

SECURITY PROJECT SUPPORT SUBMISSION REPORT

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Providence, RI
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In order to create increasingly aware Temples, one must develop and utilize a security plan. A sound security plan will leave a temple better able to thwart and, if necessary, recover from, a security breach. Remember: the best way to protect your Temple is to prepare for and prevent an incident's occurrence in the first place.

A sound security plan in a Temple is often as much a management issue as it is a technical one. It involves motivating and educating all staff, leaders and community members to understand the need for security and to create and implement a coherent security plan.

The following is an outline of how I began our security assessment which resulted in upgrades to our security system and the manual I am submitting as my project for my FTA.

- Along with the leadership I assessed the risks and realities of the Temple to develop a security plan, seeking professional guidance when necessary. Of course, not all Temples encounter the same risk, but all encounter some risk. Most critically, leaders must make sure that security is part of the Temple's culture. At the very least, input on security should be sought from all staff (not only is their "buy-in" essential for a smoothly running plan, but they are also important "eyes and ears"). When planning or participating in events, everyone—ranging from the Board President to the custodial staff — must think security.
- Community members have an important role in ensuring the safety of their Temple. Leadership can help them understand their role in the plan. Community members should:
 - Be watchful, ready, and willing to report suspicious activity;
 - Know your building — report anything out of place, missing, or does not appear to belong;
 - Actively cooperate with security directions, check-in procedures and ticket policies;
 - Share ideas and suggestions about security and safety;
 - Help create a culture that is both secure and welcoming;
- Support the board and professionals as they make the decision to create and implement an effective security plan.

Creating a Security Plan

While no guide can provide a security plan perfect for every institution, there are certain basic considerations all planners must take into account. This manual will help other Temples understand and apply those elements.

Creating a plan, installing hardware and/or hiring additional staff are not the end of the process. Once the plan is written, make sure that all leaders, employees and constituents know it, practice it, review it and implement it. Regular training on, and review of, your security plan are critical to your institution's security.

Creating a secure environment is a three-step process: **Assessment, Planning and Implementation**. I consulted with our local police and Emergency Management Agency of Rhode Island and I hired a professional security firm for assistance in this process especially for the equipment necessary to make our building secure. Below, I have broadly outlined what guided me in the three-step process of our security and what would be important for other Temples to consider in developing their comprehensive security plan.

Assessment

Identifying Potential Threats

- What does the news tell you about the current national and international climate?
- What do police tell you about the local climate?
- What does your ADL Regional Office say about extremist and anti-Semitic activity in your area?
- Is there something about your building or your staff that would attract a terrorist attack, such as high-profile programs, high-profile members or an extremely visible building?
- Are you at risk from collateral damage from an attack on a high-risk neighbor (e.g., political offices, controversial corporate offices, family planning clinics)?
- Are you at risk from employees or other "insiders"?
- Is your institution readily identifiable? The issue of signage is one to be decided by your lay and professional leadership.

Identify Targets for Protection

Identify what you need to protect (e.g., people, property and data) and what makes those things vulnerable. There are different strategies for protecting children, adults, property and data and your planning must account for these strategies. Note also that sometimes these things are related: the theft of a computer that contains membership lists and payment information can do great damage to an institution's reputation and the members' safety.

Relationships with Law Enforcement

At the very least, your local police department may have a crime prevention officer who will do an on-site security inspection and review your plan. Not only could this provide useful information, but it will help build a relationship with your local law enforcement.

Planning

Risk Reduction

Identify the most appropriate measures to reduce your risk, recognizing that you can never completely eliminate all risk. For example, an appropriate initial step might be to replace or re-key your locks to gain control over who has access to your building or office suite.

Command, Control and Communications

In any emergency, firm lines of command, control and communications are essential.

- It is vital that a decision maker be identified, that this person have the authority to act, and that the decisions can be effectively communicated to those who need to know them.
- It is also important to recognize that a designated decision maker may be unavailable during an emergency (he/she may be out sick or on vacation or Even at lunch or away from the office for a meeting). Thus, it is important to be able to quickly ascertain who is in charge at any given moment. Consider having a “succession” list in the event of an absence, even a temporary one.

Explosives Planning

Planning should include creating and maintaining a bomb search plan and emergency evacuation plan.

This is an important time to contact and include your local bomb squad. They will help you understand what steps you are responsible for implementing in a bomb emergency (for example, searching your premises) and when they will respond (many bomb squads will not come to a site until a suspicious item has been discovered). As many bomb squads do not allow individual organizations to contact them, communicating with your bomb squad may require that your request go through the local police department. This is yet another reason to develop a relationship with your local police department.

Your evacuation plan should include ways to notify and, if necessary, evacuate everyone in your facility in an emergency. Designate a meeting point to ensure that everyone is safe.

- You should create plans that deal with the varied uses of your buildings. School days, high traffic events (such as the High Holidays) and days when the facility is not used all create different security circumstances.

Business Recovery

Planning should include business recovery strategy and a review of insurance. Such business recovery plans may include off-site data storage (including vendor and membership lists) and plans for emergency corporate governance, etc.

Available Resources

Work with security specialists, the police, other emergency services as well as your Anti-Defamation League Regional Office.

Implementation of a Plan

Accountability: The Security Manager

Designate a member of your staff as security manager who would be accountable for implementing, reviewing, and regularly updating the plan. Make sure everyone is trained to implement the plan — especially those who will be on the front lines of using the plan and those who know your building best: your maintenance personnel.

The security manager should be a member of the senior staff, yet he/she should have enough time to fulfill his/her security responsibilities, especially when first assuming the position (for, if as in most institutions, the security manager has no security experience and thus may have a significant learning curve to overcome). This person will also be responsible for continued training and for updating the plan.

Training Is Critical

Conduct communal and staff training, drills and role-playing and regular refresher exercises. Drills and role-playing ensure that the plan is workable, up-to-date, fresh in people's minds, and will develop sound security instincts. Security is a process, not a destination.

Implementation of a Plan

You and your security team must regularly assess your plan based on world, national and local events.

Build Relationships

At every stage, work to build relationships with your local emergency services as well as your neighbors. Get to know local law enforcement and get them to know you before there are a problem. Invite local police officers to use your gym, to join you for an Oneg Shabbat or just to visit your building and get to know it.

Review and Revision

Security requires constant reassessment and updating. A “stale” plan can, in many instances, be worse than no plan at all. I suggest that you establish a timetable for reviewing and revising your plan.

Moreover, I suggest that you establish a training program that will help keep security skills fresh.

Security Committee

Your Temple may benefit from the creation of a security committee. A security committee can help bring staff and leadership together to ensure that there is maximum “buy-in” to a security plan.

Depending on the type of institution, professionals and leadership working together can help ensure that the institution’s wider constituency accepts the plan and thus complies more readily with implemented changes — something that can mean the difference between effective solutions and failure. Moreover, leadership can work to reassure constituents, without revealing too much, that the institution takes security seriously. Security planning is a process that may be undertaken by a security committee with the advice and consent of your board.

Security ‘Philosophy’

Security is a long-term issue. It is not something that one can effectively address every time there is a new alert or increased sense of risk. Solutions hastily implemented under such circumstances can be costly and less effective than solutions implemented as the result of careful planning. In other words, security is something to be addressed rationally and in a considered fashion, not reactively and out of fear.

Planning Snapshot

Security is a long-term process. No one plan works for everyone.

- ✓ Ensure that entrances to your building are monitored; no one should enter your building unscreened. There are many ways to screen, including using ushers, volunteers, staff, etc. The installation of closed-circuit TV cameras, intercoms and door release systems can assist in this process. Your security plan should develop and implement policies to ensure that screening is ongoing.
- ✓ Minimize the number of open entrances to your facility (consistent with fire codes). A culture that promotes security consciousness allows staff and visitors to understand that minor inconveniences may translate into major security benefits.
- ✓ Have all emergency phone numbers readily available. While you should always try to use 911 first in any emergency, you should also have the phone number of your local emergency responders readily available. Have cell phones available to call emergency services from outside your facility (ensure that all local emergency numbers are pre-programmed into that phone).
- ✓ Note: Do not use a cell phone or walkie-talkies during a bomb-related emergency as any instrument using radio waves may cause a device to detonate.

- ✓ Have a disposable camera available. This way, you can take pictures (when it is safe to do so) that may assist police if a suspicious individual or car is seen.
- ✓ Regularly inspect your building. You should be able to quickly ascertain if something is amiss and help law enforcement if there is a problem.
- ✓ Use the security devices you already have. This may sound like a truism, but ensure that security devices are turned on and functioning, that outdoor lighting is working, that windows and fence lines are kept clear of bushes and that access to your building is appropriately limited and consistent with fire codes.
- ✓ Think security. Each person is a “deputy” in the effort to maintain proper security. Good security practice flows down from top management. It is important administrators share security information with their staffs and with lay persons to increase the security consciousness of the entire organization. Security awareness should be built on a broad base which begins at home, continues on to the street and public transportation and culminates with sound security planning and practices in the employees’ work areas. The key point is to recognize unusual activity.

Endnotes and Resources:

“Child Abuse Prevention Primer for Your Organization”

Rhode Island Emergency Management Agency

DCYF website - www.dcyf.state.ri.us

ADL

Jewish Alliance of Rhode Island

Various trainings and sample security procedures and manuals over the years.

COMPREHENSIVE SYNAGOGUE AND SCHOOL SAFETY PLAN

Temple Beth-El



GUIDE TO A SAFE SYNAGOGUE AND SCHOOL

“GOD IS OUR REFUGE AND STRENGTH, A VERY PRESENT HELP IN TROUBLE. THEREFORE WILL NOT WE FEAR, THOUGH THE EARTH BE REMOVED, AND THOUGH THE MOUNTAINS BE CARRIED INTO THE MIDST OF THE SEA. THOUGH THE WATERS THEREOF ROAR AND BE TROUBLED, THOUGH THE MOUNTAINS SHAKE WITH THE SWELLING THEREOF.” PSALM 46:1-3

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Emergency Phone Numbers

Remember: 911 can be used for police, fire AND medical emergencies.

Emergency Numbers

Police: Emergency: 911 Non-emergency: 401-272-1111
Community Impact Division,
Fire: 911 *Non-emergency: 401-274-3344
RI Emergency Management Agency: 401-946-9996
Ambulance: 911
Poison Control: 911
Sexual Assault Hotline: 800-494-8100
Arson Hotline: 401-455-3473
Poison Control Center: 800-222-1222
Rhode Island Bomb Squad Emergency: 401-462-4200
Hazardous Materials Emergency Response Services: 401-946-9996
Centers for Disease Control (CDC) Emergency Response: 911 or 800.CDC.INFO
RI State Police: 401-722-5808
FBI (Providence): 401-462-4200
U.S. Marshals Service: 401-528-5300
U.S. Secret Service: 401-331-6456
Providence Health Department: 401-222-5960
*National Grid Gas, Emergency: 800-640-1595
*National Grid Electric Company: 401-465-1212
* Narragansett Electric Company : 401-784-7000
*Providence Water Bureau: Emergency: 401-521-6300
*Verizon: 800-837-4966
Rhode Island Hospital: 401-274-1122
Hasbro Children's Hospital: 401-444-4000
Miriam Hospital: 401-793-2500

Support Agencies

Jewish Alliance of Rhode Island: 401-421-4111
American Red Cross-Providence Chapter: 401-831-7700
New England Anti-Defamation League: 617.406.6300
Jewish Community Center: 401-861-8800
Jewish Family Services: 401-331-1244
Jewish Big Brother & Big Sister Associates: 617.965.7055
Rhode Island Department of Human Services: 401-462-5300
Bureau of Criminal Identification, Attorney General's Office: 401-274-4400

Other Important Numbers

*Cabs: Providence Taxi: 401-369-8001; Corporate Taxi: 401-231-2228; Wayland Square Cab: 401-434-8181	
*Newspapers:	Providence Journal: 401-277-7000
	Jewish Herald: 401-421-4111
*Radio Stations:	630 WPRO-AM, 401-433-4200
	920 WHJJ-AM, 401-781-9979
	101.5 WWBB-HD2, 401-224-1015
	93.3 WSNE-FM, 401-224-1933
	LITE 105-FM, 401-433-4200
*Television Stations:	WPRI -12, 401-438-7200
	WJAR-10, 401-455-9100
	ABC-6, 401-453-8000

*Synagogue Announcements: When Providence Public Schools are closed, Religious School will be closed. The office will not necessarily be closed. Providence School closings are announced on:

School Closing Links	
ABC-6	630 WPRO (AM)
WJAR-10	LITE 105 (FM)
WPRI-12	COAST 93.3 (FM)
www.turnto10.com	920 WHJJ (AM)

In the event of extreme weather conditions, no-Synagogue and /or School announcements will be broadcast over the same stations. Please do not call the police or fire departments.

