

Section 4

Response Protocols

"As you are aware, the actions taken during any type of emergency situation depend a great deal on the specifics of the incident. For example, one or more schools may evacuate, lockdown, or initiate a shelter in place response, according to the nature of the threat."

(Mayor Adrian M. Fenty, 2008)





Unit 1

Universal Emergency Response Procedures

Introduction

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations.* When an emergency begins, the principal, as Incident Commander (IC), will decide which Universal Emergency Response Procedures to implement, based on the situation. A flowchart is included to aid the IC in making that decision.

There are four basic procedures which can be utilized in responding to various emergencies:

- Evacuation Procedures for Buildings
- Alert Status
- Lockdown Procedures
 - Shelter-in-Place
- Severe Weather Safe Area Procedures
 - Drop, Cover, and Hold

These emergency response procedures are listed in the chart on the following page. Note that there are two variations of procedures—Section C, Lockdown and Shelter-in-Place; and Section D, Severe Weather Safe Area and Drop, Cover & Hold—to address special circumstances. For student/adult accounting, use the Emergency Attendance Sheet on Section 3 of this Guide.

* Adapted from FEMA, 1999, and Henniker Community School, 2000.

Emergency Management Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident as the principal or designee acting as the Incident Commander.

- ✓ Take a deep breath. Don't panic. Verify information.
- ✓ Activate School Emergency Response Team (ICS) and activate and assign duties as needed:
 - Public Safety Liaison (overall safety conditions of campus);
 - Occupant Accounting Coordinator (student accounting and release);
 - Facility Access Coordinator (monitors site utilities);
 - Triage Coordinator (first aid, CPR, and medical);
 - Media Liaison (coordinates media access); and
- ✓ Determine whether to call 911 and which Universal Emergency Response Procedures and Protocols to implement.
- ✓ Notify and request assistance from the EST to:
 - Assist with planning for a response and implementing protocols; and
 - Provide recovery support to students.
- ✓ Set up a Command Post for communication and emergency management.
- ✓ Bring Emergency Response Team Go-Kit to CP (inside or outside).
- ✓ Hold emergency all-staff meeting (before and/or after school day) to:
 - Advise staff of the known facts and provide written statement;
 - Support their concerns and emotions;
 - Provide classroom assistance if needed;
 - Outline schedule for the day and modify day's schedule if needed; and
 - Identify resources available to teachers and students.
- ✓ Establish contact with parents/family members of affected students to offer support, determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements.
- ✓ Inform closest friends of the affected student and provide support.
- ✓ Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- ✓ Expand span of ICS as needed and deactivate ICS upon the completion of activities.
- ✓ Review and implement Recovery activities.
- ✓ Document actions taken, secure records as legal documents
- ✓ Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>).

Emergency Telephone Numbers

Agency or Program	Phone Number
Police, Fire, and EMS Emergency	911
Mayor’s Citywide Call Center	311
Agency or LEA Director—	
Security—	
Safety Unit—	
Maintenance—	
Crisis Team—	
Transportation—	
Communications—	
Instructional Superintendent—	
Poison Control Center	1-800-222-1222
Washington Gas (Emergency)	703-750-1400
Potomac Electric Power Company (PEPCO)	
Power Outages	1-877-737-2662
Life Threatening Emergencies	202-872-3432
WASA—Water Emergencies	202-612-3400
DC Homeland Security and Emergency Management Agency	202-727-6161
DC Department of Health	202-671-4222
DC Department of Mental Health 24-Hour Access Helpline	1-888-793-4357
Telephone Threats (tracing) [†]	*57

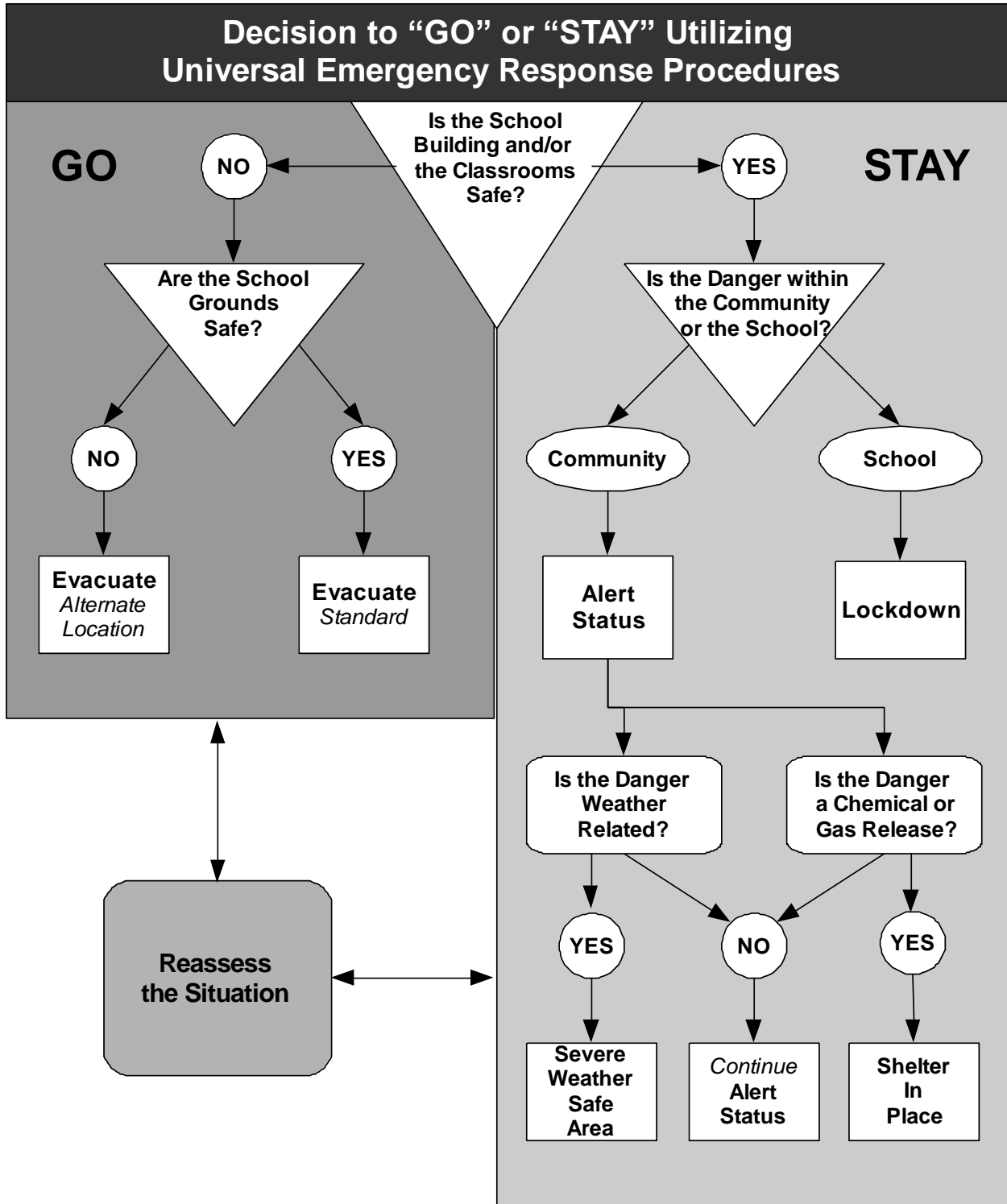
Bold type indicates 24-hour, 7 days a week telephone operator.

The principal should add other emergency/nonemergency numbers at his/her discretion. In addition, an emergency telephone number and address for each student should be on file in the administrative office in the event a parent or guardian cannot be reached.

[†] Immediately after you hang up and get a dial tone, (but before another call comes in on that number), dial *57 if you are using a touchtone telephone, or 157 if you are using a rotary dial telephone, so that the appropriate authorities may trace the call.

Additional Telephone Numbers

Agency or Program	Phone Number
Metropolitan Police Department	
Youth & Family Services Division	202-576-6762
Intervention/Prevention/Counseling Services	
DC Rape Crisis Center	202-333-7273
Suicide Prevention Center	1-800-422-0009
Domestic Violence Hotline	202-347-2777
Department of Human Services—Child & Family Services	202-727-0995
American Campaign for Prevention of Child Abuse and Family Violence	202-429-6695
National Youth Crisis Hotline	1-800-442-4673
National Center for Missing & Exploited Children	1-800-843-5678
DC Superior Court–Probation Office	202-508-1900
Other Services	
Department of Parks & Recreation	202-673-7660
Office of Latino Affairs	202-939-8765
American Red Cross—National Capital Chapter	202-728-6401
Department of Public Works	
Abandoned Vehicles	202-645-4227
Traffic Signals.	202-939-8087
Transportation	
Metro Transit Information	202-673-7000
Metro Bus/Metro Rail (Lost & Found)	202-962-1195



This flowchart is designed to serve as a reference tool only and is not intended to replace your best judgment and/or assessment of any given emergency situation. Circumstances may require different actions, and not all scenarios are addressed in this chart.

