

DOMINION ACADEMY EMERGENCY PROCEDURES

Updated: 01/02/2018

DOMINON ACADEMY 1002 Wilmer Ave, Richmond, VA 23227

A Guide to Emergency Planning and Disaster Preparedness

About This Guide

These materials are intended to be general guidelines. They need to be customized for each school building and coordinated with district policy and community emergency response plans.

Specific procedures are arranged loosely in chronological order. Some procedures may be handled simultaneously by different groups of people working as a team. Building and Company response systems, advance planning and assigned responsibilities will dictate the order of procedures in each school building.

Communications

In an emergency, external communication is crucial to a successful response and to community relations. This issue is addressed in the sections on media procedures and emergency phone numbers.

Internal communication among buildings and district offices is even more critical. Emergency communications plans need built-in redundancies. This guide includes instructions for paths of communication among administrators, staff, teachers, district officials and community emergency responders. Linking people through multiple means of communication is the key to a quick and accurate response.

Resources

http://www.doe.virginia.gov/support/safety_crisis_management/emergency_crisis_management/crisis_mgmt_emer-response_guide.pdf.

Virginia Department of Emergency Management: <http://www.vaemergency.com> Henrico

County Schools Safety & Security: <http://henrico.k12.va.us/SafetySecurity/index.html> Henrico

County Division of Fire: <http://www.henricofire.org> Henrico County Office of Emergency Management: www.co.henrico.va.us/fire/emergencymgmt/

Department of Homeland Security: <http://www.dhs.gov> FEMA: <http://www.fema.gov> Ready

America: <http://www.ready.gov/america/index.html> Ready Kids:

<http://www.ready.gov/kids/index.html>

Fire/Ambulance/Police

Emergency-911 or 9-911 or 8-911 Non-Emergency

(for local police, fire and emergency medical services)

Local Emergency Management Agency

Henrico County Division of Fire Office of Emergency Management
PO Box 90775
Henrico, VA 23273-0775
emergencymanager@co.henrico.va.us
(804) 501-7183 (office)
(804) 501-5000 (24-hour communications center)
(804) 501-4900 (Fire administration)

Hazardous Materials: Report hazardous materials leaks to fire officials first! Dial 9-1-1

Also contact Local Emergency Planning Committee Liaison: (804) 501-7183 and Henrico Fire Hazardous Materials Section Captain: (804) 501-7310

Virginia Department of Emergency Management (to contact DEQ) (804) 674-2400

Poison Control Center (800) 222-1222 Crime Victim Services (804) 501-5000 Post-Crisis

This Schoolwide Emergency Plan was developed in consultation with

Deputy Coordinator of Emergency Management
Henrico County Division of Fire
PO Box 90775
Henrico, VA 23273-0775
Office: 804-501-7183 | 24-hour: 804-501-5000

DOMINION ACADEMY
EMERGENCY PROCEDURES

Table of Contents

Required Staff Training	2
General Emergency Procedures, Lead Staff & Communications Needs	2
Emergency Support Materials & Locations	3
Evacuation Procedures	3
First Aid Kits	3
Fire Procedures (Minor and Major)	4
Accident or Illness Emergency	5
Violent/Aggressive Person, Hostage Situation	6
Illegal Activities by Students or Staff at School or During Sponsored Events	8
Tornados, Earthquakes, Severe Thunderstorm Procedures	9
Hurricane Procedures	9
Flood Procedures	10
Power Failure Procedures	10
Telephone Failure Procedures	11
Loss of Shelter Procedures	11
Bus or Vehicle Accident	11
Death of a Student or Staff Member	12
Crisis & Grief Counseling; Support Services	13
Explosion, Plane Crash, Acts of Terrorism	14
Bomb Threat Procedures	14
Evacuation Procedures	15
Gun, Knife, Weapon Threats	16
Hazardous Material Spill Procedures	16
Trespasser on Campus	10
Loss, Disappearance, Abduction of Student	17
Release of Students after an Emergency	18
Public Relations	18
Appendix A – Serious Incident Report	19
Appendix B – Emergency Drill Record Form	21

Updated 01/02/2018

REQUIRED STAFF TRAINING

CPR and Emergency First Aid

Dominion Academy will strive to have no less than 2 staff members on campus at all times who are currently certified in CPR, first aid, and the use of Automated External Defibrillators. All staff of Dominion Academy are trained in all of these areas at least once every two years.

