



EMERGENCY PLANNING AND PROCEDURES GUIDE POLICY

(2023-2024)

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Emergency Planning and

Procedures Guide

General Principles

The Emergency Planning and Procedures Guide for Al Shorouq Private School is intended for use by staff to help develop procedures and crisis management policies.

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

Emergency Planning

Emergency response planning will be done at the school by forming multi- disciplinary teams to develop crisis management plans.

To ensure effective and timely execution of school emergency plans, staff will be trained in emergency response procedures. Drills and exercises are essential parts of emergency planning. They provide a real test of staff and student awareness and the plan's effectiveness. Plans, procedures and training will be updated annually based on the results of practice drills.

Communications

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

Internal communication within school is even more critical. Emergency communications plans need built-in redundancies. This guide includes instructions for paths of communication among Principal, Senior Leadership Team, staff, teachers and community emergency responders. Linking people through multiple means of communication is the key to a quick and accurate response.

Emergency Telephone Numbers

Fire/Ambulance/Police

Emergency

Dispatch Centre: (for local police, fire and emergency Medical services)

Public Utilities

Electricity: Company

Contact person

24-hour emergency number(s)

Gas: Company

Contact person

24-hour emergency number(s)

Water: Company

Contact person

24-hour emergency number(s)

Emergency Management Agencies

Local emergency management director:

Name

Telephone

Emergency management director:

Name Telephone

School Emergency Response Team

Build the school's emergency response team with people who can perform the functions identified below and backup personnel are assigned for each.

Staff members not responsible for students, should fill as many of the functions as possible.

Depending on the emergency, one person may be able to perform multiple assignments.

Function	Staff assigned	Back-up staff
Incident Commander (Person in charge)		
Safety		
Public information		
Liaison		
Operations Chief		
Medical*		
Site Security/ Facility Check		
Student Release Coordinator		
Logistics Chief		
Communications		
Transportation		
Financial Record-Keeping		

*attach list of qualified first-aid/CPR responders in the building



School Response Team Functions

Incident Commander (Person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies BOEF authorities and provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public information	May be designated site spokesperson; cooperates with the BOEF and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/BOEF at city emergency operations centre or at emergency responders' on-scene command post.
Operations Chief	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical*	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/ Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
Financial Record-Keeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with BOEF for insurance; initiates business recovery efforts.

Assault

- Ensure the safety of students and staff first.
- Notify building Principal.
- Work as a team.
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow Medical Emergency procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians.
- Document all activities witnessed by staff.
- Assess counselling needs and implement post–crisis procedures as needed

Demonstration

- **If demonstrators are near but not on school property:**
 - Notify Principal.
 - Principal notifies Board of Governors as necessary.
 - Monitor situation.
 - Notify law enforcement if necessary.
- **If demonstrators are on school property:**
 - Ensure safety of students and staff, particularly safe entry into and exit from the building.
 - Principal notifies Board of Governors.
 - Principal asks demonstrators to leave school property.
 - Principal gives warning to demonstrators that they are breaching trespass law.
 - Principal notifies law enforcement if necessary.
 - If the demonstrators leave, continue to monitor the situation.
 - If demonstrators do not leave, notify law enforcement.
 - Principal may initiate “lockdown with warning.” (See Lockdown Procedures)

Evacuation/ Relocation

Evacuation:

- Principal initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
- Bombs: Principal notifies staff of evacuation route dictated by known or suspected location of a device.
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
- Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
 - o Teachers take class registers.
 - o Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building Principal of any missing student(s).

Fight/ Disturbance

- Ensure the safety of students and staff first.
- Notify Principal /security/law enforcement. Work as a team, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Principal notifies parents/guardians of students involved in fight.
- Board of Governors/police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses.
- Implement post-crisis procedures as needed.

Fire

In the event of a fire, smoke from a fire or detection of a gas odour:

- Raise the fire alarm and notify building occupants by activation of the fire alarm at the nearest alarm point.
- Evacuate students and staff to the designated areas.
 - o These areas should be a safe distance away from emergency personnel.
 - o Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located.
- Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous.
 - o Teachers take class register.
 - o Teachers take attendance after evacuation.
 - o Teachers report missing students to the administrative (section) supervisor immediately.
- If trapped by fire, go to Shelter-in-Place Procedures

The Principal:

- The Principal notifies fire department (call 997) and Board of Governors.
- The Principal or designee meets with emergency officials as soon as possible.
- After consulting with appropriate official, the Principal may move students to primary relocation center if weather is inclement or building is damaged.
- Do not reenter buildings until they are declared safe by fire or law enforcement personnel.
- Principal notifies staff and students of termination of emergency.

Fire drills will be held at varied times during the school day.

Practice both primary and alternate routes.

Extra staffing is necessary for students with special medical or physical needs.

Hazardous Materials

Incident occurs in school:

- Notify Principal /Board of Governors.
- Call 997. If the type and/or location of hazardous material is known, report that information to 997.
- Evacuate to an upwind location, taking class register.
- Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Principal notifies Board of Governors.
- Notify parents/guardians if students are evacuated.
- Resume normal operations when fire officials approve.

