calm and sensitive, listen carefully for the details.
9. Remain with the person who attempts or threatens to commit suicide.
10. Make every effort to protect the students from witnessing a traumatic event.
11. Assure the students that everything possible is being done to return things to normal.
12. Don’t be angry or judgmental (i.e. “The person is over-reacting.”; “It’s not real, she’s a drama queen.”).

TERRORIST ATTACK/THREAT

A deranged person may threaten or attack somewhere in the country, community, or the school/center with violence to intimidate others. Such violence usually comes in the form of bombing, kidnapping, and/or assassination. Whenever the Department of Homeland Security (DHS) signals a warning of a terrorist attack or threat, the school/center should make every effort to ensure the safety of the students/children and adults.

Administrators/Teachers/Staff:

1. Follow local and/or federal government instructions.
2. Place Crisis Action Team on alert, or activate the team immediately.
3. Issue lockdown code, if necessary.
4. Secure the facility and assign adults to monitor entrances at all times.
5. Cancel outside activities and field trips.
6. Update parents on preparedness efforts.
7. Address teacher, staff, and student/child fears concerning possible attacks.
8. Inspect school/center buildings and grounds for suspicious activities.
9. Review crisis response plan with teachers and staff.
10. Test alternative communication capabilities.
11. Maintain composure.

VANDALISM

The action of deliberately damaging or defacing public or private property can occur inside the facility or to the exterior.

Administrators/Teachers/Staff:

1. Do not enter building if vandalism is discovered before entering.
2. Do not touch anything if vandalism is discovered after entering as all evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.
3. Determine if the extent and type of vandalism requires sealing off the area, cancelling classes pending clean-up, and calling the police.
4. If police are called wait for them to advise when clean-up and repairs can begin.
5. Notify the appointed contact persons (board chair, conference office of education and risk management, etc.).

WEAPON

Any object or device used to injure, damage, kill, or destroy life or structures should be considered a weapon and extreme caution should be taken in dealing with the person in possession of it.

Administrators/Teachers/Staff:

1. Remain calm.
2. Try to determine the location, identity of the person, and type of weapon.
3. Try to keep suspect from other students/children/adults.
4. Teachers/Staff get a message to the administrator as soon as possible and quietly.
5. Call 911.
6. Do not alert students/children that you suspect/know about the weapon.
7. Turn off all bells and any classroom noises, timers, etc.
8. **DO NOT ATTEMPT TO DISARM THE PERSON.**
9. Do not take any action that would endanger students, other staff members, or yourself.
10. Notify the conference office of education.

If Person Possessing Weapon Is Not Immediately Present:

1. Lock the doors, close windows and shades, and turn off lights.
3. Take attendance.
4. Detain students/children in room quietly until instructed otherwise.
5. If signal is given, evacuate according to lockdown code procedures.

SECTION 2

EVERYDAY RISKS & EMERGENCIES

ALLERGIES / REACTIONS

Students/children and adults working at the school/center may have known medical conditions regarding food allergies, hay fever, etc. Adverse reactions to bug bites, bee stings and contact with poisonous plants may be known also. However, on any day someone may require unexpected immediate attention and assistance to a reaction. The administrator, designated teachers and staff should be informed of students/children and employees who have known conditions and how to respond. Compliance with privacy laws must be maintained. In addition, everyone should be trained in responding to anyone who may have an unexpected first-time reaction.

Administrators/Teachers/Staff:

If someone begins to exhibit the following symptoms, call 911 immediately:

1. Difficulty breathing
2. Loss of consciousness
3. Chest pain
4. Swelling
5. Trouble speaking/slurred speech or understanding
6. Numbness/weakness of the face, arms, leg
7. Sudden confusion
8. Blurred vision
9. Trouble walking, loss of coordination or balance
10. Seizure
11. Nausea

If monitoring a reaction and multiple symptoms such as the following occur and begin to worsen, call 911:

1. Headache
2. Dizziness, lightheadedness
3. Abdominal pain
4. Vomiting
5. Muscle cramps
6. Rash
7. Fever
8. Belly pain
9. Severe swelling around a sting site

ASSAULT

An attempt to injure someone else, which can include threats or threatening behavior against others, physically or verbally, with a clear or obvious ability to carry out that threat so that the victim feels danger of physical attack or harm is as serious and should be dealt with as seriously as an actual attack with injury. An assault can incur criminal charges. Rape is considered an assault. If a rape or other assault occurs the plan for reporting it to the authorities, caring for the injured, dealing with media, etc. should be judiciously followed.

Administrators/Teachers/Staff:

1. If assaulter is caught in the act, help the victim get away but don't leave the assaulter unsupervised while waiting for police and emergency personnel to arrive.
2. Do not leave the victim alone and provide comfort (be gender sensitive) until emergency personnel arrive.
3. Dial 911.
4. Notify parent/guardian or emergency contact person.
5. Do not clean-up the scene or people involved, wait for the police to review.
6. Gather as much information regarding the assailant and incident as possible: witnesses, physical characteristics of assailant, clothing, location, time and duration of attack, what, if any, weapons were seen or used, etc.
7. Accompany the victim (be gender sensitive) to the ER, if necessary.
8. Remember to protect the confidentiality of the victim.
9. Remind staff and students to refer all questions the designated media spokesperson who will be the only source of information to the news and press.

BODY FLUIDS

Commonly known as saliva, blood, vomit, urine, feces, semen, etc., body fluids and other infectious waste that have been in contact with body fluids (laboratory materials, surgical dressings, needles, dead animals from laboratory experiments, etc.) have the potential to infect people with diseases or serious illnesses. They are considered bio-hazardous substances and are contaminated with blood-borne pathogens or other germs. Blood-borne pathogens are diseases which can be transmitted from human to human through contact with infected blood. Examples include human immunodeficiency virus (HIV or AIDS), hepatitis B and hepatitis C. Therefore, all should be cleaned up and the contaminated surfaces disinfected immediately.

School/center custodian as well as all personnel should be trained in safe clean-up and disposal procedures and these precautions should be followed:

Administrators/Teachers/Staff:

1. Use clean-up procedures as directed by an authority.
2. Use safety goggles or shields as a precaution against splashing and wear protective clothing, including shoe covers.

SECTION 2 – Body Fluids– cont.

3. A “Spill Kit” should be readily available consisting of:
 - a. Bleach or equivalent disinfectant (such as Hypochlorite tablets mixed with water, prepared daily)
 - b. Disposable gloves
 - c. Absorbent towel/cotton, etc.
 - d. Red disposing bag
4. Block the area from all traffic until clean-up and disinfection are completed.
5. Put on disposable latex gloves to prevent contamination of hands, and use scoops and tongs to pick up contaminated materials.
6. Cover the spill with paper towels or absorbent materials.
7. Use a scoop or tongs to pick up needles and/or broken glass shards, if they are present.
DO NOT USE FINGERS.
8. Gently pour bleach solution (or equivalent) onto all contaminated surface areas.
9. Leave bleach solution on the contaminated area for 5 to 10 minutes.
10. Wipe up the remaining bleach solution.
11. Wipe up the spill and place in a plastic garbage bag.
12. Place all used cleanup supplies in a red bag for disposal.
13. Discard the used gloves in the same bag.
14. Double-bag items to be disposed.
15. Wash hands thoroughly with soap and water.

If exposed, rinse the affected area immediately, wash with soap and water and report the exposure to the principal/director immediately. If a student/child is exposed, notify parent/guardian and send the student/child to an on-site nurse or medical clinic. If an employee is exposed, he/she should be sent to a health clinic or infection control specialist at the local hospital within 72 hours.

BULLYING / HARASSMENT

An action that may involve direct physical or verbal abuse or indirect acts that are designed to harass, intimidate, harm a person’s social reputation and/or cause humiliation and distress due to spreading rumors, excluding someone from a group on purpose, using nick-names, etc. is often a form of assault. It can also be carried out with the aid of modern technologies such as the internet (e.g., via Facebook) and mobile phone texting. This form of bullying is known as “cyber bullying.” To combat bullying or other forms of harassment (e.g. sexual), all personnel and staff should follow these directives:

1. Supervise students/children with diligence during all school/center hours and events.
2. Release students/children only to those parents / guardians who have written permission to receive them
3. Take complaints seriously and understand that false accusations can occur, which can also be a form of harassment
4. Respond to complaints or witness of unacceptable behavior; response must be appropriate to age and offense
5. Maintain confidentiality as much as possible
6. Accept that responsibility for reporting rests with each person as outlined by the mandatory reporting laws of each state.
7. Stress that retaliation, open or subtle, will not be tolerated.

SECTION 2 – Bullying/Harassment – cont.

All administrators, teachers, and staff should be trained in responding to those who suffer from bullying or harassment.

Administrators/Teachers/Staff:

1. Educate all students/children on what bullying and harassment is, respecting others, when to report unacceptable actions, and consequences of participating in them.
2. Document and keep details including dates, time, place, parties involved, etc. Make notes in perpetrator and victim's files.
3. Have direct conversation with all involved and speak to the perpetrator separately.
4. Investigate all complaints promptly and confidentially, but leave serious accusations to the proper agency/civil authority. Depending on the type of threat, local law enforcement may need to be involved.
5. Report inappropriate behavior of students/children and adults to principal/director, board chairperson and conference superintendent.
6. Notify all staff.
7. Inform parent/guardian when a student/child is involved as perpetrator or victim.
8. Develop a plan to keep the victim safe.
9. Take disciplinary measures as outlined in the school's discipline policy. Determine appropriate discipline, based on age and level of offense. Consider immediate suspension, if necessary to secure safety.
10. After the investigation inform the victim that corrective action has been taken, and encourage victim to report any further occurrences
11. Increase supervision.