Medication Administration

Dominion Academy will have at least three individuals who are trained in medication administration and error reporting on staff. Currently, Dominion Academy uses the Medication Administration Training for Youth (MATY) program, a 16 hour training program provided by the Virginia Association for Independent Special Education Facilities (VAISEF) for this training need.

GENERAL EMERGENCY PROCEDURES, LEAD STAFF AND COMMUNICATION NEEDS

- The on-site administrator or designee is the lead person in charge for any emergency/crisis that occurs at Dominion Academy.
- In all cases a Serious Incident Report should be completed post-incident. See Appendix A on page 19
- In the case of Fire: Pull the closest Fire Alarm Pull station, in the case of other emergencies, use the closest hand-held radio to report the emergency.
- All emergency access keys are located on the blue key lanyard in the front office in the lower school and in the key box near the mailboxes in the upper school.
- Each teacher is responsible for head-counts and accounting for students in his/her class at the time of the emergency. The student roster is available at any time on RenWeb and in the front office of the school.
- The school administrator/designee will be responsible for

• communicating with employees, contractors, volunteers, student interns, and community responders;
• warning and notification of students;
• providing emergency access to secure areas and opening locked doors;
• conducting evacuations to emergency shelters or alternative sites and accounting for all students;
• relocating students and staff, if necessary,
• notifying family members and legal guardians;
• alerting emergency personnel and sounding alarms; and
• locating and shutting off utilities when necessary

- If there is a need to contact parents, each teacher will contact the parents on his/her caseload with assistance from staff who do not have caseloads. The address for the lower school and vocational building is:

Dominion Academy
1002 Wilmer Ave
Richmond, VA 23227
PHONE: (804) 266 – 9012

The address for the upper school is:

5601 Chamberlayne Rd
Richmond, VA 23227
804-266-9012

EMERGENCY SUPPORT MATERIALS/LOCATIONS

<ul style="list-style-type: none"> • emergency call lists – at the front desk of each building
<ul style="list-style-type: none"> • building and site maps necessary to shut off utilities – in every classroom/office
<ul style="list-style-type: none"> • designated escape routes- in every classroom/office
<ul style="list-style-type: none"> • lists of major resources such as local emergency shelters at the front desk of each building

EVACUATION PROCEDURES

In the event of a fire emergency or other emergency requiring evacuation of the building, staff will prioritize safe evacuation of the clients above security issues. Clients, employees, and/or visitors with mobility challenges and other special needs will be assisted by staff during the evacuation process (including physically carrying the individual, if necessary, to safety). The staff will evacuate the clients through the closest fire exit taking the client census, located at each exit, as they leave and assemble in the “safe” area for a headcount. The “safe” areas are identified below.

Lower School: Field area behind the building, to the right of the driveway/bus loop

Upper School: Far end of the rear field/parking area

Vocational Building: Field area in front of the building, to the right of the driveway/bus loop

FIRST AID KIT ACCESSIBLE (Checked monthly and signed off on by staff)

DYS will maintain a well-stocked first aid kit for minor injuries and medical emergencies at Dominion Youth Service’s locations. All DYS vehicles are equipped with first aid kits. In addition,

all contractual service providers will carry first aid kits in their vehicles in which individuals are transported. The content of the first aid kits will include:

- * Antiseptic soap
- * First-aid cream
- * Instant ice pack
- * Tweezers
- * Sterile gauze
- * Band-aids
- * Bandages
- * Thermometer
- * CPR Face Guard/Mask
- * Gloves

OPERABLE FLASHLIGHTS OR BATTERY LANTERN

All Dominion Youth Services locations have operable flashlights to be accessible to employees and contractors in services that operate between dusk and dawn to use in emergencies.

FIRE PROCEDURES

Do not attempt to go into a fire area unless it is safe for you. Possible hazards include burns, smoke inhalation, fallen debris and chemical explosions and electrocution.

Minor Fire

If the fire is small and easy to control, follow these steps:

- 1) Call for help.
- 2) Use one or more of the school's fire extinguishers. Do not use water on any fire if it is around or involved with electricity or chemicals of any kind.
- 3) Attend to any life-threatening burns if you have the knowledge to do so.
- 4) Remove hazardous chemicals, aerosol cans, etc., from the fire area.
- 5) Call your supervisor.
- 6) Call 911 if the situation calls for it.
- 7) Call maintenance.
- 8) Clean the area of debris and water.