Universal Emergency Response Chart	
<p>A. Evacuation (For use when conditions outside are safer than inside) When the announcement is made or alarm is sounded:</p> <ul style="list-style-type: none"> • Close windows and doors; do not lock. • Be alert to and assist any student with a disability if needed. • Bring Emergency Procedures Guide and student roster. • Evacuate students quietly and in an orderly fashion. (Follow posted directions.) • Report to your designated area and take attendance. • Check for Injuries. • Hold up Emergency Procedures Guide to indicate: <ul style="list-style-type: none"> ➤ Red Side Out–Need assistance/student missing. ➤ Yellow Side Out–Have additional students ➤ Green Side Out–All students accounted for • Report any missing students to the principal. • Be alert for further instructions. • Return to building only after the building principal or fire department gives the “all clear” signal. • Avoid emergency vehicles. 	
<p>B. Alert Status (For use in securing access to the building, usually in a community emergency event) When the announcement is made:</p> <ul style="list-style-type: none"> • Secure the facility by locking all doors from the inside. (<i>Do not chain any doors.</i>) • Inform staff of “Alert Status”. • Inform students of “Alert Status” in an age-appropriate way. • Post staff near the front entrance of the building to allow individuals to enter and exit with identification • Conduct classes and activities within the building in a normal manner. 	
<p>C. Lockdown (For use to protect building occupants from potential dangers in the building or outside.) When the announcement is made:</p> <ul style="list-style-type: none"> • Students are to be cleared from the halls immediately and report to nearest available classroom. • Assist those needing special assistance. • All windows and doors should be closed and locked, and no one should leave for any reason. Display Emergency Procedures Guide cover in door window to indicate the following: <ul style="list-style-type: none"> ➤ Red Side Out – Need Assistance/Help ➤ Green Side Out – No Assistance Needed/All Clear • Cover all room and door windows if possible. • Stay away from all doors and windows; move students to interior walls and sit on floor. • Shut off lights. • BE QUIET! • Wait for further instructions. • Document attendance. 	<p>C1. Shelter-in-Place (For use in external gas or chemical release) When the announcement is made follow the Lockdown Procedure with the additions below:</p> <ul style="list-style-type: none"> • Close and tape all windows and doors, and seal the gap between the bottom of the door and floor using coats, blankets, or rugs. • Turn off heating, ventilation, and air conditioning systems.
<p>D. Severe Weather Safe Area (For use in severe weather emergencies) When the announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> • Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous). • Occupants of portable classrooms shall move to the main building to designated safe areas. • Take student roster for student accounting. • Assist those needing special assistance. • Do not stop for student/staff belongs. • Close all doors. • Take attendance. • Remain in safe area until the “all clear” is given. • Wait for further instructions. 	<p>D1. Drop, Cover & Hold (For use in earthquake or other imminent danger to building or immediate surroundings) When the command DROP is given:</p> <ul style="list-style-type: none"> • DROP – to the floor, take cover under a nearby desk or table and face away from the windows. • COVER – your eyes by leaning your face against your arms. • HOLD – on to the table or desk legs, and maintain present location/position. • Assist those needing special assistance. • Wait for further instructions.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Evacuation Procedures for Buildings

For Assistance in Developing Site-Specific Information, Call:	
Police, Fire, and EMS Emergency	911
Safety Unit	
Security	
EST Manager	
Other	

Situation Description

Emergency conditions dictate the relocation of all building occupants to locations outside the building. For example, fires, gas leaks, hazard chemical spills and releases within a building, and bomb threats. Conduct evacuations in an orderly manner, with no running and no talking to minimize confusion and allow orders to be heard. The principal or the principal’s designee acting as the IC will be the primary point of contact for District of Columbia Emergency Responders.

Procedures

Evacuation preparation—Building Evacuation Plans should be designed in such a manner as to evacuate an entire building as quickly and safely as possible. Evacuation routes should:

- Take advantage of protective features (fire walls, fire doors, etc.).
- Avoid high hazard areas such as kitchens, boiler rooms, and open stairwells.
- Avoid cross traffic.

Building evacuation floor plans should be posted in each classroom and office. These floor plans should identify the following:

- Primary evacuation route for exiting the building from the posted classroom and/or office. A secondary evacuation route should be identified in case the primary route is blocked.
- If all building exits are not accessible to individuals with mobility impairments, posted floor plans should identify the route to the nearest handicap-accessible building exit.
- Where applicable, routes to Areas of Rescue Assistance should be identified for disabled individuals.

Immediate response—

- Activate the building’s fire alarm system at nearest fire alarm pull station (or initiate the Secondary Evacuation Warning protocol if alarm is not functional).
- Students, under the supervision of teachers, should evacuate the building immediately using the designated evacuation routes, areas of refuge, and exits (use secondary route if primary route is blocked or hazardous). Teachers should close (but not lock) classroom doors after the last student has left the room.
- Assist those individuals needing special assistance in exiting the building using the prearranged plans for evacuating individuals with disabilities.
- Students and staff should go to their designated evacuation locations. Do not stop for student/staff belongings.
- Activate the School Emergency Response Team (SERT).
- Secondary evacuation locations of at least 500 feet are to be predetermined for all students and staff. When instructed by the IC or Emergency Responders, students and staff will move to the 500-foot location.
- Assigned staff members should check restrooms, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is evacuating the building. Provide assistance to those individuals needing special assistance in exiting the building.
- Call 911 to alert Emergency Responders that the building’s alarm system is sounding, the building is being evacuated, and that followup calls will be made once the nature of the emergency is known. Do not remain in the building to make followup phone calls. DC Emergency Responders will be dispatched to the building. Note: School alarms do not have a direct connection to DC Fire, so you must dial 911.
- The IC will contact the Executive Support Team (EST) for additional assistance if needed, or if it is a Level II or III emergency, as required.
- Administrative staff members and custodians shall report to the designated Command Post (CP) area outside the building. CPs should be located in a lobby, near the main vehicular entrance to the building, or another predetermined location arranged with local fire officials.
- Do not operate any light switches or electrical outlets.

Items to remove from building upon evacuation—

- Designated administrative staff member will exit the building with the Emergency Response Team Go-kit that contains emergency cards for all students and staff members, faculty and staff rosters, and visitor sign-in sheets.
- Each teacher's daily attendance record.
- Students' medications and medical treatments.

Followup response—Once safely outside, execute the following procedures:

- Administer first aid, if necessary.
- Teachers must take roll once their class has reached the outside assembly area and report to the designated Student/Staff Coordinator the names of any missing persons.
- Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the designated Student/Staff Accounting.

Remember to use the **School Emergency Procedures Guide** accountability tool according to your accounting procedures:

- **Red Side Out**—Need assistance/student missing.
- **Yellow Side Out**—Have additional students.
- **Green Side Out**—All students accounted for.

- Custodians shall report to the CP to assist Emergency Responders with gaining access to the building and any other building-related information.
- Those individuals with knowledge of the nature of emergency shall report to the CP to provide information to the IC so followup calls can be made to 911.
- No one should re-enter the building until cleared by the District of Columbia Emergency Response Agency in command.
- Individuals may not reenter the building until notified by the principal.
- Followup notifications should be made using the specific Emergency Incident Protocols once the nature of the emergency has been determined.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Alert Status Procedures

For Assistance in Developing Site-Specific Information, Call:	
Police, Fire and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

This protocol applies to emergency conditions which require immediate secured access to the building(s). The incident dictates a heightened state of alert to visitors, deliveries, and others who desire access to the facility. Also, this emergency situation restricts access by students and personnel, to outside areas such as sport fields, playgrounds, and court yards during the school day.

Procedures

Required Alert Status procedures—

- The principal or the principal’s designee declares *Alert Status* by acting as IC. In most cases, this will result from information received from the EST as a result of a community emergency. However, this can also be ordered by the IC during a Level I emergency.
- Activate the SERT for possible deployment.
- Secure the facility by locking all doors from the inside. (Do not chain any doors.)
- Inform staff of the Alert Status. Inform students, in an age-appropriate manner, of the heightened Alert Status. Secondary students may be informed by use of the intercom. Elementary students may need to have teachers explain the situation to each class.
- Post security officers and MPD school resource officers near the front entrance of the building to permit people with proper identification to enter the building to conduct their business as well as to exit and secure the entrance.
- Conduct classes and activities within the building in a normal manner.
- Check e-mail continuously (at least once each half-hour) during Alert Status for new bulletins from the Office of the Chancellor.
- Bulletins will address areas such as athletic events or practices, field trips, band activities, and evening activities.
Follow all directions communicated through the bulletins.

- If a situation arises that requires evacuation of the facility, no one should leave the building (unless the danger is imminent) until Emergency Responders (fire and police) arrive at the site for security purposes during the Alert Status.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Lockdown Procedures

For Site-Specific Information, Call:	
Police, Fire and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building—physical and workplace threats—the principal or the principal’s designee, acting as the IC, is the only person authorized to order a lockdown.

Procedures

Required lockdown procedures—If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the Public Address (PA) system, or word of mouth by the Communication Coordinator or other School Emergency Response Team members.

- Using the intercom, make a general announcement informing all students and staff members that the building will be under Lockdown Status until further notice.
- Activate the SERT.
- Security Officers, MPD, SROs, and administrators should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to ensure that everyone is evacuating to the closest classroom where a teacher is present.
- Students in the main office, guidance office, health suite, cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities will remain at these locations under the direction of the staff present at the time.
- Provide assistance to individuals needing special assistance.
- Close and secure (lock if possible) windows and doors of classroom, pull down blinds, and turn off the lights.

Remember to display the School Emergency Procedures Guide cover in a door window (or under the door) to indicate the following:

- **Red Side Out**—Need Assistance/Help.
- **Green Side Out**—No Assistance Needed/All Clear.