CHILD ABUSE

The term covers a wide range of behaviors including an intentional act that results in physical or emotional harm to a minor or puts a minor at risk of harm and the lack of action which leaves a minor neglected and in serious need, all of which must be officially reported.

In the event that any school/center personnel has reason to believe that a student/child is being abused or has been abused by anyone, including school/center employee or staff member, immediate action must be taken. All personnel must report reasonable suspicions regarding suspected or actual child abuse. Anyone who does not know how or where to report child abuse should call the conference office of education for guidance. When in doubt, REPORT!

Administrator/Teacher/Staff:

1. Report observations, suspicions, and concerns to child protective services or law enforcement agency as mandated by law, usually within 24 hours, of any suspected or known abuse.
Phone # _____
Name of service/agency: _____
2. Do not inform parents or accused of the report; it is the responsibility of law enforcement authorities to investigate and inform parents.
3. Describe in detail indications of suspected or known abuse.

SECTION 2 – Child Abuse– cont.

4. Remain with student/child during interview, if allowed by civil authority.
5. Document date, time, and details in student's/child's file with photograph, if appropriate. Keep file confidential.
6. Inform the administrator and student/child's teacher.
7. Notify conference superintendent.
8. If it's believed that the student/child is in a life threatening or unsafe situation, keep the child away from perpetrator. Allow police or child protective services to determine where the student/child will be safe.
9. Cooperate with investigations being conducted by the child protection agency or law enforcement authorities.
10. For additional support, use the child abuse hotline for your state. (See 'Additional Resources' in this document.)

DEMONSTRATION / DISTURBANCE

An act of showing or proving something in a public meeting or march, potentially causing a noisy or rowdy disruption during school/center hours, may necessitate activating a facility lockdown. In the event a group stages a demonstration or makes a significant disturbance, steps should be taken to avoid trouble.

Administrators/Teacher/Staff:

1. Assess the situation to determine if police assistance is needed.
2. Call 911 if necessary, the board chair, and conference superintendent.
3. Inform all personnel of the situation.
4. Remain calm and maintain normal classroom operations as far as possible and if safe.
5. Account for all students/children and keep them in the classroom or designated area.
6. Keep students/children informed to calm their fears and dispel rumors.
7. If safe, try to meet with the protest leaders.
8. Inform parents/guardians.
9. Remember that only the designated spokesperson should speak to the media.
10. Try to keep the cameras out of the building(s) and off property.
11. Increase supervision, especially at dismissal.
12. Work with the police, and if necessary use a bullhorn to make the following announcement:

I am _____ (name and title). I am speaking under the authority vested in me by _____ (local conference) of Seventh-day Adventists.

You are on private property without permission. As trespassers, you are subject to possible arrest if you do not leave. I am asking you to leave the premises immediately.

If you do not leave immediately, we will ask law enforcement authorities to take appropriate action.

MINOR INJURY/COMMON ILLNESS/KNOWN MEDICAL CONDITION

Occasions of incurring scrapes, cuts, bug bites, sprains, seasonal colds and flu, being a diabetic, having epilepsy, bouts with IBS, asthma, etc. may occur on any given day and time. All adults should be trained on first aid steps to be taken for treating and/or caring for the sufferer when an episode occurs. If a parent/guardian has provided the school/center with a medication kit or prescription medication (Epi Pen, Benadryl, Insulin, Inhaler, etc.) dissemination of such must follow state regulations and conference policy.

Administrators/Teachers/Staff:

1. Assess the situation, and if needed, call for appropriate medical help or the parent/guardian.
2. Inform the principal/director and call the parent/guardian, if necessary
3. Remove students/children from vicinity of the injured or ill.
4. Take appropriate actions to care for the injured or ill.
5. Replenish the first aid kit of supplies after each use.
6. Log and notify the parent/guardian of each dose of medication given to student/child along with date and time of day. Sign each log entry.

TRANSPORTS AND FIELD TRIPS

Drivers of school/center owned vehicles for daily transportation of students/children to and from the campus, must take preventative measures to increase the safety of all. Events in which teachers and chaperones take students/children to places away from the school/center property, must include plans on safety measures and possible emergency actions. The use of 15 passenger vans is prohibited.

1. The leader of the field trip must obtain prior to departure a signed permission slip by a parent/guardian for each student/child to participate on each particular field trip.
2. A completed and signed Consent for Medical Treatment form for each student/child must accompany the leader on the field trip.
3. All drivers should have a copy of the completed and signed Consent for Medical Treatment form for each student/child riding in his vehicle.
4. A list of all students/children and adults participating in the field trip and those signed-up for daily transport service must be left with the administration at the school/center.
5. A first aid kit stocked adequately for the risk and number of students/children participating must be taken on every field trip and kept in all daily transport vehicles.
6. Keep a written log of students/children entering and exiting vehicles and take roll call multiple times while away from school/center.
7. Check with the local conference risk manager for volunteer driver stipulations and requirements, such as minimum acceptable age of drivers, years of driving experience, background checks, insurance coverage, etc., and follow ARM policies and state licensing regulations prior to placing any students/children in a volunteer driver's vehicle and care.

In the event of an accident while on a field trip or in daily transport vehicle, emergency procedures should be followed at the site of the accident and back at the school/center.

SECTION 2 – Transports and Field Trips – cont.

Administrators/Teacher/Staff:

1. Remain calm while evaluating the situation. Evacuate area, if needed.
2. Assess the nature and seriousness of injury(ies).
3. Administer first aid on minor injuries (scratch, cut, non-reactive bite, etc.)
4. Call 911 for serious incidents. If the student/child has fallen or been injured, do not attempt to move him/her. Wait for professional help.
5. Notify the principal/director; call parent/guardian of injured student/child; call emergency contact person of injured adult.
6. Report the accident to the conference superintendent and risk management officer.
7. Complete an accident/incident report, while at the scene if possible.
8. If a vehicle is involved in the accident (car/van/bus) the driver should remain with it.
9. Stay with the students/children at all times and release them only to authorized parents/guardians. Record name of person to whom students/children are released.
10. Follow the school/center plan for communications to media.

UTILITIES DISRUPTION/FAILURE

An environment without electricity, gas, water, heat or air conditioning for a significant amount of time can become very uncomfortable and dangerous. If there's an interruption of any utility's proper operation, appropriate action should be taken without delay.

Administrators/Teachers/Staff:

1. Notify the administration and maintenance supervisor immediately.
2. Report the outage to the proper service provider.
3. Shut off main valve and/or breaker if directed. See Appendix _____
4. If there is gas odor, hissing sound of a leak, or water from a broken pipe flooding an area, refrain from turning on an electrical switch or operating equipment
5. Refrain from entering any flooded areas where electrical appliances are located.
6. Call 911 if the failure presents a dangerous condition such as a transformer fire, lines down, etc.
7. Turn off or unplug computers/appliances which are subject to damage from power surges.
8. Evacuate immediately. Assemble students/children and adults in a safe area.
9. Assess the situation, in consultation with the utility company, and determine if dismissal is necessary.
10. Notify the conference office of education, if dismissal is warranted.
11. Keep everyone away from areas where electrical wires are exposed, pipes are broken, etc.
12. Inform parents/guardians and board chair.

SECTION 3

NON-EMERGENCY SAFETY IMPLEMENTATIONS

CRISIS ACTION TEAM (CAT) MEMBER SET-UP AND RESPONSIBILITIES

A working group should be appointed in every school/center that oversees the planning and preparation for any emergency or disaster and leads out in the implementation of crisis response and management in case of any occurrence. It is important that an emergency plan incorporates best practices and reflects the unique needs and characteristics of the school/center.

Crisis Action Team members should be selected and voted into place by the local board. The CAT should consist of:

1. A team leader (administrator or designee)
2. Selected teachers/staff
3. Community representative(s) with a vested interest in the school (police, fire, medical emergency personnel, etc.)

Some responsibilities of the Crisis Action Team are to:

1. Develop a crisis management plan for emergency situations
2. Create a “chain of command” with specific responsibilities assigned
3. Create a communication “network tree”
4. Develop a system for conducting emergency response drills
5. Implement the crisis management plan, should an emergency occur
6. Protect the organization against the adverse effects of crisis
7. Review and update emergency actions plans annually and after every occurrence

In addition, guidelines for the following should be determined and written/adopted by CAT and included in Section 1- Crisis Management:

1. Lockdown and other emergency codes
2. Sheltering and safe spaces in building(s)
3. Evacuation routes
4. Clearly identified safe gathering points outside the building, as well as alternative assembly points for inclement weather or other unanticipated situations
5. Remote locations (and necessary transportation) for major emergency events requiring students and personnel to assemble off-site for a lengthy period of time

When developing a crisis plan, the Crisis Action Team should contact local law enforcement and other local emergency services to seek input and advice. In addition, these entities should be provided access to building floor plans, a list of contact information for key personnel, and descriptions of utility and alarm systems. The team should determine a command-and-control structure, identifying point persons and chain of command for each type of crisis event. The team should also outline tentative re-entry procedures, in case of incidents involving utilities or structural issues necessitating evacuation.