9) Complete an accident report form as soon as possible.

Major Fire

If the fire is *not* easy to control:

- 1) Call for help.
- 2) Evacuate all people (students and employees) from the immediate area.
- 3) Call 911. Stay on the phone with the 911 operator until she/he tells you to do otherwise.
- 4) Attend to any life-threatening burns if you have the knowledge to do so.

If and only if it is safe for you to perform emergency fire fighting procedures and you have been properly trained, do the following:

- a) Use any of the available fire extinguishers. (See "Location of Safety Equipment").
 - b) Do **not use water** on any fire that is around **electricity or chemicals** of any kind.
 - c) Remove hazardous chemicals, aerosol cans, etc., from the area
- 5) Assist in the evacuation of:
- 1st: People
 - 2nd: Materials
 - 3rd: Equipment

If, at any time, the area becomes unsafe, evacuate it immediately!

ACCIDENT OR ILLNESS EMERGENCY:

- 1) Determine if emergency assistance is required. Offer/render first aid as applicable.
- 2) If emergency assistance is not required, have the student/staffmember who is ill go to the designated rest area (clinic in the upper school, rest room in the lower school, upstairs room in the vocational building) to lay down until they 1) feel better or 2) can be picked up by someone on their emergency contact list
- 3) If emergency assistance is required Call 911, stay on the phone with the 911 operator until instructed to disconnect. Determine if the area is safe for rescue personnel (Check for fire, exposed electrical lines, chemicals, etc.). *Do not attempt a rescue if it could result in your being injured.*
 - a) Stay with the individual until you are relieved by a doctor, an Emergency Medical Technician (EMT) or by someone with superior training or experience.

Important: Do not move the individual unless exposure to hazards are likely

to cause additional harm. You may be an injured person's only chance for a speedy and effective rescue. If you absolutely must move an individual, be certain it does not worsen the injuries. Be careful of the head, neck and back. Under no circumstances should an employee attempt to transport the individual to a doctor or hospital. Wait for emergency personnel to arrive.

VIOLENT/AGGRESSIVE PERSON AND HOSTAGE SITUATION

Examples of Violence and Unacceptable behavior

The following list is not considered to be exhaustive but acts as guidance.

- Verbal and physical abuse
- Threatening behavior
- Offensive language
- Racist or sexist remarks/gestures
- Homophobic remarks/gestures
- Obscene gestures
- Physical attacks
- Stalking
- Supplying illegal drugs
- Abusing of drugs and alcohol on the premises
- Willful damage to property
- Theft
- Hate crime

Any individual who display any of the above behaviors will be asked to desist and offered the opportunity to explain their actions.

Continued failure to comply with required standards of behavior will result in administration being notified and removal of the offending individual from the school property if a visitor or staff member, or assignment to the time out or crisis room for students. It could also result in the Police being notified.

Any visitor/staff member behaving in an unlawful manner will be reported to the police and the school will seek the appropriate maximum sanctions available. The school will seek to prosecute all perpetrators of crime on or against staff, property and assets and seek, if necessary, injunctions, irrespective of age.

The management of a potential/actual violent incident De-escalation

- A person's behavior needs to be treated with an appropriate, measured and reasonable response.
- Use de-escalation techniques before any other interventions. Continue to use verbal de-escalation even if other interventions are necessary.
- In crisis situations, staff members are responsible for avoiding provocation. They should be aware of and monitor their own verbal and non-verbal

- behavior.
- For students, staff should recognize what generally and specifically upsets and calms the service user.
 - Where possible and appropriate, encourage the students to understand their own triggers.
 - Remove any non-involved individuals from the immediate environment of the violent or aggressive person, often removing an “audience” will assist in calming the individual

De-escalation techniques

- One staff member should assume control of potentially aggressive or violent situations. This staff member should:
 - Consider which de-escalation techniques are appropriate for the situation.
 - Manage others in the environment – move to safe place if necessary.
 - Explain to the aggressive/violent person and others involved what they intend to do, giving, brief, clear and assertive instructions.
 - Ask for facts about the problem and encourage reasoning – attempt to establish a rapport, offer and negotiate realistic options, avoid threats, ask open questions and ask about the reason for the person’s behavior.
 - Show concern and attentiveness through verbal and non verbal responses
 - Listen carefully.
 - Do not patronize or minimize the concerns raised.
 - Where there are potential weapons, the de-briefing situation should try and be located in a safe environment.
 - If a weapon is involved, ask for it to be put in a neutral location rather than handed over.
 - Consider asking the aggressive individual to make use of a designated area or room to help calm the behavior. The crisis room should not routinely be used for this purpose.