- Students are to sit on the floor away from any windows and doors.
- Shut off light and do not leave room for any reason.
- Stay quiet and await further instructions.
- Security will be responsible for locking front lobby doors and office doors. Building services workers will check and verify that all exterior doors are securely closed and locked.
- An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible concerning the nature of the emergency.

Required post-lockdown procedures—On conclusion of the emergency and it is confirmed the safety of students and staff are no longer threatened, personnel will implement the following procedures:

- Administer first aid.
- Student should report to their home rooms, and teachers must take roll and report to the designated Attendance Counselor the names of any missing persons.
- Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the Student Accounting Coordinator.

Followup notifications—Followup notifications should be made using the specific Emergency Incident Protocols based on the nature of the emergency.

- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website, <http://esa.dc.gov>) and submit to the Interagency Team.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Severe Weather Safe Area Procedures

For Assistance in Developing Safe Areas, Call:	
Fire and EMS Department	202-727-1600
Safety Unit	
EST Manager	
Other	

Situation Description

In cases of severe weather such as severe thunder storms and tornadoes, it may become necessary to relocate all building occupants to Severe Weather Safe Areas within the building to protect them from flying glass or other projectiles. The principal, or the principal’s designee, acting as the IC, will be the only person authorized to order the relocation of all building occupants to the severe weather safe areas.

Determine in advance the best shelter areas in your building. Use first floor interior hallways, restrooms, and other enclosed hall areas that are located away from large glass areas or open rooms. If hallways are not suitable, use the inside wall of a room, or rooms on the opposite side of the corridor from which the storm is approaching. Do not use end rooms. The auditorium, gymnasium, cafeteria, or other large rooms are least suitable as shelters. Free-span roofs can be blown away from this type of room, and the walls may collapse. Diagram the building to determine which areas to use and the quickest way to get there.

Procedures

Required Severe Weather Safe Area relocation procedures—

- Using the intercom, issue a general announcement informing all students and staff members that due to existing weather conditions, everyone must relocate to their predetermined Severe Weather Safe Areas until further notice.
- Activate the SERT.
- Assigned staff should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to ensure that everyone is relocated to the closest Severe Weather Safe Area.
- Students and staff participating in outside activities or in temporary manufactured shelters (mobile homes) used as temporary classrooms must immediately move inside the main facility to a designated Severe Weather Safe Area.
- Assist individuals needing special help relocating to safe areas.

- Do not stop for student/staff belongings. Take personal belongings only if they are at desks and will provide extra protection (e.g., large books, notebooks, or coats may be held over head and shoulders).
- Close all doors.
- Take position by crouching on knees, head down, with hands locked at the back of the neck. Stay quiet and wait for further instructions.

Required post-relocation procedures—

- Administer first aid if necessary.
- Teachers must take roll once their class has reached the outside assembly area and must report to the designated Student/Staff Coordinator the names of any missing persons.
- Assigned administrative staff will account for all personnel and visitors. All findings must be reported to the designated Student/Staff Accounting Coordinator.

Followup notifications—should be made using the specific Emergency Incident Protocols based on the nature of the emergency.

- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

After Action Report

School: _____
Person Completing Report: _____
Title: _____
Report Preparation Date: _____
Event / Incident Date: _____ Event / Incident Time: _____
Time at which accountability for students, staff, and visitors was completed: _____

Mark One

- Incident
- Drill

Incident Type

- | | |
|---|---|
| <input type="checkbox"/> Active Shooter | <input type="checkbox"/> Severe Weather & Natural Disasters |
| <input type="checkbox"/> Aircraft Emergency | <input type="checkbox"/> School Disturbances |
| <input type="checkbox"/> Bomb Threat | <input type="checkbox"/> Terrorism |
| <input type="checkbox"/> Child Missing / Kidnapped / Left at School | <input type="checkbox"/> Threat Management Process |
| <input type="checkbox"/> Fire Emergency | <input type="checkbox"/> Utility Failures |
| <input type="checkbox"/> Hazardous Material Spills or Release | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Hostage situation | <input type="checkbox"/> Workplace Violence |
| <input type="checkbox"/> Medical Emergencies | <input type="checkbox"/> Other _____ |

Response Information

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Evacuation | <input type="checkbox"/> Severe Weather Safe Area |
| <input type="checkbox"/> Alert Status | <input type="checkbox"/> Shelter in Place |
| <input type="checkbox"/> Lockdown | <input type="checkbox"/> Drop, Cover and Hold |

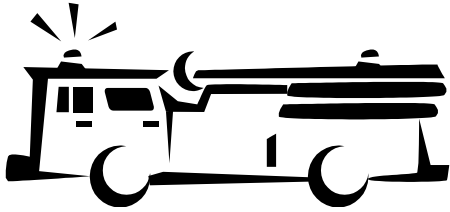
Resources Utilized

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> DMH (DC Department of Mental Health) |
| <input type="checkbox"/> EMS (Emergency Medical Services) | <input type="checkbox"/> EST (Executive Support Team) |
| <input type="checkbox"/> MPD (Metropolitan Police Department) | <input type="checkbox"/> HSEMA (Homeland Security and Emergency Management Agency) |
| <input type="checkbox"/> DOH (DC Department of Health) | <input type="checkbox"/> Other _____ |

Narrative

Signature: _____ Date: _____

Unit 2



Emergency Response Protocols

Introduction

The Protocols in this Section are procedures to be implemented when specific site-based emergencies and/or serious disruptions arise. The administrative staff and the School Emergency Response Team will need to make early judgments regarding the seriousness of a developing situation and the steps to take until assistance arrives. In reaching decisions about possible steps to take, the following factors should be considered:

- The safety of students and faculty;
- The extent of injury to persons;
- The amount of property damage;
- The short- and long-term effect of the incident on the school/site and its activities; and
- The circumstances of the event.

These Protocols are based on planning that has already occurred and the utilization of your School Emergency Response Plan.

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EMERGENCY RESPONSE PROTOCOL

Aircraft Emergency

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

The probability of an aircraft falling on or near a school building is extremely remote. But in case of an emergency involving an aircraft, the following should be accomplished to maintain safety and isolate the hazards.

Procedures

Immediate response—

- Aircraft crash into building:
 - Notify principal.
 - Move students away from the immediate vicinity of the crash.
 - Call 911.
 - Implement the Building Evacuation Procedure.
 - Students and staff should assemble in areas far from the crash scene in locations uphill and upwind of the crash.
 - Wait for instructions. You will be advised when it is safe to reenter the building.
- Aircraft crash near building (no damage to building):
 - Notify principal.
 - Move students away from the immediate vicinity of the crash.
 - Call 911.
 - All students and staff should remain in the building.
 - Any students or staff outside the building should move into the building.
 - No evacuation should occur unless subsequent explosions or fire endanger the building.

Followup response—

- Notify the EST.
- Notify maintenance.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Armed Subject

Depending on Assistance Needed, Call:	
Police, Fire, and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

All school and office personnel must be prepared to carry out plans in the event of gunfire or what is called an *active shooter* in the school or on school grounds.

In the unfortunate event that gunfire erupts within a school or on school property, the term *Active Shooter* should be used when notifying the Metropolitan Police Department (911). This allows for appropriate allocation of police resources.

Procedures

Immediate response—

- Call 911. Use the term *Active Shooter*.
- Follow Lockdown procedures and Drop and Cover. Implement the School Emergency Response Plan.
- Compartmentalize (contain) the situation to an area if possible; try not to allow situation to go mobile. Do not be a hero.
- Preservation of life is the goal.
- Remain in place and follow police direction.
- Notify security.
- Call EST Manager.
- Contact the Central Crisis Team.

Detailed response—

- Take immediate action to protect students and staff by announcing “Lockdown,” following Lockdown procedures over the school’s PA system. If there is no PA system, procedures must be in place that immediately alerts the school population to the danger (alternative communication methods identified in your school plan).
- Notify the MPD (911). Indicate clearly to the police dispatcher that there is an “Active Shooter.” Give the name, location, and telephone number of the school. If the principal has a cell phone, provide the number to the police. The principal must keep the cell phone on and in his/her possession.

- Activate the plan for a Hostage Situation that instructs students and staff (if feasible) to Lockdown and Drop and Cover. When classrooms or offices are used to lockdown, all persons must stay away from windows and doors and remain as quiet as possible. All classroom and office doors should be locked from the inside, if possible, with the appropriate color displayed in the door window or under the door using the *School Emergency Procedures Guide* (flipchart).
- All persons are to remain in place until they receive instructions from the police.
- Notify security.
- Notify EST Manager.
- When police arrive, they will assume jurisdiction over the event.

Followup response—

- Follow Metropolitan Police instructions.
- Be prepared to report as much specific information regarding the event (i.e., number of gunmen, location, number of injured persons, etc).
- Contact the Central Crisis Team.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Bomb Threat

Depending on Assistance Needed, Call:	
Police, Fire, and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

In all bomb threat or explosive device situations, to minimize the danger of life and property, all personnel must be prepared to carry out plans for bomb threat incidents when instructed to take immediate action. All school-based administrators (principals, managers, and supervisors) will, on receipt of a bomb threat to their specific building or discovery of a suspected explosive or incendiary device, immediately initiate Evacuation procedures.

Most bomb threats are received either directly or indirectly by telephone. They may arrive as written threats by mail or other means. The procedure for handling the threat will be the same.

In the event that authorities advise of a *dirty bomb* incident, it may be necessary to utilize other Universal Emergency Response Procedures, as directed by Emergency Responders.