SECTION 3 – CAT Member Set up and Responsibilities - cont.

See Sections 4 and 5 of this document for checklists and support documents to assist the Crisis Action Team.

DRILLS

Emergency response practice for responding to fire, severe weather/natural disaster and emergency action lockdown codes should be held regularly at unannounced times in the various buildings of the school/center, including dormitories and churches if they are part of daily or weekly use. Each type of drill should be introduced to and practiced with everyone in the first week of school. Following the initial instructions, the following is recommended for how often the drills are practiced:

Fire drills	Monthly
Lockdown drills	Quarterly
Tornado/severe weather drills	Quarterly
Practicing total evacuation to the designated off-site location should take place once each semester.	

There should be full participation of all children, students and adults on location in all drills.

A record of all drills should be kept on file. [See Appendix H](#) for the Drill Occurrence Log forms.

ORIENTATION/TRAINING

The process of giving teachers and staff information and training should be given at the beginning of each school year. It should be provided by qualified individuals in such areas as blood-borne exposure control, use of fire extinguishers, emergency health and safety procedures, communication, drills and evacuation procedures, supervision structures, collaborating with civil authorities, etc.

SAFETY COMMITTEE

A designated group which is to be maintained that oversees non-emergency safety issues, accidents, and claims concerning the facility should be appointed by the local board. The committee must have a safety officer who is responsible for organizing and chairing the committee and reporting to the board. The safety committee would be responsible for

- 1) Conducting scheduled quarterly inspections of the facility, equipment and supplies as required by the Southern Union Conference and local conference policies, Adventist Risk Management recommendations, and other safety/loss control regulations by civil authorities.
- 2) Monitoring between inspections if an issue arises or incident occurs
- 3) Reporting to the local board and recommending remedy

SECTION 4

CHECKLISTS

BEGINNING OF THE SCHOOL YEAR CHECK-UP

Before students/children arrive at the school/center to begin the school year, the administrator, teachers, and staff should work through the checklists to help ensure supplies are on hand and tasks have been completed to promote safety and preparedness for an emergency.

Administrator/Director:

DO

- ☐ Review & update safety plan
- ☐ Announce Crisis Action Team members voted by the governing board
- ☐ Orchestrate CAT meeting to initiate responsibilities and duties
- ☐ Train all personnel including substitutes & volunteers
- ☐ Review & update disaster drills plans (tornado, fire, lockdowns, evacuation, etc.)
- ☐ Update teachers and staff responsibilities checklist
- ☐ Consult with Fire Department about crisis plan
- ☐ Consult with Police Department about crisis plan
- ☐ Consult with Emergency Medical Service (EMS) about crisis plan
- ☐ Inspect all buildings and grounds for safety hazards and needed repairs
- ☐ Review school/center security protocol
- ☐ Review sign In/out policy and procedures
- ☐ Review and update comprehensive safety/emergency plans with teachers/staff
- ☐ Review and update *Grab and Go* packets with teachers/staff

HAVE

- ☐ Weather alert radio, battery operated with fresh/spare batteries or hand crank
- ☐ Emergency supply kit (C.A.T Kit)
- ☐ Bodily fluids clean-up kit
- ☐ First Aid Kit
- ☐ Gloves
- ☐ Tissues
- ☐ Whistle
- ☐ Blanket
- ☐ Flashlight and fresh/spare batteries
- ☐ AM/FM radio, battery operated with fresh/spare batteries or hand crank
- ☐ 5 gallon bucket
- ☐ Wet Wipes/Clorox Wipes
- ☐ Hand washing solution
- ☐ Scissors
- ☐ Items for age specific needs (diapers, change of clothes, bottles)
- ☐ Emergency cribs
- ☐ Items for children with special needs
- ☐ White peel off stickers
- ☐ Pen/Pencil, markers, permanent ink
- ☐ Notepad

SECTION 4 – Beginning of the School Year Check-up – cont.

- ___ Water
- ___ Food items (cereal, cheese & crackers, cans of fruit, etc.)
- ___ Formula
- ___ Medications (children & adults i.e., insulin, EpiPen, etc.)
- ___ Emergency eye irrigation solution
- ___ Disposable camera

EXTENDED STAY CHECKLIST

At the beginning of the school year, lead teachers should review these checklists to ensure supplies are on hand and tasks have been completed to promote safety and preparedness for an emergency.

Do/Have/Prepare:

- ___ Train substitute/volunteer staff assigned to their classroom with more details on specific needs of their students/children
- ___ Refill First Aid Kit and ensure additional supplies are on hand to meet any specific needs of their students/children (Epi Pen, formula, etc.)
- ___ Review safety plan with students/children each semester, at a minimum

In the event an extended stay at school/center becomes necessary, the following items should be kept on hand in suitable quantity that is appropriate to all ages.

Extended Stay Supplies:

- ___ Bottled water
- ___ Non-perishable food
- ___ Cooking and service utensils, can opener
- ___ Propane stove with extra fuel (check with fire marshal for proper storage)
- ___ Flashlights (hand-crank style or batteries powered)
- ___ AM/FM Radio (hand-crank style or battery powered)
- ___ Weather alert radio, battery operated with fresh/spare Batteries or hand crank
- ___ Lanterns/Candles
- ___ Blankets
- ___ Heavy Plastic
- ___ Duct Tape
- ___ Scissors
- ___ First Aid Kits
- ___ Toiletries/Feminine products
- ___ Anti-bacterial hand sanitizer
- ___ Medications (prescription or other not usually included in a first aid kit)
- ___ Extra articles of clothing
- ___ Umbrellas, rain ponchos, etc.
- ___ *Grab and Go* packet
- ___ Back-up plan for communication if cell phone becomes useless

FIRST AID KIT CONTENTS

A fully stocked first aid kit must be available at all times, with a sufficient quantity of supplies to meet the needs of the enrolled students/children. Duplicate kits should be located throughout the facility for easy access and accessible to teachers and staff at all times. A first aid kit should be taken on any field trip away from the facility. Each vehicle in which students/children are transported should also be equipped with a complete first aid kit and emergency contact information for children.

Kits must always be kept out of the reach of students/children.

While recommendations about the content of first aid kits may vary somewhat, every kit should include these essentials:

- ☐ Disposable, non-porous gloves
- ☐ Adhesive Band-Aids of assorted sizes
- ☐ Sealed packages of alcohol wipes or antiseptic wipes
- ☐ Scissors
- ☐ Tweezers
- ☐ Thermometer (digital, non-mercury glass type)
- ☐ Bandage tape
- ☐ Sterile gauze pads (2" and 3")
- ☐ Flexible roller gauze (1" and 2" widths)
- ☐ Triangular bandages with safety pins
- ☐ Small splints
- ☐ Cold pack
- ☐ Eye dressings
- ☐ Insect sting kit
- ☐ Bottled water
- ☐ Soap
- ☐ Resealable plastic bags (one gallon size) for soiled materials
- ☐ Pen/pencil and notepad
- ☐ First Aid guide (Academy of Pediatrics or American Red Cross)
- ☐ Emergency phone numbers (911 emergency notification, Poison Control Center, etc.)
- ☐ Emergency medications or supplies prescribed for each child with special health needs

Students/children with health conditions such as severe allergies, asthma, diabetes or seizure disorders may require immediate attention. Teachers and staff should know how to recognize and respond to these individual emergency conditions. They should also know if special equipment and/or procedures are required in terms of "first aid" and emergency supplies.

Supplies should be replenished immediately after use. To ensure a first aid kit is kept current, a designated person should check each kit on a monthly basis for outdated items or expired medications. This is particularly important in the case of emergency drugs such as epinephrine injection (Epi Pen), asthma medications, insulin, etc.

GRAB-AND-GO CONTENTS

At a minimum, the packet must include the following:

Student/child enrollment list with parent/guardian contact information ([See Appendix A.4](#))
Staff list with contact information ([See Appendix A.3](#))
Crisis Action Team (CAT) Members contact information form ([See Appendix A.1](#))
Local community emergency numbers ([See Appendix A.2](#))
List of students/children/staff with special assistance needs ([See Appendix B](#))
Teachers/Staff Note Form ([See Appendix C.6](#))
Daily Routine Schedule and Location Charts ([See Appendix D](#))
Lock Down / Emergency Codes with definitions ([See Appendix F](#))
Evacuation protocol and maps ([See Appendix E](#))
Utilities Shut-off Locations and property/facility maps or blueprints ([See Appendix G](#))
Drills / Actual Occurrence Logs ([See Appendix H](#))
Small pad of paper and pen
First aid kit
Pizza delivery phone number
Chocolate

SCHEDULED CHECK-UPS

MONTHLY CHECKLIST:

The following tasks need to be completed each month:

- Fire Drill (Two drills should be completed in the first month of school, and then one monthly for the rest of the year.)
- Inspect All Emergency Kits (First Aid, Bodily Fluids Clean-up, etc.)
While Kits should be replenished immediately after each use, it is recommended that a habit of checking all kits be done each month, perhaps on “fire drill day”. Kits should be inspected for missing items, low quantities of supplies, and expiration dates, and then restocked accordingly without delay.

QUARTERLY CHECKLIST:

The following need to be completed each quarter:

- Lockdown/Emergency Codes Drill
Practice responding to all lockdown codes in the first month and then again each quarter thereafter.
- Severe Weather Drills
Alternate the various drills according to current season and approaching season’s characteristics.
- Natural Disasters
Practice responding to severe occurrences such as earthquakes, etc.
- Enrollment & Staff Update
Review enrollment and staff lists, add new and make changes in names and contact information for all.