Hostage Situation:

- Do not provoke the gunman/aggressor
- If no shooting/injury is occurring, do what the gunman says and do not move suddenly
- If shooting/injury starts, you must decide:
 - Stay still
 - Run for an exit while zigzagging
 - Attack the perpetrator

What you should know:

- Once notified of an active hostage situation, police will likely be the first responders on the scene
- Police are trained to respond to a hostage situation incident by proceeding to the location of the situation. This may be in an open area such as a Parking Lot or inside a building
- The police will move quickly into the affected area until the suspect is located and stopped or is no longer a threat to life or safety

- If you are wounded or with someone who may be wounded, expect the officers to bypass you in their search as they must find the suspect and eliminate the threat
- To assist police, please remain calm and patient during this time, to prevent any interference with police operations
- If you know where the suspect is, have his description, tell the police
- Rescue teams will follow shortly to aid you and others

Intruder/Lock-Down

Intruder/Lock-Down drills will be held a minimum of once per semester

- If you are in a classroom, room or office, TAKE COVER:
 - Secure the door. If the door has no lock and the door opens in, a good heavy door wedge can be used if available. Use heavy furniture or equipment to barricade the door
 - If the door has a window, cover it if you can
 - Lock windows
 - Turn off lights
 - Silence cell phones
 - Get out of sight and stay low and quiet
 -
- **If you are outside**
 - Do NOT enter the building
 - Find a place to hide if you feel you are in danger
 - Remain in that area until police clear the area
 - Follow any/all directions of law enforcement.

ILLEGAL ACTIVITIES BY STUDENTS OR STAFF AT SCHOOL OR DURING SCHOOL SPONSORED EVENTS

If students or staff are observed or otherwise known to have engaged in illegal activities while on school campus or when attending a school sponsored event

- 1) Assess the situation for any injuries or risks
- 2) Determine if the severity of the event is such that law enforcement is needed and contact law enforcement if so.
- 3) Determine if any party involves wishes to file a police report or press charges on another party, if so, notify law enforcement and cooperate fully.
- 4) Notify the school administrator/designee of the situation
- 5) Remain on site until dismissed by the school administrator or by law enforcement.
- 6) Complete a serious incident report

TORNADOS, EARTHQUAKES, & SEVERE THUNDERSTORMS P R O C E D U R E S

Tornado and Earthquake drills will occur once per semester

- 1) Notify all persons (employees and members) of the impending tornado/storm.
- 2) Evacuate all persons to the interior of a building. Stay away from doors and windows. In the event of a tornado, cover yourself and others with cushioned materials such as coats, linens, towels, etc. In the event of an earthquake, instruct all students and staff to secure themselves in a doorframe/doorway or underneath a desk.
- 3) For tornadoes, anyone who is outdoors and doesn't have time to safely reach a building should move to a low point, such as a ditch.
- 4) Avoid using telephones, radios or a.c.-powered equipment until the storm has passed.
- 5) If an injury results, follow "Emergency Procedures."

Important: After the storm/quake, it is very important that you check the area for any hazardous conditions. Be especially wary of electrical wires, natural gas leaks, chemical spills, etc. Notify the manager on duty of any areas you think might cause problems.

HURRICANE PROCEDURES

Hurricanes are severe tropical storms with sustained winds of 74 miles per hour or greater. Hurricane winds can reach 160 miles per hour and extend inland for hundreds of miles.

Terminology:

Tropical Storm Watch - Usually issued within 72 hours of possible land fall.

Unable to predict exact path of storm.

Hurricane Watch - A hurricane is possible within 24 to 36 hours. Stay tuned for additional advisories. Tune to local radio and television stations for additional information. An evacuation may be necessary.

Hurricane Warning - A hurricane will hit land within 24 hours. Take precautions at once. If advised, evacuate immediately.

Pre-Storm Procedure:

- 1) When a tropical storm watch is issued, all staff attends an emergency meeting. The following will be covered:

- a) All emergency checklists and time frames will be reviewed so that the school is secured in the event that a hurricane watch is issued from the National Hurricane Center.
- b) A Central Control Area (probably main office) and assigned staff will be designated at this time.
- c) Follow-up meeting times will be determined at this time.

