

LOWELL PUBLIC SCHOOLS CRISIS PLAN

School
2025-2026

Address

Lowell, MA 01851
978-937-7635

IMPORTANT NOTE:

This handbook includes safety protocols to assist administrators and staff in making the most informed decisions in case of an emergency.

We recognize that no handbook is all-inclusive and recommend that you always contact **911** for assistance when you have a safety concern.

IMPORTANT: Please review with students and post this in all classrooms.

If You See Something, Say Something

You are the best person to know your school and community. You know what it looks like when we walk the halls or eat in the cafeteria. You know what should or should not be happening during the day.

To stay safe and protect ourselves, everyone needs to watch for things that are out of place, actions that are not normal, and people who are doing wrong. We rely on each other to stay safe and protect each other and ourselves every day.

What should you do in the following situations?

- See a comment online that does not seem right --SAY SOMETHING
- See an unknown person walking the halls -- SAY SOMETHING
- See a person committing a crime --SAY SOMETHING
- See or hear of someone being bullied or hurt-- SAY SOMETHING.
- Hear something that is concerning --SAY SOMETHING
- See a friend behaving differently --SAY SOMETHING.

IF YOU SEE SOMETHING, SAY SOMETHING TO AN ADMINISTRATOR, A TRUSTED ADULT TEACHER, STAFF MEMBER, PARENT, SCHOOL RESOURCE OFFICER

CELL PHONE NUMBERS OF KEY STAFF

Position	Name	Cell Phone Number
Principal		
Custodian		
Custodian		
Lit. Specialist		
Nurse		
Teacher		
Teacher		
Teacher		
Social Worker		

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EMERGENCY NUMBERS

LOWELL PUBLIC SCHOOLS (refer to Central Office Emergency Notification and Support Procedures)

Superintendent's Office 978-674-4324/978-674-2100

FAMILY RESOURCE CENTER/TRANSPORTATION

Main Number 978-674-4321

OPERATIONS AND MAINTENANCE

Main Number 978-674-4328

HOSPITALS

Lowell General (Main/Emergency Room) 978-937-6000/978-937-6161

Lowell General Saints Campus (Main/Emergency Room) 978-458-1411/978-934-8323

Poison Control Information Center 1-800-682-9211

POLICE

Lowell Police Department (General Information) 978-937-3200

FIRE

Lowell Fire Department (Office of Fire Chief - General Fire Business) 978-458-4588

AMBULANCE

Trinity EMS 978-441-9999

HEALTH DEPARTMENT

Director 978-674-4010

Nurse Coordinator Health Department 978-674-1072

COURT

Lowell District Court 978-459-4101

Lowell Juvenile Court - Probation 978-441-3160

Lowell Juvenile Court - Clerk 978-441-2630

DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

Lowell Area Office 978-275-6800/6900

Child Abuse Hotline (after 5 p.m.) 1-800-792-5200

PSYCHIATRIC EMERGENCY SERVICES

Lahey Health Behavioral Services 978-455-3397

CENTRAL OFFICE NOTIFICATIONS AND SUPPORT PROCEDURES
(Updated 9/2025)

For circumstances when a:

- police or fire emergency response is requested/required
- weapon is found
- building is evacuated (except for routine fire alarm practice)
- fight with an injury occurs or gang altercation
- student is arrested
- ambulance is called to the school
- student is missing
- message or letter is being sent home following an emergency
- severe critical incident occurs
- shelter-in-place or options-based response

Principal or designee contacts central office:

- When reporting and/or seeking assistance, call the following staff members in this order until a person is contacted. Complete [CRITICAL INCIDENT FORM](#)
- Lesa Breault-Gulbicki (Safety Officer) 978-437-3915
- Wendy Crocker-Roberge 603-818-1818
- Oneida Fox Roye 781-201-1188
- Alice Brown-LeGrand 617-710-0488
- Dr. James Hall 978-869-1072

First Point of Contact will:

1. Convey the information to the Central Office Emergency Team via email and/or phone: L. Skinner, J. Hall, O. Fox Roye, A. Brown-LeGrand, L. Gulbicki, S. Keo , W. Crocker-Roberge, J. Myers
2. Identify a central office “point person” to be the main contact and the person will:
 - a. provide support, assistance, and coordination of central office resources.
 - b. “close the loop” on resolution and/or determine the next steps with both the school and central office emergency teams.
 - c. gather the information that may be needed for media response. Please contact J. Myers at 978-808-9826
 - d. contact the on-call CIRT coordinator if it is a critical incident.
 - e. prepare a final incident report.

For incidents involving facilities only (power outage, fire, water main break), the first point of contact with inform:

Ricky Underwood 978- 454-2010

For incidents involving students receiving special education services, the first point of contact will inform:

Soula Bousios 603-801-9532
Alice Brown-LeGrand 617-710-0488

For incidents involving a student or staff death call: Lesa Breault-Gulbicki (Safety Officer)
978-437-3915

Procedures for Initiating Emergency Situations (or Drills)

1. Call 911 first.
2. Make an announcement through Emergency Notification Application or the intercom.
3. Call the Superintendent's Office to inform them about the emergency at 978-674-4324 or 978-674-2100 (make sure you speak to someone directly).

Procedures for Terminating Emergency Situations

1. In consultation with the officials on the scene, the Principal will determine when the building can be re-entered.
2. Upon the "All Clear" announcement, students and staff may reenter the building and return to the classroom from which they evacuated.
3. Teachers will take attendance and report any discrepancies to the office.
4. Use the [CRITICAL INCIDENT FORM](#) if needed.

CRITICAL INCIDENT RESPONSE TEAM (CIRT)

The Lowell Public Schools Critical Incident Response Team herein referred to as CIRT, provides supplemental services to schools within the Lowell District that require additional psychological support in response to a school-related critical incident. The LPS CIRT is composed of currently employed LPS school social workers. The CIRT Coordinator may call upon outside resources from the Northeastern Massachusetts Law Enforcement Council (NEMLEC) in consultation with the Superintendent and other LPS central office personnel.

Definition of a school-related critical incident:

A critical incident is any event that causes one or more individuals to experience a strong emotional reaction that can interfere with their ability to cope effectively. Examples of a critical incident include but are not limited to

- Death of a student or faculty member
- School-based violence
- Environmental or natural disaster
- Threat or harm against student or faculty
- Terrorist attack
- Any critical incident that affects the students and/or school population

Support Provided:

- Provide crisis intervention support to students, families, and school personnel in the event of a critical incident that affects the students and school population.
- Provide resources that enable school officials to access additional resources.
- Assist and advise in planning responses and managing the emotional impact of school-related tragedies.

Team Structure:

The CIRT team consists of one coordinator, one team leader, and six response teams. Each response team consists of 6-8 members.

CIRT Coordinator Responsibilities (Safety Officer):

- Respond promptly, establish dialogue, and assist with school administration.
- Coordinate response with the school, the team leader, and CIRT members.
- Help guide school administration through a morning briefing meeting and an end-of-day debriefing meeting.
- Follow-up with school and district administration as outlined in the end-of-day debriefing meeting in a timely manner.
- Maintain a log of CIRT members who respond to the critical incident and a list of students/staff seen at the school.
- Provide all necessary documentation to cabinet-level district personnel herein referred to as CIRT After Action Report.