SECTION 4 –cont.

WHAT TO TAKE WITH YOU IN EMERGENCY EVACUATIONS CHECKLIST

The following special occasion emergency supply kit should be maintained stocked and ready for unexpected events of evacuation.

- ___ First Aid Kit
- ___ Weather radio (hand-crank style or battery powered)
- ___ AM/FM radio (hand-crank style or battery powered)
- ___ Flashlights (hand-crank style or battery powered)
- ___ Lantern (battery powered and/or tea light illuminated)
- ___ Extra Batteries
- ___ Tea Lights and Matches
- ___ Phone Book
- ___ Maps
- ___ Non-Perishable Food / Canned Food
- ___ Can Opener
- ___ Bottled Water
- ___ Heavy Plastic
- ___ Duct Tape
- ___ Scissors
- ___ Umbrellas, Rain Ponchos, etc.
- ___ Blankets
- ___ *Grab and Go* Packet
- ___ Anti-bacterial Hand Sanitizer
- ___ Toiletries/Feminine Products
- ___ _____
- ___ _____

Items that cannot be stored in this special occasion emergency supply kit but must be considered may include the following:

- ___ Back-up plan for communication if cell phone becomes useless
- ___ Medications (prescription or other not usually included in a first aid kit)
- ___ Perishable foods
- ___ _____
- ___ _____

SECTION 5:

SUPPORT DOCUMENTS

The following words have been assigned definitions and purpose for specific use in the following appendices of support documents: Examples, Forms, Samples, Templates, Worksheets

Examples show what needs to be created/provided by respective school/center and ready to use prior to students/children arrival for the new school year.

Forms and **worksheets** should be utilized per occurrence throughout the year.

Templates need to be filled-in and ready to use prior to students/children arrival for the new school year.

Samples provide information that can be used as is or customized and ready to implement prior to students/children arrival for the new school year.

Appendix A - Contact Information

- A.1 Crisis Action Team (CAT) Members Template
- A.2 Emergency or Urgently Needed Numbers Template
- A.3 Faculty/Staff Roster Template
- A.4 Parent/Guardian Template

Appendix B – Special Assistance/Needs

Students/Children/Personnel with Special Assistance Needs Template

Appendix C – Communication

- C.1 Communication Network Tree Example
- C.2 Steps for Effective Communication During Emergencies and Crisis
- C.3 SU Communication Form 1: Crisis Communication Worksheet
- C.4 SU Communication Form 2: Daily Log Form
- C.5 SU Communication Form 3: Interview Preparation Form
- C.6 Teachers/Staff Note Form

Appendix D – Daily Routine

Schedule and Locations Example Charts

Appendix E – Evacuation

- E.1 Actions for Seeking Safe Locations Template
- E.2 Inside Rooms Exit Routes Diagram Example
- E.3 Route of Evacuation from Property to Offsite Location Template

Appendix F – Lockdown/Emergency Codes

Terms, Definitions, and Instructions Sample

Appendix G – Utilities Shut-off

Utilities Shut-off Location Template

Appendix H – Drills/Actual Occurrence Logs

- H.1 Earthquake Drill/Actual Occurrence Log Form
- H.2 Fire Drill/Actual Occurrence Log Form

- H.3 Hurricane Drill/Actual Occurrence Log Form
- H.4 Lockdown Drill/Actual Occurrence Log Form
- H.5 Tornado Drill/Actual Occurrence Log Form
- H.6 (Additional Type) Drill/Actual Occurrence Log Form
- H.7 Severe Weather Safe Areas Examples

Appendix I – Incident/Accident Reports

- I.1 Internal Review Form
- I.2 Investigation Form

Appendix J – Maps and Blueprints

- J.1 Building Blueprints
- J.2 Campus Map
- J.3 City/Vicinity Maps

Appendix K – Crisis Action Team

Chain of Command Sample

DRAFT

SECTION 6

ADDITIONAL RESOURCES

Before and After Incidents Occur:

Denominational:

Adventist Risk Management, Inc. – www.adventistrisk.org

For Educational Institutions - <http://www.adventistrisk.org/Prevention/EducationalInstitutions.aspx>

School Safety Resource Booklet

http://www.adventistrisk.org/Portals/0/safetyresourcebooklet/School_Safety_Eng-Span.pdf (English & Spanish)

http://www.adventistrisk.org/Portals/0/safetyresourcebooklet/School_Safety_FR.pdf (French)

Atlantic Union Conference Manual for Emergencies – www.atlantic-union.org

Columbia Union Emergency Procedure Manual – www.columbiaunion.org

Southern Union Crisis Management Guide –

http://www.southernunion.com/site/1/docs/Crisis_Management_Guide.pdf

Southern Union Education Codebook – Supplement 0 - Crisis Management, p.287-290

http://www.adventistedge.org/site/1/AE_images/Administration/SU%20Codebook%202015.17%20Final-2a.pdf

Government:

Center for Disease Control and Prevention (CDC) – www.cdc.gov

Child Welfare Information Gateway – www.childwelfare.gov

Child Abuse Hotlines: https://www.childwelfare.gov/pubs/reslist/rl_dsp.cfm?rs_id=5&rate_chno=11-11172

Environmental Protection Agency (EPA) - <http://www.epa.gov>

Federal Emergency Management Agency (FEMA) – www.fema.gov

Flu.Gov – www.flu.gov

National Institutes of Health – www.nih.gov

Prepare, Plan, Stay Informed -- www.ready.gov Listo (Spanish version) www.listo.gov

State Emergency Management Agency Websites – www.emergencymanagement.org/states/

U.S. Department of Education – edpubs@inet.ed.gov

Practical Information on Crisis Planning – www.ed.gov/about/ordering.jsp and www.ed.gov/emergencyplan

U.S. Department of Health and Human Services – www.hhs.gov

U.S. Department of Labor Occupational Safety & Health Administration – www.osha.gov

Administration for Children & Families - <http://www.acf.hhs.gov/programs/occ/resource/what-states-and-territories-are-doing>

SECTION 6: Additional Resources - cont.

Private Organizations:

72 Hours Web Site - <http://www.72hours.org>

American Academy of Pediatrics -

<https://www.aap.org/sites/Search/Pages/results.aspx?k=children%20and%20disasters> and

<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/default.aspx>

American Foundation for Suicide Prevention – www.afsp.org

American Red Cross - <http://www.redcross.org>

Disaster Center - <http://www.disastercenter.com/>

Childhelp - <http://www.childhelp.org/hotline/> with a national child abuse hotline 1-800-4-A-Child

Healthy Children- www.healthychildren.org and specifically

<https://www.healthychildren.org/sites/HealthyChildrenSearch/Pages/results.aspx?k=disaster&s=healthychildren.orgEnglish#k=disaster#s=11>

National Association of Child Care Resource and Referral Agencies -

<http://usa.childcareaware.org/families/crisis-and-disaster-resources/>

National Mental Health Administration – www.nmha.org or www.mentalhealthamerica.net

National Resource Center - http://cfoc.nrckids.org/WebFiles/CFOC3_updated_final.pdf

WebMD – www.webmd.com

2015 National Report Card on Protecting Children in Disasters

Recommendations by the National Commission on Children and Disasters

http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/DISASTERREPORT_2015.Pdf

Jane's Safe School Planning Guide for All Hazards

Authors: Marleen Wong, Gregory Thomas, Sonayia Shepherd, Mike Dorn

Publisher: Janes Information Group (December 2004)

ISBN-10: 0710626592

ISBN-13: 978-0710626592

Jane's School Safety Handbook

Authors: Marleen Wong, Dr. Ronald Stephens, James Kelly

Publisher: Janes Information Group (December 1, 2001)

ISBN-10: 0710625138

ISBN-13: 978-0710625137

Jane's Teachers' Safety Guide

Editors: Marleen Wong, Greg Thomas, Mike Dorn

Publisher: Jane's Information Group, Incorporated (March 28, 2004)

ISBN-13: 9780710626608

The Unique Needs of Children in Emergencies

A Guide for the Inclusion of Children in Emergency Operations Plans

Save the Children, U.S. Programs Domestic Emergencies Unit

https://www.idph.state.ia.us/hcci/common/pdf/children_in_emergencies_planning_guide.pdf

SECTION 6: Additional Resources - cont.

POST-INCIDENT HELPS:

Greenman, Jim. (2001). *"What Happened to the World? Helping Children Cope in Turbulent Times"*.

Federal Emergency Management Agency http://www.fema.gov/rebuild/recover/cope_child.shtml

The International Center to Heal Our Children at Children's National Medical Center provides many fact sheets and other resources available for children, parents, teachers, and health care providers in assisting children in coping with and recovering from traumatic events including "The Handbook of Frequently Asked Questions Following Traumatic Events: Violence, Disasters, or Terrorism." 2002. Available in both English and Spanish.

<http://www.childrensnational.org/DepartmentsandPrograms/ICHOC/resources.aspx> (*a non U.S. Government Web site*)

"A Terrible Thing Happened" by Margaret M. Holmes; illustrated by Cary Pillo; Magination Press; American Psychological Association; Washington, DC, 2000.