School personnel must be familiar with these guidelines and school or office emergency plans. Further, plan details and guidelines will be kept in confidence. The documents are not intended for general distribution and should not be published for that purpose.

These guidelines indicate the course of action to be followed upon receipt of a bomb threat. Also, the guidelines are intended to serve as a checklist which may be used by the school or office administrator in the preparation of the school or office plan.

Procedures

Please Note: Cellular phones and walkie-talkies should not be used during bomb threats as they may activate an explosive device. However, using hardwired public address systems is permissible.

Immediate response—

- On receiving a bomb threat by telephone:
 - Use Bomb Threat Checklist to obtain as much information as possible from and about the caller.
 - Listen carefully—do not interrupt!

- Try to write the entire message.
 - Try to keep the caller talking as long as possible.
 - After completing the call, hang up and immediately lift the receiver.
 - Press *57 (call trace). Please note: *57 will only trace the last call received on that line immediately prior to dialing *57.
 - Contact MPD (911).
 - Notify security.
 - Activate School Emergency Response Team.
- On receiving a bomb threat by e-mail, fax, or other forms of communication:
 - Preserve evidence.
 - Make a hard copy immediately.
 - Notify an administrator immediately.
 - Notify MPD (911).
 - Notify Security.

Please Note: Cellular phones and walkie-talkies should not be used as they may activate an explosive device.

- Building administrator's action:
 - Dial 911.
 - Evacuate the building immediately by calmly announcing over the intercom:

“There is a need to immediately evacuate the building.
Please follow building evacuation procedures and leave the building in a quiet and orderly manner.”
 - If a suspicious object is found, do not touch or move it.
 - Warn others to stay away from the suspicious object and maintain at least a 500-foot clearance area.
 - Contact the EST Manager and advise of the situation.
 - When police arrive, they are in command, and their orders are to be followed.
 - Decisions on school closings will be made by the EST in consultation with police.
 - Institute Student and Occupant Accountability Procedures.
 - Restrict personnel from the building until police approve access.
 - If necessary, security personnel can assist police with building inspection.
 - Assist police in the investigation of all leads.
 - Check absentee list, class cuts, suspensions, student problems, and significant school activities (e.g., exams, pending athletic events).
 - If necessary, assemble and supervise students who are to be transported home at the parent reunification area or designated transportation pick-up zone.
 - Report incident to security and complete any necessary reports.
 - Reoccupy areas of the building only after they have been searched and determined safe by police and the principal *has been given an “all clear.”*
 - If students are to be dismissed or moved to another location, follow predetermined plans from the school emergency plan.
 - Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

- If a bomb threat is called into Central Administration or MPD and is directed at schools in general, the EST, after consulting with MPD and security, will issue orders to the schools characterizing the threat as:
 - BTR Level 1—Low Risk Profile;
 - BTR Level 2—Medium Risk Profile; or
 - BTR Level 3—High Risk Profile.

The Executive Support Team shall notify school-based administrators of general bomb threats and characterize the risk, which will initiate the actions shown in the table below:

Bomb Threat Risk (BTR)	Action
BTR Level 1	Monitor building for any suspicious activity. Students and staff remain in the building.
BTR Level 2	Conduct an Evacuation. School-based administrator and security personnel visually inspect the building for suspicious packages or items.
BTR Level 3	Evacuate the building immediately. MPD will respond and take command of the situation.

- Handling a suspicious package: The probability of receiving a bomb in the mail is remote. However, a small number of explosive devices and biological agents have materialized in the mail system. The following are characteristics from the U.S. Postal Inspection Service to help identify a suspect piece of mail:
 - Package may have restricted markings like “Personal” or “Private” to one who doesn’t receive personal mail at the office or to someone no longer working as an employee.
 - Package is sealed with excessive amounts of tape or has an excessive amount of postage on it.
 - Postmark city different from Return Address city.
 - Misspelled words, written badly or using letters cut from newspaper or magazine and glue on the package.
 - Package has wires or aluminum foil sticking out, oil stains, smells weird, or sounds peculiar (sloshing noise).
 - Package may feel strange, look uneven or lopsided.

If uncertain about a letter or package and unable to verify the sender or contents with the person it is addressed to:

- Do not open it, shake it, bump it, or sniff it!
- Evacuate the area quickly and calmly.
- Wash hands with plenty of soap and water.
- Call police (911), security, and the U.S. Postal Inspector (1-877-876-2455).
- Complete a list of all people who were near the package or letter in case they are needed for further questioning.

Bomb Threat Checklist

Listen Carefully and Keep the Caller Talking

- 1. Time Call Received _____
- 2. Time Call Terminated _____
- 3. Caller's Name & Address (if known)

- 4. Caller's Sex: Male Female
- 5. Caller's Age: Adult Child

- 6. Bomb Facts (Questions to Ask)
 - a. When will it explode?
 - b. Where is the bomb right now?
 - c. What kind of bomb is it?
 - d. What does it look like?
 - e. Why did you place the bomb?

7. Voice Characteristics

- | Tone | Speech | Language |
|-------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Loud | <input type="checkbox"/> Fast | <input type="checkbox"/> Excellent |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Slow | <input type="checkbox"/> Good |
| <input type="checkbox"/> High Pitch | <input type="checkbox"/> Distorted | <input type="checkbox"/> Fair |
| <input type="checkbox"/> Low Pitch | <input type="checkbox"/> Cursing | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Stutter | <input type="checkbox"/> Slurred | <input type="checkbox"/> Nasal |
| | | <input type="checkbox"/> Lisp |
| | | <input type="checkbox"/> Disguised |
| | | <input type="checkbox"/> Accent |

8. Background Noise

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Music | <input type="checkbox"/> Traffic |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Machines |
| <input type="checkbox"/> Cellular Phone | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Children | <input type="checkbox"/> Typing |
| <input type="checkbox"/> Other _____ | |

- 9. Person Receiving Call: _____
- Work Station: _____
- Date: _____

EMERGENCY RESPONSE PROTOCOL

Fire Emergency

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
Maintenance	
EST Manager	
Other	

Situation Description

Fire may originate from within a building or threaten the building from the outside. Fires result from a variety of causes ranging from carelessness to arson. Regardless of the size of the fire, you *must* issue a building Evacuation and immediately call 911. The fire department *must* be notified of all fires including fires extinguished by school personnel.

Procedures

Immediate response—

- Follow the Evacuation procedures for buildings.

Followup response—

- Notify the Executive Support Team (EST).
- Contact Security and notify Maintenance
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Hazardous Materials Spills or Releases

Depending on Assistance Needed, Call:	
Police, Fire and, EMS Emergency	911
Safety Unit	
EST Manager	
Other	

Situation Description

Chemical spills and other accidental releases of hazardous materials can occur in several locations: within a school building, on the school grounds, or somewhere in the surrounding school community. Regardless of where the incident occurs, hazardous materials may pose a potential health and safety hazard to the general school population. All schools should be prepared to respond to hazardous material accidents. The appropriate response to be taken depends upon the nature of the accident.

Hazardous Materials Incident Occurring Inside the School Building

Many of the chemical products and materials found within our buildings have physical characteristics that pose potential health hazards. If such chemicals are released or spilled within your building, information must be obtained on the hazards associated with the chemical. The immediate response to be taken should be relative to the hazards posed by material, the quality of the material released, and the location within the building of the chemical release.

Procedures

Immediate response—

- Do not attempt to clean up a spill unless you have been properly trained to do so.
- Isolate the immediate area of the spill or release.
- Activate School Emergency Response Team as needed.
- Seek information from product label and/or material safety data sheets (MSDS) on recommended cleanup procedures.
- In the absence of information concerning the nature of the hazards associated with the spilled or released material, or proper cleanup procedures, always contact 911 for assistance for trained Hazardous Material Responders. Even with information on the hazard's nature, 911 should be notified.
- Based on the nature of the spill or release incident (the hazard posed by the material or lack of information concerning the hazardous material), it may be necessary to *Evacuate* the building to protect safety and health of students and staff.

Followup response—Notify the Office of the EST of the situation and actions taken.

Hazardous Materials Incident Occurring Outside the School Building

Fire and/or police department officials will contact a school when an incident involving hazardous materials may affect the health and safety of a school population. There are two basic responses to addressing this type of emergency: sheltering students and staff inside following the Shelter-in-Place Procedure, and evacuating the school to a safer location following the Evacuation and relocation procedures. Emergency personnel will determine if students and staff need to evacuate the school or if sheltering them in place is the appropriate response.

Procedures

Immediate response—Follow the direction of the fire/police department officials to either execute the Evacuation procedure or the Shelter-in-Place procedure.

- Shelter-in-Place:
 - Close windows and vents.
 - Turn off air conditioning, heat and fans to reduce air drawn in from the outside.
 - Remain alert for further instructions regarding protective measures to take, including have access to a portable battery powered radio for any updates.
 - Seal openings under doorways and windows with wet towels or plastic and duct tape.
- Outside Evacuation
 - Remain upwind from the incident site because wind can carry toxic materials.
- Try to evacuate as far from the incident site as possible.

Followup response—Notify the EST.

- Notify Safety.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website, <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Hostage Situation

Depending on Assistance Needed, Call:	
Police, Fire, and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.

All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Call EST Manager.
- Follow police direction.
- Goal is to de-escalate situation.
- Try not to allow additional hostages to be taken.
- Compartmentalize (contain) situation to one area if possible; try not to allow situation to go mobile. Utilizing active listening skills is crucial to de-escalating hostage situations.