Incident occurs near school property:

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class registers and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated.
- Resume normal operations when fire officials approve.

Extra staffing is necessary for students with special medical and/or physical needs.

Hostage

Witness to a hostage situation:

- If the hostage-taker is unaware of your presence, **DO NOT INTERVENE!**
- Notify the Principal. The Principal may wish to initiate lockdown procedures or evacuation.
- Call 999. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; the Principal coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage:

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

Intruder

Intruder — an unauthorized person who enters school property:

- Politely greet intruder and identify yourself.
- Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the security gate.
- Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify the administrative (section) supervisor or law enforcement.

If intruder refuses to leave:

- Notify Principal and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
- Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
- Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

Should the situation escalate quickly, the building Principal may decide at any time to initiate lockdown procedures.

Note: To assist staff members who interact with a stranger at school, use the "I CAN" rule.

Intercept

Contact

Ask

Notify

Lockdown Procedures

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1 - Lockdown with warning – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2 - Lockdown with intruder – The threat/intruder is inside the building.

1. Lockdown with warning procedures

The Principal will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.

- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Principal will announce “all clear.”

2. Lockdown with intruder procedures

These actions happen rapidly:

The Principal will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion. Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.

- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- The Principal will announce “all clear.”

Some other threats may override lockdown, i.e. confirmed fire, intruder in classroom, etc.

Medical Emergency

Life-threatening injury or illness, or death:

- Notify office staff/ Principal to make emergency calls. If unable to reach office immediately, call 999. Work as a team.
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
 - o Applying pressure on wound or elevating wound may help stop or slow bleeding.
 - o Protect yourself from body fluids. Use gloves if available.
 - o Check for vital signs. Initiate first aid, if you are trained.
 - o Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life-threatening injury or illness:

For all non-life-threatening illnesses and injuries, call the office/nurse.

The Principal:

In case of traumatic medical emergency or death at school:

- Notify Board of Governors.
- Notify victim's parents, guardians or family.
- Activate post-crisis procedures if necessary.

In all other medical emergencies, assess individual's need for post-crisis intervention.



Severe Weather Severe Thunderstorm/ Flooding

Severe thunderstorm WATCH has been issued in an area near school:

- Monitor (National Weather Service) or emergency alert radio stations.
- Bring all persons inside building(s).
- Close windows.
- Review thunderstorm drill procedures and location of safe areas.
- Review "drop and tuck" procedures with students.

Thunderstorm safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.

Severe thunderstorm WARNING has been issued in an area near school.

- Move students and staff to safe areas.
- Close classroom doors.
- Teachers take class registers.
- Ensure that students are in "tuck" positions.
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.

Flooding

- Monitor Weather. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If emergency responders advise evacuation, do so immediately.
- Teachers take class registers.
- Teachers take attendance.
- Notify parents/guardians.



Shelter–In–Place Procedures

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants. Sheltering in place is used when evacuation would put people at risk. Shelter areas may change depending on the emergency.

- Identify safe areas in each school building.
- Principal announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class registers.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.

All persons remain in shelter areas until an administrative (section) supervisor or member of the senior leadership team declares that it is safe to leave. If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
- Seal door.
- Open or close windows as appropriate.
- Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

Shooting

If a person displays a firearm or begins shooting:

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building Principal/law enforcement.
- Call 999.

If you hear gunshots:

- If possible, determine where shooting is taking place.
- Seek safe shelter.
- If outside, stay as low to the ground as possible, and find any kind of cover.
- If inside, go to lockdown procedures.
- Teachers take attendance and notify the administrative (section) supervisor of missing students or staff as soon as it is safe to do so.

The Principal/ security/ law enforcement

Principal may order lockdown procedures.

- Assess the situation as to:
 - o The shooter's location.
 - o Injuries.
 - o Potential for additional shooting.
- Call 999 and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured if it is safe to do so until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify Board of Governors.
- Refer media to Board of Governors spokesperson per media procedures.
- Initiate post-crisis procedures.

Suicide

Suicide Threat

Consider any student reference to suicide as serious.

Do not leave the student alone.

- Notify the Child Protection Officer, social worker, psychologist or Principal immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Suicide Attempt in School

Notify Principal, school medical team or other appropriate professional staff.

- Call 999 if the person needs medical attention, has a weapon, needs to be restrained or parent/guardian cannot be reached.
 - o Try to calm the suicidal person.
 - o Stay with the suicidal person until suicide intervention staff arrives.
 - o Isolate the suicidal person or the area, if possible.
 - o Initiate first aid.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

The Principal:

- Call parent(s) or carer(s) if the suicidal person is a student. Call family or emergency contact if suicidal person is a staff member.
- Notify Board of Governors.
- Work with Board of Governors information officer.
- Implement post-crisis procedures.