Team Leader Responsibilities (Director of Mental Health, Behavior, and Social Emotional Learning):

- Contact the CIRT Team Members and assign support roles

CRITICAL INCIDENT RESPONSE TEAM (CIRT)

- Remain on-site during an incident
- Remain in contact with the Safety Officer

Team Member Responsibilities:

- Respond promptly and meet with the CIRT coordinator for incident briefing and assignment.
- Provide psychological support and crisis intervention to affected students and staff.
- Maintain a log of students/staff seen at the school and provide this to the CIRT coordinator at the end of the day.
- Inform the CIRT coordinator of student/staff concerns that may require further psychological follow-up.
- Participate in an end-of-day debriefing session with school administrators and the CIRT Coordinator.
- Participate in team debriefing sessions within two days of response.
- Follow Massachusetts Mandated Reporting Guidelines.
- Inform the CIRT Coordinator if they are unavailable during their call weeks so that backup can be arranged.

Activation Procedures:

- The Principal and the Safety Officer will consult with each other on whether or not the CIRT Team should be activated.
- The CIRT Team Coordinator will activate the team if necessary by contacting the Team Leader.
- The Team Leader will contact the CIRT team on call that week. NOTE: Should multiple schools require assistance, the CIRT Coordinator shall activate the next scheduled on-call team by assigning an additional Team Leader.

Follow-up Procedures:

- CIRT Coordinator will discuss a follow-up plan with school officials before leaving the affected school.
- CIRT Coordinator will place a call to school officials the next day after response.
- CIRT Coordinator will complete the After Action Report within one week of the response.
- CIRT Coordinator and the team leader for the response will meet with the CIRT Response Team within two days of response completion to review and debrief the incident.

The CIRT Team Member Calendar can be assessed at the [25-26 CIRT Team](#)

SCHOOL EMERGENCY TEAMS (WHO AND WHERE)

Designated In Charge

In the event that an emergency situation occurs when the principal is not in the building, the following is the order of who is designated to be in charge:

Title	Name/Position
<i>Principal</i>	<i>Names</i>
<i>First Designee</i>	
<i>Second Designee</i>	
<i>Third Designee</i>	

Crisis Management Team

Name	Position
<i>Names</i>	<i>Principal</i>
	<i>Literacy Specialist</i>
	<i>Nurse</i>
	<i>Social Worker (if present)</i>
	<i>Custodians (as needed)</i>

Building-Based Crisis Unified Command Post Inside Building

1. *Main Office*
2. *Library*

Outside of Building

1. Schoolyard – Avery Street Side
2. Schoolyard – South Wilder Street Side

Triage Centers

1. Nurse's Office
2. Library
3. Schoolyard – Avery Street side

CPR Trained Staff

Name	Position
<i>Names</i>	<i>Nurse</i>
	<i>PE Teacher</i>
	<i>CSA Teacher</i>

MEDICAL AND BEHAVIORAL HEALTH EMERGENCY RESPONSE PLAN

The ***Lowell High School*** has developed this Medical/Behavioral Health Emergency Response Plan in consultation with members of the school community, including the school nurse, school principal, school mental health counselor, social worker, school athletic director, coaches, trainers, and local police, fire, behavioral health mobile crisis team, and other emergency personnel, as appropriate. The purpose of the Plan is twofold:

1. To reduce the incidence of life-threatening emergencies, and
2. To promote efficient responses to such emergencies.

The Lowell Public Schools Crisis Plans are located in the Superintendent's Office and the Chief Operating Officer's Office. Protocols that include specific actions to take in case of a medical or behavioral health emergency have been provided in the classrooms, locker rooms, gymnasium, cafeteria, and in the ***Lowell High School Crisis Plan*** and provided to key staff. The complete plan will be modified as needed and updated whenever there are physical changes to the school campus, including new construction. The plan will be submitted to the Department of Elementary and Secondary Education and our local fire and police departments every three years.

The school's Medical/Behavioral Health Emergency Response Protocols are provided in the main office, the school nurse's office, classrooms, locker rooms, athletic office, gymnasium, cafeteria, and public areas on campus with instruction on how to activate the local emergency medical services (EMS).

In case of a medical incident, school staff will immediately:

- Contact the school nurse and the main office; and
- Escort an injured person who is ambulatory to the school nurse's office or notify the school nurse if the person cannot be moved.

Main office personnel will ensure that designated individuals are directed to remain with the injured or ill person until medical assistance arrives.

Faculty and staff who are involved in school-related activities outside of regular school hours have been trained in the medical emergency response protocols and keep a copy of the protocols with them during all school-sponsored activities and events. The protocols identify who is to be contacted during activities outside of regular school hours.

The school's medical response will proceed as follows:

- The nurse will assess the condition of the person(s) to determine the category of injury, illness, or condition:
 - i. *Life-threatening or potentially disabling*: Because these medical conditions can cause death or disability within minutes, they require immediate intervention, medical care, and, usually, hospitalization. Examples of this category include airway and breathing difficulties, cardiac arrest, chest pain, and/or cyanosis.

- ii. *Serious or potentially life-threatening or potentially disabling*: Burns, major multiple fractures, and insect bites are examples of this category. These occurrences may result in a life-threatening situation or may produce permanent damage, so they must be treated as soon as possible.
 - iii. *Non-life-threatening*: These are defined as any injury or illness that may affect the general health of a person (e.g., mild or moderate fever, stomachache, headache, seizures, fractures, cuts). The school nurse will evaluate the incident and make decisions regarding further treatment. The school nurse may notify the parent/guardian and recommend follow-up medical evaluation or treatment.
- When an injury, illness, or condition is determined to be potentially life-threatening or disabling, the school nurse or designee will inform main office personnel to:
 - Call EMS (911) using the dedicated emergency phone line and provide the location of the injured or ill person and available rescue equipment.
 - Activate the medical emergency contact list to use designated school staff in their respective roles and ensure the school principal/administrator is informed of the emergency.
 - Direct designated school personnel to remain stationed at the specific location on campus where the medical incident occurred and greet emergency responders upon arrival, providing updates on the situation. EMS response time to the school is estimated at 4-5 minutes and 5-6 minutes to reach playing fields, the high school's field house, and track, barring unforeseen delays.
 - Notify the parent/legal guardian of the student or the emergency contact for faculty/staff and inform him or her that the person is ill or has been injured and is being transported to a medical facility if the information is known at the time of the call.

If the school nurse is not in the building at the time of the medical incident any personnel will place the 911 call in the event of a potentially life-threatening or potentially disabling injury, illness, or condition. Other steps will be taken as described above.

If the school nurse or other medically trained individual determines that the injury, illness, or condition is non-life-threatening, first aid and or medical services will be provided onsite. Main office personnel will notify the involved student's parent or guardian.

All faculty and staff must adhere to the following during all medical incidents:

- Standard Precautions must be followed at all times
- Avoid moving the ill or injured person, unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other staff to manage students/bystanders and maintain a clear path of the injured person for EMS personnel arrival.

Rapid Communication System

Classroom and Gymnasium Emergency

In the event a student or adult collapses in the classroom/gymnasium and is unresponsive, the following steps should be taken:

- 1) Using either the phone in the room or a cell phone, someone should call 911.
 - a) Confirm the location of the patient.
 - b) Confirm the situation with the 911 operator.
- 2) Using either another phone or sending a student to the adjacent room, the administrative office should be called.
 - a) The administrative office should overhead page for the Nurse or The Code Blue team to respond to the affected classroom.
 - b) The administrative office will also send someone with an Automated External Defibrillator (AED) to the classroom.
 - c) Someone should be placed outside to direct EMS to the proper location.
- 3) Assess the victim: airway, breathing, and circulation
- 4) Initiate CPR, if needed, while the AED is brought to the scene.
- 5) Upon arrival, place the AED near the victim's head, close to the AED operator
- 6) Prepare to use the AED.
 - a) Make sure the power is on.
 - b) Bare and prepare the chest for AED use.
 - c) Attach the AED to the victim, considering the appropriate use of pediatric or adult pads.
 - d) Stop CPR while the device analyzes the heart rhythm.
 - e) Follow the device prompts for further action. If a shock is indicated, be sure all rescuers and bystanders are "clear" before the shock is administered.
 - f) If no shock is indicated, follow prompts to reassess and continue CPR.
- 7) Upon arrival, EMS shall take charge of the situation.
 - a) Provide Individual information: name, age, known medical problems, and time of incident.
 - b) Provide information as to the current condition and number of shocks administered.