What to do—outside of the stage area—

- If a hostage situation develops, call MPD (911) and security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress that (if applicable) involves school children.
- Immediately cordon off the area where the hostage situation is located. Attempt to evacuate everyone (except the hostages) from the immediate area. Do not attempt to

evacuate everyone if it would create an even more dangerous situation or enhance the chance of injury. For example, if a hostage is being held in a classroom and the hostage taker threatens anyone who comes near him or her; do not attempt to evacuate other classrooms (if occupied) in the immediate vicinity of where the hostage situation is located. Classroom doors should be locked from the inside, and the occupants should remain there and be as quiet as possible.

- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information. Advise the hostage taker that you will pass on the demands to the superintendent. This is a stall tactic: accordingly, you must be calm and convincing.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts. Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- After notifying the police, advise the Executive Support Team.

What to do—if you become a hostage—

- Above all else try to maintain your composure. The object is to survive; therefore, do exactly as you are told. If you become emotional, it may cause the hostage taker to become angry and even more irrational.
- Look for and mentally plan an escape route. No attempts should be made to escape, however, unless the situation seriously deteriorates or you receive such instructions from the police.
- If more than one adult is taken hostage, one person should try to serve as spokesperson for the group. Obviously, this can't be discussed among the hostages. The rule of thumb to follow is that the oldest person present or the person with the most composure should respond to questions from the hostage taker.
- If children are included as hostages, make every effort to keep them calm. Exercise firm authority.
- Take no further action. Wait to be rescued or released.

Followup response—

- Follow Metropolitan Police instructions.
- Notify the Crisis Team as needed.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Kidnapped

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
Crisis Team	
EST Manager	
Other	

Situation Description

Kidnapping refers to a child who is missing under suspicious circumstances. There can be several explanations for why a child has been noted as missing in school:

- Student leaves the school property or runs away.
- A noncustodial parent takes the child without consultation with the custodial parent.
- A kidnapping is witnessed.
- An abduction is reported by a telephone call, note, or hearsay.

Procedures

Immediate response—

- Principal will notify:
 - Parents, guardians;
 - Police;
 - Executive Support Team; and
 - Communications as directed by the EST; and
 - Security.
- Principal assures that the following steps are taken if an abductor is suspected:
 - Initiate building Lockdown procedures.
 - Send a confidential notice to all teachers informing them of the situation.
 - All teachers must take attendance and report any missing students to the main office.
 - Sequester witnesses for police interview.
 - Security/Custodian cordons off area in which the alleged kidnapping occurred to preserve any evidence.
- The principal consults with responding police officials to review the incident.

- The principal identifies custodian to accompany police and provide access to locked areas such as boiler room.
- Office staff gathers the following information for police use: student school picture, description of clothing worn, personal data such as age, weight, height, and identifying marks, significant data from student record such as disciplinary actions. Also, share data from family/emergency cards with police, including medical data, i.e., immediate need for access to chronic illness medications (insulin, inhalers...).
- Where possible, an aerial photo of the school and surrounding grounds.
- List of staff members who are not in attendance.

Followup response—

- Principal assures that the following steps are taken:
 - Develop plan for working with parents who are concerned about the welfare of their children.
 - Contact the Crisis Team for assistance as needed.
 - Follow existing procedures for dismissal.
 - Develop a letter to be sent home to parents with students at the end of the school day informing them of the incident and the measures taken to assure the safety of all students. This letter should be developed with the EST and Communications.
 - Contact appropriate parties as needed when child is located.
 - Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Medical Emergencies

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

A medical emergency may occur anytime the school building is in use. Medical emergencies are those illnesses or injuries which require first aid and emergency backup to ensure the safety and health of the person(s) involved. The medical emergency may occur in the school, on school property or school buses, during a field trip, and other school-sponsored activities.

Procedures

- School nurses and/or the designated first aid backup are responsible for rendering emergency care to all students, school employees, and visitors who need first aid and/or emergency care for health problems during the school day. The school nurse is responsible for reporting to the building administrator any medical emergency and for ensuring completion of the correct documentation and notifications to the appropriate offices.
- Medical emergencies occurring after school hours need to be reported to the building administrator or supervisor.
- Medical emergencies involving injury of personnel should be reported to the Safety Unit.
- Complete appropriate reporting forms.

EMERGENCY RESPONSE PROTOCOL

Severe Weather and Natural Disasters

Depending on Assistance Needed, Call:	
Fire and EMS Department	202-727-1600
Security	
Maintenance	
EST Manager	
Other	

Situation Description

Severe Weather and Natural Disasters, though rare, can occur at anytime and may affect the safety of the school population without warning. Preplanning for severe weather and natural disasters is necessary to protect students and staff, as well as, building contents.

Earthquakes

Few areas of the world, including the District of Columbia, are free from the danger of earthquakes. Earthquakes occur quickly, without warning. Falling or flying debris causes most injuries and/or deaths.

Procedures

Immediate response during the quake—

- If indoors, stay there.
- Take cover under desks, tables, or other heavy furniture, or in interior doorways or narrow halls.
- Stay away from windows and beware of falling objects.
- If outdoors, move away from the building, if possible.
- Avoid utility poles and overhead wires.
- If on a bus, the driver should stop quickly and as safely as possible in an open area away from overpasses, road cuts, etc. Stay in the bus.

Followup response after the quake—

- Evacuate the building following the “EVACUATION” procedures.
- Notify Maintenance and Security.
- Notify the EST.

- Do not re-enter the building until authorities have checked for possible structural damage, leaking gas lines, and other utility disruptions.
- Complete appropriate reporting forms.

Floods

Many areas in Washington, DC, are subject to flood. Flooding may be caused by heavy rain, tidal surge from tropical storms off the coast, river flooding, or when stormwater runoff overwhelms drainage systems.

Even a small innocent creek can become a raging torrent capable of destruction. Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days. Know the local history of flooding for your area. When conditions dictate, have someone monitor the weather via radio to determine if severe weather conditions are approaching your area. The National Weather Service issues two types of Flood Alerts:

- ***Flood Watch***—is issued when conditions are favorable for flooding within the designated watch area.
- ***Flood Warning***—is issued when a flood has been reported or is imminent. Protective measures should be taken immediately.

Procedures

- ***Immediate response***—If conditions dictate, contact the EST to determine whether students should be relocated to the predetermined flood relocation site.
- ***Followup response***—Contact Maintenance. Complete appropriate reporting forms.

Thunderstorms (Electrical Storms)

Thunderstorms are a frequent occurrence in the District of Columbia. Lighting, damaging winds, and hail often accompany them. Quite often, a thunderstorm is a prelude to a tornado. When conditions dictate, have someone monitor the weather via radio to determine if severe weather conditions are approaching your area. The National Weather Service issues two types of Severe Thunderstorm alerts.

- ***Severe Thunderstorm Watch***—When conditions are favorable for severe thunderstorms to develop in your area, a severe thunderstorm watch is issued.
- ***Severe Thunderstorm Warning***—When severe thunderstorms are occurring in your area, a severe thunder warning is issued.

Procedures

Immediate response—

- If conditions dictate, follow the *Severe Weather Safe Area* procedures.
- If you are outside and lightning is seen or thunder heard, move inside at once. Do not seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed locations.

- During a Severe Thunderstorm Watch or Warning for your area, cancel outside recess and physical education classes. Even if there is no wind or rain, lightning is always a threat. Stay indoors and do not venture outside unless absolutely necessary.
- During a Severe Thunderstorm Warning, relocate all students from portable classrooms to main school building.
- Stay away from open doors and windows, metal objects, electrical appliances, and plumbing until the storm has passed.
- Keep telephone use to a minimum during storms.
- Television sets, computers, and other electrical equipment and appliances should be unplugged to the extent possible.
- If caught outside during a thunderstorm, keep away from isolated trees and other electrically conductive elevated objects such as overhead wires. Move away from tall things (trees, towers, fences, or power lines) and metal objects (umbrellas, motorcycles or bicycles, wire fences, etc) since they all attract lightning. Avoid open spaces, wire fences, sheds, or shelters not fully enclosed. Seek shelter in thick timber or a ravine. Get into a crouching position.
- If in a vehicle, stay inside. Vehicles offer excellent lightning protection. Do not touch exposed metal parts. Do not park vehicles under electrical lines or isolated trees.

Followup response—For cleanup of debris, fallen trees, fallen wires, or other facility damage, notify maintenance. Complete appropriate reporting forms.

Tornadoes

Tornadoes are local storms with whirling winds of tremendous speeds that can exceed several hundred miles per hour. When conditions dictate, have someone monitor the weather via radio to determine if severe weather conditions are approaching your area. The National Weather Service issues two types of Tornado Alerts:

- ***Tornado Watch***—when conditions are favorable for tornadoes to develop in your area.
- ***Tornado Warning***—means that a tornado has been sighted and protective measures should be taken at once.

Procedures

Immediate response—

- Follow thunderstorm procedures above.
- If conditions dictate, follow the *Severe Weather Safe Areas* procedures.
- When participating in outside activities, watch and listen for signs of danger. Signals for an approaching tornado include dark-greenish sky, clouds moving to form a funnel, large hail, or loud roar (like a freight train).
- If time permits, immediately evacuate students and personnel from temporary structures like manufactured trailers to a stronger shelter
- Go to designated shelter areas or interior halls on the lowest floor. Stay away from open areas.
- If there is not sufficient time to take shelter, go to an inside wall of the room, away from the windows. Squat on floor next to a wall, or get under desks/furniture by

squatting or lying prone on the floor, face down. If a book can be picked up easily, hold it over your head.