Helping Children Cope After a Disaster. Penn State Hershey Medical Center
www.childadvocate.net/disasterbooklet.pdf (*a non U.S. Government Web site*)

Center for Pediatric Traumatic Stress at Children's Hospital of Philadelphia offer many resources including parent and children handouts in Spanish and English
www.chop.edu/professionals/pediatric-traumatic-stress/traumatic-stress-materials-and-resources.html (*a non U.S. Government Web site*)

How to Support Your Child's Resilience in a Time of Crisis-- Traumatic events like 9/11, hurricanes, tornados, etc., have taught experts how to guide parents to be prepared to respond to crises in ways that help their children be resilient. See: <https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-to-Support-Your-Childs-Resilience-in-a-Time-of-Crisis.aspx>

A comprehensive resource with information regarding trauma and PTSD can be found at:
www.trauma-pages.com (*a non U.S. Government Web site*)

The National Institute of Mental Health has Information on Coping with Traumatic Events
<http://www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml>

CDC Maintain a Healthy State of Mind
<http://emergency.cdc.gov/preparedness/mind/parents/>

After the Disaster: Helping Children and Families Cope (booklet pdf)
Designed to assist families to help their children cope through the "storm" of any disastrous or traumatic situation.
<http://www.ok.gov/health/documents/disaster.pdf> (*a non U.S. Government Web site*)

APPENDIX A

CONTACT INFORMATION

A.1 - Crisis Action Team (CAT) Members Template should be used to decide upon and record contact information for the special group of individuals (chosen from administrators, teachers, staff, and other volunteers) who are responsible for the implementation of the crisis management plan, and who are to respond whenever an emergency or crisis occurs. The CAT also serves as a support whenever the police, fire, or medical emergency team is contacted for assistance during an emergency.

This template needs to be filled-in and ready to use prior to students/children arrival for the new school year. Additional lines and categories can be added as the CAT team decides what is best for their operation. For example, if every member has a classroom or office phone, that number should be listed in addition to cell phone numbers.

CAT Leader:	_____	Phone Number:	_____
Back-up Leader 1:	_____	Phone Number:	_____
Back-up Leader 2:	_____	Phone Number:	_____
First Responder Primary:	_____	Phone Number:	_____
Back-up:	_____	Phone Number:	_____
Security Person Primary:	_____	Phone Number:	_____
Back-up:	_____	Phone Number:	_____
Spokesperson Primary:	_____	Phone Number:	_____
Back-up:	_____	Phone Number:	_____

List any additional CAT members that may not have an official primary or back-up title and assignment at this time:

Administrator/Principal/Director:	_____	Phone Number:	_____
Teacher:	_____	Phone Number:	_____
Staff:	_____	Phone Number:	_____
Volunteer/Other:	_____	Phone Number:	_____

A.2 - Emergency or Urgently Needed Numbers Template should be used to customize and make a list of community helpers and their contact information.

Ambulance: _____

Animal Control: _____

Center Board Chairperson: _____

Child Protection Agency/ Services: _____

Conference Adventist Risk Mgmt Mgr: _____

Conference Communication Director: _____

Conference VP/Superintendent of Education: _____

Counselor: _____

Counselor: _____

Emergency Management Office of City/County: _____

Fire Department: _____

HAZMAT: _____

Hospital: _____

Hospital: _____

Pastor: _____

Pastor: _____

Police: _____

Poison Control Center: _____

Public Utilities

 Electric: _____

 Gas: _____

 Water: _____

A.2 - Emergency or Urgently Needed Numbers Template – cont.

Radio Station:

Radio Station:

State Disaster Services Office:

Suicide Hotline:

TV Station:

TV Station:

Union Communication Director:

Union Director of Education:

Other Local SDA Entities:

Other Local Community Entities:

A.3 - Faculty/Staff Roster Template

Name and Primary Position	Phones		Emergency Contact for Faculty/Staff/Volunteer Next of Kin or Other Person/s Print Name - Relationship		
List alphabetically:					
EXAMPLE: Ann Annes – Child Care Center Director	500-500-5000 600-600-6000 121-212-1212 Ext 200	Cell Home Office	Anna & Andy Annes - Parents	555-555-5555 999-999-9999 000-000-0000	Cell1 Cell2 Home Work
EXAMPLE: Dave Davids - Principal	700-700-7000 900-900-9000 123-123-1234 Ext 300	Cell Home Office	Dee Davids – Wife @CPA Associates, Inc	800-800-8000 900-900-9000 666-666-6666 Ext 123	Cell Home Work

A.4 - Parent-Guardian Template

Child/Student Name Special Need	Age & Date of Birth	Mom's Name and Phones	Dad's Name and Phones	Legal Guardian or Other Authorized pick-up Person/s Name - Relationship				
EXAMPLE: Suzie Cue	3 4/4/11	Mrs. Sue Cue 111-111-1111 222-222-2222	Cell Home Work	Mr. Cue 333-333-3333 222-222-2222 444-444-4444	Cell Home Work	Ms Blue – Maternal Grandma	777-777-7777	Cell Home Work
EXAMPLE: Austin Dude Hearing impaired	14 10/15/99	Ms. Ima Flowerchild 100-100-1000 200-200-2000 300-300-3000	Cell Home Work	N/A		John Doe – Next Door Neighbor	400-400-4000	Cell Home Work

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APPENDIX B

SPECIAL ASSISTANCE/NEEDS

Students/Children/Personnel with Special Assistance/Needs Template should be used to plan and record information and instruction for those who may need additional attention. This template needs to be filled-in and updated throughout the year as special needs are revealed.

EXAMPLE:

Student/Child/Personnel: Austin Dude, Freshman
Description: **Hearing impaired – has hearing aids**
Special Need: Adult at hand to ensure he has heard announcements, warning signal, instructions, etc.

EXAMPLE:

Student/Child/Personnel: Daisy Dudette, Pre-Kindergartener
Description: **Stresses easily, will shut down and not move!**
Special Need: Adult at hand to carry child to safety, if necessary

EXAMPLE:

Student/Child/Personnel: Mr. Man, Principal
Description: **MS - uses motorized wheel chair**
Special Need: Adult at hand to ensure path is clear to safe place and push wheel chair if necessary

Student/Child/Personnel: _____

Description: _____

Special Assistance/Need: _____

Student/Child/Personnel: _____

Description: _____

Special Assistance/Need: _____

Student/Child/Personnel: _____

Description: _____

Special Assistance/Need: _____

APPENDIX C

COMMUNICATION

C.1 – Communication Network Tree Example - The CAT needs to outline a communication network system with specific responsibilities assigned to each branch, i.e., person and task. Prior to making assignments, the Team needs to

- 1- Identify everyone on campus who will need to be called, and those who are off-campus such as the parents, conference, local church pastor(s), etc.
- 2- Determine how urgent communications should take place and by what method(s), i.e., landline, cell phone – call or text alert, radio announcement, etc.
- 3- Ascertain when or at what point and in what order each are to be called or contacted.
- 4- Determine what information must be relayed. Initial messages should be informative but kept brief in order for all calls, contacts, and communications to be made within a short amount of time.

The CAT should create an original phone tree or review the following examples and decide which style might work best for the school/center.

Note: The assignment to call 911 or other emergency management help/civil authorities does not get included in the phone tree but should be made by the CAT Leader or First Responder as previously designated.

Blank Phone Tree Template

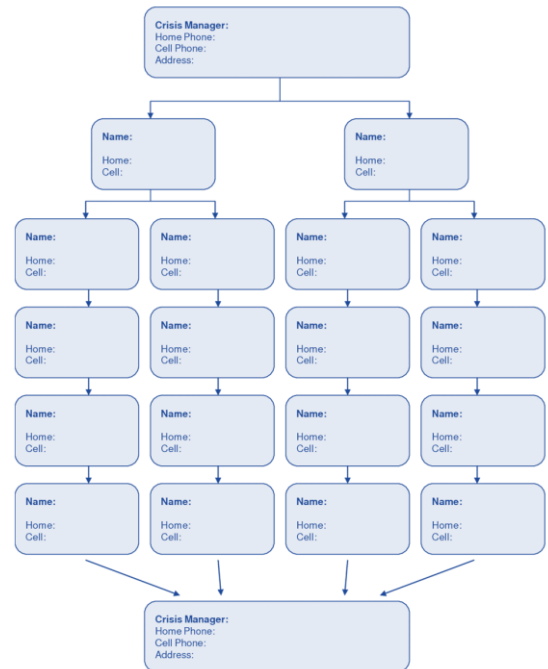
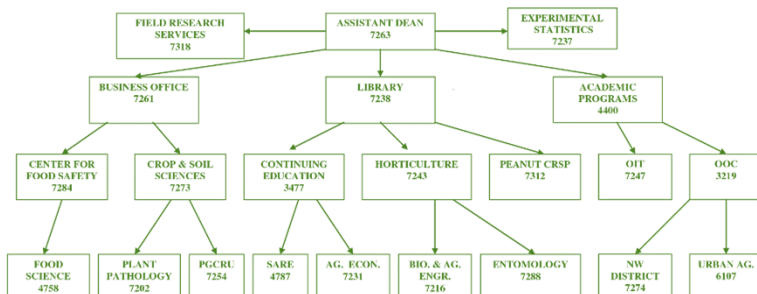
Fill Each Bracket From The Inside Out With Phone Numbers From Your Group



It'll Be Each Persons Responsibility To Call The Next 2 People Behind Their Number

Phone Tree

A phone tree is used when normal phone communications are available. Members are contacted by phone, as shown in the diagram below. To begin the mobilization, the Safety Officer calls the first and second member of the Safety Team; they in turn call those individuals on their phone tree list.