**If the patient has suffered any trauma or a fall, the patient should not be moved unless the scene is unsafe.*

**Prior to EMS arrival, someone in the administrative office should get the patient's emergency contact information*

Outdoor Emergency

In the event a student or adult collapses outside, the following steps should be taken:

- 1) Using a cell phone, someone should call 911 or walkie-talkie communication with the administrative office to activate 9-1-1
 - a) Confirm the location of the patient.
 - b) Confirm the situation with the 911 operator.
- 2) Using another phone, the administrative office should be called.
 - a) The administrative office should overhead page via the intercom system for the Nurse and/or First Responder team to respond outside.
 - b) All others not involved should be promptly removed from the area where the emergency is taking place
 - c) Someone should be placed outside to direct EMS to the proper location.

- 3) Someone should be directed to get the Automated External Defibrillator off the wall and bring it to the patient.
- 4) Assess the victim: airway, breathing, and circulation
- 5) Initiate CPR, if needed, while the AED is brought to the scene.
- 6) Upon arrival, place the AED near the victim's head, close to the AED operator
- 7) Prepare to use the AED.
 - a) Make sure the power is on.
 - b) Bare and prepare the chest for AED use.
 - c) Attach the AED to the individual, considering the appropriate use of pediatric or adult pads.
 - d) Stop CPR while the device analyzes the heart rhythm.
 - e) Follow the device prompts for further action. If a shock is indicated, be sure all rescuers and bystanders are "clear" before administering the shock.
 - f) If no shock is indicated, follow prompts to reassess and continue CPR.
- 8) Upon arrival, EMS shall take charge of the situation.
 - a) Provide victim information: name, age, known medical problems, and time of the incident.
 - b) Provide information as to the current condition and number of shocks administered.

**If the patient has suffered any trauma or a fall, the patient should not be moved unless the scene is unsafe.*

**Prior to EMS arrival, someone in the administrative office should get the patient's emergency contact information.*

In case of a **behavioral incident**, school staff will immediately:

- Contact the school counselor, clinical staff, school psychologist, and the main office
- Offer to escort the person to the counselor's office or notify the school counselor if the person is unable or refusing to move.
- If needed, remove other students
- If there is a medical component or injury involved, notify the school nurse

Main office personnel will ensure that designated individuals are directed to remain with the person until additional behavioral health assistance arrives.

The school's behavioral health response will proceed as follows:

- The school counselor, clinical staff, or school psychologist will assess the condition of the person(s) to determine the category of behavioral need using the district's threat assessment protocol or suicidality assessment protocol:
 1. *Life-threatening Situation (Emergency)*: Certain behavioral health conditions can cause death or harm to self and others, they may require immediate intervention, medical care, and, usually, hospitalization. A behavioral emergency is defined as a situation in which a person presents as being at imminent risk of behaving in a way that could result in serious harm or death to self or others. Examples of this category include signs of self-injury, suicidal or irrational thoughts, and increased agitation demonstrated as verbal or physical threats.
 2. *Serious or in need of immediate crisis intervention (Urgent)*: Signs might include inability to perform daily tasks, rapid changes in personality, mood, or behavior, signs of alcohol or substance use, history of suicide attempts or other self-harming

behaviors, or significant withdrawal from friends, family members, or enjoyed activity.

3. *Non-life-threatening behavioral health needs (Routine)*: These are defined as any behavioral needs that may affect the general health of a person (e.g., mild or moderate feelings of anxiety, irritability, frustration, sadness, anger, etc.). The school counselor will talk with the person and discuss with the parent/guardian recommendations for further treatment, communicate with community providers, and make any necessary referrals.

The BHHL can support the school counselor or others with the assessment and response to behavioral incidents as follows:

4. *Serious or in need of immediate crisis intervention (Urgent)*: Signs might include inability to perform daily tasks, rapid changes in personality, mood, or behavior, signs of alcohol or substance use, history of suicide attempts or other self-harming behaviors, or significant withdrawal from friends, family members, or enjoyed activity.
5. *Non-life-threatening behavioral health needs (Routine)*: These are defined as any behavioral needs that may affect the general health of a person (e.g., mild or moderate feelings of anxiety, irritability, frustration, sadness, anger, etc.). The school counselor will talk with the person and discuss with the parent/guardian recommendations for further treatment, communicate with community providers, and make any necessary referrals.

The BHHL can support the school counselor or others with the assessment and response to behavioral incidents as follows:

Behavioral Incident	ROUTINE	URGENT	EMERGENT
Criteria	When the person manifests an adequate pre-morbid level of functioning with adequate social/family supports and resources, and when the person demonstrates only mild impairment in judgment, functioning, and impulse control.	<p>The person may be distressed, or multiple risk factors are present, but there is no current potential danger of harm to self or others.</p> <p>The person indicates a plan and ideation to harm self or others, but no apparent means or intent are present, and protective factors are sufficient to not warrant a higher risk rating.</p> <p>The person indicates intoxication or mild withdrawal symptoms.</p>	<p>Failure to obtain immediate care would place the person's life, another's life, or property in jeopardy, or cause serious impairment of bodily functions.</p> <p>If the person is determined to be at imminent risk, the school counselor will initiate the outreach to active rescue and request community dispatch and safety assessment.</p>

Response (Examples)	Referral to community-based services, including outpatient and population specific services	Connecting to local Community Based Health Center or Behavioral Health Urgent Care	Deployment of Mobile Crisis Intervention/Youth Mobile Crisis Intervention Or 911
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When in a **life-threatening situation**, the school counselor, clinical staff or school psychologist will inform main office personnel to:

- call EMS (911) using the dedicated emergency phone line and provide the location of the person. We can add the mobile crisis hotline here (888) 388.2242
- activate the medical and behavioral emergency contact list for designated school staff in their respective roles.
- direct designated school personnel to remain stationed at the specific location on campus where the behavioral incident occurred and greet emergency responders upon arrival, providing updates on the situation. EMS response time to the school is estimated at 4-5 minutes and 5-6 minutes to reach playing fields, the high school’s field house, and track, barring unforeseen delays.
- The administrator will decide if there should be a stay in place while emergency services are on the premises.
- notify the parent/guardian of the student or the emergency contact for faculty/ staff and inform them that the person is experiencing a behavioral health emergency and is being transported to a medical facility if the information is known at the time of the call.

When an individual needs **immediate crisis intervention**, the school counselor, clinical staff, or school psychologist will inform main office personnel to:

- call their local Community Behavioral Health Center (CBHC) or Mobile Crisis Provider (888) 388.2242 using the dedicated phone line and provide the location of the person in need of immediate crisis support.
- activate the medical emergency contact list to use designated school staff in their respective roles.
- notify the parent/ legal guardian of the student or the emergency contact for faculty/ staff and inform them that the person is ill or has been injured and is being transported to a medical facility if the information is known at the time of the call.
- Direct designated school personnel to remain stationed with the person identified as needing crisis intervention and be prepared to greet crisis responders. If school personnel experience unforeseen delays and behavioral symptoms worse, they can then direct the main office personnel to place a call to 911.

If the school counselor, clinical staff, or school psychologist are not in the building at the time of the behavioral emergency, main office personnel will notify the administrator in charge. The administrator will assess the situation and direct main office personnel to place the 911 (or mobile crisis) call in the event of a potentially life-threatening situation. Other steps will be taken as described above.

If the behavioral condition is later determined by the school counselor or other trained personnel to be minor, the EMS call will be canceled, or EMS units will clear the scene.