- **If outdoors**—try to take shelter in a basement or sturdy building. Or, lie in a dry ditch with hands covering your head, but watch and listen for flooding and be aware you're a bigger target for lightning. And if you hear or see water, move since it can carry lightning's electrical charge!
- **If in a vehicle**—*Get out.* Take shelter in a building or lie flat in a ditch with hands covering head (but be aware you're a bigger target for lightning when lying flat and listen for flooding!).

Followup response—For cleanup of debris, fallen trees, fallen wires, or other facility damage, notify Maintenance.

Winter Storms

The major dangers for winter storms are intense cold and the breakdown of transportation due to poor visibility and road conditions. Severe weather warnings are issued by the National Weather Service. When threat of severe weather exists, monitor radio/television for bulletins issued for your Local Education Agency (LEA). The EST will provide additional information and instructions as necessary.

There are several important winter weather terms you should know:

- **Winter Weather Advisory**—indicates cold, ice, and snow are expected in the area.
- **Winter Storm Watch**—indicates the potential for severe winter weather such as heavy snow or ice is possible within a day or two (24–48 hours).
- **Winter Storm Warning**—indicates severe winter conditions have begun or are about to begin.
- **Blizzard Warning**—refers to heavy snow and strong winds producing blinding snow (near-zero visibility) and life threatening wind chills for three hours or longer.
- **Freezing Rain**—refers to rain that freezes when it hits the ground, creating a coating of ice on roads and walkways.
- **Hail**—is rain that turns to ice while suspended and tossed in the air from violent updrafts in a thunderstorm.
- **Sleet**— is rain that turns to ice pellets before reaching ground.
- **Frost/Freeze Warning**—indicates below freezing temperatures are expected in the area.

Procedures

Follow the cancellation, early dismissal, and delayed opening announcements relative to snow and/or ice conditions.

Preparations—

- Personnel should avoid over exertion shoveling snow or working outside since cold can put strain on the heart and cause a heart attack (even in children!).
- During outdoor activities, watch for signs of cold related illness—students/personnel playing or working out in the snow can cause exposure. Several indications individuals may require medical attention include:

- ***Frostbite***—occurs when an individual experiences loss of feeling in fingers, toes, nose or earlobes, or they turn very pale.
- ***Hypothermia***—occurs when an individual starts shivering a lot, speech slows, stumbling, or feels very tired.

If workers or students exhibit any of these signs, get inside and quickly seek medical help.

EMERGENCY RESPONSE PROTOCOL

School Disturbances

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
EST Manager	
Other	

Violence, Riots, Sit-Ins, Large-Scale Fights

Situation Description

The following information is a guide for school-based personnel in developing, discussing, and disseminating a set of emergency procedures that can be effectively implemented in the event of school disturbances (e.g., violence, sit-ins, riots, large scale fights).

The effective implementation of emergency plans and capabilities for addressing school disturbances relies on preparedness. The entire school community (personnel, students, and parents), must be familiar with the plan, understand their individual roles, and be personally prepared for emergencies. While prudence dictates that we prepare for all eventualities, our focus must always remain on preventive measures.

To maximize student safety and staff efficiency as well as minimize disruption to the normal school program, emergency procedures need to be developed and tailored to the specific needs of the school facility. Procedures need to be updated and reviewed with faculty and staff as necessary.

Faculty and administration should establish rapport with students and provide an open atmosphere to encourage discussion of grievances and problems. The administration and faculty should utilize every opportunity to collaborate with parents and other stakeholders, establishing distinct lines of communication, trust, and partnership, supporting a secure school environment. Also, the administration must be acutely aware of local situations within the school and the community at-large. Circumstances may generate civil disturbances within the school through outsiders moving into student groups and inciting student participation.

Immediate response—

- Institute your School Emergency Response Plan and activate SERT. Contact MPD and other law enforcement stakeholders for assistance.
- Document events chronologically as thoroughly as possible. Factual information such as witnesses’ names, times of incidents, etc., may be important.

- Notify Communications as quickly as possible for advice, since publicity or notoriety is often an objective of organized demonstrations.
- Avoid verbal and physical confrontation with demonstrators.
- Try to keep all communication channels open with demonstrators or disruptive groups.
- Inform assembled persons of applicable laws and policies which provide that any activity not authorized and/or interfering with normal operation of a public school will not be permitted and may result in suspension.
- Direct disruptive students to return to class and provide them a reasonable amount of time to do so. If students do not go to class, warn them that they may be suspended and will be considered trespassers.
- Call parents if the situation requires removal of the students. Inform parents of arrested students immediately.
- Minimize student exposure to disruption.

Criminal Incidents

Principals, administrators, managers, and supervisors are responsible for reporting all serious and/or criminal incidents that occur in or within close proximity of their schools or facilities. The incident should be reported via telephone immediately to the MPD (911) and Security.

For purpose of this discussion, serious and/or criminal incidents include but are not limited to:

- Weapon offenses;
- Assaults or threats on anyone;
- Destruction or theft of school property;
- Bomb threats;
- Use and/or possession of narcotics;
- Death;
- Missing persons;
- Gang activity;
- Robbery; and
- Sex offenses, etc.

Disruptive or potentially disruptive actions such as, but not limited to, student boycotts, sit-ins, walkouts, strikes, and/or actions that are not felonious in nature must be immediately reported by telephone to MPD and Security.

Parents of affected students must be notified immediately by the principal or administrator in charge of all serious and/or criminal incidents. After consultation, any decision to inform the community-at-large of the alleged incident must be made jointly by MPD and the Communications Office. This is not a decision to be made solely by the principal acting in concert with the responding police officer.

Gang and Cult-Related Violence

The District of Columbia, like other urban cities, is experiencing acts of crime and violence committed by groups of juveniles and young adults. These groups readily identify themselves as *mobs* or *crews*.

School administrators must immediately report any type of group-related violence or a threat of unrest to MPD and Security. Additional support will be provided by MPD and/or Security (Youth Gang Unit—Operation SAVE, officers, etc.) to gather intelligence, evaluate the level of the threat, and provide a “high visibility” security presence to deter criminal activity. If group-related violence erupts in a school, on the school campus, or in close proximity to a school, the school administrator or designee will immediately:

- Notify the Metropolitan Police at 911.
- Notify Security.
- Initiate immediate action to protect students and staff utilizing the appropriate Universal Emergency Response (i.e., Evacuate or Lockdown).
- Complete appropriate reporting forms.

If there is a need to develop a Gang Prevention and Intervention Plan, contact and work with Security and MPD.

EMERGENCY RESPONSE PROTOCOL

Terrorism

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
Crisis Team	
EST Manager	
Other	

General Terrorism Incidents

Situation Description

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof to further a political or social objective. Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions, and public assemblies. Common terrorist attacks include, but are not limited to:

- Bombs/explosives;
- Malicious destruction of property;
- Sabotage;
- Arson;
- Shootings; and
- Use or threatened use of chemical, biological, or radiological agents.

Acts of terrorism can occur with or without warning. The immediate dangers related to an act of terrorism are:

- A terrorist incident can occur anywhere and cause injury and death.
- Hostages may be taken.
- Threats and further violence may occur.

If there is a general warning of a possible terrorist act occurring in the District of Columbia, having a direct or indirect impact on schools, the EST and security will heighten security policies throughout the school system, to include but not limited to:

- Report suspicious personnel, vehicles, or packages;
- Secure unused buildings or portions thereof;
- Ensure positive identification and accountability for visitors;
- Increase liaison with MPD;

- Advise and update staff and students;
- Increase security patrols;
- Control and limit access to buildings;
- Cancel or suspend extra-curricular activities; and
- Inspect all buses used to transport students.

Procedures

Immediate response—If an act of terrorism occurs in your school, on school grounds, or in close proximity of your school, the administrator in charge, or any person acting in good faith, must immediately:

- Notify police, fire and EMS at 911.
- Activate the School Emergency Response Plan and SERT.
- Notify EST.
- Notify security.
- Direct immediate emergency action to protect students and staff following the appropriate Universal Emergency Response Procedure (i.e., Evacuate or Lockdown) and related protocols within this Guide.
- Wait for arrival of police personnel, who will assume command and make additional support notifications.
- The EST will coordinate efforts with the Office of the Assistant Chief of Police—Special Service Command and the onsite MPD Field Commander.
- Complete appropriate reporting forms.

Chemical, Biological, and/or Radiological Incidents

Situation Description

For incidents involving chemical, biological or radiological agents, the two emergency response procedures followed are Shelter-in-Place (conditions inside are safer than outside) or Evacuation (conditions outside are safer than inside). Determining the appropriate Universal Emergency Response Procedure used will depend on the nature and location of the incident.

- A chemical incident is the release of toxic industrial chemicals and/or other agents capable of causing bodily harm or death.
 - A biological incident is the release of bacteria, viruses, and/or toxins capable of causing bodily harm or death.
- A radiological incident is the release, exposure to, and/or dispersal of radioactive materials capable of causing bodily harm or death.

Procedures

Immediate response—In response to a suspected incident, the following actions are to be followed:

- Determine which Universal Emergency Response to activate and follow your school's Emergency Response Plan.
- Call 911.
- Contact the EST.