FLOOD PROCEDURES

Important: Do not attempt to enter the affected area unless it is absolutely safe for you!

Possible hazards include electrocution, hypothermia, chemical contamination, drowning and natural gas leaks.

For a very slow rise in the water level:

- 1) Notify your supervisor of the situation. Your supervisor will notify the maintenance department. Evacuate non-essential staff and members from the affected area.
- 2) Remove all hazardous materials from the affected area.
- 3) Shut off non-essential power to the affected area. Ask maintenance personnel for assistance in this matter.
- 4) Remove all remaining school property that is in danger of being damaged.

For a fast rise in water levels:

- 1) Evacuate all employees and students from the affected area. Move to the highest possible area.
- 2) Administer emergency first aid to any victims with life-threatening injuries.

If it is possible:

- 3) Call 911

POWER FAILURE PROCEDURES

- 1) Radio or verbally tell an administrator - Indicate the location of the power failure. The operator shall:
 - a) Notify the maintenance department.
- 2) Make note of any emergency lighting malfunctions (exit signs, etc.).
- 3) If the power will be restored shortly:
 - a) Inform students and employees of its status.
 - b) Monitor situation until power is restored.

- 4) If power will not be restored within 60 minutes (emergency light failure time):
 - a) Inform students of the status and ask them to leave the building.
 - b) Monitor situation until supervisor gives you further instructions.

Important: If candles are used for emergency lighting, place them on non-flammable surfaces, away from all flammable materials. Make sure that the candles are extinguished after power is restored.

TELEPHONE FAILURE PROCEDURES

Telephone failure can become a critical problem if communications with emergency personnel cannot be facilitated during an emergency.

- 1) Radio or personally inform your supervisor of the phone failure.

LOSS OF SHELTER PROCEDURES

In the event that an emergency damages the primary classroom building, all students should immediately be moved to the next closest safe structure until arrangements to transfer the students to parents can be made. The four primary buildings on the campus, along with the building at 5601 Chamberlayne Rd, will be the primary places. In order, students will be contained in the buildings as follows:

- 1002 Wilmer
- 5400 Chamberlayne
- 5404 Chamberlayne
- 5408 Chamberlayne
- 5601 Chamberlayne

BUS OR VEHICLE ACCIDENT

In the event of a bus accident on a school bus/transport provided by the LEA, the policy/procedure of the LEA will take precedent

In the event of an accident involving a Dominion Academy Bus/Vehicle

Procedure for General Operations:

- Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the director, or person designated by the director to have decision making authority) will be dispatched to the accident scene (distance and time permitting), will report to the command post and will participate in unified command.
- All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals. The number of

ambulances utilized and hospital destinations will be determined by the on-scene emergency services personnel. Anyone not requiring an ambulance will be transported as per item #4 (below NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If it has been determined by emergency response authorities at the scene that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints or signs of injury), every effort will be made to avoid unnecessary transport of the children to area hospitals. Parent/guardians will be contacted by the program director/designee and arrangements to transfer the student(s) to parent/guardian will be made
- In the event that if there is greater potential for mechanism of injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner: a. A company vehicle and driver, which was not involved in the accident, will be dispatched to the scene on the request of the designated incident commander and school representative. b. EMS personnel, with at least one or more EMTs, will be placed on the vehicle with the passengers, and an ambulance will follow the bus to the hospital. c. In the event that a passenger's condition suddenly deteriorates, the bus will be stopped, the passenger will receive emergency care and will be placed in the ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers. d. Additional ambulance(s) may be assigned to the bus based on need and available resources. 5. This procedure shall remain in effect until revoked.

DEATH OF A STUDENT OR STAFF MEMBER

When a death occurs, the local education agency crisis team will be activated and plan to address the loss will be made by administration. Coordinate efforts with other schools that may also be impacted.

1. First, it is extremely important to verify the information (e.g., from family members or local authorities).
2. Next, determine what information the family would like to have disclosed (or what information has already been released publicly from a reliable source)
3. Once the death has been verified, notify the school staff and students

If initial notification occurs outside of school hours, this may require initiating the phone calls to notify the school staff and to schedule a staff meeting before school to organize a unified plan and to brief school staff. If notification occurs during school hours, this may require the distribution of a written statement or a staff

meeting.