Telephone Numbers of Synagogue Personnel and Volunteers

Telephone Numbers of Synagogue Personnel and Volunteers				
Position	Name	Synagogue Extension	Home #	Cell #
Executive Director/ Crisis Team Chair	Judy Moseley	105	774-203-3206	617-834-2196
School Administrator	Anita Steiman	107	508-226-1381	508-523-5693
Senior Rabbi	Leslie Gutterman	25	508-756-7523	774-242-7913
Associate Rabbi	Sarah Mack	106	401-421-7801	401-714-2924
Cantor	Judy Seplowin	118	401-654-6625	401-578-0797
Controller	Chris McLain	104	508-938-5550	508-801-1378
Building Manager	George Hetu	119	401-475-5127	
Maintenance Personnel	Toly Magidin	119	401-453-6433	401-529-6199
External Spokesperson	Judy Moseley	105	774-203-3206	617-834-2196
Executive Director Assistant	Kim Campbell	109	401-397-5439	401-996-2312
Office Manager	Rona Nachbar	100	401-231-2296	401-474-1142
Communications	Rob Massi	102		401-573-1477
Assistant to Religious School/Associate Rabbi/ Cantor				
Bookkeeper/Rabbi's Secretary	Sylvia Benedetti	113		401-855-4133
Fundraising & Development	Ruby Shalansky	110	401-383-8466	401-323-0602
Librarian	Reini Silverman	111	508-747-3132	508-364-9176
Board President	Fred Franklin		401-272-7172	401-699-5842
Facilities Chair	Nathaniel Ginsburg		401-228-8152	401-465-5954

Telephone Numbers of School Personnel and Volunteers

<u>Telephone Numbers of School Personnel and Volunteers</u>				
Position	Name	School Phone & Extension	Home #	Cell #
School Administrator /Crisis Team Chair	Anita Steiman	401-331-6070, X107	508-226-1381	508-523-5693
Office Manager	Rona Nachbar	100	401-231-2296	
Associate Rabbi	Sarah Mack	106	401-421-7801	401-714-2924
Maintenance Supervisor	George Hetu	401-331-6070 X 119	401-475-5127	
Maintenance Personnel	Toly Magidin	401-331-6070	401-453-6433	401-529-6199
External Spokesperson	Judy Moseley	401-331-6070 X 105	774-203-3206	617-834-2196
Board President	Fred Franklin		401-272-7172	401-699-5842
Facilities Chair	Nate Ginsburg		401-228-8152	401-465-5954

Record of a Crisis:

Event:

Date: _____ Time: _____

Where: _____

Who was notified first? _____

Manpower:

Crisis Team:

On premises or called in? _____

How they first came: _____

Outside Agencies: _____

Activities:

By whom? _____

Who made decisions? _____

Reactions:

Staff: _____

Teachers: _____

Congregants: _____

Students: _____

Parents: _____

Others: _____

Feedback:

Recommendations:

Conclusions:

Points to Follow-Up:

Name: _____

Signature: _____

Copies Sent To: _____

Introduction

Make a fence around your roof, so that you won't bring bloodshed upon your house if someone falls. ([Deuteronomy 22:8](#))

Whoever destroys a soul, it is considered as if he destroyed an entire world. And whoever saves a life, it is considered as if he saved an entire world. – *Mishnah Sanhedrin 4:5; Babylonian Talmud Tractate Sanhedrin 37a.*

I will grant peace in the land, and you will lie down and no one will make you afraid. I will remove savage beasts from the land, and the sword will not pass through your country. (*Vayikra / Leviticus 26:6*)

Safety is a fundamental human desire. We spend a lot of time, energy, and money seeking to ensure that we and our loved ones may live with a sense of peace and security. It doesn't seem that long ago that safety was something many of us took for granted. Yet now many neighborhoods, which at one time were thought of as safe, no longer are. Everywhere we go there is a need for increased security. Whether it be the threat of terrorist attack or the increase in home invasions and reckless vandalism, life is not safe.

But safety is a Torah promise. When God, many years ago, established his covenant with the people of Israel, he promised us safety. If we would live life as God directed, we would have no reason to be afraid.

Everyone deserves to be physically, emotionally and spiritually safe at all times. This is not necessarily something we are taught, but it has profound implications for the choices we make in life. It is also the fundamental first principle to internalize for anyone embarking on the process of healing from trauma.

For most of history, rooftops were places for storage, drying produce, and just plain leisure. They were also hazardous. The Torah instructs us to reduce that hazard by erecting a fence or guardrail—at least 10 handbreadths tall and sturdy enough to support the weight of a grown man. Roofs that are not used (like those of most modern houses) need not be fenced.

This precept goes beyond roofs. If the Torah tells us to fence in dangerous rooftops, obviously we need to deal with other potential hazards as well. The Jewish sages provided a few examples:

- Not just rooftops, but porches and balconies must be fenced in, and staircases equipped with sturdy railings.
 - Construction workers must cover any hole they leave behind, or surround it with a barrier. The same applies to swimming pools. Dangerous equipment and other hazardous materials must be stored away, so that they pose no danger.
 - You didn't create your own life, so how could you be permitted to endanger it? Ideally, one shouldn't own a dangerous dog. A dog is considered dangerous if its bark frightens people. If one must own such a dog, he must keep it chained, so that it is incapable of harming or frightening others.
 - A father is obligated to teach his children to swim.
-

This manual includes a detailed but not exhaustive list of guidelines designed to provide advice to Synagogue and School staff, students and congregants in dealing with a variety of crisis situations. *The guidelines in this manual should not be viewed as a rigid plan of action since each situation is unpredictable in nature. They should also not be viewed as all-inclusive, but should be modified for developing a synagogue/school-specific crisis response plan.*

The time to respond to any potential acute crisis is *before* a crisis. Crisis response plans are best prepared when things are calm. The cost of prevention is always less than the cost of repair and rebuilding after an incident. Of course, emergencies are unexpected. However, preparedness plans mitigate the institutional chaos and confusion likely to occur in a Synagogue/School during a crisis. Therefore, **the main purpose of this plan** is to help Temple Beth-El (TBE) with crisis preparedness.

Another goal of this plan is to prepare an appropriate and “routine” emergency response to reduce the uncertainties associated with evacuation procedures, protocols and available resources during an emergency situation. Those responding to a disaster situation will have more self-confidence and direction as a result of the pre-planning process that minimizes many potential logistic problems.

A third goal is for staff, students and congregants to become more watchful and alert about security issues, *but not fearful*. A Synagogue’s/School’s established routine should not be disrupted and the congregants and/or students should not be unnerved unnecessarily as a result of attention to security and crisis prevention.

Purposes of Emergency Response Planning

- To reduce panic.
 - To protect occupants of a Synagogue/School.
 - To organize resources.
 - To reduce damage.
-

Building Security

Building Entrances

All entrances will be locked and secured except during Shabbat or events. During Shabbat and special events only the Main lobby doors and the Main parking lot doors will be unlocked.

Building and Grounds Security

All entrance doors will be checked to assure they are secure.

At regular intervals, the grounds will be checked for persons parked in vehicles in the parking lots or for any persons on Synagogue property. Special attention will be given to areas adjacent to Synagogue entrances and other areas where congregants and students have access.

All persons not checked in at the main office will be politely asked to leave Synagogue property.

Follow the UNAUTHORIZED PERSON PROTOCOL if the person refuses to leave Synagogue property.

Warning Codes

Emergency Warning Codes/Messages

Alerting Synagogue/School staff in the event of an emergency situation, warning codes/messages are to be announced over the telephone/intercom as follows:

Fire Alarm or “Code Red” or “Intruder”

This code indicates a situation exists calling for orderly ***evacuation*** of the Synagogue building. Take the closest and safest way out. Do not stop for belongings. Each interior door is to be closed after the room has been checked and found to be clear. If School is in session teachers are to keep their classes intact in a predetermined safe area and wait for further instructions. Meanwhile staff will check for injuries, take attendance, and report missing students, staff and congregants.

“Code Yellow” or “Lock Down”

This code indicates a very serious or dangerous situation exists. If students, staff or congregants are outside move them inside as quickly as possible. Emergency Response Team members are to report to the main office. All teachers are to ***lock*** their classrooms and take attendance. All equipment is to be turned off. All doors are to be locked. Students, congregants, and staff are instructed to stay away from windows and doors and to sit or stand quietly out of the line of sight.

“Code Black” or “Haz-Mat”

Indicates **Hazardous Material**. Instructions will be given whether to evacuate or move to another part of the building when determined.

“Code Green” or “All Clear”

Indicates the universal ***all-clear signal***. Normal activity may resume.

General Crisis Procedure

Checklist

1. Assess life/safety issues immediately.
2. Call 911 and notify police/rescue. Advise best door to enter. Have a staff member meet emergency responders at appropriate door.
3. Provide immediate emergency medical care.
4. Convene the crisis team (in pre-determined room) to assess the situation and implement the crisis response in accordance with these guidelines and/or the procedures you have developed.
5. Evaluate and determine available and needed resources.
6. Alert Synagogue/School staff to the situation.
7. Activate the crisis communication procedure and system of verification.
8. Secure all areas.
9. Check area that congregants and students will be evacuated to for potential threats.
10. Implement the evacuation plan and other procedures to protect congregants, students, and staff from harm.
11. Dismiss students to those you have recorded as recorded caregiver. Obviously, never dismiss students to unknown care.
12. Adjust the schedule to ensure safety during the crisis.
13. Alert persons in charge of various information systems to prevent confusion and misinformation.
14. Notify parents, if appropriate.
15. Contact appropriate community agencies, including the Jewish Federation of Rhode Island.
16. Implement post-crisis procedures.

When Responding to a Potential Crisis, Consider the Following

1. What makes this a crisis?
 2. Who needs to be contacted? How? When?
 3. Which Synagogue/School staff need to know what information and when?
 4. What issues are confidential?
 5. Should other divisions of your Synagogue/School be notified? Should colleagues, other institutions, and agencies be notified?
 6. What written communication/announcements should be issued? Can email be used?
 7. Who are the at-risk or affected children, staff, and community members?
 8. How do you identify those individuals, and which of those individuals should be notified?
 9. What are the long term issues to be dealt with? How do you deal with them?
-

Crime Reporting

Against A Person's Property

Based on an understanding with local law enforcement authorities, crimes against another person's property committed on Synagogue grounds, or at Synagogue/School events will be reported to the appropriate law enforcement agency.

Against A Person

Any crime against a person while in the employment or as a congregant or as a student of the TBE shall be reported to the appropriate law enforcement agency.

Active Shooter Protocol

Run Hide Fight

An Active Shooter is an individual actively engaged in killing or attempting to kill

people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooter and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with a active shooter situation.

- Please adhere to response procedures below for responding to an Active Shooter in your building. If you can evacuate the area, please do so in as safe a manner as possible, and call 911.

Secure your immediate area:

- Lock and/or barricade doors with any available object(s) (chairs, tables, desks, etc)
 - Turn off lights
 - Turn off computer monitors
 - Keep occupants calm, quiet, and out of sight by laying low to the ground
 - Keep yourself out of sight and take adequate cover/protection (i.e. concrete walls, desks, chairs, tables, filing cabinets, etc.). Such cover may protect you from injury
 - Silence cell phones
 - Place signs in exterior windows to identify the location of injured persons
-

Contacting Authorities:

- Dial 911 or 9-9-1-1 from any telephone. Be aware that the 911 system will likely be overwhelmed.

What to Report:

- Your specific location- building name and office/room number
- Number of people at your specific location
- Injuries- number injured, types of injuries
- Assailant(s)- location, number of suspects, race/gender, clothing description, physical features, type of weapon(s) (long gun or hand gun), backpack, shooter's identity if known, separate explosions from gunfire, etc

How to react when Law Enforcement Arrives:

- Remain calm and follow officers instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid pointing, screaming and /or yelling.
- Avoid making quick movement towards officers such as holding on to them for safety.
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

Un-Securing an area:

- Responding police officers will assist in un-securing and rescuing victims who are locked down; Consider risks before un-securing rooms.
 - Remember, the shooter will not stop until he/she is engaged by an outside force.
 - Attempts to rescue people should only be attempted if it can be accomplished without further endangering the persons inside a secured area.
 - If doubt exists for the safety of the individuals inside the room, the area should remain secured.
 - Once evacuated, be alert for secondary attacks or devices.
-

Bomb Threat

1. If a bomb threat is received over the telephone:
 - a. Use the Bomb Threat Form located under or near the telephones where they can easily be found.
 - b. Notify the Executive Director and Head of School.
2. If a bomb threat is received in written form:
 - a. Avoid further unnecessary handling of materials.
 - b. Save all materials including envelope or container.
 - c. Notify the Executive Director.
3. Upon notification of a bomb threat the Executive Director (If the Executive Director is not available contact School Administrator) will:
 - a. Call 911 to notify proper law enforcement officials and the fire department.

4. Evacuation and reoccupation:

The decision to evacuate and reoccupy the building or location will be at the discretion of the Executive Director and Head of School after consulting with police and fire officials.

Any unusual items noted upon evacuating should be reported to police and fire officials.

Classroom doors should be left open upon leaving the classroom. **Do not turn on or off light switches. Leave all electronics ALONE.**

Congregants and students should be reminded to walk in the center of the hallway so they will not inadvertently hit doors or light switches. Student should take with them items they carried into the room prior to evacuation.

Teachers should take grade books or other records for attendance. Attendance should be taken by teachers at evacuation area.

Once outside the Synagogue/School, congregants, students and staff should move to the Lincoln School property.

5. Search of the location of potential bomb:

Police and fire officials will organize those persons familiar with the building or location who volunteer to search the building or location. All portable radios, pager, cellular phones, and other communication devices must be turned off.

The purpose of the search is to identify suspicious objects and/or things that do not belong in the building. **Under no circumstances should anyone move, jar, or touch a suspicious object or**

anything attached to it. Professionals trained in explosive ordnance removal and disposal must perform the removal or disarming of a bomb or suspicious device.