C.2 - Steps for Effective Communication During Emergencies and Crisis

Following is a sample of what the CAT member assigned to communications should oversee:

Step 1 – Gather:

- Who, what, when, where, why, how
- Contact information for those involved in the incident

Step 2 - Alert and Convene Crisis Action Team to:

- Brief the team on known facts.
- Determine the type of crisis (internal or external) by asking “Who cares?”
- Determine the level of crisis (involves your organization only, conference or union also, local community or national impact)
- Call Conference regarding the possible need of legal counsel, risk management help, pastoral counsel, to alert the authorities or health official, etc.
- Identify which target audiences (internal and external) you’ll need to brief.
- Determine who should brief which target audiences (i.e., the police or hospital physicians may brief the media, while you may brief parents, students, employees, and church members).
- Make a list of what can and cannot be said (i.e., facts may be released but not names).
- Review with back-up spokesperson the statements to be made and decide which spokesperson is most appropriate for the level of crisis and specific situation

Note: SU Communication Forms 1 and 3 may be useful with Step 2.

Step 3 - Draft a statement that includes:

- Facts and pertinent information
- What’s being done
- Four crisis message points
 1. Express Concern of shock or sadness at the news
 2. Assure Cooperation with authorities and officials
 3. Promise Updates to keep concerned audiences informed
 4. Provide Contacts to direct inquirers to your official spokesperson
- Organizational message points that are relevant to the situation
- What the Adventist Church has voted about this type of incident or crisis (i.e., statements on various issues, etc.)
- Sources of information (contact person, phone number, website)

Step 4 – Consult with the conference and union education superintendent and communication directors and other administrators such as the presidents, and legal counsel as needed:

- Tell them what happened and what’s being done about it
- Share the official statement made for the public
- Identify yourself as a spokesperson, and identify the back-up and other designated spokespersons
- Discuss next steps

C.2 - Steps for Effective Communication During Emergencies and Crisis – cont.

Step 5 – Brief your immediate staff and key support people:

- Tell them what happened and what's being done about it
- Distribute the official statement
- Identify the official spokesperson and designated back-ups
- Ask the staff to support your efforts to communicate effectively and review how they should respond to inquiries
- Promise to update them throughout the situation
- Answer questions

Step 6 – Release statement to identified target audiences:

- Stay on top of the details
- Provide periodic updates

NOTE: The “No Comment” Comment -- Saying “no comment” makes one sound like he’s hiding something (e.g., admitting guilt). Those who are not designated spokespersons can forward the inquirer the official statement and promise to have someone who is knowledgeable about the situation return their call shortly or before their deadline.

Note: SU Communication Form 2 may be useful with Step 6.

Step 7 – Monitor and Manage the Crisis:

- Provide outlets for people to express grief or respond in positive ways (send cards, hold a prayer service, provide counseling, provide daily briefings)
- Don’t allow internal individuals to exacerbate the situation
- Communicate with all target audiences regularly
- Keep an activity log (date, who you spoke to, and what was said)

Step 8 – Follow Up:

- Debrief with staff, handle last concerns, and thank everyone for working together
- Develop a report/case study and debrief with crisis management team
- Debrief with CAT and together make adjustments to the crisis plan

Taken from *Crisis Management Guide: Southern Union Conference, 2012*

The following Southern Union Communication forms (Crisis Communication Worksheet, Daily Log Form, Interview Preparation Form) should be utilized throughout steps 1-8.



SOUTHERN UNION
Seventh-day Adventists Church

Crisis Communication Worksheet

Date:

What Happened:

Determine Type & Level of Crisis (Internal or External)

List Target Audience:

How We Reach Them:

Release Statement to the Following:

What Do We Say?

News (What Do We Know)

Assurance (Concern, Cooperation)

Message (What We Want Known)

Updates (Contact Person)

C.4 - Steps for Effective Communication During Emergencies and Crisis – cont.

SU Communication Form-2



SOUTHERN UNION
Seventh-day Adventists Church

DAILY LOG FORM

Date:

Time:

Name:

Title:

Organization:

Telephone:

Fax:

Email:

Reason for call:

Source of information:

*Call (+) (-) (n):

Action taken:

Message taken by:

NOTES:

*+= a positive call; -= a negative call; n= a neutral call



INTERVIEW PREPARATION FORM

Name of Organization:

Crisis:

Questions We May Be Asked:

Possible Answers:

1

2

3

4

5

6

7

8

9

10

Remember answers must be non-opinionated, stick to the facts, and don't give names or personal information of minors. For additional information and guidance regarding effective communication during emergency situations, see the Southern Union Conference's Crisis Management Guide at http://www.southernunion.com/site/1/docs/Crisis_Management_Guide.pdf

C.6 - Teachers/Staff Note Form should be included in the back of the Grab-and-Go for the simple purpose of giving.

Notes



Teachers/staff: Use this form to jot notes regarding an occurrence that will need to be reviewed and addressed by CAT/Director/Principal before the next drill or emergency situation

Date: _____

Time: _____

Location: _____

Noted by: _____

Concern:

APPENDIX D

DAILY ROUTINE

Schedules and Locations Example Charts

A daily routine/schedule with the times & locations of each class or age group of students/children's activities throughout the day is important to have when an emergency occurs and one needs to know immediately where to find someone in particular or a specific group. This chart should be maintained in addition to teachers' class schedules as this tracks the students/children/personnel as they move about throughout the day as opposed to what occurs in one classroom/location. Take a look at the following examples and then make charts to include in your customized comprehensive manual and *Grab-and-Go*.

Example Chart A:

Class	Time	Location	Teacher/Employee	Other
Infants	6:30 – 6:30	Classroom 2 and Infant-specific outdoor space accessed via classroom 2 outside door	Ms Johnston Ms Garcia	Infants go outdoors with caregiver between naps and feedings on their own schedules
Toddlers	8:00 – 10:00	Classroom 3	Mrs. Ferguson Ms Donier	
Toddlers	10:00 – 11:00	Toddler Playground or Gym	Mrs. Ferguson Ms Donier	Weather decides location
...etc...				
7th Grade	8:00-10:30	Classroom 10	Ms Patak Hmrm Tchr	
7th Grade	10:30-11:10	Gym/Ball Field	Mr. Gold – PE Tchr	Location depends on sport being taught, ex: basketball, softball, etc.
7th Grade	11:10-11:45 T/Th	Music Room	Mr. Song-Choir Tchr	
7th Grade	M/W	Computer Lab	Mrs. Data-Tchr	
7th Grade	F	Classroom 8	Ms Patak HmRm Tchr	
...etc...				

Example Chart B:

Time	Infant Location	Toddler Location	3 yr olds	4 yr olds
6:30-8:00	Room 2	Room 3	Room 6	Room 7
8:00 – 9:00	Room 2	Room 3	Room 6	Room 7
9:00 – 10:00	Room 2	Toddler Playground or Gym	Room 6	Room 7
10:00 – 11:00	Room 2	Room 3	Playground/Gym	Playground/Gym
11:00-11:30	Room 2	Room 3	Lunchroom	Room 7
11:30-12:00	Room 2	Room 3	Room 6	Lunchroom
...etc...				

Example Chart C:

	Home Rooms	Music Room	Media Center	Cafeteria	...etc...
1 st grade					
2 nd grade					
3 rd grade					
4 th grade					
5 th grade					
6 th grade					
7 th grade	8:00-10:30 M-F 11:10-11:45 F	11:10-11:45 T/Th	11:10-11:45 M/W	12:15-12:30	
8 th grade					
9 th grade					

APPENDIX E

EVACUATION

E.1 - Actions for Seeking Safe Locations Template

There are four types of actions to take for seeking a safe location. Depending on the nature of the emergency, one of the options below should be followed. Three of the options involve evacuation. The administrator should make preliminary contact and arrangements in choosing safe locations on and off site. Hardcopies of maps with school/center location and evacuation destination clearly marked, written driving instructions, and photo of destination location should be included for each option below.

1. **Sheltering-in-Place:**

Keeping students/children and staff in place inside the building, and securing the facility for the immediate emergency

Example of sheltering-in-place and lock down would be in the threat of a tornado.

Administrator and teachers together make assigned locations throughout the building to which various groups are taken or instructed to stay in the event of option 1 “Sheltering in-place and ‘Lock Down’.” The administrator should keep a master list of the assigned locations*, and each Grab-and-Go should include an abbreviated list.

*Fill-in the blanks on the line below *for each classroom to make the master list*. Teachers/Staff are to follow their assigned directive in the event option 1 is needed.

Class: _____ ☐ stay or ☐ move to _____

2. **Evacuation of Facility:**

Moving students/children and staff out of building(s) that are affected by the emergency and relocating them to other areas, usually outside on the playground

Example of when an evacuation of the facility is necessary would be for a fire or gas leak.

Administrator and teachers first need to make a list as long as necessary to accommodate the number of students/children and personnel that may need evacuating. The administrator should keep a master list of the assigned locations,** and each Grab-and-Go should include an abbreviated list.

E.1 - Actions for Seeking Safe Locations Template –cont.

****Make a master list as simple as the following for documenting the designated safe areas on campus in the event option 2 “Evacuation of Facility” is needed:**

Area 1:

Area 2:

etc.

etc.