If the school counselor, clinical staff, school psychologist, or other trained personnel determines that the behavioral condition is non-life-threatening, behavioral health services can be offered onsite. Main office personnel will notify the involved student's parent/guardian or the emergency contact for faculty/staff.

All faculty and staff must adhere to the following during all behavioral incidents:

- Standard Precautions must be always followed (see Definitions).
- Avoid moving the person unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other staff to manage bystanders.

Faculty and staff who are involved in school-related activities outside of regular school hours have been trained in the medical emergency response protocols and keep a copy of the protocols with them during all school-sponsored activities and events. The protocols identify who is to be contacted during activities outside of regular school hours.

Safety Assessment

To prevent injuries and accidents on school property, the school district, before the opening of the school each year, has key school administrators and the facility management along with Health Inspectors, Building Inspectors, and the Fire Department, conduct a safety assessment of each building.

Community Emergency Responders

School leaders and administrators have ongoing relationships with fire and police chiefs as required under the Multi-hazard Evacuation Plan, developed under section 363 of chapter 159 of the Acts of 2000. Law enforcement and fire/safety personnel have connected the district administration building and the district schools with local emergency medical services (EMS) personnel. EMS has assisted in establishing a rapid communication system linking all parts of the school campus; determining response times to all parts of campus; and providing a methodology for directing EMS personnel to an ill or injured individual(s) and to available rescue equipment when they arrive in response to an emergency call for assistance. Our school has established relationships with the Mobile Crisis Center and our local Community-Based Health Center.

911 and Access

The school department is in the process of establishing dedicated landlines that connect directly to the 911 local mobile crisis.

Contact Information

The school maintains an updated list of key faculty and staff, with phone numbers/phone tree that indicates when each individual is to be contacted during a medical or behavioral health emergency and their respective roles, such as directing EMS, providing first aid, supporting students, and providing class coverage. This resource information is available in the school's main office and in the school nurse's office.

The school maintains an updated list of community-based providers including our local Community Based Health Center that includes names and phone numbers of mental health professionals who can provide long- and short-term mental health services on campus following incidents and emergencies. This resource information is available in the school's main office along with information on the state's Behavioral Health Help Line.

The school's main office will contact parents/guardians of students and emergency contact persons for faculty and staff if the student, faculty, or staff person has a medical/behavioral health emergency. The school maintains a list of names and phone numbers of parents/guardians, updated at the beginning of each school year, who should be contacted in case of a medical/behavioral health emergency concerning a student. The school maintains a list of names and phone numbers of individuals who should be contacted in case of a medical/behavioral health emergency concerning faculty and staff. Faculty and staff are directed to provide updated contact information as needed to the main office.

Cardiopulmonary Resuscitation (CPR) and First Aid Training¹

Our school has arranged with local emergency responders to provide training for designated school staff in cardiopulmonary resuscitation (CPR) and first aid, in accordance with the recommendations from the DPH. The names of the individuals who have completed training will be posted with the plan, with the Principal, with the Nurse, and with the AED.

Medical and Behavioral Health Emergency Response Drills

The school conducts a medical and behavioral health emergency response drill in coordination with school evacuation or fire drills. The first drill, which is announced in advance, occurs at the beginning of the school year. Other drills are conducted periodically during the school year. In the event of a crisis, the district will convene to assess processes and procedures and ascertain if an after-action plan needs to be developed. This can count towards your drill. The principal or designee will ensure that the plan is reviewed after each drill and revised if necessary based on evaluation results to improve response effectiveness.

Automated External Defibrillators (AEDs)

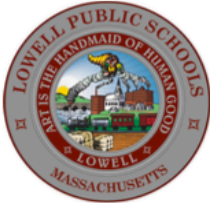
The school has one fixed Automated External Defibrillator (AEDs). *The AED is located **First Floor Main Hall near Main Office**. The AED is located in sites that make them readily accessible for campus-wide access during school hours, after-school activities, and public events held at the school, and the number is sufficient for the size of the school.* A list of school personnel and volunteers who are trained in AED use, a map of the school's floor plan, and instructions on communicating in emergencies are in the same locations and included in the ***Lowell High School Crisis Plan***. The school principal or designee is responsible for checking and documenting the status of the AEDs by the manufacturer's recommendations. The athletic trainer is responsible for doing the same for the AED assigned to athletic teams. The district nursing coordinator ensures that the AED unit is maintained according to the manufacturer's recommendations.

LifeVac Devices

1

There is a LifeVac on the wall of every school cafeteria, and a second one attached to the school nurse's emergency travel bag. This will be used on a choking victim after 3 attempts at the Heimlich maneuver have failed to expel the object blocking the airway. It can be used by laypeople, and staff are trained annually on the use of this device. The instructions are posted on the wall next to the device. The school nurse and 911 will be called. If the object is expelled and the person is breathing and doing well, 911 can be canceled. The parent/guardian will be notified and recommend follow-up with PCP.

SYRINGE /NEEDLE REMOVAL



WHAT TO DO IF YOU FIND A SYRINGE OR “SHARPS”

PROCEDURE:

- Secure the area, DO NOT TOUCH IT
- Notify your Supervisor/Administrator
- Supervisor notifies Syringe Collection Program at 978-674-1049
- If necessary, Supervisor assigns a staff person to wait for the syringe to be collected

Syringe Collection Program Hours:

Monday: 9:00 am - 5:00 pm
Tuesday: 9:00 am - 8:00 pm
Wednesday: 9:00 am - 5:00 pm
Thursday: 9:00 am - 5:00 pm
Friday: 8:00 am - 12:00 pm

For discarded syringe pick-up requests outside of program hours, you may continue to call the Lowell Police Department non-emergency line at 978-937-3200. The Lowell Police Department will report the request to Trinity Emergency Medical Services (EMS); you **should not** call Trinity EMS directly to report a discarded needle.

SCHOOL VISITOR PROTOCOL

1. All schools must have signage at the entrance of the school building indicating all visitors must report to the office.
2. Front entrances are video monitored and the clerk asks who it is and who the person is there to see before buzzing the individual into the building (with the exception of LHS as the security desk is positioned in view of the entrance).

*“Welcome to the _____ School.
Please state your name and who you are here to see.”*

3. The clerk buzzes the individual into the building and directs the individual to report to the office.
4. Once the visitor has reported to the office, the visitors are to be greeted and welcomed to the school.
5. The clerk asks the visitor about their purpose for being at the school.
6. The clerk asks the visitor for a photo ID.

EXCEPT: School department personnel wearing a valid ID do not need to produce a driver’s license; they should be entered manually into the system.

7. The clerk verifies the information with ASPEN data if the visitor is seeing a student or staff member to insure the visitor is on the contact list.
8. Scan the ID into RAPTOR, and the visitor’s destination, and print a badge.
9. If the visitor does not have a photo ID, the visitor’s information should be entered manually into the system and the person they are at the school to meet must collect them from the office.
10. All visitors are escorted to and from the location to which they are going or there is a call made to the location indicating that a visitor is on the way. **If a sex offender notice comes up and is valid. DO NOT REACT. Just call for an escort. Inform your principal at your earliest convenience.**
11. Remind the visitors that they must check out with you when they leave the school. Inform visitors that in the case of a school emergency (i.e. fire drill, evacuation, etc.) that their priority is to exit the building and hand their visitor badge to a staff member once safely outside. The staff member will return the badge to the main office and the visitors will be signed out.

12. Under regular circumstances, upon the visitor's return to the office, collect the visitor badge and enter the time of departure.
13. Be sure to shred the visitor badge when it is returned to you in order to ensure that they are not reused.
14. When the visitor exits the office, the clerk watches the monitor to ensure that the visitor has left the building.