An immediate evacuation of ALL personnel shall be ordered upon discovery of a suspicious device. Police and fire officials shall identify the danger area and block it off. Police and fire officials acting in concert shall establish entrance controls. Only bomb squad personnel or their designee shall be permitted to re-enter the building or the location where the suspicious device was located.

The removal of a suspicious device shall be left to the discretion of the local law enforcement agency. Local safety forces shall make the contact with bomb squad officials.

In the event of inclement weather, large areas such as the social hall, community room, and sanctuary will be searched first. If the areas are deemed to be safe, congregants and students will be sent to these large areas while the remainder of the Synagogue/School is searched.

If no unusual or suspicious devices are found, congregants will be returned to their activities and students will be returned to their regular classrooms. The decision to reoccupy the building rests with the Executive Director and Head of School after consulting with safety forces.

Under severe weather conditions, when it is necessary to evacuate students from the building, staff and congregants will be used to evacuate students to the Jewish Community Center, 130 Sessions Street in Providence.

If there is a series of bomb threats, the procedures outlined in these steps shall be followed: The Executive Director shall make decisions on evacuation, searches, etc., unless law enforcement agencies take control. Law enforcement agencies will be notified when the decision NOT to evacuate is made.

6. Reporting to the media:

In the event of a bomb threat, the Executive Director shall be the spokesperson to the media (If the Executive Director is not available contact School Administrator). In the event of an explosion or the occurrence of other criminal activity, police and fire officials shall act in concert with the Executive Director in the release of information to the news media.

Bomb Threat Report Form

KEEP THIS FORM UNDER OR NEAR ALL TELEPHONES

REPORT CALL IMMEDIATELY TO THE EXECUTIVE DIRECTOR

WRITE DOWN TIME CALL RECEIVED _____ TIME CALL ENDED _____

SIGNAL FOR CALL TO BE TRACED. ASK FOR EMERGENCY TRACE.

PHONE # RECEIVING CALL _____

PERSON TAKING CALL _____

DO NOT HANG UP.....KEEP CALLER ON LINE.....ASK THE FOLLOWING:

1. **WHEN**...WILL IT EXPLODE? _____

2. **WHERE**...IS IT LOCATED? _____

3. **WHAT**...TYPE OF BOMB IS IT? _____

4. **WHY**...ARE YOU DOING THIS? _____

5. **WHO**...ARE YOU (NAME, ADDRESS, etc.)? _____

Record the Caller's Message (exact words):

1. Was the message read out, spontaneous or was there any background prompting?

2. Was the call "operator connected?" _____

If yes, state name of operator: _____

Details About the Caller:

Man ___ Woman ___ Child ___ Old ___ Young ___ Age estimate: _____

VOICE:

- | | |
|---------------------|----------------|
| ___ calm | ___ nasal |
| ___ angry | ___ disguised |
| ___ excited | ___ lisp |
| ___ slow | ___ raspy |
| ___ rapid | ___ deep |
| ___ soft pitch | ___ slurred |
| ___ loud | ___ accent |
| ___ whisper | ___ laughing |
| ___ normal | ___ crying |
| ___ distinct | ___ familiar |
| ___ clearing throat | ___ high pitch |
| ___ deep breathing | ___ pleasant |
| ___ high pitch | ___ fast |
| ___ rambling | ___ excellent |
| ___ rational | ___ fair |
| ___ racy | ___ stutter |
| ___ irrational | ___ foul |

LANGUAGE:

- | | |
|-------------------------|---------------|
| ___ slow | ___ coherent |
| ___ good | ___ distorted |
| ___ emotional | ___ poor |
| ___ intoxicated | ___ broken |
| ___ serious | ___ educated |
| ___ Non American accent | |

BACKGROUND NOISES:

- | | |
|----------------------|----------------------|
| ___ office machines | ___ children |
| ___ factory machines | ___ laughing |
| ___ animals | ___ static |
| ___ quiet | ___ party atmosphere |
| ___ street traffic | ___ music |
| ___ airplanes | ___ voices |
| ___ trains | ___ kitchen |
| ___ PA system | ___ motor |

Origin of call: Local _____

Long Distance _____

Cell Phone _____

Pay Phone _____

Unauthorized Person

No entry into the building should be allowed without asking who it is and looking at the camera screens to confirm. All visitors must report to the office immediately upon entering the building. Occasionally, unidentified persons may enter Synagogue premises.

All staff, congregants, and students should be alert, both to strangers loitering in or around the premises and to suspicious cars parked near the building for an unusual length of time or seen repeatedly in the vicinity. In such situations, staff should write down any observations, including characteristics of the person, and the license plate, color and make of the car. All information should be reported to the Executive Director and the security staff immediately.

If any questions arise about a person's identity or authorization on Synagogue premises, adhere to the following guidelines:

1. Introduce yourself as a staff member, ask for the person's name; direct the person to the office.
2. DO NOT antagonize the person if he or she refuses to cooperate.
3. Inform the office of an unidentified or otherwise unauthorized person's whereabouts and/or activities.
4. The Executive Director will determine the level of alert and initiate the proper procedures.

If the visitor poses potential threat to congregants, students and/or staff, the following precautions will be taken:

1. **Announce appropriate code for lock down via the phone system.**
 2. Lock all room doors.
 3. Instruct all available staff to report to the area of concern.
 4. Executive Director should implement Synagogue/School communication procedure. The code word for intruder in the building will be "*lo tov*".
 5. Call 911 to notify proper law enforcement officials.
 - a. Report any and all suspicious types of actions.
 - b. Carefully note physical description, speech traits, and clothing type/colors to assist in identifying the person(s).
-

Suspicious Person During Outside Activities

Yard duty staff equipped with a cell phone should report any suspicious persons by **calling 911** and then to the office and request back up support before approaching them. Note: *when threatened with a bomb, it is advised NOT to use a cell phone/walkie-talkie until it has been deemed safe.*

Depending on the situation, it may be advisable to call the congregants and/or children in early from the activity while the suspicious person is being distracted by another staff member.

If you see someone place a suspicious object inside a garbage pail, keep congregants and students away. Call police.

Anti-Semitic Incident (Including Hate Mail, Vandalism or Break-In)

Report it to the police, the Jewish Alliance of Rhode Island (401-421-4111), and your local ADL office (Boston branch: 617-457-8800). Photograph everything. Keep everything as evidence. Report anything unusual about the building or anything out of the ordinary to the police. Clean up or repair the exterior damage immediately after the police and the ADL inspect it.

Environmental Hazards

Note: The problem may be internal or external.

1. If notified of a hazard by an appropriate agency, follow the directions of that agency.
 2. Notify the Executive Director immediately. If the hazardous materials are in the building, the Executive Director will call the fire department, if necessary, and order a building evacuation by sending personnel to each class and announce there is a code red:
 - a. Staff and/or Teachers should take attendance once outside.
 - b. Evacuate to a designated area or another building no less than one (1) block from the Synagogue/School.
 - c. The Executive Director should have available for the fire department upon their arrival:
 - I. the head custodian
 - II. the location(s) of leaks or spills, if known
 - III. knowledge of anyone remaining in the building
 - IV. floor plans and internal systems information
 3. If the Executive Director and/or Head of School is aware of hazardous materials externally he/she will announce a **code black** and:
 - a. Call 911
 - b. Notify the FIRE DEPARTMENT
 - c. Keep congregants, students and staff indoors. Close all windows.
 - d. Turn off all exhaust fans, ceiling vents, and any other source of outside air until the authorities arrives.
 - e. Do NOT activate the fire alarm system or any other electrical equipment.
 4. If the chemical causing the hazard is known, secure a Material Safety Data Sheet for the chemical and make it available to authorities when they arrive.
 5. If congregants and/or students are in imminent danger BEFORE authorities arrive, follow the directions on the Material Safety Data Sheet to provide protection to the affected congregants and students.
 6. The Executive Director should also anticipate handling the media and complete a detailed incident report at the earliest opportunity.
-

Transit Accidents

Field Trip Bus Accident with Injuries

Prior to any field trip, the trip coordinator and the Synagogue/School need the following:

1. Congregant or Student list by assigned vehicle.
2. Supervision list by assigned vehicle (if applicable).
3. Chaperone list by assigned vehicle (if applicable).
4. Map of intended route.
5. List of medical needs and conditions. Epi Pens should accompany students on field trips.
6. Name of the bus company with contact person and phone number.
7. Permissions slips should be with the trip coordinator and a Synagogue/School employee that is available for emergencies during the field trip. Permission slips will include a consent from parents giving Temple Beth-El the ability to sign for treatment.
8. List of any important phone numbers significant to the trip, including Executive Director's and/or Head of School home number, congregants' and students' home numbers.
9. Trip coordinator should carry or have access to a cell phone.

When the Synagogue/School learns about any accident:

1. If the bus was local, synagogue and/or school staff should be selected to drive over to the scene and ensure students with injuries are treated by **EMTs**.
 2. The **Executive Director and/or Head of School** should verify the accident report with the police department.
 3. The Executive Director and/or Head of School should attempt to determine who has been injured, the extent of the injuries and the hospital to where congregants and/or students have been transported.
 4. Congregants and/or students claiming no injuries will only be transported (after consulting with the **EMTs**) to Synagogue/School and checked by Synagogue and/or School staff.
 5. If it is a school field trip or a youth trip, prepare a list of the injured students' parents and emergency phone numbers. Parents should be contacted and notified.
-

6. Some staff members should meet at the hospital. Others should assist at synagogue/school with friends and classmates of the injured.
7. Prepare a fact sheet for inquiries.
8. Set up separate supervised rooms for relatives, friends, parents and the media.
9. Prepare a statement for the media.
10. Set up a staff meeting to debrief staff.
11. Provide counseling on an as needed basis.

Accident Involving Congregants and/or Students in Transit

Note: *This could happen on a Synagogue and/or School trip.*

1. Attend to any medical needs, injuries or complaints of pain.
2. Call 911 if appropriate.
3. Contact home Executive Director and/or Head of School with update and actions being taken.
4. The Executive Director and/or Head of School should consider deploying staff to the scene, or to a hospital.
5. The Executive Director and/or Head of School should contact congregants and/or parents with updates and actions being taken and indicate any meetings or pick-up times at the Synagogue/School.
6. The Executive Director and/or Head of School should handle the media.
7. The Executive Director and/or Head of School should complete a detailed incident report at the earliest opportunity.
8. In less serious accidents, students and/or congregants, when returning to the Synagogue/School, should be evaluated by the Synagogue/School staff.

Bus Intruder

Knowing how to react to the individual who becomes argumentative or unruly can help protect you and the congregants and/or students being transported on a bus. Diffusing any potentially volatile situation using non-aggressive methods is ideal.

If you cannot reduce the tension in a potentially dangerous encounter with a congregant, parent or student, the following procedures are recommended to ensure safety of congregants and/or students and the bus driver.

Violent Parent or Intruder

First call 911. Attempt to diffuse the situation by asking the intruding individual to remain off the Synagogue/School bus. Make the intruder aware that he/she is wrongfully and unlawfully attempting to enter the bus. If the intruder persists, close the bus entrance door and call the transportation office, giving the following information:

- Bus Number
- Description of the problem
- Location

If you are unable to successfully close the entrance door, proceed safely away from the scene.

Attempt to retrieve vehicle description and license plate number if available at the scene. If you are unable to successfully close the entrance door, and the intruder enters the bus, continue with your signal and avoid any physical confrontation.

Student Taken From Synagogue/School Bus

If, after following the procedure for encountering an intruder on the bus, the intruder or non-custodial parent removes a student from the bus, contact the transportation office and provide the following information:

- Bus Number
- Description of the problem
- Location
- Name of student taken from bus
- Description of intruder
- Description of vehicle and license plate
- Direction of intruder vehicle

Child Abuse/Neglect

What is Child Abuse and Neglect?

(This information was adapted from “Child Abuse Prevention Primer for Your Organization”.)

One difficulty in recognizing abuse and neglect is that many of the signs are ambiguous. A child may have gotten a bruise from being beaten by an adult or by having run into a soccer goal. Moreover, children respond to maltreatment in different ways – some show no signs of abuse, while others have dramatic changes in behavior.

Familiarity with the child helps in interpreting any of the signs you observe. A sudden change in behavior, sustained over a period of time, suggests that the child needs assistance. The reasons may or may not have to do with abuse.

General childhood stress can sometimes be an indicator of abuse; however, childhood stress can also be caused by the death of a family member or pet, a divorce, school pressures, or boyfriend/girlfriend problems. It is important when assessing a child to be familiar with what is happening in the child’s life. When you observe a child exhibiting signs of stress for more than a few days, you might appropriately ask the child if there is a problem. It may also be appropriate to call the parents’ attention to the behavior changes and talk to them about your observations.

Some children are especially susceptible to becoming targets of abuse. Children with disabilities or other conditions that require a caregiver to exert effort to meet their special needs are especially vulnerable. Some caregivers reject these children, leading to neglect, emotional abuse and in some cases physical and sexual abuse. Other caregivers may resent having to make the extra effort and pass that resentment on to the child.

Children who are slow to become potty trained are more vulnerable to abuse. Such children are subjected to abusive ridicule, and often physical abuse such as binding the penis to prevent urination, or being severely burned by water that is too hot when being bathed by a caregiver after an untimely bowel movement.