Then complete the template “Inside Rooms Exit Routes Diagram” (see E.2) and include an illustrative map for each room/area in the event option 2 “Evacuation of Facility” is needed.

3. **Evacuation to Off-Site Location:**

Moving students/children and personnel out of the entire facility to a designated off-campus location

Example of an off-site evacuation location would be a local fire department.

The Administrator should make preliminary arrangements when choosing the off site location to which all can go and may need to alert personnel at safe haven on occurrence of urgent need and ETA.

Complete the template “Route of Evacuation from Property to Offsite Location” for the designated safe haven in the event option 3 “Evacuation to Off-Site Location” is needed.

Important to know: Being directed to an off-site facility by a government agency in the event of a threat to students/children, personnel and/or facility is a possibility also. Person receiving the directive from the agency should obtain caller’s name, title, phone number and any other pertinent information regarding the nature of the threat and evacuation process. Person receiving the call should then inform the administrator of the directive and information. Administrator should then inform all personnel and visitors on campus of the directive and instruct them on the evacuation process.

Place completed written directions of the corresponding the locations in a plastic sleeve in the customized comprehensive manual, and copies of directions and the map in the *Grab-and-Go*.

E.2 - Inside Rooms Exit Routes Diagram Example

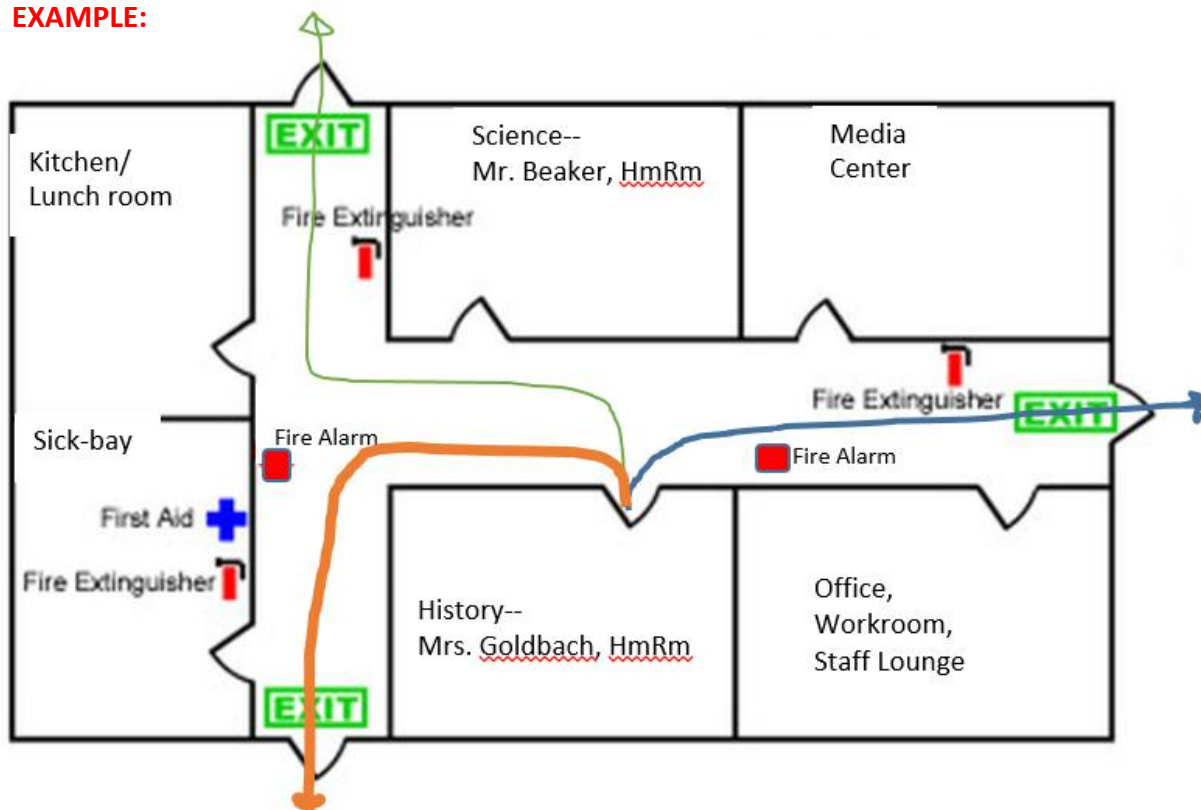
Create map for each room/area and list outside safe places.

Every indoor section of the facility/ies should have posted in clear view on the walls or on the doors, inside the rooms, a simple floor plan that clearly identifies the immediate area in which one is standing with emergency exit routes drawn from that specific room (see example illustration below).

Emergency exit drills should include instructions for knowing which route to take and exactly where to meet at the end of each route, the outside safeplace.

Route 1
Route 2
Route 3

EXAMPLE:



Route 1 - Outside safe place is _____

Route 2 - Outside safe place is _____

Route 3 - Outside safe place is _____

E.3 - Route of Evacuation from Property to Offsite Location Template

Fill in the following and distribute with map to all personnel.

These are the written directions from the school/center to the off-campus safeplace/rendezvous location marked on the enclosed map:

Name of Location: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number of business / establishment (if applicable): _____

Contact Name/s: _____

Additional Phone/s: _____

Description: _____

Driving Directions: _____

EXAMPLE:

Mayor's Choice City Park, Children's Pavilion
1234 Mayor Avenue
Schultzburg, FL, 32100
321-321-3210

Jim Bob, Park Manager
321-321-3211 – Jim Bob's cell phone

The offsite rendezvous location is a well-known park in the community that's easily accessible, has a covered space with picnic tables and restrooms.

Upon exiting the school/center's driveway, go right/south
At the first stoplight turn left/east and go straight for 2 miles
Get on I-50 South (ramp is on the right) towards downtown
Go two exits. Get off at Exit 5 / Mayor's Avenue
At the bottom of the exit ramp, turn left/east onto Mayor's Avenue.
Go approximately one mile to see Mayor's Choice City Park, Children's Pavilion on the right.

APPENDIX F

LOCKDOWN/EMERGENCY CODES

Terms, Definitions, and Instructions Samples - The following codes and stipulations should be studied, edited, and voted collaboratively by the administration, teachers, and staff prior to students/children arriving on campus at the beginning of the school year.

Code Red – NO MOVEMENT – (No Bathroom/Hall Passes Issued)

1. Move immediately to classrooms or designated secured areas.
 2. Lock all classroom/other doors.
 3. Barricade all exits with desk, chair, or other object.
 4. Close all windows and blinds.
 5. Turn off all lights.
 6. Move away from all exits and view of windows.
 7. Everyone should remain silent.
 8. Remain in secured area until “Code White” is issued.
-
-

Code Yellow – LIMIT MOVEMENT – (No Bathroom/Hall Passes Issued)

1. Bring all teachers, students/children, and staff who are outside into the building.
 2. Move everyone immediately to classrooms or designated secured areas.
 3. Lock all classroom/other doors
 4. Close all windows and blinds.
 5. Move away from all exits and view of windows.
 6. Assign students seatwork and children quiet activities.
 7. Remain in secured area until “Code White” is issued.
-
-

Code Green – EVACUATE - (No Bathroom/Hall Passes Issued)

1. Move teachers, students/children, staff, and visitors immediately to a clear room or out of the building by designated route.
 2. No one should return to the evacuated area until “Code White” is issued.
 3. Everyone should remain silent.
-
-

Code White – LOCKDOWN LIFTED

1. Lockdown codes (red, yellow, or green) are now suspended. Regular activities can now continue.

Additional Code/s:

APPENDIX G

UTILITIES SHUT-OFF

Utilities Shut-off Locations Template

Insert property/building map or blueprints with locations clearly marked for the electrical circuit breaker, gas shut-off valve, and water cut-off valves in the building and main cut-off valve which is usually outside. In addition, give a written description of the location of each and list the utility company name and phone number for each also.

Electricity shut-off switch (circuit breaker) in building location:

Electric Company Name:

Phone:

Gas shut-off valve onsite location:

Gas Company Name:

Phone:

Utilities Shut-off Locations Template –cont.

Water shut-off valves in the building:

<hr/> <hr/> <hr/> <hr/>

Water main cut-off valve (usually outside):

<hr/> <hr/> <hr/> <hr/>

Water Company Name: _____

Phone: _____

Other Utility Company Name: _____

Phone: _____

Shut-off location:

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APPENDIX H

DRILLS / ACTUAL OCCURRENCE LOGS

The following forms should be used to record drills and actual occurrences. Log the information the same for both, but highlight in yellow when the event was an actual occurrence and not a drill.

These logs should be printed-out as hard copies, maintained up to date and kept in the back pocket of the each teacher/staff’s Grab-and-Go document. Likewise, the administrator should complete the same forms from a school/center-wide perspective and kept in the comprehensive Manual.