Please note: We do not allow former students or current students of other schools to visit.

Substitute Teachers and Volunteer Check-in

- ✓ Daily substitutes and volunteers with a Cori must check in at the main office and be provided a standardized substitute ID.
- ✓ At the end of the day, the substitute teacher or volunteer must return the ID badge.

STRANGER / INTRUDER PROTOCOL

Definition of Stranger - Anyone in the school building or on school grounds who does not have a Visitor Identification Badge. Please note that a stranger may become an intruder if the individual refuses to cooperate with a staff member's request to report to the office.

Stranger Protocol - The staff member who observes someone in the building who is not wearing a Visitor Identification Badge will:

- ✓ Greet the stranger and offer assistance.

- ✓ Ask the stranger to report to the office to sign-in and obtain a Visitor Identification Badge.

- ✓ If the stranger refuses to cooperate, break contact and immediately respond using intruder protocol below. Do not send a student to the office to get an administrator.

Definition of Intruder - Anyone in the school building or on the school grounds who refuses to cooperate with the Visitor Protocol or appears to pose a potential safety threat.

Intruder Protocol - The staff member who observes an intruder in the school will:

- ✓ Initiate a soft lockdown by contacting the office.

- ✓ If it can be done safely, monitor the direction the intruder is heading.

Definition of an Armed Intruder - Anyone in the school building or on the school grounds who is carrying a weapon.

Armed Intruder Protocol - The staff member who observes an armed intruder in the school will:

- ✓ Initiate Options-Based Response Protocol including police notification and activating Incident Command System if appropriate.

Important Notice: *The Superintendent or designee is responsible for all communication with the public and media in the event of any school emergency. Please do not discuss the situation with the public or release any information to the media.*

ALICE/OPTIONS-BASED RESPONSE
Alert/Inform—Evacuate—Lockdown—Barricade—Counter

In the event of a threat of violence from an armed intruder, follow these procedures:

1. **CALL 911.**
2. Alert the school community using your intercom or any means available:

“Attention Staff and Students—Emergency, Emergency

There is [WHO] with [WHAT] in [WHERE] heading towards [WHERE] wearing [WHAT].

IF POSSIBLE, Repeat at least twice and provide continuous updates.

3. Check your surroundings, including the hall for students (if you are near a bathroom and it is safe to do so, check the bathroom for students).
4. Consider options: **EVACUATE, LOCKDOWN, BARRICADE, COUNTER.**
5. Your choice of options will be dependent on the location of the threat.
6. If you determine that the threat is not nearby, consider evacuation.
7. If you choose to lockdown and barricade:
 - Lock doors and cover any door windows.
 - Barricade the doors with all available furniture or equipment.
 - Turn off all lights and pull down window shades.
 - Move away from glass and doors; hide behind whatever is available.
 - Remain quiet and prepare to counter as a last resort.
8. Continue to make decisions based on the communications provided over the school intercom or other means.
9. Take attendance of those present and absent.
10. Do not call the office for general information--call only if you have vital information.
11. Non-assigned staff should take shelter in the closest secure location.
12. If you evacuate, you should take your essential items as designated in the plan and make your way to the Rally Point, take attendance, and be prepared for a long wait.

IN AN EMERGENCY TAKE ACTION

HOLD- SECURE-LOCKDOWN-EVACUATE-SHELTER

In the event of a dangerous incident occurring in the neighborhood, an unknown (unarmed) intruder(s) entering the building, or an unsafe and dangerous incident within the school involving students, staff, or others the following code will be announced over the intercom:

HOLD! In your room or area. Clear the Halls. Students: Clear the hallways and remain in room or area until the “All Clear” is announced. Do business as usual. **ADULTS:** Close and lock the door. Account for students and adults. Do business as usual.

SECURE: Get inside. Lock outside doors. Students: Return to the inside of building. Do business as usual. **ADULTS:** Bring everyone indoors. Lock outside doors. Increase situation awareness. Account for students and adults. Do business as usual.

LOCKDOWN: Locks, lights, out of sight. Students: Move away from sight. Maintain silence. Do not open the door. **ADULTS:** Recover students from the hallway if possible. Lock the classroom door. Turn out the lights. Move away from sight. Maintain silence. Do not open the door. Prepare to evade or defend.

EVACUATE: A location may be specified. Students: Leave stuff behind if required to, if possible, bring your phone. Follow instructions. **ADULTS:** Lead students to evacuation location. Account for students and adults. Notify if missing, extra or injured students or adults.

SHELTER: Hazard and safety strategy. Students: Use appropriate safety strategy for the hazard. **ADULTS:** Lead safety strategy. Account for students and adults. Notify if missing, extra or injured students or adults.

HAZARDS

Tornado
Hazmat
Earthquake

SAFETY STRATEGY

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

1. Office Staff should call 911 (if deemed a police matter) and follow the Central Office Emergency Notification protocol. (Be sure to speak to someone directly and send an email as a follow-up).
2. Check your surroundings, including the hall for students (if you are near a bathroom and it is safe to do so, check the bathroom for students), then close and lock the classroom door.
3. Follow the communications given over the school intercom.
4. In this instance, **DO NOT EVACUATE** if the fire alarm is activated unless ordered to do so by the school intercom or safety personnel.
5. Take attendance of those present and absent, then continue with class lessons.
6. Pull down shades if on the first or ground floor.
7. Do not move from the classroom should the school bell chime.
8. Release no one unless ordered by the Principal or designee.
9. No restroom breaks.
10. No use of television, radio, or cell phones.
11. Do not call the office for general information.
12. Call the office only if you have vital information to relay.
13. Non-assigned staff should take shelter in the closest secure location.
14. Be prepared to remain in “LOCKDOWN” for an extended period of time.
15. If the Principal or designee orders an evacuation, follow the fire alarm guidelines.

EVACUATION PROTOCOL / RALLY POINT

In the event that an evacuation is deemed necessary, the staff member should lead students out the closest door, which will vary depending on the threat posed, the location of the intruder, or the specific crisis at hand. Staff should lead students to our Rally Point, **Name Rally Point, in the safest way possible.**

Rally Point Contact: Name and Phone Number

Once there, staff should be prepared to stay for an extended period of time.

The principal or designee will stay in contact with Central Administration, Police, and District Crisis Team and will communicate the next steps as they unfold

Reunification Point- Lowell Showcase Cinema

[APPENDIX B](#) contains additional information on the differences between lockdown

EMERGENCY EVACUATION PROCEDURES & LOCATIONS

Emergency procedures to be followed if there is no heat (or other situation) requiring a school evacuation.

1. Please use the Central Office Emergency Notification Procedures on page four.
2. Transportation Office will be contacted;
3. Students will be transported to designated locations with school materials.