Notify Teachers and Staff First: Meet before school with school teachers and staff to discuss what is known about the death. This gives teachers an opportunity to ask any questions they wish and to prepare themselves before they see their students in class. If a teacher does not feel able to talk to his/her students about the death, a member of the crisis team should be available to step in or assist with the notification.

Notify Students Face-to-Face with Familiar Staff: If a teacher has died, consider having a familiar person notify that class. Consider having this person remain with the class over the next couple days and have a substitute cover for the less directly impacted class.

Prepare a Statement for Students: Adults often struggle with what to say. With a prepared statement, teachers can give the same information to all students simultaneously. This should be done in small, naturally occurring groups such as homeroom or first period classes; every effort should be made to ensure that all students are present at the time this information is shared. Include information about the availability of mental health and support services and how students may access those services.

Avoid use of public address systems or large assemblies to make such announcements.

Prepare a Statement for Parents: Draft a letter to be sent home with students for parents to notify them about the death and what services are being offered to students and families. Assure parents that crisis teams have been mobilized and support services are available

CRISIS AND GRIEF COUNSELING AND OTHER SUPPORT SERVICES AT SCHOOL

Help Students with Coping Behaviors to Support and Maintain their Attendance and Classroom Learning: Following a loss, addressing the event with students directly may decrease the negative impact on school attendance and learning. This can be done individually and in group settings. Students may express many different emotions and feelings. The goal is to allow this expression in a safe and nonjudgmental environment.

Help Students Deal with Difficult Feelings: Students may also have feelings of regret, particularly if they believe they had mistreated the individual in the past. Adolescents may be particularly vulnerable as a group with an increased risk of feeling depressed or anxious and engaging in self-blame or guilt related to the loss. If the death was a suicide (see Special Circumstances below), these feelings may be heightened.

Help Younger Students: Younger students may have more difficulty understanding death and are more likely to have literal misinterpretations in response to explanations (e.g., if told the deceased is in everlasting sleep, they may become fearful at bedtime). All students (and staff) are likely to experience some guilt feelings after a death, even if there is no logical reason

4. Establish Crisis Counseling or Grief Counseling Support Rooms and Protocols:

Establish procedures for leaving class and for returning to class before the end of the period. If a student remains in the support room at the end of the period, be sure notice is provided to the classroom teacher for that period as well as the next one. Such actions

ensure that the school has accurate knowledge about student whereabouts. In the immediate aftermath of a death, limit off-grounds privileges if indicated and establish procedures to clear students prior to leaving school grounds during the school day.

More extensive services will be needed in the immediate aftermath of a schoolwide crisis. Consider having support and counseling services available to students and school personnel before, during and after school hours in the immediate aftermath.

Plan for ongoing and long-term services to be available to students. If the death was due to a school crisis, plans should be made for commemoration and memorialization, especially at the time of the anniversary of the death(s)

Have staff available that can rotate among classes to allow teachers to seek supportive services in teacher/staff

support rooms during school hours.

If the death(s) are associated with a crisis that has impacted the community, consider some support services for parents at school in the immediate aftermath.

School division crisis teams can help teachers identify risk factors and signs of distress that may indicate the need for mental health services above what is offered at school. As with any counseling services, parents should be notified if additional services are recommended.

Especially after traumatic losses (e.g., suicide or homicide), be proactive and set the tone for students to seek out counselors if they have troubling thoughts. Encourage students to identify friends they may be concerned about. These include students who have suicidal thoughts or have made threatening statements.

Staff development on working with grieving students will be provided.

EXPLOSION, PLANE CRASH, ACTS OF TERRORISM

In the event of an explosion, terror attack, you may see/hear a tremendous noise or sudden glare

- 1) Drop and cover will remain in effect until verbal directions are given on how to proceed. This action will be in effect for inside or outside the classroom.
- 2) Remain calm
- 3) Follow procedures depending on the nature of the emergency (shooter, fire, etc...)

BOMB THREAT PROCEDURES

Bomb threats are usually delivered by telephone and are usually given to the first person to answer the telephone..

If you receive the call:

1. You should attempt to keep the caller on the phone as long as possible.

2. Be calm, courteous, listen; do not interrupt the caller. Keeps the caller talking.
3. Try to collect the essential information, such as:
 - Where the bomb is located?
 - Is the caller familiar with the building or area involved?
 - When it will go off?
 - Why the bomb was placed?
 - What kind of bomb is it?
 - What is the caller's name?

Advise the caller that a bomb could cause injury or death to innocent persons.