- Take steps to shut down the HVAC system.
- Bring any students/staff outside of building immediately into the building if sheltering-in-place. They are to be kept in an isolated part of the building to avoid further contamination of building occupants.
- Direct students/staff who are in relocatables (i.e., temporary portable trailer-type classrooms) to remain there. Take steps to shut down outside air ventilation.
- Follow directions from EST and Emergency Responders.
- Keep accurate documentation through the school nurse regarding any students/staff with medical complaints.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website, <http://esa.dc.gov>) and submit to the Interagency Team.

Homeland Security Advisory System

In March 2002, the Homeland Security Advisory System (HSAS) was implemented using color-coded *Threat Conditions* that increase or decrease based on reports from the Intelligence Community. These Threat Conditions, or Threat Levels, are:

- Red—*Severe* risk of terrorist attack;
- Orange—*High* risk of terrorist attack;
- Yellow—*Elevated* or *Significant* risk of terrorist attack;
- Blue—*Guarded* or *General* risk of terrorist attack; and
- Green—*Low* risk of terrorist attack.

Alerts and threat conditions can be declared for the entire Nation or for a specific geographic area or industry. The public should stay current with news and alerts issued by officials—and be aware, be prepared, and have a plan at all threat levels.

Homeland Security Advisory Recommendations	
SEVERE (Red)	<p>Complete all recommended actions at lower levels. Listen to radio and TV for current information and instructions. Be alert and immediately report suspicious activity to police at 911. Close school if recommended by appropriate authorities. 100% identification check (i.e., driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty. Offer lessons for <i>Masters of Disaster Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>* curriculum. Ensure School Emergency Response Team members are available for students, staff, and faculty.</p>
HIGH (Orange)	<p>Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police at 911. Review emergency procedures and supplies. SEVERE</p> <p>Offer lessons for <i>Masters of Disaster Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>* curriculum. Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response team. Prepare to handle inquires from anxious parents and media.</p>
ELEVATED (Yellow)	<p>Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police at 911. Ensure all emergency supplies are stocked and ready. Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff, and parents.</p>
GUARDED (Blue)	<p>Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police at 911. Provide safety training to staff and practice emergency drills. Review emergency supplies and supplement as necessary.</p>
LOW (Green)	<p>Ensure School Emergency Response Plan is current with team members and emergency telephone numbers. Offer American Red Cross <i>Masters of Disaster</i>* curriculum on emergency preparedness for natural disasters. Ensure selected staff members are trained on first aid and CPR.</p>

*Based on *American Red Cross Homeland Security advisory*, American Red Cross. *Master of Disaster Lesson Plans* can be found at <http://redcross.org/disaster/masters>.

EMERGENCY RESPONSE PROTOCOL

Threat Management

Depending on Assistance Needed, Call:	
Office of Student Services	202-442-5101
Security	
Crisis Team	
EST Manager	
Other	

Process for Students

Situation Description

The following is a guide on responses to verbal or written threats of students toward self, other students, staff, or the school. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student support services personnel—particularly school psychologists—must assess threats, which are classified Low, Medium, or High Level. Each Level has specific indicators and responses. Student and staff safety are always paramount.

Procedures

Immediate response—

- Administrator learns of verbal or written threat of harm to self, others, or property made by student.
- Call security.
- Administrator immediately determines Level of threat with input from the school counselor, psychologist, social worker, and SRO, where appropriate. The administrator will consult with Student Services and School Social Work Services as needed.

*Low Level threat determination—*Threat is:

- Stated in vague or general manner;
- Often reflects anger, frustration, lack of hope, or distrust;
- Does not include a specific target other than self;
- Does not specify concrete steps to carry out threat;
- Developmentally inappropriate or unrealistic; and

- Administrator consults with school counselor, school psychologist, and/or school social worker regarding:
 - Needs of the student;
 - Involvement of the student's parents; and
 - Identification of appropriate referral resources.
- Pupil personnel worker and school nurse are involved as needed.
- Consultation is provided to school staff regarding strategies for managing low level threats.
- Refer student to the Crisis Team as needed.

Medium Level threat determination—Threat is:

- Clearly stated, often a function of anger or frustration;
- Uncertain about specific targets of threat;
- Lacking in capacity or resources to act on threat;
- Lacking in concrete steps taken to carry out threat ;
- Suggestive of attention-seeking behavior; and
- Could continue or escalate if not addressed.
- Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:
 - Administrator identifies employee to contact student's parents;
 - Identify and offer appropriate referral resources to parents; and
 - Notify parents of intended victims, as appropriate.
- Pupil personnel worker and school nurse are involved as needed.
- Disciplinary actions are determined by the principal.
- Student is referred to the Crisis Team as needed.
- Administrator may consult with Police at 911. Patrol officer may investigate and refer.

High Level threat determination—Threat is:

- Clearly stated;
- Targeted to specific individuals or property;
- Identifies behaviors that can realistically be carried out; and
- Implies that concrete steps have been taken to carry out threat.
- Call Police at 911.
- Call security.
- Administrator initiates the following:
 - Student remains under administrative supervision.
 - Administrator contacts EST Manager.
 - Consult police regarding timeframe for notifying parents.
 - Notify parents of student making threat and request their immediate response to the school.
 - Notify parents of the threatened student.
- Administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.

- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Involve the school psychologist in emergency assessment.
- Offer appropriate referral resources to parents.
- Offer followup support to intended victim(s).
- Involve school nurse, as needed.
- Principal determines disciplinary actions.
Refer student to the Crisis Team, as appropriate.

EMERGENCY RESPONSE PROTOCOL

Threat Management

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Security	
EST Manager	
Other	

Process for Employees/Visitors

Situation Description

The provision of a safe school and workplace is essential to the well-being of students and staff. Threats may originate within the school system or from the outside. Violence, abusive, threatening, harassing, or intimidating acts from employees and/or members of the public will not be tolerated. Violence includes but is not limited to:

- Physical attacks that inflict injury or harm to persons or property;
- Threats of violence either directed or reported by others; and
- Behaviors that cause a reasonable fear or intimidation response in others.

Also, workplace violence may include oral or written statements, gestures, or expressions that communicate a direct or implied threat of harm

The following categories are defined as violations:

- ***Willful disturbance of school activities***—A person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of any institution of elementary, secondary, or higher education.
- ***Molesting or threatening students or school personnel***—A person may not molest or threaten with bodily harm any student, employee, administrator, agent, or any other individual lawfully on the grounds or in the immediate vicinity of any institution of elementary, secondary, or higher education institution.
- ***Carrying or possessing deadly weapon upon school property***—No person (except law enforcement officers in the regular course of their duties and commissioned security guards hired by the school system) shall carry or possess any rifle, gun, knife, or deadly weapon of any kind on any school property.

Individuals who engage in these behaviors will be removed from school property and are subject to disciplinary action (employees) up to and including termination, criminal prosecution, or both. Visitors may be denied access to school grounds and be subject to criminal prosecution.

The *Trespass Statute* also empowers school principals and other designated school officials to deny certain individuals access to school property.

- ***Denial of access to school grounds***—The principal of any public institution of elementary, secondary or higher education—or a person designated in writing by the principal—may deny access to the institution’s buildings or grounds to any person who:
 - Is not a bona fide, currently registered student, staff, or faculty member at the school and does not have lawful business to pursue at the school;
 - Is a bona fide, currently registered student at the school and has been suspended or expelled from the school for the duration of the suspension or expulsion; or
 - Acts in a manner that disrupts or disturbs the normal educational function of the school.

To be consistent, a sample form letter for instituting the Trespass Statute can be found later in this section.

Procedures

Emergency response procedures—A situation is an emergency when:

- An employee suffers physical injury.
- There is an immediate threat of physical harm or property damage.
- There is a weapon present (implied, concealed, or displayed).

Initial response—

- Call 911.
- Initiate School Emergency Response Plan and determine Appropriate Universal Emergency Response.
- Contact the EST Manager.
- Contact security.
- Follow police direction.

Followup response—

- Preserve and maintain evidence and collect appropriate documentation on the incident.
- Provide for communication plan to staff and appropriate others if necessary.
- Provide debriefing, or support services through Employee Assistance Program or Traumatic Loss Team, if necessary.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

Nonemergency response procedures—

- A situation is a nonemergency when an employee is fearful of suffering harm in the workplace, but there is no immediate danger.
- Inform employees that they need to report threats or threatening, abusive, or intimidating behavior.
- Administrator/supervisor will contact the EST Manager.
- After hours, contact security.

- Cooperate with the investigation and provide appropriate documentation.
- Encourage employees who have obtained a restraining or protective order listing school locations to notify their administrator/supervisor.

EMERGENCY RESPONSE PROTOCOL

Threat Management

Depending on Assistance Needed, Call:	
Police, Fire, and EMS Emergency	911
Security	
EST Manager	
Other	

Trespasser/Intruder

Situation Description

To maintain a safe, secure, and orderly school environment, it is essential to establish a system with requirements for everyone entering the school building to register and identify themselves. Any trespassers or intruders need to be managed as described below.

Procedures

- Notify the principal and give a detailed description and location of the subject.
- Attempt to obtain an identification of the subject.
- Advise subjects that they are trespassing and need to leave the premises.
- Call 911.
- Keep subject in view until law enforcement arrives.
- Take measures to keep subject away from students and, if possible, the building.
- Determine whether to initiate Lockdown procedures.
- The principal or designee needs to ensure the following:
 - Request verification of trespasser/intruder’s identification.
 - Issue trespassing letter to intruder in presence of officer. (Sample on following page.)
 - Request an official report of all events.
 - Share information on the intruder with security and staff.