The following schools will be sent to designated locations in the event of an emergency:

School	Grade	Location
Adie Day (Chelmsford)		Christophers Towing
Adie Day (Lowell)		Ste. Jeanne d'Arc
Bailey	PreK-4	Daley
Bartlett Community Partnership	PreK-8	Stoklosa
Butler	5-8	Shaughnessy
Cardinal O'Connell, Early Learning Center	Pre-K	Gorham Street Fire House
Daley	5-8	Bailey
Greenhalge	PreK-4	PCEA Neema Church
Laura Lee	K-8	Flanagan Housing/LHA
Leblanc Therapeutic Day Program	7-12	LFD Training House
Lincoln	PreK-4	SLS Fitness
Lowell High School	10-12	Tsongas Arena
Lowell High McDonough Freshman Academy	9	Tsongas Arena
Lowell Alternative High School @ Molloy	9-12	Baptist Church
McAuliffe	PreK-4	Robinson
McAvinnue	PreK-4	St. Rita's
McHugh Alternative @ Sullivan	5-6	LHS
McHugh Alternative @ (B.R.I.D.G.E.)	7-8	Lawrence Street Church
Moody	K-4	Pyne Arts
Morey	PreK-4	St. Margaret's Parish Hall
Murkland	PreK-4	LHA Salem Street
Pawt. Memorial	PreK-4	Wang
PyneArts	PreK-8	Moody
Reilly	K-4	Sullivan
Robinson	5-8	McAuliffe
Rogers	K-8	YMCA
Shaughnessy	PreK-4	Butler
Stoklosa	5-8	Bartlett
Sullivan	5-8	Reilly
Wang	5-8	Pawt. Memorial
Washington	PreK-4	Lowell Catholic Gym

EVACUATION PROCEDURES FOR FIRE INCIDENT

When the fire alarm sounds:

1. Give directions and follow the last student from the classroom.
2. For a student who is wheelchair bound or on crutches, a staff member must assist them to the designated priority rescue area and remain with them until relieved by security or fire personnel. *Make sure the teacher in the class adjacent to you realizes that they are responsible for your class.*
3. Turn off the lights and close the door.
4. Evacuate the building using the exit plan posted in each classroom.
5. All teachers/staff should familiarize themselves with all possible exits in the event that the designated exit is inaccessible and students need to be directed to another exit.
6. Take attendance of those present and absent.
7. Remain in assigned areas until advised by the principal or designee.
8. Non-assigned teachers/staff will exit out of the closest door and assist in maintaining order and control of student movement.
9. All staff members are responsible for ensuring a safe evacuation and are responsible for assisting all students leaving the building. Please refer to the list of students with special needs or requiring additional support and provide assistance as needed.
10. Once outside, ensure that everyone is clear of the building and do not return to the building until directed to do so by the principal, designee, or another official.
11. If evacuation lasts for an extended period of time, instruction to move to **Rally Point** will be given. A decision will be made on whether to return to school or move students to the reunification point.

EVACUATION PROTOCOL FOR DISABLED STUDENTS/STAFF

When the *fire alarm* system is activated, all non-disabled faculty/staff and students must evacuate the building immediately. **The elevator is not operational.**

Responsibility of All Faculty and Staff

- Ensure that all non-disabled students exit the building and close doors and windows wherever possible (unless it is a bomb threat).
- Check all common areas to ensure that all individuals have complied with the evacuation requirement.
- Assist in moving disabled students to the “priority rescue area” and remain with them until relieved by fire personnel or security.
- Inform fire/security personnel of the location of any disabled individual in the priority rescue area.

Responsibility of Classroom Teacher with Student Unable to Evacuate

In the event of a fire alarm, the following procedure will be used to evacuate any student who cannot exit the building due to required elevator use:

- The classroom teacher will escort the student to the Priority Rescue Area. The teacher will remain with the student until relieved by security or fire personnel or other designated personnel.
- If the Priority Rescue Area is not accessible, the student is to be moved to a predetermined secondary rescue area. This location is outlined at the end of the Crisis Plan.

FIRE INCIDENT RESPONSE

In the event of an **ACTIVE FIRE**:

- **Do not attempt to extinguish an active fire.**
- Pull the nearest fire alarm Pull Station to activate the building alarm.
- Call 911 with the key information about the fire, including:
 - o Location at the school
 - o Enclose or open area
 - o Proximity to other ignitable materials
 - o Type/description of the material (s) involved
 - o Presence of smoke or flames
- Confine the fire by closing the door to the area involved. Shut off HVAC and natural gas and close exterior windows. Leave lights on.
- Use the Central Office Emergency Notification on page 4 of the Crisis Plan
- Follow instructions of the Police and Fire Departments.
- Assist emergency personnel in locating and assisting injured persons.
- Complete a Written Fire Report and email to the Fire Chief
- Log all activities and decisions.

FIRE INCIDENT - WRITTEN REPORT

School Report of Any Fire to the Lowell Fire Department

M.G.L. C 148, Section 2A. “The principal of any public or private school that provides instruction to pupils in any of grades 1 to 12, inclusive, shall immediately report any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the local fire department. **The principal shall submit a written report of the incident to the head of the fire department within 24 hours on a form furnished by the department of fire services.** The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department. The head of the fire department shall report such incident to the marshal in accordance with section 2.” If the principal is not available, his or her designee should immediately call the fire department.

This form is part of the mandatory reporting requirement under M.G.L. Chapter 71, Section 37L.

Remember to immediately call 911 and evacuate the building for any fire, even if it appears to be extinguished.

Date: _____

Name of School: _____

Name of School District: _____

City/Town: _____

Name of Reporting Person: _____
(principal or designee)

Signature of Reporting Person: _____

Telephone # of Reporting Person: _____

Date & Time of Fire (if known): _____

Date & Time Fire Discovered: _____
(if different than when it occurred)

Who Discovered the Fire? _____
(e.g. teacher, custodian, students, etc.)

Location of Fire: Inside Outside

More Specific Location: _____
(e.g. floor and function such as “in a trash container in the 2nd-floor boys’ lavatory”)

EVACUATION PROCEDURE FOR BOMB THREATS

In the event of a **bomb threat**, the following announcement will be made over the intercom:

“There has been a bomb threat made against the building, please begin the evacuation procedure”

Follow communications over the intercom—protocol may change based on the situation.

When the alarm sounds:

1. Teachers should take a pen, attendance records, school computer, cell phone, and the crisis plan.
2. For a student who is wheelchair bound or on crutches, a staff member must assist them to the designated priority rescue area and remain with them until relieved by security or fire personnel.
3. Students should take their belongings and move to assigned or designated areas as directed.
4. Leave the classroom in its current condition—Leave doors open, and do not change the position of the light switch.
5. Evacuate the building and take attendance of those present and absent.
6. Remain in assigned areas until advised by the principal or designee.
7. Use of cell phones is NOT allowed—phones must be shut off until advised by the principal or designee.
8. Non-assigned teachers/staff will exit from the closest door and assist in maintaining order and control of student movement.
9. All staff members are responsible for ensuring a safe evacuation and are responsible for assisting all students leaving the building. Please refer to the list of students with special needs or requiring additional support and provide assistance as needed.
10. Do not return to the building until directed to do so by the principal or other official.
11. If evacuation will last for an extended period of time, instruction to move to the school **Rally Point** will be given. A decision will be made on whether to return to school or move students to the reunification point.

APPENDIX A contains additional resources used for bomb threats.

MISSING CHILD / ABDUCTION

Witnessed Child Abduction

- Immediately CALL 911.
- Notify the family
- Complete a [CRITICAL INCIDENT FORM](#)
- Notify counselors and nurses as needed.
- Convene Crisis Team and CIRT and decide on a plan of action

STUDENT MISSING FROM CLASSROOM / SCHOOL

- Immediately instruct staff to search buildings and grounds and assign someone to call 911. If a student was seen exiting the building, be sure a staff member follows the student while others call 911.
- Notify the family.
- Complete a [CRITICAL INCIDENT FORM](#)
- Question the child's friends or ensure availability for police questioning.
- Search the neighborhood, if prudent, with police leadership.
- Prepare an incident report for the Superintendent of Schools.
- Debrief with Crisis Team, CIRT, and staff.

CUSTODY PROCEDURES

The district has a procedure for making sure no child is released to anyone that should not have custody of a child.

Responsibilities:

- Principal/designee will maintain a current file of legal documents pertaining to appropriate students in compliance with the current custody law.
- The classroom teacher(s), nurse, assistant principal, guidance counselor, social worker, and office administrative assistant connected with the child in question should have a copy of the document(s) limiting his/her contacts.
- Never release a child to a parent/guardian that is not authorized on the student emergency contact card in the student information system.
- There should be no communication with the non-custodial parent (parent without physical custody) until/unless paperwork stating otherwise has been filed with the school.
- Please consult with the school district's legal counsel.