4. Write down the exact words used by the caller and any details you can think of, such as caller 's sex, age, any characteristics of the caller's voice: accent, loud, quiet, intoxicated, deep voice or high-pitched, raspy; patterns of speech: fast, slow, stuttering, clear and distinct; apparent attitude of caller: laughing, angry, coherent, calm, self righteous. List party noises, trains, public address announcements, etc. The person receiving the call should be engaged in conversation so as to obtain as much information as possible.
5. Notify the Police Department. If the bomb threat is non-specific, no location or time for detonation given, the threat should be regarded as a hoax. However, the police shall be contacted and advised that we will make a search. Security officers, engineers and appropriate emergency organization members should search the property.

If the threat is specific as to location, time and/or type of bomb, a full-scale search will be initiated,

If specifics include the location, advise the Police Bomb Squad of the location and of any suspicious packages in the area.

Operators should stand by in case of false alarm and to notify the Police Department so that the responding units can be contacted by radio en route.

In case of an actual identification of a bomb, plans for evacuation should be considered.

NOTE: Use caution when operating a radio. Certain frequencies can set a bomb off. You are to remain at least 50 yards from the device when using a radio.

EVACUATION PROCEDURES

1. Inform the Police Bomb Squad of the suspicious package and let them check it.

In general, the decision to evacuate should be made on the apparent legitimacy of the threat.

- Unusual or out-of-place object found during the search.
- Threat directed toward a specific person or group presently at the school.

- Bomb threat caller states a motive.
 - Bomb threat caller calls back several times.
 - Perhaps a recent finding or explosion of a bomb at another school
2. The Fire Emergency Organization shall assist in the evacuation procedure as instructed by the Police Department or chief of Emergency Organization. The police will investigate every actual alarm and file a report. Your cooperation and availability are expected.

If evacuation is required, students, visitors and employees should be informed that a bomb threat has been received and for their safety and security, they should immediately vacate the club or area of concern.

GUN, KNIFE, or WEAPON THREAT

- As a general rule, DO NOT approach the person with the weapon
- Move immediately out of the area to a safe location if you can. Notify others of the danger as you leave an area
- Move toward any police or Public Safety unit (keep hands on head and do what police/safety officials tell you)
- If you are in a classroom, room or office, TAKE COVER:
 - Secure the door. If the door has no lock and the door opens in, a good heavy door wedge can be used if available. Use heavy furniture or equipment to barricade the door
 - If the door has a window, cover it if you can
 - Lock windows
 - Turn off lights
 - Silence cell phones
 - Get out of sight and stay low and quiet
- If you are outdoors, look for appropriate cover locations (trees, walls, boulders, parked vehicles)
- If you can, call 9-1-1
- Provide them with:
 - Your name
 - Location of the incident (be as specific as possible)
 - Number of shooters (if known)
 - Identification or description of shooter(s)
 - Number of persons who may be involved
 - Your exact location
 - Injuries to anyone, if known
- Do not reenter the area, and take steps to prevent others from doing so until authorities arrive
- Once you are in a safe area, do not leave unless a police officer escorts you out
- Remain as calm and as quiet as you can
- Do not attempt to rescue others unless you have been trained, or can reach them in a safe manner
- Above all, do not endanger yourself

HAZARDOUS MATERIAL SPILL PROCEDURES

- 1) Treat people for contamination first:

- a) Consult MSDS sheet(s) for proper first aid treatment.
- b) If it is a life-threatening emergency, follow the emergency procedure outlined at the beginning of this manual.

Your department may have special first aid equipment available. Learn how to use it *before* an emergency occurs. .

- 2) Perform spill cleanup procedures as outlined by the M.S.D.S. Sheet, using the proper equipment and following any training which has been provided by your supervisor.

TRESPASSER ON CAMPUS

1. Appropriate signs in main entrances are to request all visitors to report to the office.
2. The Principal or designate is to verbally advise trespassers that they are considered to be trespassers and ask them to leave the premises immediately.
3. If they refuse to comply, they are to be advised that action will be taken against them if they do not leave at once and that any further entry onto the school grounds or into the buildings will be reported to the proper authorities.
4. If any trespassers refuse to leave or if they leave when requested but re-appear on another day, the police are to be called to remove the trespassers.
5. If the police are not available but immediate action is required because school proceedings are being disrupted, as in such extreme cases as fights, or damage being inflicted on school property, the Principal or designate can remove the trespasser. No more force than is necessary shall be used when evicting a trespasser.
6. Once a trespasser has been evicted, the Principal may take legal action

LOSS, DISAPPEARANCE, or ABDUCTION OF STUDENT

When a student is reported missing during the school day, the following procedure will be used by administrator's or designated person(s) who has received the missing child report:

2. Use the radio to check the classroom or last known location of the student.
3. The administrator and all available school staff will physically check all restrooms, classrooms, conference rooms and outside school grounds.
4. The school administrator or designee will make a radio "all call" over the entire school.