Sample Trespassing Letter

[Your School Letterhead]

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT: **Barring Notice**

As provided in Superintendent's of Schools Directive number 260.1–Procedure for School Visitors and any applicable provision in the District of Columbia code, your privilege to enter the premises of the _____ is revoked.

Specifically, your actions on _____ were the grounds for this administrative decision.

This memorandum constitutes your official notice. Any failure on your part to adhere to this order may be grounds for your arrest and prosecution for unlawful entry on property.

If there is need for you to correspond with personnel at _____, request for same should be directed through the appropriate Instructional Superintendent or the Director of Human Resources.

If you have any questions or concerns regarding this barring notice, contact the Office of School Security _____ for assistance.

Cc: Instructional Superintendent
Office of General Counsel
Office of Human Resources
Office of School Security

EMERGENCY RESPONSE PROTOCOL

Utility Failures

Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Washington Gas (Emergency)	703-750-1400
Potomac Electric Power Company (PEPCO)	1-877-737-2662
WASA Department of Public Works (Water Emergencies)	202-612-3400
Maintenance	
Security	
Safety	
EST Manager	
Other	

Situation Description

Utility failures or incidents are common occurrences and may happen at any time. Preplanning for utility failures is necessary to protect students and staff as well as building contents. Facility engineers and administrative personnel should be knowledgeable of utility power source locations.

Electric Power Failure

Situation Description

Interruptions in electrical power services may occur at any time due to high winds, ice storms, falling tree limbs, downed utility poles, and new construction in the surrounding area. Electric power failures may result in the loss of refrigerated food supplies or create a potential fire hazard.

Procedures

Immediate response—

- Check that students are calm and safe.
- Building services personnel should following prearranged shutdown procedures to ensure that all three-phase electrical equipment is shut down and turned off.

- Notify PEPCO at 202–833–7500 or 1–877–PEPCO62.
- Notify maintenance during regular school hours, or after hours contact security.
- Notify the EST Manager if power is expected to be off for an extended period of time or if the length of time of the power outage is unknown.
- Distribute flashlights, if available and necessary.
- Evacuate the building using Evacuation procedures if there is any threat to the safety of students or staff.
- Relocate students from rooms without windows and/or direct outside ventilation.
- Keep refrigerated food storage units closed.

Followup response—If food preparation was in process and utilities remain out for a period of time, verify safety of food by contacting the Department of Health (DOH) Food Safety Division for guidance.

Heating Oil Spills

Situation Description

All spills of heating oil, no matter how small, must be treated as a potential environmental emergency and handled by trained personnel.

Procedures

Immediate response—

- Notify maintenance and the safety unit during regular school hours, or after hours contact Security to have trained environmental personnel respond to the incident.
- Absorbent material should be immediately placed on the floor to block the oil spill from moving into floor drains, storm drains, or sanitary sewer lines. Use whatever material is at hand (e.g., sawdust, rags, sand, dirt, or special oil absorbent materials, if available). Department of Public Works (DPW) may be able to provide sand if needed.

Followup response—Residue and/or contaminated absorbent materials should be placed in plastic bags for proper disposal by trained Environmental personnel.

Major Pipe Burst

Situation Description

Flooding from a broken pipe may cause extensive damage to property and building fixtures and endanger students and staff if not properly controlled. Flooding from pipes is the most apparent hazard, but electrical hazards and asbestos exposure from damaged pipe insulation may also be present dangers to students and staff members.

Procedures

- Building services personnel should isolate pipe break by shutting off the appropriate water supply valve. If the pipe break cannot be isolated quickly, the main water valve to the building should be closed.

- Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
- Shut off electricity to the affected area, if necessary.
- Relocate articles that may be damaged by water, if necessary.
- Complete appropriate Property Loss Reporting form.

If flooding occurs, evacuate the building following the Building Evacuation procedure.

Natural Gas Leaks

Situation Description

All gas leaks, no matter how small, should be treated as a potential explosion hazard. Most school buildings have some natural gas service provided. Leaks are typically detected by smelling the strong odor associated with natural gas. If students or a staff member reports a gas odor, investigate with the Building Services leader.

Procedures

Immediate response—Follow Evacuation procedures.

Followup response—

- Notify Washington Gas at 703-750-1400.
- Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
- Notify the EST Manager.

Water Main Break

Situation Description

Breaks in the municipal water distribution system may lead to interruption of the water supply to a school building. These breaks can lead to school closures due to lack of basic sanitation and supply water for various pressure vessels. Schools and offices cannot be in session if water service is not available within a reasonable period.

Procedures

Immediate response—

- Notify the Department of Public Works (DPW) WASA of water emergencies at 202-612-3400.
- Notify the EST Manager if water service is expected to be interrupted for an extended period of time or if the length of time of the interruption is unknown.
- Notify maintenance during regular school hours, or after hours contact security.

EMERGENCY RESPONSE PROTOCOL

Weapons

Depending on Assistance Needed, Call:	
Police, Fire, and EMS Emergency	911
Security	
EST Manager	
Other	

Situation Description

Weapons are not permitted on school grounds. Weapons are any item that can inflict bodily harm such as a rifle or gun (loaded or unloaded, operable or inoperable), switchblade knife, hunting knife, star knife, razors including straight or retractable razor, nunchaku, spiked glove, spiked wrist band, or any mace derivative, tear-gas device, or pepper spray product. Students bring weapons for a variety of reasons. All reports of weapons are to be taken seriously and handled by administrators with police support.

Procedures

Immediate response—

- If immediate danger exists or for firearms, call 911.
 - Notify administrator.
 - Notify security.
 - Initiate School Emergency Response Plan and Team and determine appropriate Universal Emergency Response.
 - Remove students and staff away from the area around student with weapon or area where weapon is thought to be stored.
- If individual has the weapon visible or displayed:
- Remain calm; avoid sudden moves or gestures.
 - Try to remove all other staff/students from the area.
 - Do not attempt to take the weapon from the individual.
 - Using a calm and clear voice, instruct the individual that he or she needs to place the weapon on the ground.
 - Use the individual's name while talking to him or her.
 - Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity.
- If information is received that a weapon is on an individual:
 - Do not approach or confront person suspected of having a weapon in a classroom or crowded area.

- Call 911 when assistance is needed (required for all firearms).
- Make every effort to keep your eyes on person suspected of having a weapon until the police arrive. It is best to have the police officer at the school prior to confronting the person suspected of having a weapon.
- If possible, remove individual from vicinity of other persons.
- If weapon is in a locker or in a backpack:
 - Prevent access.
 - Call 911 when assistance is needed by administration (required for all firearms).
 - Administrators and police together will determine on whom and how the search will be conducted.
 - Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need to know basis.

Followup response—Appropriate disciplinary actions are to be taken which include suspension and possible expulsion.

Firearms Found on School Property

Situation Description

In the event firearms (gun, rifle, shotgun) or what is believed to be a firearm is found on school property, personnel are directed to immediately report this to the principal/administrator, who should immediately call the MPD at 911 and security.

Procedures

If possible, secure the firearm and cordon off the area to prevent students and/or other unauthorized persons from entering the area. Unless extreme circumstances are present that would warrant immediate action, personnel should not tamper with or move the firearm. Handling of the firearm or suspected firearm should be reserved for responding police officers.

If personnel are required to handle the firearm, it should be done with extreme caution. If you believe that you must handle the weapon, the following are recommended:

- Always assume that the firearm is loaded.
- Pick up the weapon by its handle or stock.
- Under no circumstances are you to place your finger or thumb on the trigger of the firearm.
- Point the firearm toward the ground. Never point the firearm at yourself or others.
- Secure the firearms immediately (i.e., obtain a trash can or cover and place it over the firearm).
- Await the arrival of the police.

EMERGENCY RESPONSE PROTOCOL

Workplace Violence

Depending on Assistance Needed, Call:	
Police, Fire, and EMS Emergency	911
Security	
Crisis Team	
EST Manager	
Other	

Telephone and Physical Threats

Situation Description

The provision of a safe school and workplace is essential to the well-being of students and staff. There are two types of situations that must be considered: (1) telephone threats and (2) immediate physical threats. Threats may originate in-house or from outside of the school system.

Telephone Threats

Procedures

- If a threat is made over the telephone, dial *57 to record the call with the telephone company’s nuisance office.
- The police need to be called for any threat of physical harm to self or others. Call 911.
- Implement appropriate site-based Universal Emergency Response Procedures as appropriate.
- Notify the Executive Support Team, Manager.
- Cooperate with police investigation and provide any information that may assist in resolving the problem.

Physical Threats

Procedures

Immediate response—

- Call 911.

- Activate School Emergency Response Plan and SERT.
- Implement appropriate Universal Emergency Response procedures.
- Once police arrive, work cooperatively with police department team.
- If needed (Level II or III), activate EST.
- Continue School Emergency Response Plan procedures until situation is resolved.

Followup response—

- Assist with police investigation and protect crime scene evidence.
- Working with appropriate offices or EST, provide notification to parents and guardians.
- Debrief staff and provide access to support.
- Arrange for site security, if necessary.
- Plan for resumption of school activities and recovery procedures.
- Contact the Crisis Team.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.