Children who resemble a spouse or other relative who excites strong negative feelings on the part of the caregiver are more likely to be abused. These children are often recipients of caregiver hostility that was transferred from the individuals with whom the child shares an unfortunate likeness.

Definitions of Child Abuse and Neglect

As defined by § 40-11-2:

1. "Abused and/or neglected child" means a child whose physical or mental health or welfare is harmed or threatened with harm when his or her parent or other person responsible for his or her welfare:

- a. Inflicts or allows to be inflicted upon the child physical or mental injury, including excessive corporal punishment; or
-

- b. Creates or allows to be created a substantial risk of physical or mental injury to the child, including excessive corporal punishment; or
 - c. Commits or allows to be committed, against the child, an act of sexual abuse; or
 - d. Fails to supply the child with adequate food, clothing, shelter, or medical care, though financially able to do so or offered financial or other reasonable means to do so; or
 - e. Fails to provide the child with a minimum degree of care or proper supervision or guardianship because of his or her unwillingness or inability to do so by situations or conditions such as, but not limited to, social problems, mental incompetence, or the use of a drug, drugs, or alcohol to the extent that the parent or other person responsible for the child's welfare loses his or her ability or is unwilling to properly care for the child; or
 - f. Abandons or deserts the child; or
 - g. Sexually exploits the child in that the person allows, permits or encourages the child to engage in prostitution as defined by the provisions in § 11-34-1 et seq., entitled "Prostitution and Lewdness"; or
 - h. Sexually exploits the child in that the person allows, permits, encourages or engages in the obscene or pornographic photographing, filming or depiction of the child in a setting which taken as a whole suggests to the average person that the child is about to engage in or has engaged in, any sexual act, or which depicts any such child under eighteen (18) years of age, performing sodomy, oral copulation, sexual intercourse, masturbation, or bestiality; or
 - i. Commits or allows to be committed any sexual offense against the child as such sexual offenses are defined by the provisions of chapter 37 of title 11, entitled "Sexual Assault", as amended; or
 - j. Commits or allows to be committed against any child an act involving sexual penetration or sexual contact if the child is under fifteen (15) years of age; or if the child is fifteen (15) years or older, and (1) force or coercion is used by the perpetrator, or (2) the perpetrator knows or has reason to know that the victim is a severely impaired person as defined by the provisions of § 11-5-11, or physically helpless as defined by the provisions of § 11-37-6.
2. "Child" means a person under the age of eighteen (18).
 3. "Institutional child abuse and neglect" means situations of known or suspected child abuse or neglect where the person allegedly responsible for the abuse or neglect is a foster parent or the employee of a public or private residential child care institution or agency; or any staff person providing out-of-home care or situations where the suspected abuse or neglect occurs as a result of the institution's practices, policies, or conditions.
 4. "Mental injury" includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as: failure to thrive; ability to think or reason; control of aggressive or self-destructive impulses; acting-out or misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that the injury must be clearly attributable to the unwillingness or inability of the parent or other person responsible for the child's welfare to exercise a minimum degree of care toward the child.
 5. "Shaken baby syndrome" means a form of abusive head trauma, characterized by a constellation of symptoms caused by other than accidental traumatic injury resulting from the violent shaking of and/or impact upon an infant or young child's head.
-

The definition of Child Abuse is categorized in four areas.

They are:

- Physical Abuse:
 - Any non-accidental injury, which is inconsistent with explanations given for it, suffered by a child as the result of an act or omission by the person responsible for the care of the child.
 - Physical abuse often occurs in the name of discipline or punishment.
- Sexual Abuse:
 - The commission of a sexual offense with or to a child through the acts of omission of the person responsible for the care of the child.
 - Child sexual abuse can involve one or more different kinds of physical or non-physical sexual contact.
- Emotional Abuse:
 - Verbal and emotional assault
 - Close confinement
 - Inadequate nurturance / affection
 - Public ridicule
 - Sibling comparison
- Medical Abuse:
 - Munchausen's by Proxy

The definition of Neglect is categorized in four areas.

They are:

- Physical Neglect:
 - The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing or supervision necessary for the child's health and welfare.
 - Emotional Neglect:
 - The failure on the part of a person responsible for the care of a child to provide medical care.
 - Medical Neglect:
 - The failure on the part of a person responsible for the care of a child to provide medical care.
 - Educational Neglect:
 - Truancy
 - No enrollment in school
-

Indicators of Child Abuse and Neglect

Physical Abuse:

Physical abuse occurs when a parent or other person legally responsible for the child's care inflicts or allows to be inflicted upon the child non-accidental physical injury, which causes or creates substantial risk or impairment of physical well-being. This may include beating, burns, biting, strangulation and scalding with resulting bruises, welts, broken bones, scars or serious internal injuries. (NCPCA, 1982)

Physical Indicators	Behavioral/Emotional Indicators
<ul style="list-style-type: none"> • Unexplained bruises and welts on face, mouth, torso, back, buttocks or thighs. • Irregular or clustered bruises of rectangular or other unusual shapes. • Bruising on several different areas in various stages of healing. • Unexplained burns, especially on soles of feet, palms, back or buttocks. • Patterned burns. • Rope burns on arms, legs, neck or torso. • Unexplained fractures/dislocations to skull, face or limbs. • Multiple fractures in various stages of healing. • Lacerations or abrasions to mouth, lips, eyes and external genitalia in various stages of healing. • Head injuries that cause subdural hematomas, retinal hemorrhages or detachment and jaw or nasal fractures. • Injuries that are inconsistent with explanations, medical history or developmental abilities of the child to injure itself. 	<ul style="list-style-type: none"> • Excessive school absenteeism • Fearful of parents, adults or caregivers • Attempts at avoiding abusive situations such as, running away from home and arriving early for school and leaving late. • Extreme aggression, oppositional behavior, rage, defiance of authority. • Overly compliant, passive, withdrawn or immature/infantile. • Academic or behavioral difficulties at school. • Cognitive and intellectual impairment • Deficits in speech and language • Hyperactivity, impulsively, low frustration tolerance • Lack of basic trust in others • Depressions and suicidal tendencies • Low-self esteem and destructive behavior • Inappropriate clothing relative to weather (long-sleeved shirts in hot summer weather) • Regularly missing Physical Education or complaining that physical activity causes pain or discomfort

Physical Neglect:

A neglected child is one who's physical, mental, or emotional development is impaired as a result of the failure of the child's parent, legal guardian, or caretaker to provide the child with adequate food, clothing, shelter, education or medical care. Failure to provide proper supervision, which puts the child at risk, is also neglect.

Physical Indicators	Behavioral/Emotional Indicators
<ul style="list-style-type: none">• Underweight or poor-growth patterns• Poor hygiene and/or inappropriate dress• Consistent lack of supervision, especially in dangerous situations or for long periods of time• Unattended physical problems or medical needs• Consistent hunger, abdominal distension or wasting of the subcutaneous tissue.• Bald patches on the scalp	<ul style="list-style-type: none">• Serious health and weight abnormalities• Failure to thrive, developmental delays, apathetic, depressed, non-responsive and fatigued• Frequent and excessive absence from school• Reports of being left alone, unsupervised or abandoned• Anti-social tendencies, delinquency, alcohol or drug abuse, streetwise• Chronically dirty and inappropriately dressed for the weather conditions• Consistently brings only candy, sweets, chips, soda for lunch

Sexual Abuse:

Sexual abuse is any sexual behavior with a child or the use of a child for the sexual gratification of someone else. Sexual abuse usually occurs with someone known to the child and begins gradually with the offender “testing the limits” the child will accept. The sexual abuse progresses through stages and may include exhibitionism, fondling, oral sex, attempts to enter, or actual penetration of the vagina or anus. The majority of cases involving sexually abused children will not have physical indicators of sexual abuse. An important part is that documented behavioral/psychological manifestations of abuse may be just as important as the physical evidence during a medical exam.

Physical Indicators	Behavioral/Emotional Indicators
<ul style="list-style-type: none">• Pain on urination or difficulty walking• Swollen, painful, itching vulva, perineum or anal area• Bruising or bleeding of the vagina, external genitals or anal area• Poor sphincter control• Torn or bloody undergarments• Venereal disease or pregnancy• Frequent yeast infections• Regular complaints of stomach and headaches	<ul style="list-style-type: none">• Inappropriate knowledge of sexual matters inconsistent with developmental level• Seductive behavior towards adults or other children• Lack of trust and social withdrawal• Depression and suicidal tendencies• Anger, aggression and acting out• Non-participation at school or in social activities• Sudden drop in academic performance or disinterest in normal activities• Arriving early to and leaving late from school• Overly compliant, infantile behavior or regression• Eating disorders and dissociative behavior

Emotional Abuse:

Emotional abuse is maltreatment that results in impaired psychological growth and development. It involves words, actions, and indifference. Emotional and/or verbal abuse is based on power and control. It is considered a pattern of behavior that can seriously interfere with a child's positive development. Emotional abuse is probably the least understood of all child abuse, yet it is the most prevalent, and can be the cruelest and most destructive of all types of abuse.

<ul style="list-style-type: none">• Developmental delays, physical and intellectual• Speech disorders• Alcohol or substance abuse• Ulcers, asthma, anxiety disorders• Sallow, empty facial expression	<ul style="list-style-type: none">• Anti-social and poor relationships with peers• Anxiety, unrealistic fears and paranoia• Behavioral extremes, such as, aggression, passivity, obsessive, rage, compliance• Depressed, withdrawn, aloof or indifferent• Habit disorders, such as, head banging, rocking, nail biting, continued thumb sucking, hair twisting, excessive picking• Nightmares and sleep disorders
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The Connection Between Domestic Violence and Child Abuse

Research has shown that there is a strong link between domestic violence and child abuse incidents. Child abuse is experienced by 30-60% of all children who live in households where domestic violence occurs. Women who are victims of domestic violence are twice as likely to commit child abuse.

The reasons for domestic violence are many; however, this type of violence can occur in any family regardless of race, social status, or religious association. Many perpetrators of domestic violence were abused as children or witnessed abuse in their household. Perpetrators of domestic violence may abuse the children to intimidate or gain control over the child's parent. Mothers themselves will abuse their own children in domestic violence situations. Over-discipline in fear of the reaction of their abuser to the child's behavior can lead to abuse on the part of the mother. Mothers will abuse their children out of the stress, frustration and anger associated with being the victim of abuse. Often times the child will be neglected due to depression, drug/alcohol abuse, or by trying to please the abusive partner. Children exposed to domestic violence experience a variety of abuse situations. They may be injured by trying to intervene and protect a parent, unintentional physical contact meant for the parent, or by intentional physical/emotional abuse as a result of a violent episode.

Regardless of whether a child suffers direct abuse, domestic violence takes a heavy toll on these young victims. Children of violent households are more likely to; develop violent tendencies, become withdrawn/depressed/suicidal, and become abusers themselves in adulthood. Girls subjected to domestic violence are at greater risk of revictimization in adulthood.

According to the 2006 Rhode Island Kids Count Fact Book, "exposure to violence in the home can affect brain development and impairs cognitive, academic and social functioning. These effects will last long into adulthood and even for a lifetime. The age, severity and frequency of the abuse, the child's temperament and the involvement of adults for emotional support are all factors in the response of each child."

Rhode Island Domestic Violence Resources

Rhode Island Coalition Against Domestic Violence

422 Post Road, Suite 202
Warwick, RI 02888-1524
24-Hour Hotline - 800. 494.8100
Phone - 401.467.9940 401.467.9943
www.ricadv.org

RI Department of the Attorney General

Sexual Assault and Domestic Violence
Unit 150 South Main Street
Providence, RI 02903
401-274-4400

Department of Elderly Affairs

(for victims 60 years and older)
Reporting line for elder abuse:
401-462-0555
Main office: 401-462-3000
www.dea.state.ri.us

Women's Resource Center of South County

61 Main Street
Wakefield, RI 02879
24-Hour Hotline - (401) 782-3990
Court Office - (401) 782-4174
Outreach and Education Office - (401) 792-3692
Administrative - (401) 782-3995 www.wrcsc.org

Women's Resource Center of Newport & Bristol Counties

(confidential advocacy and crisis support for domestic violence)
M-F; 9:00 a.m. to 5:00 p.m.
24 Hour Hotline - (401) 847-2533
Bristol office - (401) 247-2070

Sexual Assault and Trauma Center

(401) 421-4100 (call collect)

Rhode Island Legal Services

800-662-5034
401-274-2652 (Providence)
401-846-2264 (Newport)

Elizabeth Buffum Chace House

401-738-1700

Restraining Order Office

Mcgrath Courthouse
800-662-5034
401-274-2652

Federal Hill House Association

(victim's assistance and social services)
9 Courtland Street
Providence, Rhode Island 02909
Telephone: (401) 421-4722

Next Step (educational program for women who have moved beyond initial stages of crisis intervention)

P.O. Box 5646
Wakefield, Rhode Island 02880
Phone: (401) 792-3344
www.rijustice.state.ri.us/voca/VOCA/next.htm

Courthouse Resource Center

4800 Kingstown Rd.
McGrath Judicial Complex South
Kingston, RI 02879
(401) 782-4174

Sojourner House

Northern RI area
(401) 861-6191 (401) 765-3232
(401) 658-4334

Department of Children, Youth and Families

(Taken from the DCYF website - www.dcyf.state.ri.us)

The Department was established by the state legislature in 1980 by merging children's programs previously administered by 4 different state agencies. The Director of DCYF is also a member of the RI Children's Cabinet, which addresses cross-departmental issues relating to children's needs and services. We are one of a small group of states that integrate the 3 major public responsibilities for troubled children, youth and families in one agency: Child Welfare, Children's Behavioral Health, and Juvenile Corrections.