5. The administrator or designee shall ask staff to respond and assist with searching the immediate area surrounding the school and any other possible locations where the student may have gone. Note: If there is any indication of an abduction or foul play, call 911 immediately.
6. Site personnel shall next call the parent or emergency contact(s) to advise them of the situation and determine if the child has been picked up by a responsible party.
7. After a maximum of 10 minutes from the time of the initial missing child report, administration will call 911 to notify local law enforcement so they can determine the appropriate response. The administrator will log the time the call is made and the name of person to whom they spoke.
8. The administrator or designee will provide a student information profile sheet with photo for law enforcement and School Safety.
9. The site administrator will contact the appropriate leadership to advise them of the situation and follow up with the outcome.

RELEASE OF STUDENTS AFTER AN EMERGENCY

School Administration will advise when it is safe to release students after an emergency situation. Students may be released to their parent/guardian or approved individual or may be released to school division transportation. Do NOT release students to ANYONE without permission to do so from school administration.

PUBLIC RELATIONS

In the event of an emergency, the administrator or designee will be the only person(s) authorized to represent the school to deal with media to minimize any adverse publicity, if necessary.

Appendix A: Serious Incident Report

Dominion Academy

Serious Incident Report Submit to a designated administrator within 24 hours of the occurrence of the incident. Multiple incidents cannot be merged into a single report	
Student Name :	
Grade:	Date of Birth:
School: Dominion Academy	Date of incident:
Person Completing Form/Position:	Date of Report

Physical Restraint was used: (Check all that apply)

- after less intrusive interventions had failed. List interventions attempted: _____
- after less intrusive interventions were deemed inappropriate or inadequate. This decision is substantiated by the following explanation;
- in an emergency situation:
- an emergency situation existed that necessitated the use of physical restraint due to immediate threat of harm to self others
- seclusion was used only for the time period that was necessary to contain the behavior of the student so that the student no longer posed an immediate threat of causing physical injury to self or others.
- seclusion was implemented in accordance with the all school division and /or program policies and procedures regarding the use of physical restraint
- the force used in the application of physical restraint did not exceed the force that was reasonable and necessary under the circumstance precipitating the use of physical restraint

After any use of restraint the student must be evaluated by a non-involved staff member to document any injury that may have occurred.

Time physical restraint began: _____ Time physical restraint ended: _____

Student was evaluated by _____ (staff name) and reports the following:

- No injuries reported
- Injury reported as follows: _____
- First aid was administered: Yes No by: _____

Location of incident: _____

Name(s) of person(s) involved: _____

Detailed Description of Incident:

Name of Administrator notified. _____ Date _____ Time _____

Parent/Guardian notified. _____ Date _____ Time _____

Method:

- Phone
- Email
- In person
- Message left

Date and Document All Follow-up Actions: _____

- Student counseled, assigned to reset or returned to class
- Student assigned to In-School Suspension: Duration: _____
- Student assigned to Out of School Suspension: Duration: _____
- Other (Specify): _____

Copy to Student File

Copy to Parent/Guardian

Copy to Review Committee

Appendix B: Emergency Drill Form



Emergency Drill Record Form

Name of Service & Location	
Date of Drill	
Type of Drill (check box)	<input type="checkbox"/> Natural Disaster Drill * List type of natural disaster _____ <input type="checkbox"/> Intruder Drill/Active Shooter Drill <input type="checkbox"/> Bomb Threat Drill <input type="checkbox"/> Utility Failure Drill <input type="checkbox"/> Medical Emergency Drill
Drill Start Time	
Drill End Time	Overall Total Time: _____
Special Challenges presented (I.e. route blocked, etc.)	
Improvements	

List of Staff that Participated in the Drill

Name	Signature

Staff Conducting Drill _____ Date: _____
Signature

* At least one type of drill must be completed on an annual bases.