DEATH OF A STUDENT / STAFF MEMBER

The school district has designed the following planned response to the death of a student or staff member because of an accident or illness. This plan addresses the needs of both staff and students in coping with such an event. This protocol is not a chronology of actions. Rather, it is a planned response highlighting the steps to be addressed in a timely manner, as appropriate for each individual situation. This plan addresses the needs of both staff and students in coping with such an event. While it is important to recognize and deal with the death of a student/staff, we must be careful not to sensationalize such an event. Every effort should be made to maintain as normal a routine as possible.

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

Responsibilities:

The Person Making the Discovery:

- Anyone who becomes aware of a student's death should notify the principal/director.

Principal or Designee:

- If on-site, contact police and fire.
- Complete a [CRITICAL INCIDENT FORM](#)
- Principal should attempt to verify the death by confirming with Sgt. Joe Kelly, Head of School Resource Officers. Contact authorities to obtain accurate information about the death of a student, including name, time, place, and manner of death (if appropriate).
- Notify the Safety Officer and the Coordinator of SEL to determine what resources will be needed.
- If appropriate, consult with NEMLEC STARS
- Convene School Level Crisis Response Team as soon as possible and when time allows, prior to the opening of school to make appropriate plans for the day.
- Coordinate/initiate notification of staff and set up a meeting at the earliest time possible to ensure that all personnel have the same accurate information and so they may lend each other support.
- Identify one point person as the sole contact with the family. Contact the bereaved family to extend sympathy. S/he should ask about information that the family is willing to share with the students and school personnel. In the case of a student, permission from the parents must be obtained before information is shared.
- Remove the student/staff member from electronic communications home, class rolls, email list, phone answering machine, and mailing list.
- Prepare a written statement to faculty and students in consultation with the Safety Officer and CIRT Team Chairperson. Depending on the situation, the principal may choose to prepare two statements – one to be read to the students and one for the teachers explaining what happened, giving suggestions on how to handle grief reactions, what reactions to look for, what to do or say, etc.

- With the assistance of the CIRT Team, The principal should draft a letter to parents of all children. This letter, signed by the principal, should contain the same information that was shared with staff and students. The letter will inform the parents of what the school has done and will be doing to assist students in dealing with this matter. The letter should encourage the parents to be in touch with the school if they have particular concerns about their child's response to the situation. This letter will be sent home with the children to their families on the same day the crisis is addressed in the school.
- Ensure that media requests are referred to the superintendent, or their designee, who will be the only official spokesperson for the central office.
- Establish media staging areas so they are kept away from the school setting but allowed to do their jobs. Teachers and students will be reminded that they need not respond to inquiries from the press or others.
- Consider counseling periods for after school (including weekends) to counsel parents or students during the first 48 hours following a major event.
- Ensure that if any student in the school has been absent due to a close relationship with the deceased, the School Level Crisis Response Team will work with teachers to welcome him/her back and alert students to the need for sensitivity.
- Safeguard that the utmost sensitivity is used in handling the deceased's belongings. If the death is potentially related to criminal activity, the police having jurisdiction over the crime should be consulted prior to accessing and/or removing any belongings. This includes electronic devices, voicemails, e-mails, etc. The principal or designee should remove the personal belongings and then give them to the family when appropriate. The family's wishes should be considered.
- Prepare to offer guidance relative to funeral arrangements. In general, students' participation in funerals is an individual decision and is under the supervision of parents.
- Convene a brief faculty meeting at the end of the school day to discuss how the day went. Warning signs of depression and suicide should be reviewed. Staff will be updated on pertinent information. A designated member(s) of the School Level Crisis Response Team should update staff members who are unable to attend the meeting.
- To the extent possible, facilitate a normal daily routine to be carried out that includes continuing the educational process to ensure a stable and secure environment for students.
- Permit staff members and students to attend the funeral that wishes to do so. Existing procedures for dismissal/absence should be maintained. Necessary arrangements will be made so that faculty who want to may attend. Faculty and student participation in wakes and/or funerals/memorial services is on an individual basis. Student participation should be under parental supervision using normal early release/dismissal policies.
- Debrief with the team at the conclusion of the event.

School Level Crisis Response Team/District Crisis Response Team (CIRT)

- Identify potentially vulnerable faculty, staff, and students and plan for how they will be informed privately of the situation. Examples of vulnerable people would include siblings, best friends, worst enemies, people with a similar illness or death in the family, and faculty with a child the same age as the child that died.

- Make sure schools of siblings and others who may be affected are aware of death/critical incidents for response planning. Include affected students in off-site programming.
- If the death of a student or staff member occurs in the presence of others, these observers should be considered extremely vulnerable. The team should be particularly attentive to the needs of this group. When indicated, parents of these students will be contacted by phone, and a referral to support services will be made at the parent's request.
- When considering commemoration, students should be a part of the process. This step should take place over a period of time.
- As students and staff begin to return to their typical routines, the School Level Crisis Response Team should still be on alert for any potential delayed stress reactions. Staff members need to bring any student whose behavior changes after the death to the attention of the team. Keep in mind that staff members are equally vulnerable to grief and loss.
- The School Level Crisis Response Team will have a follow-up meeting to assess how well this protocol responded to the needs of the local school community and to make any needed changes or additions.
- Meet at the end of each day during the response to the crisis, and at least until the day after the funeral, to review the school response, plan for the next day (including any additional information to be shared with students), and to discuss any students about whom they are concerned.
- Counseling areas should be set up by the counseling staff to assist any staff or students who want to discuss the death. Separate locations for staff and students should be maintained. Students should be escorted to and from designated counseling areas.
- The School Level Crisis Response Team members should make themselves available to assist faculty who would like help in talking with students. One member of the team should allow the daily schedule of the deceased student/faculty member for the first day after the crisis to be available to students who were in the classroom with the student/faculty member.
- Close friends of the deceased student/staff who seem upset should be monitored closely. Staff should alert members of the School Level Crisis Response Team about these individuals.
- Additional staff/counselors should be assigned to move about the building or campus to counsel groups of students not in crisis.

OPERATIONAL CRISIS

Hazard Material, Toxic Substance, or Gas Leak

- Call 911. Give the location and remain online until the information is complete.
- If the leak is a suspected natural gas, toxic substance, or carbon monoxide leak, then evacuate the building immediately.
- Verify information and then make a plan for parent notification.
- Depending on whether the leak is inside or outside, seek advice from the Senior Fire Department or Police Department Official relative to evacuation or shelter in place and contact the Director of Operations and Maintenance at 978-674-4328.
- Complete a [CRITICAL INCIDENT FORM](#)
- With guidance from officials, determine if inside or outside of the building is best.
- If everyone is remaining inside, with guidance from officials: shut down main electrical power to close ventilation sources, turn off gas, close exterior doors and windows, and use portable radios to gather emergency information.
- Convene school-based crisis team and CIRT if deemed necessary.
- Administer first aid by the school nurse and trained staff.
- Estimate the extent of injuries or potential damage.
- Obtain and complete *Material Safety Data Sheet* from the custodian's office for a spilled chemical if known.
- Request assistance in notifying other affected facilities.

Electricity or Ruptured Water Line

- Gather facts; verify the information.
- Call the Director of Operations and Facilities at 978-674-4328 and determine if evacuation is necessary.
- Complete a [CRITICAL INCIDENT FORM](#)
- Move staff and students from the affected area.
- Close up and secure the affected areas, keeping children and staff away.
- Estimate potential physical danger with the school nurse.
- In extreme circumstances when an emergency response is required, call 911.
- Convene school-based crisis team and CIRT if deemed necessary.

If a Major Line is Down or Sparks are Visible

- Call 911. Give location. Remain at the scene if it is deemed safe.
- Call the Director of Operations and Maintenance at 978-674-4328.
- Complete a [CRITICAL INCIDENT FORM](#)

IMPORTANT

NEVER TOUCH LIVE WIRES

SHUT THE POWER OFF

DO NOT ATTEMPT TO SAVE PEOPLE EXPERIENCING AN ELECTRICAL SHOCK.

EXTREME WEATHER SAFETY PROTOCOL

TORNADO

In the case of a severe weather advisory for a tornado, the event can occur within moments of notification. Flying debris is the biggest tornado hazard. The rule is to **put as many walls as possible between oneself and the tornado.**

Evaluate your building. Here are some important points to keep in mind in creating a building-specific plan. During a tornado warning:

- Seek a small interior room or hallway on the lowest floor possible.
- Stay away from doors, windows, and outside walls.
- Stay in the center of the room, and avoid corners because they attract debris.
- Clear auditoriums, cafeterias and gymnasiums that have large open-span areas with flat, wide-span roofs.
- Assume a position low to the floor, covering the head with arms and hands.
- Depending on the information available, school buses could continue to operate during tornado watches but not during tornado warnings. This will be a centralized decision determined by district administrators in collaboration with city officials.

Definitions

- **Watch:** Tornadoes are possible. Remain alert for approaching storms. Watch the sky and stay tuned in to the radio or television.
- **Warning:** A tornado has been sighted or indicated by weather radar. Take shelter immediately.

EARTHQUAKE

Drop, Cover, and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather, or an earthquake.

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, students, and visitors can safely reach the evacuation location (Rally Point or Reunification location) without danger.

Responsibilities

Principal or Designee:

- Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide the exact location of the damage and/or fire/smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school rally point.
- Activate an EVACUATION if determined necessary.

- If so, ensure that staff, students, and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris in the assembly areas.
- Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- IF POSSIBLE, complete a [CRITICAL INCIDENT FORM](#)
- Activate the School Level Crisis Team and the Crisis Recovery Team (CIRT).
- Upon consultation with Superintendent, Fire department, and Law Enforcement officials and, if necessary due to unsafe conditions, direct an off-site evacuation to the designated reunification spot. If not, safe return to the building once the “All Clear” is given.
- If a relocation occurs, activate REUNIFICATION.
- If a relocation is not necessary, provide information on the plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building, and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents, and Public Information Officer.

Teacher

Indoor Procedure:

Initiate the following action steps for themselves as well as the students in their care:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or another piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Ensure that staff, students, and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris in the assembly areas.
- Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep classes together and wait for further instructions.
- Notify the principal of any injuries.
- Remain in a safe area until the “All Clear” signal has been issued.
- No one may reenter the building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION..

Outdoor Procedure:

Initiate the following action steps for themselves as well as the students in their care:

- Move away from buildings, streetlights, and utility wires.
- Drop to the ground.
- Initiate the following action steps for themselves as well as the students in their care:
- Cover their face and head with their arms.
- When directed by the principal/designee and/or when it is safe to do so; staff members will evacuate students to pre-assigned locations.
- Notify the principal or designee of any injuries.

PROCEDURE FOR POWER OUTAGE

If the power goes out:

The school leader will notify the Chief Schools Officer, who will assess the scope and expected duration of the outage and determine the necessary resources and response level needed.

The school leader will provide information to the community via whatever communication system is available (i.e. Connect Ed, Class Dojo, Remind, Schoology, etc.). If the school leader is unable to access their mass communication system at the school, the school leader will inform the Chief Schools Officer who will initiate district-based support for communication.

If the generator is working sufficiently, then school operations should remain business as usual.

If there is a total loss of power (no generator working), school leaders should follow this protocol:

School personnel and students should remain in the classroom they are in when the power goes out and should not change classes. Movement around the building should be limited to only what is deemed necessary by the school leader. Teachers should continue with instruction to the greatest extent possible and maintain a calm and orderly classroom environment.

The school leader will direct school personnel should an evacuation of the building be required.

Elevators will not be operational and should be taken offline for the duration of the power outage.

School personnel should check restrooms, stairwells, and corridors in proximity to their classroom or office to determine if any student needs assistance and to direct them to the student's classroom.

School personnel should contact the main office if they have any problems or special circumstances, such as if emergency lights in their area are out or there is a student in their care with a medical issue. Do not contact the main office unnecessarily.

If there are no emergency lights, the school leader will notify the head of facilities for stage lighting.

The school leader will provide information to school personnel as the situation warrants and as information becomes available.

If the Superintendent determines there is a need to dismiss school early, the following procedure will be followed:

- The district communications personnel will message families regarding the need for an early dismissal
- The district communication will specify that families should send someone to school who is listed on their child's current emergency form and instruct families to bring proper identification to the school.
- School personnel will establish a family check-in location in the school.
- A designee should have a table set up with the binder of Student Emergency Forms, a dismissal sign-out sheet, a walkie talkie, and pens.
- Greeters should assist with guiding families through the check-out process.
- "Runners" and personnel with walkie talkies will retrieve each student from their location after the parent's ID has been checked.
- Teachers should have the roster of students in front of them and record on the roster the time each student is called for dismissal.
- Once a student has been dismissed with their parents, they must leave the property immediately.
- Dismissals will be logged into the Aspen/X2 system when the power returns.

SCHOOL INFORMATION PAGE

WASHINGTON SCHOOL	
Address	
Phone Number	
Fax	
Principal	
Superintendent of School	
Custodian	
Number of Students	
Number of Employees	
Square Footage	
Number of Floors	
Utilities	
Electric	
Gas	
Water	
Telephone	
Internet Provider	
Intercom System	Tierney Sounds
Building Statistics	
Motion Detecting Devices	
Fire Standpipe and Sprinkler	
Roof Access	
Cable TV Access	
Electrical Shut-off/HVAC Accessible	
Hazardous Materials	
Closed Circuit Cameras	
Intercom Systems	
Telephones in Classrooms	

UTILITY	LOCATION
Gas	Outside custodian's door
Water	Behind Girls Room/Gym- for top floor
Electric	Electrical Room
Sprinkler	None

Fire Alarm Panel	Main Office and in Modular Hallway
Fire Connection	

ROSTER OF STUDENTS WITH DISABILITIES REQUIRING ASSISTANCE

BASEMENT

Student Name	Room #	Plan for Evacuation/Escort	Escort Back-up

MAIN FLOOR

Student Name	Room #	Plan for Evacuation/Escort	Escort Back-up

UPPER FLOOR/LEVEL

Student Name	Room #	Plan for Evacuation/Escort	Escort Back-up

KEY INFORMATION FOR OUTSIDE RESPONDERS

<p><u>Type of School</u> (grades, enrollment, year of construction, number of floors)</p>	
<p><u>Description of Neighborhood</u> (include surroundings types of buildings/businesses and major roads)</p>	
<p><u>Description of Physical Exterior</u> (location of playground, fields, recess location)</p>	
<p><u>Location of the Main Office</u> (include the types of communication system available)</p>	

<p><u>Building Access</u> (provide the number of outside doors with numbering, main entrance, barriers, and gated areas that can be isolated)</p>	
<p><u>Exterior Doors that Open into Classroom</u> (provide the number of doors and locations)</p>	
<p><u>Security Cameras</u> (provide the number of cameras and location of the monitor)</p>	
<p><u>Identification System</u> (provide the information on the visitor pass system, including the location of logs and whether there are ID badges for staff and students)</p>	

FLOOR PLANS

Enter the floor plans for your building(s).

IMPORTANT: For security reasons, please remove floor plans from your Safety Plan before posting your plan on the school website.