Child Welfare within the Department of Children, Youth and Families consists of several major areas, including:

- Child Protective Services
- Family Services
- Adoption Services Unit
- Interstate Compact on the Placement of Children (ICPC)

The goal of Child Welfare is to promote, safeguard and protect the overall well-being of children and families, to intervene on behalf of children who have been abused or neglected, and to work with children and families to assure that every child has a permanent, safe, and nurturing environment in which to achieve their maximum potential.

Child Protective Services

The Division of Child Protective Services is comprised of Child Protective Investigations and Screening/ Intake. Child Protection Investigations consists of twelve (12) units of Child Protective Investigators who specialize in the investigation of child abuse and neglect cases. This program operates 24 hours a-day, 7 days-a-week and responds to allegations of child abuse or neglect state-wide. During the course of an investigation, Child Protective Investigators determine if there is a preponderance of evidence that a child has been abused or neglected and if so, what actions are necessary to protect the child from further harm. If, upon completion of the investigation, a preponderance of evidence indicates that a child has been abused/neglected, then the case is "Indicated" (substantiated). If a child is deemed to be in imminent risk of harm, s/he can be removed from the home and placed in the care of the State by the Child Protective Investigator (CPI) for a period of forty-eight (48) hours. This "hold" allows the investigator the opportunity to investigate further and meet with the Department's legal counsel to prepare the necessary petitions for presentation to the Rhode Island Family Court. Screening/Intake consists of five (5) casework units which handle the intake of all other non-child abuse/neglect cases to the Department as well as reviewing all indicated Child Protective Services (CPS) investigations.

If you know or suspect that a child is being abused or neglected, report it immediately to DCYF. As a matter of fact, the law requires that you do so within 24 hours. The Child Abuse Hotline, (1-800-742-4453), is staffed 24 hours a day, seven days a week by professional Child Protective Investigators.

Department of Children, Youth and Families, Hotline: 1-800-RICHILD (1-800-742-4453)

General Information: 401-528-3500

Business Office:

101 Friendship Street Providence, RI 02903, Fax: 401-528-3502, www.dcyf.state.ri.us

Rhode Island Child Abuse and Neglect Laws

Chapter 40-11

Abused and Neglected Children

§ 40-11-1 Policy. – The public policy of this state is: to protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the mandatory reporting of known or suspected child abuse and neglect, investigation of those reports by a social agency, and provision of services, where needed, to the child and family. SECTION 40-11-2

§ 40-11-2 Definitions. – When used in this chapter and unless the specific context indicates otherwise:

(1) "Abused and/or neglected child" means a child whose physical or mental health or welfare is harmed or threatened with harm when his or her parent or other person responsible for his or her welfare:

(i) Inflicts, or allows to be inflicted upon the child physical or mental injury, including excessive corporal punishment; or

(ii) Creates or allows to be created a substantial risk of physical or mental injury to the child, including excessive corporal punishment; or

(iii) Commits or allows to be committed, against the child, an act of sexual abuse; or

(iv) Fails to supply the child with adequate food, clothing, shelter, or medical care, though financially able to do so or offered financial or other reasonable means to do so; or

(v) Fails to provide the child with a minimum degree of care or proper supervision or guardianship because of his or her unwillingness or inability to do so by situations or conditions such as, but not limited to, social problems, mental incompetence, or the use of a drug, drugs, or alcohol to the extent that the parent or other person responsible for the child's welfare loses his or her ability or is unwilling to properly care for the child; or

(vi) Abandons or deserts the child; or

(vii) Sexually exploits the child in that the person allows, permits or encourages the child to engage in prostitution as defined by the provisions of chapter 34 of title 11, entitled "Prostitution and Lewdness"; or

(viii) Sexually exploits the child in that the person allows, permits, encourages or engages in the obscene or pornographic photographing, filming or depiction of the child in a setting which taken as a whole suggests to the average person that the child is about to engage in or has engaged in, any sexual act,

or which depicts any such child under eighteen (18) years of age, performing sodomy, oral copulation, sexual intercourse, masturbation, or bestiality; or

(ix) Commits or allows to be committed any sexual offense against the child as such sexual offenses are defined by the provisions of chapter 37 of title 11 entitled "Sexual Assault", as amended; or

(x) Commits or allows to be committed against any child an act involving sexual penetration or sexual contact if the child is under fifteen (15) years of age; or if the child is fifteen (15) years or older, and (1) force or coercion is used by the perpetrator, or (2) the perpetrator knows or has reason to know that the victim is a severely impaired person as defined by the provisions of § 11-5-11, or physically helpless as defined by the provisions of § 11-37-6.

(2) "Child" means a person under the age of eighteen (18).

(3) "Child protective investigator" means an employee of the department charged with responsibility for investigating complaints and/or referrals of child abuse and/or neglect and institutional child abuse and/or neglect.

(4) "Department" means department of children, youth, and families.

(5) "Institution" means any private or public hospital or other facility providing medical and/or psychiatric diagnosis, treatment, and care.

(6) "Institutional child abuse and neglect" means situations of known or suspected child abuse or neglect where the person allegedly responsible for the abuse or neglect is a foster parent or the employee of a public or private residential child care institution or agency; or any staff person providing out-of-home care or situations where the suspected abuse or neglect occurs as a result of the institution's practices, policies, or conditions.

(7) "Law enforcement agency" means the police department in any city or town and/or the state police.

(8) "Mental injury" includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as: failure to thrive; ability to think or reason; control of aggressive or self-destructive impulses; acting-out or misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that the injury must be clearly attributable to the unwillingness or inability of the parent or other person responsible for the child's welfare to exercise a minimum degree of care toward the child.

(9) "Person responsible for child's welfare" means the child's parent, guardian, foster parent, an employee of a public or private residential home or facility, or any staff person providing out-of-home care (out-of-home care means child day care to include family day care, group day care, and center-based day care).

(10) "Physician" means any licensed doctor of medicine, licensed osteopathic physician, and any physician, intern, or resident of an institution as defined in subdivision (5).

(11) "Probable cause" means facts and circumstances based upon as accurate and reliable information as possible that would justify a reasonable person to suspect that a child is abused or neglected. The facts and circumstances may include evidence of an injury or injuries, and the statements of a person worthy of belief, even if there is no present evidence of injury.

SECTION 40-11-3

§ 40-11-3 Duty to report – Deprivation of nutrition or medical treatment. – (a) Any person who has reasonable cause to know or suspect that any child has been abused or neglected as defined in § 40-11-2 or has been a victim of sexual abuse by another child shall, within twenty-four (24) hours, transfer that information to the department for children and their families or its agent who shall cause the report to be investigated immediately. As a result of those reports and referrals, protective social services shall be made available to those children in an effort to safeguard and enhance the welfare of those children and to provide a means to prevent further abuse or neglect. The department shall establish and implement a single, statewide, toll-free telephone to operate twenty-four (24) hours per day, seven (7) days per week for the receipt of reports concerning child abuse and neglect, which reports shall be electronically recorded and placed in the central registry established by § 42-72-7. The electronically recorded records, properly indexed by date and other essential identifying data, shall be maintained for a minimum of three (3) years; provided, however, any person who has been reported for child abuse and/or neglect and who has been determined not to have neglected and/or abused a child, shall have his or her record expunged as to that incident three (3) years after that determination. The department shall establish rules and regulations requiring hospitals, health care centers, emergency rooms and other appropriate health facilities to report on a quarterly basis the number of cases reported by these institutions as suspected child abuse.

(b) The reporting shall include immediate notification of the department of any instance where parents of an infant have requested deprivation of nutrition that is necessary to sustain life and/or who have requested deprivation of medical or surgical intervention that is necessary to remedy or ameliorate a life threatening medical condition, if the nutrition or medical or surgical intervention is generally provided to similar nutritional, medical, or surgical conditioned infants, whether disabled or not.

(c) Nothing in this section shall be interpreted to prevent a child's parents and physician from discontinuing the use of life-support systems or nonpalliative treatment for a child who is terminally ill where, in the opinion of the child's physician exercising competent medical judgment, the child has no reasonable chance of recovery from the terminal illness despite every appropriate medical treatment to correct the condition.

SECTION 40-11-3.1

§ 40-11-3.1 Duty to report death of child due to child abuse or neglect. – Any person required to report under the provisions of this title, who has reasonable cause to know or suspect that a child has died as a result of child abuse or neglect shall immediately transfer that information to the department or its agent who shall cause the report to be investigated immediately. Upon receipt of the report the department or its agent shall immediately transfer such information to the local law enforcement agency or the state police as well as to the office of the medical examiner. The office of the medical examiner shall investigate the report and communicate its preliminary findings, orally within seventy-two (72) hours, and in writing within seven (7) working days to the appropriate law enforcement agency, to the department and if the person who made the report is an employee or a member of the staff of a hospital, to the hospital. Office of the medical examiner shall also communicate its final findings and conclusions, with the basis therefore, to the same parties within sixty (60) days.

SECTION 40-11-3.2

§ 40-11-3.2 False reporting of child abuse and neglect. – Any person who knowingly and willfully makes or causes to be made to the department a false report of child abuse or neglect shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than one thousand dollars (\$1,000) or imprisoned not more than one year or both

SECTION 40-11-4

§ 40-11-4 Immunity from liability. – Any person participating in good faith in making a report pursuant to this chapter shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any participant shall have the same immunity with respect to participation in any judicial proceeding resulting from the report.

SECTION 40-11-6

§ 40-11-6 Report by physicians of abuse or neglect. – (a) When any physician or duly certified registered nurse practitioner has cause to suspect that a child brought to him or her or coming to him or her for examination, care, or treatment, is an abused or neglected child as defined in this chapter, or when he or she determines that a child under the age of twelve (12) years is suffering from any sexually transmitted disease, he or she shall report the incident or cause a report thereof to be made to the department as provided in subsection (b).

(b) An immediate oral report shall be made by telephone or otherwise, to both the department and law enforcement agency and shall be followed by a report in writing to the department and law enforcement agency explaining the extent and nature of the abuse or neglect the child is alleged to have suffered.

(c) The department, upon receipt of such a report by a person other than a physician or duly certified registered nurse practitioner alleging that a child has been physically abused, shall investigate the report, and if the investigation reveals evidence of physical or sexual abuse, the department shall have the child examined by a licensed physician or duly certified registered nurse practitioner. Any child protective investigator shall, with or without the consent of the parent or other person responsible for the child's welfare, have the right to remove the child from the place where the child may be to secure the examination required by this subsection. Upon completion of the examination, it shall be mandatory for the physician or duly certified registered nurse practitioner to make a written report of his or her findings to the department.

SECTION 40-11-6.1

§ 40-11-6.1 Penalty for failure to report or perform required act. – Any person, official, physician, or institution required by this chapter to report known or suspected child abuse or neglect or to perform any other act who knowingly fails to do so or who knowingly prevents any person acting reasonably from doing so shall be guilty of a misdemeanor and upon conviction thereof shall be subject to a fine of not more than five hundred dollars (\$500) or imprisonment for not more than one year or both. In addition, any person, official, physician, or institution who knowingly fails to perform any act required by this chapter or who knowingly prevents another person from performing a required act shall be civilly liable for the damages proximately caused by that failure.

How is Preventing Child Abuse and Neglect Your Responsibility?

There are personal, professional and legal reasons why professionals and caring citizens should become involved in preventing and reporting child abuse and neglect. Early childhood caregivers, educators, administrators, coaches, clergy, and neighbors, friends and family members have strong personal commitments to the children and families that they know and serve.

How to Report:

What To Do If You Suspect Child Abuse or Neglect?

If you have any reason to suspect a child is being abused or neglected, and that the abuse is by a parent or caretaker, call the Department of Children, Youth and Family at 1-800 RICHILD (1-800-742-4453). If you suspect the abuse is by someone other than the parent or other caretaker, call your local police or sheriff.

1. Information Needed for Report if known, provide:
 - Name, address, age, sex of child and other family members .. Name, address and phone number of child's parent or caretaker .. Parent/guardian's place of employment
 - Current condition of child
 - Nature, extent and cause of child's injuries or endangered condition including any previously known or suspected abuse to the child or to the child's siblings .. Account of how this child came to the reporter's attention .. Any explanation of the cause of the child's injury or condition offered by the child, caretaker or any other person .. Any other information which the reporter believes might be important Remember: 1. Your report is a request for an investigation, not an accusation.
2. Your report must be factual and not opinionated.
3. The information you share is confidential.
4. You should report EACH incident of suspected abuse or neglect.

What happens to the report?

A child protection worker from the Department of Children, Youth and Family investigates the reported abuse or neglect. The investigation will result in one of the following conclusions:

- Abuse or neglect is unsubstantiated
 - Abuse or neglect substantiated
-

In confirmed cases, a service plan is developed to prevent the recurrence of abuse to the child. When appropriate, findings are reported to the District Attorney for possible legal action.