Weapons

Staff or students who are aware of a weapon brought to school:

Immediately notify the Principal, teacher or law enforcement.

Give the following information:

- Name of person suspected of bringing the weapon.
- Location of the weapon.
- Whether the suspect has threatened anyone.
- Any other details that may prevent the suspect from hurting someone or himself/herself.

Teachers who suspect that a weapon is in the classroom: **STAY CALM.**

- Do not call attention to the weapon.
- Notify the administrative (section) supervisor, a member or the senior leadership team or a neighboring teacher as soon as possible.
- Teacher should not leave the classroom.

The Principal:

Call law enforcement to report that a weapon is suspected in school. Ask another member of the SLT to participate in questioning the suspected student or staff member.

Consider the best time and place to approach the person, taking into account these factors if possible:

- Need for assistance from law enforcement.
 - o Type of weapon.
 - o Safety of persons in the area.
 - o State of mind of the suspected person.
 - o Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her.
- Back away with your hands up. **STAY CALM.**
- Document all activities related to a weapons incident
- If the suspect is a student, notify parent(s)/ carer(s).

Bomb Threat

Critical information:

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the school, not the responding agencies, unless a device is located.

Procedures upon receiving a bomb threat:

By phone call

- Complete the Checklist for Telephone Threats.

By written note/ written threats

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify Principal or designee.
- Notify law enforcement.

Principal orders evacuation or other actions according to threat assessment and school policy.

Caution: Overreacting may encourage additional threats.

Scanning process considerations:

Scan classrooms and common areas for suspicious items.

Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed anywhere on school property — inside or outside. Any suspicious devices, packages, etc., should be pointed out to emergency responders. Do not touch. Once a device is located, emergency responders take responsibility for it.

Evacuation considerations: If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm system because of risk of activating a device. While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known. When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class register.

Bomb squads generally will not search a building unless a suspicious package has been

located.



Chemical or Biological Threat

If a telephone threat references a chemical or biological device or package, complete the Checklist for Telephone Threats procedures and refer to safety procedures in Bomb Threat and Hazardous Materials sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content
 - o excessive postage, excessive weight
 - o misspellings of common words
 - o oily stains, discolorations, odor
- no return address or showing a location in the postmark that does not match the return address
- package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat but no suspicious substance:

- Notify Principal and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify Principal and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

The Principal: The Principal and emergency officials determine whether evacuation is necessary. The Principal notifies Board of Governors. Notification is made to parents/guardians.



Implement post crisis procedures as necessary.

Checklist for Telephone Threats

If you receive a telephoned threat (bomb/chemical/other):

- Remain calm.
- Do not hang up. Keep the caller on the line as long as possible and listen carefully.

Ask the following questions:

- o Where is the bomb/chemical or other hazard?
- o When will it explode/be activated?
- o What does it look like?
- o What kind of bomb/hazard is it?
- o What will cause it to explode/activate?
- o What is your name?
- o Did you place the bomb/hazard? WHY?
- o Where are you?

Exact wording of the threat:

If voice is familiar, who did it sound like?

Caller ID					
Call origin					

Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

Background sounds: Tick all that apply

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Public phone	Other:			

Threat language: Tick all that apply

Well spoken	Foul	Taped	Incoherent	Irrational	Message read from script
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Media Procedures

All staff must refer media contacts to the Board of Governors.

The Board of Governors, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

The Board of Governors will select a spokesperson unless a spokesperson is designated. If the spokesperson is unavailable, an alternate assumes responsibilities.

Board of Governors spokesperson:

Name Contact Number(s)

Alternate spokesperson:

Name Contact Number(s)

Pre-designated site spokespersons.

Public Information (PI) person helps the Board of Governors spokesperson coordinate media communications.

PI: Name

Contact Number

Alternate PI:

Name Contact Number

Media checklist:

- Relate all factual information to the Board of Governors and the public information (PI) person.
- Establish a media information center away from the affected area.

Consider:

- Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
- Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.

Determine the message you want to convey.

Create key messages for target audiences: parents, students and the community.

- Emphasize the safety of students and staff.



- Engage media to help distribute important public information.



- Explain how the emergency is being handled.
- Respect privacy of victims and families of victims.
- Do not release names to media.
- Update media regularly.
- DO NOT say “No comment.”
- Ask other agencies to assist with media
- Maintain log of all telephone inquiries for future use.

Post-Crisis Intervention Procedures

Assess the situation to determine the need for post-crisis interventions for staff, students and families. Provide post-crisis briefings for staff, students and families as appropriate. Re-establish school and classroom routine as quickly as possible.

Consider interventions:

- Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.
- Defusing sessions are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. Defusing should be conducted by trained individuals.
- Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.
- CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student's developmental level. CISD should only be conducted by trained professionals.
- Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
- Monitor and support staff.
- Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
- Identify and monitor at-risk students.
- Provide individual crisis or grief counseling, if necessary.
- Conduct outreach to homes.
- Provide follow-up referral for assessment and treatment if necessary.

The Board of Governors should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions