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Earthquake Drill / Actual Occurrence Log

Form H.1

for _____ - _____ academic year

School / Center: _____

Class / Group: _____

	Date and Time	# of Participants		Actual Process Time	Weather or Special Conditions Simulated	Problems encountered	Initials of Teacher/ Staff Leading out
		Stud/ Child	Tchr/Staff & On-site Visitors				
August <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
September <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
October <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
November <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
December <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
January <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
February <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
March <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
April <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
May <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
June <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
July <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							

Name and Position of Person Instigating Drill: _____

Type of Notification Used: _____

Staff Members Participating with this group: _____

Fire Drill / Actual Occurrence Log

Form H.2

for _____ - _____ academic year

School / Center: _____

Class / Group: _____

	Date and Time	# Evacuated:		Actual Evac Process Time	Weather or Special Conditions Simulated	Problems encountered	Initials of Teacher/ Staff Leading out
		Stud/ Child	Tchr/Staff & On-site Visitors				
August <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
September <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
October <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
November <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
December <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
January <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
February <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
March <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
April <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
May <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
June <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
July <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							

Name and Position of Person Instigating Drill: _____

Type of Notification Used: _____

Staff Members Participating with this group: _____

Hurricane Drill / Actual Occurrence Log
for _____ - _____ academic year

Form H.3

School / Center: _____

Class / Group: _____

	Date and Time	# of Participants		Actual Process Time	Weather or Special Conditions Simulated	Problems encountered	Initials of Teacher/ Staff Leading out
		Stud/ Child	Tchr/Staff & On-site Visitors				
August <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
September <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
October <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
November <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
December <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
January <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
February <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
March <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
April <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
May <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
June <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
July <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							

Name and Position of Person Instigating Drill: _____

Type of Notification Used: _____

Staff Members Participating with this group: _____

Lockdown Drill / Actual Occurrence Log

Form H.4

for _____ - _____ academic year

School / Center: _____

Class / Group: _____

	Date and Time	# of Participants		Actual Process Time	Weather or Special Conditions Simulated	Problems encountered	Initials of Teacher/ Staff Leading out
		Stud/ Child	Tchr/Staff & On-site Visitors				
August <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
September <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
October <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
November <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
December <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
January <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
February <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
March <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
April <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
May <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
June <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
July <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							

Name and Position of Person Instigating Drill: _____

Type of Notification Used: _____

Staff Members Participating with this group: _____

Tornado Drill / Actual Occurrence Log
for _____ - _____ academic year

Form H.5

School / Center: _____
Class / Group: _____

	Date and Time	# of Participants		Actual Process Time	Weather or Special Conditions Simulated	Problems encountered	Initials of Teacher/ Staff Leading out
		Stud/ Child	Tchr/Staff & On-site Visitors				
August <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
September <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
October <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
November <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
December <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
January <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
February <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
March <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
April <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
May <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
June <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
July <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							

Name and Position of Person Instigating Drill: _____

Type of Notification Used: _____

Staff Members Participating with this group: _____

(Customize Template for Additional Type of Drill Needed)

_____ **Drill / Actual Occurrence Log** Form H.6

for _____ - _____ academic year

School / Center: _____							
Class / Group: _____							
	Date and Time	# of Participants Stud/Child Tchr/Staff & On-site Visitors		Actual Process Time	Weather or Special Conditions Simulated	Problems encountered	Initials of Teacher/ Staff Leading out
August <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
September <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
October <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
November <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
December <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
January <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
February <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
March <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
April <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
May <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
June <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							
July <input type="checkbox"/> Drill <input type="checkbox"/> Actual Occurrence							

Name and Position of Person Instigating Drill: _____

Type of Notification Used: _____

Staff Members Participating with this group: _____

It is recommended that a simple chart or list be created by the administrator, teachers and staff with directives on where teachers and staff should take students/children in their charge when severe weather (gale force winds, hail and electrical storms, flash flooding, etc.) threatens unexpectedly.

Example chart:

Class or Group:	Assigned Indoor Safe Area:
Infants & Toddlers	Staff Lounge
K-2 Class	Teacher Workroom
6 th graders	Stay in classroom crouched down against wall opposite of windows
...etc...	

Boarding & day academies need to make plans for indoor safe areas in various buildings around campus. Lists/Charts should be made with all faculty and staff and all should have copies of lists for all locations.

Example chart:

Administration Bldg	Dormitories	Gym, Café, etc.

In the event Emergency Management / local authorities order evacuation to a public shelter, provide a map, list directions to, and include a photo of the shelter location. **Note:** This shelter location should be assigned by local civil authorities. Prior to enrolling students/children at the beginning of the school year, complete the following and share with parents in registration packet.

Name of building: _____

Street address: _____

(Include photo of shelter and its signage here.)

APPENDIX I

INCIDENT / ACCIDENT REPORTS

If the local conference does not supply form/s from its risk management department,
the following can be used to record and report actual occurrences.

I.1 - Internal Review Form

To be filled-out by the administrator and eye witness

Date of this Report: _____

Section I – General Information

Name of Person Completing Form: _____

Check all that apply:

- ☐ Eye witness
- ☐ Teacher/Staff member
- ☐ Administrator

Telephone number: _____ Email Address: _____

Section II – Incident Report

Date of Incident: _____ Time of Incident: _____

Summary of what happened: _____

Actions taken by the responsible organization: _____

Date regular activity resumed: _____ Time regular activity resumed: _____

Section III: Incident Review:

Were there procedures in place that failed? Yes ☐ No ☐ If “yes”, explain what they were: _____

Give possible solutions that could be suggested to avoid this in the future: _____

I.1 - Internal Review Form –cont.

Section IV: Improvement Plan: (To be completed by Crisis Action Team and submitted to administrator and board chair)

Deficiencies identified:

Improvement Plan:	Date To Be Completed	Date Completed	Completed By
❶			
❷			
❸			
❹			
❺			
NOTES:			

I.2 - Investigation Form

ORGANIZATION: _____ ADDRESS: _____

ACCIDENT CATEGORY: ☐ Property Damage ☐ Injury ☐ Illness ☐ Near miss
☐ Vehicle ☐ Non-Injury ☐ Other

Name of injured: _____ Phone: _____

Address: (Street) _____ (State) _____ (Zip) _____

CLASSIFICATION: ☐ Visitor ☐ Employee ☐ Volunteer ☐ Student

Sex: ☐ M ☐ F Age: _____

Date of Accident: _____

Job Title (if employee): _____ Length of experience on job: _____ (years) _____ (months)

Time of accident: _____ a.m. _____ p.m.

Day of accident (circle one): Sun, Mon, Tues, Wed, Thurs, Fri, Sat

Address of location where the accident occurred: _____

Nature of Property or Vehicle Damage (as applicable): _____

Describe the accident, where and how it occurred (as described by injured, witnesses, etc.): _____

Nature of injury, injury type, and part of the body affected: _____

Was personal protective equipment required? ☐ Yes ☐ No Was it provided? ☐ Yes ☐ No Was it being used? Yes ☐ No ☐

If "No", explain: _____

Was it being used as trained by supervisor or designated trainer? ☐ Yes ☐ No If "No", explain: _____

WITNESSES: Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

I.2 - Investigation Form -cont.

Possible causes of the accident: _____

Interim corrective actions taken to prevent recurrence: _____

Permanent corrective action recommended by committee/administration to prevent recurrence: _____

Date of report: _____ 20 ____ Prepared by: _____

Preparer's Signature: _____ Date: _____

Status and follow-up action taken by safety coordinator: _____

Safety Coordinator Signature: _____ Date: _____

NOTE: This form is for internal loss prevention use only and is not a substitute for any required insurance claim forms.

(6/2011)

http://www.adventistrisk.org/Portals/0/prevention/ss/Prevention-SS-Accident_Investigation_Form-2012-1008.pdf

APPENDIX J

MAPS AND BLUEPRINTS

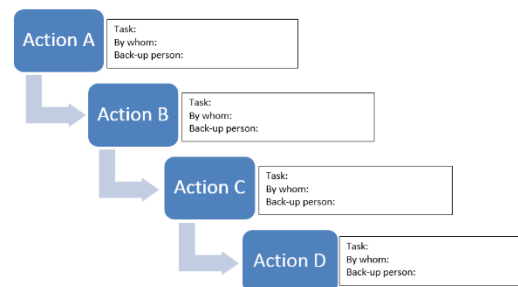
(Insert plastic sleeves here in which to place
blue prints of all buildings on property (J.1), campus maps (J.2),
city/vicinity maps (J.3), evacuation routes highlighted on road map (E.3),
etc, and label sleeves accordingly.)

APPENDIX K

CRISIS ACTION TEAM

Chain of Command Sample

The Crisis Action Team (CAT) needs to outline its “chain of command” with specific responsibilities assigned at each link, i.e., person and task. Below is a sample, but may only be a partial list of what is desired or needed on a school/center’s CAT team; customize accordingly.



CAT Leader: Responsible for what happens to the students / children; will see to it that there is always a person in charge at the school / center, that the person knows the provisions of the emergency plan and that the rest of the teachers and staff are trained and able to carry out the provisions of the plan.

Primary: _____ Back-up 1: _____
Back-up 2: _____

First Responder: Responsible to call 911 and communicate information as directed. Will keep emergency contact list and medical information up-to-date. Will carry emergency supplies out of the building.

Primary: _____ Back-up: _____

Security Person: Responsible for securing the facility, i.e., closing windows and doors, shutting off utilities if necessary, ensuring everyone has left building, if evacuation is mandated.

Primary: _____ Assistant: _____

Spokesperson: Official spokesperson to the media. Other teachers and staff are not to comment in any way to the media, but refer all questions and interviews to the Spokesperson.

Primary: _____ Back up: _____

Classroom Substitute Teacher: In the event a teacher is designated to fill one of the CAT positions, a substitute must be assigned who will take over supervision of his/her group of students/children immediately when CAT is called into action.

Primary: _____ Back up: _____

SIGNATURE: _____

Principal/Director/Administrator

Date of most recent update