Remember: A report of suspected child abuse is a responsible attempt to protect a child. You are the first line of defense for the protection of a child. Don't ever give up.

Helpful Suggestions When Children Confide Child Maltreatment

(adapted from Abuse and Neglect: The Educator's guide to the Identification and Prevention of Child Maltreatment by Barbara Lowenthal)

The following are suggested as a guide to handling a situation when a child confides child maltreatment to you:

- Assure the child that you trust him or her.
- Provide privacy for the child when he or she is confiding in you. Find a space away from others.
- You should sit beside, not across from the child.
- Use developmentally appropriate and easily understood language.
- If you do not understand what the child is telling you, ask them to clarify...be careful not to "put words into their mouths".
- Reassure the child that if a question has to be repeated, it is not because he or she gave a wrong answer, but that you wanted to be sure you understand what they are telling you.
- It is very important that you inform the child of any actions you are planning to take related to the disclosure.
- It is important to give the child permission to not answer questions that are too difficult.
- Open-ended questions are better for obtaining information.
- Keep careful records and document what was said when the child disclosed information about maltreatment.

DO NOT

- Do not criticize or make fun of the language used by the child when he or she talks about his or her abuse or neglect.
- Do not ask leading questions that suggest answers.
- If the child appears uncomfortable or reluctant to talk, do not probe further.
- Do not threaten or coerce the child in order to obtain further information.
- During the talk, there should not be multiple people asking questions or even being present (maybe just one other person) because multiple people and multiple questions from others may make the child afraid to talk.
- Do not pressure the child to remove any clothing to show you evidence of the abuse or sexual abuse.

Parent and Caretaker Support

Most cases of child abuse come about because of parent or caregiver frustration. When caregivers become over-stressed due to a crying baby, tired / cranky children, sibling rivalry, or boundary testing they may lash out at the child physically or emotionally. Recognizing stressful triggers and having the skills to manage stress are effective ways in which parents and caregivers can keep children safe.

Children act out for a variety of reasons; understanding these reasons will aid caregivers in taking the appropriate steps to address the child's negative behavior. Children often become uncooperative when they are tired or cranky, sense caregivers stress, to get attention, and to test limits.

Parents and caregivers need to learn to set clear limits and boundaries for children. Children respond well to structure and consistency; establishing and maintaining appropriate rules and boundaries makes children feel more secure. When children misbehave respond with clear expectations and boundaries, encouraging words, removing the child from the situation, redirecting the child to another activity, removing privileges for a short time, ignoring the behavior or rational consequences.

When parents and caregivers reach a point of stress it is important for them to take a time out, resolve the situation before it escalates or call a friend or family member to help with the situation.

Rhode Island Resources for Parents:

Rhode Island Parent Information Network
175 Main Street Pawtucket, RI 02860
401-727-4144
www.ripin.org

Child and Family Services of Newport County
24 School Street Newport, RI 02840
401-845-8933
www.cfsnewport.org

United Way 2-1-1-Rhode Island
211 or www.211ri.org
Parent Link RI
www.parentlinkri.org

Suspicious Package Mailed To/Found at Synagogue/School

This includes packages mailed to, delivered to or found anywhere on the premises of the synagogue/school which may or may not be accompanied by a threat.

Common Characteristics of Package and Mail Bombs

Unexpected
Mailed from a foreign country
No return address
Excessive postage
Misspelled words; badly typed or written
The handwriting appears distorted or foreign
There are restrictive Markings such as *Personal, Confidential, Private, Fragile – Handle with Care, and Rush – Do Not Delay*
The sender is not known to the addressee
The sender's address cannot be verified
Contains titles only that may also be incorrect
Wrong title with name
Addressed to someone no longer with your synagogue/school
The package is poorly wrapped
The package appears uneven and contains bulges or soft spots.
Oily stains on the wrapper
Protruding wires or tin foil
Strange odor
The package has an unusual amount of tape on it
Disproportionate weight/size ratios
The package makes a buzzing, ticking or sloshing sound

If a Suspicious Package Is Found

1. Clear the area of students, staff, and congregants.
 2. Do not touch or move the package.
 3. Determine if it meets any characteristics of a package bomb. If it does call 911 (fire department and/or police will notify the Bomb Squad)
 4. Do NOT try to open the mail/parcel. Do NOT put it in water or a confined space (e.g., drawer/cabinet).
 5. If possible, open windows in the immediate area to help in venting potential gases.
 6. Evacuate the immediate area.
-

7. Contact your local police department and postal inspector. Report that you have received a letter or parcel in the mail that may contain biological or chemical substances.

Response to Mail Packages:

IMPORTANT: DO NOT TOUCH OR MOVE THE PACKAGE FROM INSIDE TO OUTSIDE!

Contact the addressee to determine if the package was expected. If they cannot be contacted and there is a return address, contact the sender to verify that they sent the package.

If neither addressee nor sender can be notified call 911. The emergency officials will want to know the size, shape, coloring, markings and circumstances surrounding the discovery of the package.

Evacuate the general area. Refer to size considerations below. Anyone in the line of sight of the package is in the direct path of any shrapnel that may occur as a result of a detonation.

Do NOT use radios or cellular phones within 500 feet of it.

Response to Suspicious Package Found Outside the synagogue/school

At recess, students usually have an established location outside the school to leave their lunch kits. This area must be monitored to ensure that nobody suspicious gets close enough to deposit a package in with the lunch kits. Recess monitors must watch everyone who enters the playground area and report anything to the office that looks suspicious using walkie-talkies/cell phone. **Note:** *when threatened with a bomb, it is advised NOT to use a cell phone/walkie-talkie until it has been deemed safe)*

IF THERE IS A WHITE POWDER SPILL FROM A SUSPICIOUS ENVELOPE OR PACKAGE:

The following guidance should be applied to mail received that has been opened and contains an unknown substance or device.

1. Evacuate / Isolate the package / Leave the area.
 2. Contact CRC Security, provide awareness of situation.
 3. Immediately call 9-911 to contact the Cranston Fire department.
 4. Keep any contaminated people (party that opened the letter and anyone in immediate vicinity) in an isolated location until the material can be identified, these individuals will be medically cleared by Fire department personnel.
 5. The impacted area should be then be sealed off and the heating ventilation air conditioning (HVAC) system should be shut down to stop the spread of contamination.
 6. The Cranston fire and Police Department will respond.
-

7. The fire department will contact the Rhode Island Department of Environmental Management (DEM) at 222-3070 or the State Fire Marshal's Office.
8. The FBI or Joint Terrorism Task Force will be notified by the police department or RIEMA.
9. The package then can be handled by the appropriate agencies.
10. The Regional Response Coordinator for RIEMA is the point of contact for all white powder incidents.

This will insure the proper handling protocols for suspicious mailings and the safety of staff and visitors.

Hostage Situation

Hostage Situation Goals

1. Safety of all parties involved
2. Control of the situation by the proper authorities
3. Prevention of harm to the hostage (s)

IMPORTANT NOTES

1. In the event of a hostage situation, one of the main objectives is to try to prevent the abductor(s) from removing the hostage(s).
2. Avoid speaking to the abductor unless the abductor wants to speak with you.
DO NOT promise or refuse anything but respond that you will have to check with others in authority.
DO NOT trade hostages.
3. Avoid recommending an interim negotiator.
4. Document all that is said by the hostage taker(s).

RESPONSIBILITIES

General responsibilities of Executive Director, Head of School or staff members who are present at the onset of the hostage situation:

1. Assess the situation using the following criteria:
 - a. What is the location of the incident?
-

- b. Are there weapons involved?
 - c. Number of perpetrators?
 - d. Can you identify the perpetrators?
 - e. Are there injuries?
2. Contact the office to inform the appropriate administrative authorities.
3. Call 911 immediately.
4. Announce “Code Yellow” Lock Down code immediately.
5. Isolate the area and disperse staff, congregants, and students to the **nearest safe area** (Location to be determined).
6. Assist law enforcement officials with the evacuation of congregants, students and staff according to the Fire Evacuation Plan.
7. Follow student release procedures (parent permission required).

Administrative Responsibilities

1. Gather and assess information of the incident.
2. Notify law enforcement if not already done.
3. Announce crisis code over the phone system.
4. Clear halls and secure the office area.
5. Notify the Board President.
6. Assist law enforcement officials with the coordination of the situation as needed. Contact parents of those involved and determine other general follow up communication that is necessary.

Teacher/Staff Responsibilities

1. Assess information if necessary.
 2. Follow the established procedure(s).
 3. Adhere to Lock Down procedure(s).
 4. Assist with the clearance of hallways, isolation of the hostage area, and security of the common areas.
 5. Keep congregants and students away from doors and windows and have them remain quiet.
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6. Keep congregants and students that are outside the building in a safe area.
7. Assist law enforcement officials in evacuating the building, if requested.
8. Assist the administration with supervision of the students who must be evacuated.
9. Take attendance and report any missing students to the Head of School.
10. Remain with the students until all student release procedures are completed.

Secretary Responsibilities

1. Remain by the telephone to assist administration.
 2. Provide law enforcement officials with necessary student information.
 3. Assist administration and staff as necessary.
 4. Keeps a list of all students and emergency contact numbers when evacuating in case no one can go back in to the building.
-

Student Runaway or Abduction

Definition

Student runs away from the school building during school hours or a stranger or unauthorized family member abducts a student.

Steps of Action for a Runaway (When there is strong reason to believe the student absence is caused by a runaway):

1. Notify the Head of School.
2. Contact the student's parents or guardian.
3. Notify the police department in a non-truancy situation.
4. Follow the student if it is appropriate (student runaway).
5. Establish from the staff and students a description of the student's appearance for the day.
6. Provide the police with a picture, description, and possible reason for the student running away.

Steps of Action for Abduction (When there is strong reason to believe the student absence is caused by abduction):

1. Notify the Head of School.
 2. Contact the student's parents or guardian.
 3. Notify the police department in a non-truancy situation.
 4. Establish from the staff and students a description of the student's appearance for the day.
 5. Provide the police with a picture and description of the student and abductor.
 6. Try to gain a description of the abductor.
-

Explosion or Fire Emergency Evacuation

1. If a fire is discovered, evacuate the building using the fire alarm system. If the alarm system fails, THREE SHORT BLASTS of an air horn will be used as a backup alarm. If the fire can be contained by using the fire extinguisher, use the fire extinguisher to extinguish the fire.
2. Call 911 and report the details.
3. The classroom teacher will evacuate students from the classroom turning off lights and closing windows and doors. Attendance information should be taken with each teacher.
4. Classes should proceed to the designated assembly areas quietly and quickly by following the evacuation route posted in the classroom. Physically handicapped students must be assisted either by a teacher or a designated student. Staff should proceed to the designated assembly areas quietly and quickly.

Special Note Regarding Fire Exits:

If a fire exit is blocked or cannot be used, teachers should direct their students to turn around and use the next nearest open exit.

5. Teachers will take attendance once at the assembly area. The Head of School and/or Executive Director will take staff attendance at the assembly area. Teachers are to notify fire officials or the Head of School if anyone is missing, noting the name and the last known location where the student was seen.

Fire/Emergency Return Protocol

1. Return to Temple Beth-El when the all clear is given by the Head of School and/or Executive Director.
2. If the building cannot be re-occupied, the Head of School and/or Executive Director will give instructions on how to proceed. The Head of School and/or Executive Director will coordinate plans with the Board if necessary.

If There Is a Fire:

- Stay low to the floor. Exit the building as quickly as possible.
 - Cover nose and mouth with a wet cloth.
 - When approaching a closed door, use the palm of your hand and forearm to feel the lower, middle and upper parts of the door. If it is not hot, brace yourself against the door and open it slowly. If it is hot to the touch, do not open the door— seek an alternate escape route.
 - Heavy smoke and poisonous gases collect first along the ceiling. Stay below the smoke at all times.
-

After an Explosion:

- If you are trapped in debris:
 - Use a flashlight.
 - Stay in your area so you don't kick up dust. Cover your mouth with a handkerchief or clothing.
 - Tap on a pipe or wall so that rescuers can hear where you are.
 - Use a whistle if one is available. Shout only as a last resort since it can lead to inhaling dangerous amounts of dust.
 - Important: Untrained persons should not attempt to rescue people who are inside a collapsed building. Wait for emergency personnel to arrive.
-

Utility Emergency

Gas Leak

Natural gas in its natural state is odorless and colorless. Mercapton is added to give it an odor. However, as gas rises, the odor becomes weaker, and it may not be detectable. If there is a natural gas leak, do not assume that because you cannot smell gas, it is not present. Remember, natural gas is lighter than air and rises. It will fill upper floors and spaces near the ceiling first, then permeate the lower level.

If a leak is in or near a building, the Executive Director and/or Head of School shall:

1. Evacuate the building immediately, following the fire drill plan or using a verbal command to evacuate.
2. Evacuate/Relocate students, congregants and staff to a safe place and distance from the building.
3. Teachers will take attendance books with them to take roll/attendance when the students are assembled away from the synagogue/school. Give roll count to the Head of School.
4. **DO NOT USE PHONES IN THE BUILDING! From a phone outside of the building, notify the fire department or call "9-1-1".**

Power Failure

If there has been a power failure at synagogue/school or if power lines are reported down in the area of a synagogue/school, the procedures listed below are to be followed:

Call the local electric company (**Narragansett Electric Company**)
Electric company's telephone: (401) 784-7000

Power Lines Down in the Synagogue/School Area

1. Telephone the local fire department "911".
(The fire department will contact the telephone company and the gas and electric companies, if appropriate.)
2. Until the fire department arrives, designate an adult in the area of the downed lines to prevent students and others from going near the lines.
3. Keep congregants, students and staff inside the building.

Water Main Break

1. Notify the Executive Director and Head of School in the event of loss of water or water leak in the Synagogue/School.
2. Keep students, congregants, and staff away from the area.

Loss of Telephone Service

Notify the telephone company, via cell phone, to rectify the problem.

Natural Disasters

Immediate Responses to Natural Disasters/Severe Weather At or Near the Synagogue/School

Earthquakes

1. If inside building, stay there:

- a. Get as low to the ground as possible and cover your head with your hands or a book.
- b. If possible, take shelter under desks.
- c. Stay clear of windows, cabinets, electrical equipment.

2. If outside building, stay there:

- a. Get as low to the ground as possible and cover your head with a book or your hands.
- b. Stay clear of buildings, trees, power lines, etc.

Tornadoes

If a tornado WARNING is issued for your area:

1. Do NOT dismiss students or let congregants and staff leave until the warning is lifted.
2. Take students and congregants to an area of greatest safety (lowest level of building; interior area; clear of windows and other glass, i.e. cafeteria kitchen area).
3. Listen to weather reports.

Blizzards

1. If possible, close the Synagogue/School in advance (includes early dismissal).
 2. Listen to weather reports and use media (television, radio, and internet) and/or class phone chains to announce closure.
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Medical Problems

Referral for Service

When it becomes known to Synagogue/School personnel that a student or congregant may have a serious medical problem, a staff member will make a referral for intervention to the Executive Director and/or Head of School.

Scope of Services

Intervention may include, but not be limited to, such medical conditions as eating disorders, physical abuse, mental abuse, sex abuse, drug abuse, etc.

Treatment

Proper protocol will be followed regarding confidentiality.

If you encounter someone who is injured, apply emergency action steps.

Check the scene to make sure it is safe for you to approach. Then check the victim for unconsciousness and life-threatening conditions. Someone who has a life-threatening condition (not breathing or severe bleeding) requires immediate care by trained responders and may require treatment by medical professionals. AED machine is located on the wall in the Meeting Hall. So call out for help. There are some steps that you can take to care for someone who is hurt, but whose injuries are not life threatening:

Control Bleeding:

1. Cover wound with a dressing, and press firmly against the wound (applying direct pressure).
2. Elevate the injured area above the level of the heart if you do not suspect that the victim has a broken bone.
3. Cover the dressing with a roller bandage.

If the Bleeding Does Not Stop:

1. Apply additional dressings and bandages.
2. Use a pressure point to squeeze the artery against the bone.
3. Provide care for shock.

Care for Shock:

1. Keep the victim from getting chilled or overheated.
 2. Elevate the legs about 12 inches (if broken bones are not suspected).
 3. Do not give food or drink to the victim.
-

Tend Burns:

1. Stop the burning by cooling the burn with large amounts of water.
2. Cover the burn with dry clean dressings or cloth.

Care to Injuries to Muscles, Bones and Joints:

1. Rest the injured part.
2. Apply ice or a cold pack to control swelling and reduce pain.
3. Avoid any movement or activity that causes pain.
4. If you must move the victim because the scene is becoming unsafe, try to immobilize the injured part to keep it from moving.
5. Listen to local radio/television reports for accurate information from responsible governmental/medical authorities to help you decide your next actions.

Reduce Any Care Risks:

1. The risk of getting disease while administering First Aid is extremely rare. However:
Avoid direct contact with blood and other body fluids.
Use protective equipment, such as disposable gloves and breathing barriers.
Thoroughly wash your hands with soap and water immediately after giving care.

Note: For more information on how to register for a First Aid or CPR course, please contact your local American Red Cross chapter or visit www.redcross.org.

Food Allergy Policy:

Intent

Temple Beth-El is committed to the safety and health of all students and employees. In accordance with this and pursuant to Rhode Island General Laws §§16-21-31 and 16-21-32, the purpose of this policy is to:

- Provide a safe and healthy learning environment for students with food allergies;
- Reduce the likelihood of severe or potentially life-threatening allergic reactions;
- Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction; and
- Protect the rights of food allergic students to participate in all school activities.

Rationale

The prevalence of food allergies may be increasing, affecting as many as 8% of children nationwide. Food allergies result in about 30,000 emergency room visits and claim about 150 lives every year, with children and young adults being at greatest risk for having a fatal reaction. Nearly every school has students who have this severe, sometimes life-threatening condition, some of them undiagnosed. Schools are considered high risk areas for students with food allergies, with most incidents of accidental exposure occurring in schools. While schools may not be able to totally prevent allergic reactions, they can dramatically reduce both the likelihood of such reactions occurring and the

severity of consequences if they do occur. Effective prevention and treatment plans, proper procedures, well-trained staff and clear communication can save lives.

The level of sensitivity and the types and severity of reactions vary considerably among individuals with food allergies. Therefore the school's approach to preventing and treating food allergies must be tailored to those individual's needs. At the same time, an undiagnosed student may experience an allergic reaction to food for the first time while at school and any allergic reaction can turn life-threatening. Therefore the school's approach must also be comprehensive.

Definitions and Background Information

Anaphylaxis is an acute allergic reaction that affects more than one system of the body. It is a life-threatening event. If someone exhibits difficulty breathing, a drop in blood pressure, or symptoms in more than one body system (cutaneous, respiratory, gastrointestinal, or cardiovascular) after possible exposure to an allergen, it should be considered anaphylaxis. Medical attention and treatment should be sought immediately.

Emergency Health Care Plan (EHCP) means a set of procedural guidelines that provides specific directions about what to do in a particular emergency situation.

Epinephrine (also known as adrenaline) is the treatment of choice to prevent or treat anaphylaxis. It can help reverse the symptoms and prevent progression to other symptoms. It should be given immediately. A delay in treatment with epinephrine can be fatal.

Epinephrine auto-injector (sometimes called EpiPen) is a device that is used for the automatic injection of epinephrine into the human body.

Food allergy is an abnormal, adverse reaction to a food that is triggered by the body's immune system. The immune system responds to an otherwise harmless food as if it were harmful, resulting in the release of various chemicals, including histamines. The most common food allergies are to peanuts, tree nuts, milk, soy, eggs, fish, crustacean shellfish, and wheat.

Food allergy symptoms are manifestations of the allergic reaction in various parts of the body. Symptoms may affect:

- the cutaneous system (skin inflammation, tingling, itching, hives, rash, swelling of the lips, tongue and/or throat);
- the respiratory system (runny or stuffy nose, sneezing, coughing, wheezing, difficulty breathing);
- the gastrointestinal tract (abdominal cramps, vomiting, diarrhea); and
- the cardiovascular system (drop in blood pressure, dizziness, lightheadedness, heartbeat irregularities, fainting, shock).

Symptoms can begin immediately upon, or up to two hours after, exposure to an allergen. Some individuals exhibit initial symptoms followed by a second phase of symptoms two to four hours later. If more than one system is affected, it is considered anaphylaxis.

Individual Health Care Plan (IHCP) means a comprehensive plan for the care of children with special health care needs, including food allergies. IHCPs may include both preventive measures and treatment options.

Individual Health Care Plans and Emergency Health Care Plans

In Temple Beth-El,¹ an Individual Health Care Plan and an Emergency Health Care Plan shall be developed for each student identified with any food allergy² with potentially serious health consequences. The school nurse teacher will develop the IHCP and EHCP in collaboration with the student's health care provider, the parents/guardians of the student, and the student (if appropriate). This shall be done prior to entry into school or immediately thereafter for students previously diagnosed with an allergy; it should be done immediately after the diagnosis for students already enrolled who are newly diagnosed with an allergy. These plans should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure.

Depending on the nature and extent of the student's allergy, the measures listed in the IHCP may include, but are not limited to:

- Posting additional signs (e.g. in classroom entryways);
- Prohibiting the sale of particular food items in the school;
- Designating special tables in the cafeteria;
- Prohibiting particular food items from certain classrooms and/or the cafeteria;
- Completely prohibiting particular food items from the school or school grounds;
- Educating school personnel, students, and families about food allergies; and/or
- Implementing particular protocols around cleaning surfaces touched by food products, washing of hands after eating, etc.

These measures shall be taken in accordance with the [DISTRICT] health and wellness policy and food safety policy.

Plans shall also be developed for each staff member with a serious allergy.³

School Protocol

In the Temple Beth-El Religious School,⁴ the school administrator, in coordination with the school nurse teacher, shall implement a protocol, consistent with this policy and with the IHCPs and EHCPs, providing food allergic students with protections while they are attending school or participating in school-sponsored activities. The protocols shall be reviewed and updated at least annually, as well as after any serious allergic reaction has occurred at school or at a school-sponsored activity.

¹ This is recommended for all schools. It is required by law for elementary, middle and junior high schools.

² This is recommended for all schools. It is required by law for elementary, middle and junior high schools.

³ This is recommended for all food allergies. It is required by law for peanut and tree nut allergies.

⁴ This is recommended but is not required by law.

Posting of Signs

In the Temple Beth-El Religious School,⁵ signs shall be posted in a conspicuous place at every point of entry and within the cafeteria facility, advising that there are students with allergies to peanuts/tree-nuts. The exact wording on the sign may vary, in accordance with the measures contained within students' IHCPs and the school protocol.

Staff Training

In the Temple Beth-El Religious School,⁶ the principal/school administrator shall identify school personnel who might be involved in managing an emergency in a school, including anaphylaxis. Training shall be provided for these personnel on the signs and symptoms of anaphylactic shock, proper epinephrine auto-injector administration, adverse reactions, accessing the "911" emergency medical system, and preparation for movement and transport of the student. At all times during normal school hours at on-site school-sponsored activities, at least one person other than the certified school nurse teacher must be trained and responsible for the administration of the epinephrine auto-injector, subject to Good Samaritan provisions. These personnel shall review emergency protocols on an annual basis.

If trained school personnel are not available, any willing person may administer the epinephrine auto-injector. Good Samaritan provisions apply.

Communication

In the Temple Beth-El Religious School,⁷ the principal/school administrator shall ensure that all school employees and other adults – including, but not limited to, school nurse teachers, classroom teachers, specialty teachers, aides, student teachers, substitute teachers, food service staff, custodial staff, playground monitors, coaches, and after school providers – who may be involved in the care of a student diagnosed with a peanut/tree-nut allergy shall be informed of the IHCP and the EHCP, as appropriate. These individuals should understand and consistently follow plans and protocols, be able to recognize symptoms of an allergic reaction, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's snacks and meals, educational tools, arts and crafts projects, or incentives.

Parents/caregivers will be informed by the school about their rights and responsibilities regarding IHCPs and EHCPs for food allergic students. They will be given clear guidance to help them follow the measures stipulated in these plans (e.g. avoiding peanut/tree-nut-based products in snacks or lunches).

The principal/school administrator shall work with the transportation administrator to ensure that school buses are equipped with required communication devices and that drivers are properly trained to recognize symptoms of allergic reactions and know what to do in case of an emergency. A no eating policy should be enforced,⁸ with appropriate exceptions made to accommodate diabetic students and others with special needs.

⁵ This is recommended for all schools. It is required by law for elementary, middle and junior high schools.

⁶ This is required by law for all schools.

⁷ This is required by law for all schools.

⁸ This is required by law for all schools.

Self-Management

In the Temple Beth-El Religious School,⁹ each student at risk for anaphylaxis shall be allowed to carry an epinephrine auto-injector with him/her at all times, if appropriate. If this is not appropriate, the epinephrine auto-injector shall be kept in a conspicuous place in the classroom, cafeteria, physical education facility, health room and/or other areas where it is most likely to be used, with reasonable safeguards in place to ensure its safekeeping. A medically identified student may self-administer the epinephrine auto-injector, if appropriate.

Emergency Protocols and Standing Orders

In the Temple Beth-El Religious School,¹⁰ the school physician shall prepare and update, as appropriate, but at least on an annual basis, written emergency protocols and standing orders in the event of injuries and acute illnesses, including anaphylaxis. The school physician shall also review at least annually the procedures for addressing incidents of anaphylaxis and the use of the epinephrine auto-injector. Such procedures must include accessing the community's emergency medical system (i.e. "911") and prompt transportation by a licensed ambulance/rescue service to an acute care hospital for medical evaluation and follow-up. Such procedures must also stipulate that the epinephrine auto-injector be used only upon the student for whom it was prescribed.

The school physician shall also issue a standing order for the administration of an epinephrine auto-injector by the school nurse for a student who has not been previously medically identified for the prevention or treatment of anaphylaxis.¹¹

In the event of an episode of anaphylaxis, the principal/school administrator shall verbally notify the student's parents/guardians as soon as possible or delegate someone to notify them. Following the episode, the school nurse-teacher shall complete a written report and file it in the student health record.¹²

Allergy Bullying

All threats or harassment of students with food allergies will be taken very seriously and will be dealt with in accordance with the Temple Beth-El Religious School bullying policy and pursuant to Rhode Island General Laws §16-21-26.¹³

Confidentiality

Pursuant to Section 504 of the Rehabilitation Act of 1973 (Section 504), the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the *Rules and Regulations for School Health Programs* (R16-21-SCHO), and other statutes and regulations, the confidentiality of students with food allergies shall be maintained, to the extent appropriate and as requested by the student's parents/caregivers.

⁹ This is recommended but not required by law for all schools.

¹⁰ This is required by law.

¹¹ These are required by law.

¹² This is recommended but is not required by law.

¹³ This is required by law.

Evaluation and Review

This policy shall be reviewed and updated on a regular basis, particularly after a serious allergic reaction has occurred at a school or at a school-sponsored activity

Legal Reference

Rhode Island General Laws §§ 16-21-22, 16-21-26, 16-21-31, and 16-21-32

Rules and Regulations for School Health Programs (R16-21-SCHO)

Americans with Disabilities Act (ADA)

Individuals with Disabilities Education Improvement Act of 2004 (IDEA),
Section 504 of the Rehabilitation Act of 1973 (Section 504),

Family Educational Rights and Privacy Act (FERPA),

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Suicide/Death

Immediate Actions

Obtain as much information regarding the situation as possible. Contact Executive Director and/or Head of School. If situation occurred at Synagogue/School:

Phone 9-1-1.

Administer first-aid if necessary/applicable/appropriate.

Check for Emergency Card on file if individual(s) is a student or staff member.

Notify parent, guardian, spouse, etc.

Keep people away from area until authorities arrive. Do not tamper with the scene.

If situation occurs outside Synagogue/School, notify Executive Director and/or Head of School to initiate phone chain/tree to notify staff with information and directions.

Follow Up (within 24 hours)

Executive Director and/or Head of School will hold a staff meeting at the end of the day or prior to the next business/school day. (Discuss and inform staff of confirmed details of event, what to tell students, etc.) If this person is connected to the school, the Head of School will prepare a meeting with parents to discuss events. Mental Health workers will be available to discuss reactions to crisis and to direct and guide parents in support of their children. The Head of School shall contact the family of the deceased to offer assistance and to determine the student's closest friends. The Head of School will provide additional support to staff members as needed, such as a meeting to debrief.

Dealing With Students

The Head of School, with assistance from mental health personnel, will provide information to staff on responses to students' reactions and questions and will share information with them. He/she will share concerns with staff related to specific students and may utilize designated classroom time for teachers to share accurate information with students. Students will need to process the events. State facts and allow time for group discussions, update information regularly to quell rumors and keep students informal of funeral arrangements, etc.

The Head of School will formulate and provide schedules and locations for students to meet with counselors individually or in small groups. Designate a place and time for friends of the deceased to meet. **The Head of School will be careful not to glamorize a suicidal act.** Do not allow students to leave school without parental consent. A phone should be available to students for calling home under the supervision of a staff member.

Additional Follow-Up

The Head of School will establish support groups for teachers who may need assistance, provide a resource person for staff who may need to express frustrations and feelings in a non-judgmental atmosphere. The Head of School will identify literature, films, and educational materials that can be

used to help process the event and provide guidelines, structure, and resources for teachers to use in small educational groups. The Head of School will provide resources to students/parents/staff to utilize for further assistance with dealing with the event. Schedule follow up staff meetings as needed to continue to identify students who may need extra support.

Weapons in a Synagogue/School Safety Zone

IMPORTANT NOTES:

- If firearms are *suspected* to be in a SYNAGOGUE/SCHOOL SAFETY ZONE or if a student has made verbal threats of having a firearm, call the police or “9-1-1”.
- If firearms are *encountered* in a SYNAGOGUE/SCHOOL SAFETY ZONE or on an individual, call the police or “9-1-1”.
- In all situations, notify the Executive Director/Head of School at the first available time, identifying the call as an emergency to the secretary/receptionist. The call will be monitored by the secretary/receptionist until the Executive Director/Head of School is located.
- Physical intervention is not generally recommended except as a last resort. If at all possible, report the situation and allow police or law enforcement officials to intervene if weapons are involved or suspected.

General Procedures

1. Assess the situation by obtaining the following information:
 - a. What is (are) the weapon(s)?
 - b. Where is (are) the intruder(s)?
 - c. Can the intruder(s) be identified?
 - d. Has anyone been injured?
2. Contact the office to inform the Executive Director, Head of School or administrative designee.
3. The Executive Director, Head of School or designee will call “9-1-1”.
4. The Executive Director, Head of School or designee will announce over the phone system the appropriate code for Lock Down.
5. Perform the Lock Down procedures as necessary.

Administration

1. Collect as much information as possible about the incident.
2. Notify police or law enforcement officials, if not already done.
3. Announce crisis or Lock Down code over the phone system as required.
4. Clear all hallways and secure the office area.
5. Call the parents of the students affected.
6. Work closely with law enforcement to effectively coordinate the situation.

Secretary

1. Assist Executive Director/Head of School with crisis procedure as necessary.
2. Remain by the telephone to assist with communication as needed.

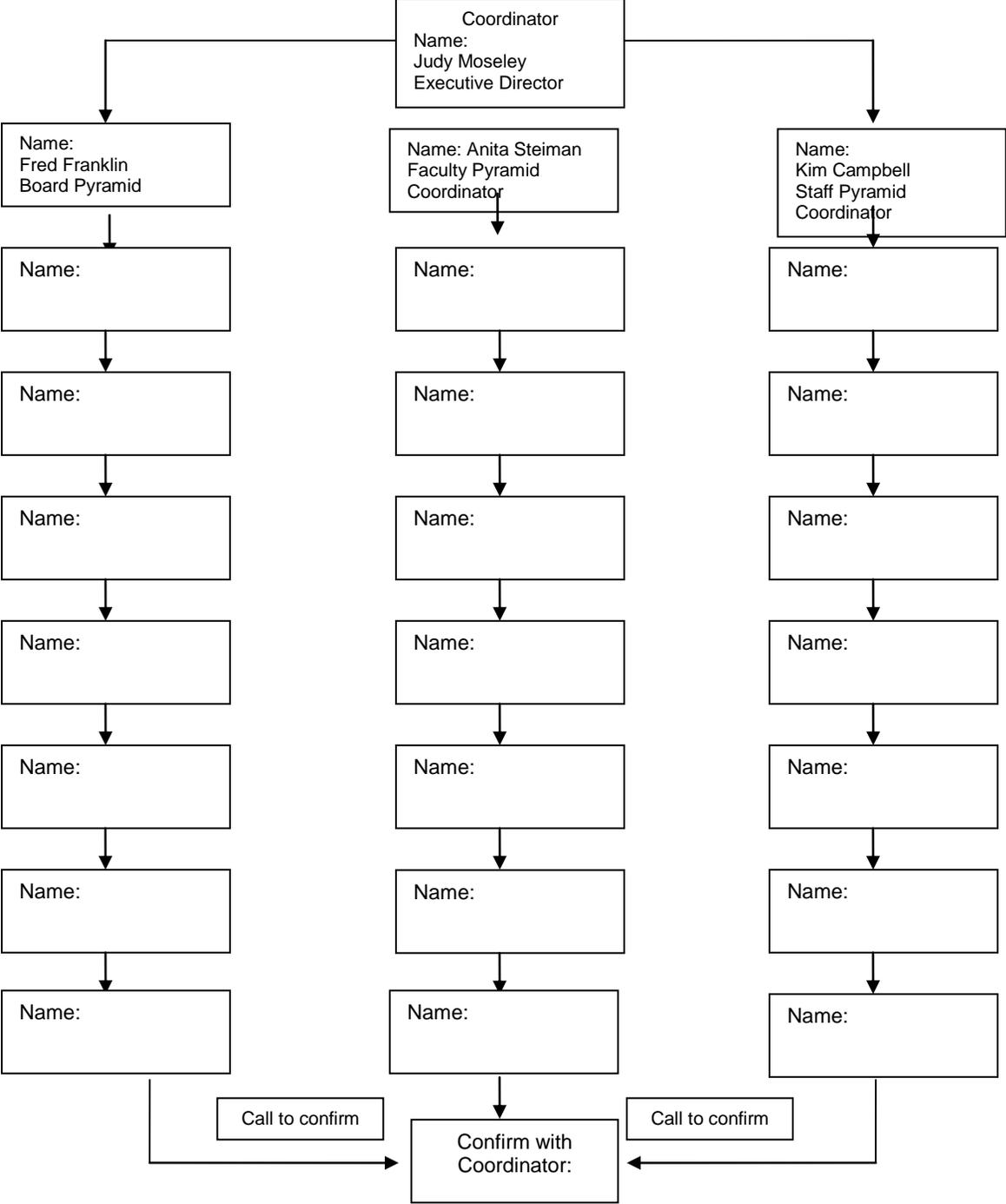
Phone Trees

Phone trees or telephone pyramids are needed to call staff about a crisis that occurred outside of Synagogue/School hours even if the Synagogue office or the school will still be open the following day. The crisis response phone tree should include all staff— including bus drivers, custodians, and other support staff— and should be reviewed with all staff each year. Each person on the list calls the next person and reads the message. If that person is not home, leave a message and call the next person on the list. The last person on the phone tree should call the first person to ensure that the tree is completed and that the message was accurate.

What to Say When Making the Calls:

- Begin with a statement such as, “I’m sorry to have to call with bad news...” or “Due to the impending storm...”
- Ask the person to get paper/pencil to write specifics if they will be calling another person.
- Give facts about the event, identifying critical information needs: what happened, who is fine and who is hurt; action taken to respond, and how to help and get help.
- Notify them of the upcoming Synagogue/School-wide staff meeting and note that further details will be available at the meeting
- Remind them not to speculate in their phone tree calls— that they should just pass on essential information.

Synagogue Phone Tree



Media Management

Rights and Responsibilities of the Media:

Reporters have no rights to enter private property or private Synagogues or Schools without an invitation to do so.

Rights and Responsibilities of the Synagogues/Schools:

In every case, the primary responsibility is for the safety and privacy of students, congregants, and staff and other occupants of the Synagogue/School. Sometimes this means not releasing specific information which may compromise the safety or privacy of all concerned.

Cooperation with the media often presents the Synagogue/School in a more favorable light. If it has been determined that the Synagogue/School is in a crisis situation, the media should be referred to the Executive Director and/or Head of School only.

Check the release of information pertaining to the crisis with police officers, Synagogue/School officials, and etc. before releasing any information to the media.

Abbreviated Facility Emergency Plan

OCCUPANT EMERGENCY PLAN		DATE: January 2013
AGENCY: Temple Beth-El		ADDRESS: 70 Orchard Avenue Providence, RI 02906
FIRE Non Emergency 401-274-3344	EMERGENCY 911	POLICE EMERGENCY 911 Non Emergency 401-272-1111
Rhode Island State Police EMERGENCY 911 Non Emergency 401-444-1100	BUILDING SECURITY EMERGENCY 911 Non Emergency (401) 272-4072	MEDICAL ASSISTANCE EMERGENCY 911
OFFICIAL IN CHARGE Judy Moseley	DUTY PHONE (774) 203-3206 (Home)	OTHER PHONE (617) 834-2196 (Cell)
OFFICIAL IN CHARGE Anita Steiman	DUTY PHONE (508) 226-1381 (Home)	OTHER PHONE (508) 523-5693 (Cell)
EMERGENCY PLAN BRIEF GUIDANCE		
FIRE OR SMOKE		BOMB THREAT
<ol style="list-style-type: none"> 1. Sound building alarm/Call 911 2. Evacuate Building/Close windows and doors as you leave 3. Assist Functional needs individuals 4. Meet at the designated assembly area at: Front Lawn of Lincoln School on the corner of Orchard and Butler 5. Provide Accountability list to Assist Fire Department 		<p>Record information received</p> <ol style="list-style-type: none"> 1. Notify Building Security 2. Security will Notify Police 3. Search your immediate area for anything out of place. 4. If suspicious package or bomb is found: <ol style="list-style-type: none"> a. DO NOT TOUCH b. Evacuate area c. Notify 911 d. Notify Security
BUILDING EVACUATION		WORK PLACE VIOLENCE/ ACTIVE SHOOTER
<ol style="list-style-type: none"> 1. Upon sound of alarm, activate evacuation team. 2. Occupants leave building using nearest stairwell 3. Assist functional needs individuals 4. Meet at the designated assembly area at: Front Lawn of Lincoln School on the corner of Orchard and Butler 5. Ensure accountability of all employees 6. Upon all clear, re-enter workplace 		<ol style="list-style-type: none"> 1. If possible exit the building and call 911. 2. If you cannot exit, clear the hallway immediately and/or remain behind closed doors in a locked or barricaded room. 3. Stay away from windows 4. Shut off lights 5. Leave the room only when authorities have arrived and instructed you to do so 6. Do not confront the hostile intruder unless as a last resort 7. Do not assume someone else has called 911
SEVERE WEATHER		EARTHQUAKE/TORNADO
<ol style="list-style-type: none"> 1. Secure objects outside buildings 2. Prepare to move to place of safety 3. Stay away from glass windows 4. Pay close attention for additional life safety instructions 		<ol style="list-style-type: none"> 1. Take cover 2. Stay away from windows and doors 3. Stay inside 4. Be aware electricity may go out, fire alarms may turn on. 5. Relocate to a place of safety 6. Call 911
Code Red - Fire Alarm or Intruder		Code Black - Haz-Mat
Code Yellow - Lock Down		Code Green - All Clear