

ALL-HAZARDS

SCHOOL SECURITY
and
SAFETY PLAN

Bristol TEC

2021-2022

All-Hazards School Security and Safety Plan Template

Bristol Technical Education Center (BTEC) and its extension campuses at CT Aero and Stratford Aviation is committed to the safety and security of students, faculty, staff, contractors and visitors on its campus. In order to support that commitment, the School System has conducted an all-hazards review of its schools' emergency prevention, protection, mitigation, response and recovery procedures relevant to natural and human caused disasters.

The All-Hazards School Security and Safety Plan (the "Plan") that follows is the official policy of BTEC. We recognize the need to commit the appropriate municipal resources to ongoing training, exercises, and maintenance required in order to keep the Plan current. This Plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication between school and emergency management officials along with ongoing monitoring of emergency management practices and advisories is essential.

Effective school emergency management planning and the development of an all-hazards school plan cannot be accomplished in isolation. We recognize that it is critical that schools work with their district staff and community partners, including local emergency management staff, first responders, and public and mental health officials, during the planning process, as an effective school emergency operations plan is supported at the district level and integrated with other local, regional, and state plans.

SIGNATORY PAGE

This School Security and Safety Plan is effective immediately and supersedes all previous editions. This plan shall be made an annex to the municipality's Local Emergency Operations Plan, reviewed, updated as necessary, and filed annually with the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) Regional Coordinator under Connecticut General Statutes Section 28-7, and Public Act No. 13-3 Section 87(c), now codified in Connecticut General Statutes Section 10-222m. This Plan is completed and approved through a collaboration of efforts in the community, including:

JEFFREY WIHBEY
Superintendent/Date

Mr. ROBERT TREFEY
School Board Chair/Date

Mr. John P. Ryan
School Principal/Date

Honorable (Mayor)
Municipal Chief Executive Officer/Date

Fire Chief/Date

Police Chief/Date

Mr. JOHN WOODMANSEE
Emergency Management Director/Date

Local Public Health Director/Date

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School Security and Safety Committee & Safe School Climate Committee Members

The School Security and Safety Committee may be combined with the Safe School Climate Committee; if these committees are not combined then both committees' members need to be listed below separately:

School Security and Safety Committee	Safe School Climate Committee
Local Police Officer	
	John P. Ryan
Local First Responder	Domenica Holman
	Nurse Mary Boisvert
Teacher at School	Mark Jurzyck
Steve Donaghy	Zenel Hoxha
Administrator at School	Steve Donaghy
John P. Ryan	Adrianna Tuomi
Mental Health Professional	
Adrianna Tuomi	
Parent or Guardian	
TBA	

These committees meet the requirements of Public Act No. 13-3, as are now codified in Connecticut General Statutes Sections 10-222m and 10-222n, and include the following members:

1. Local police officer;
2. Local first responder (fire or emergency medical services);
3. Teacher at school;
4. Administrator at school;
5. Mental health professional;
6. Parent or guardian; and
7. Any other person that the board of education deems necessary.

**Note: The parent/guardian for the Safe School Climate Committee MUST be appointed by the Principal and have a child enrolled within the school therefore, if the two Committees are combined, the parent/guardian for the committee MUST be appointed by the Principal and have a child enrolled within the school.*

The School Security and Safety Committee is responsible for assisting in the development of this Plan, and for administering the Plan. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, food service director, and/or transportation coordinator.

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The Safe School Climate Committee is responsible for the duties outlined in Conn. Gen. Stat. Sections 10-222k and 10-222n, including implementing the provisions of this Plan regarding the collection, evaluation, and reporting of information related to instances of disturbing or threatening behavior that may not meet the definition of bullying.

RECORD OF CHANGES

(For BTEC, we keep these records on our school's resource site)

Change Number	Date of Change	Name and Title of Reviser	Summary of Change

RECORD OF DISTRIBUTION

Name and Title of Recipient	Agency	Date of Delivery	Number of Copies/Format of Delivery

(Please include the DESPP/DEMHS Regional Coordinator on this list.)

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Sample Classroom Emergency Response Charts/Action Guides

APPENDICES

Note: All or part of these appendices may contain material the release of which could create a safety risk to one or more individuals or facilities under Conn. Gen. Stat. Section 1-210(b)(19). Please contact the municipal Emergency Management Director and the Superintendent of Schools before any release.

Appendix 1 - Staff Skills Survey and Inventory

Appendix 2 - Telephone Tree

Appendix 3 - Emergency Contact Numbers

Appendix 4 - Master School Calendar and Schedule

Appendix 5 - Incident Command System Summary

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Appendix 18 - Summary of Natural and Human Made Hazards

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FUNCTIONAL ANNEXES

Note: All or part of these appendices may contain material the release of which could create a safety risk to one or more individuals or facilities under Conn. Gen. Stat. Section 1-210(b)(19). Please contact the municipal Emergency Management Director and the Superintendent of Schools before any release.

Functional Annexes

- A. Fire Drill
- B. Lockdown
- C. Secure School
- D. Evacuation
- E. Shelter in Place
- F. Communications and Warning
- G. Accounting for all Persons and Family Reunification
- H. Recovery and Continuity of Operations
- I. Public Health and Medical
- J. Mental Health Annex
- K. Security

Threat and Hazard Specific Annexes

- A. Fire/Explosion
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- C. Utilities Outage
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Violent Behaviors Response Annexes

- A. Threat Protocol
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- H. Missing or Runaway Student

Bomb Threat Annex

Suspicious Package Annex

A. INTRODUCTION

1. Authority

This Plan has been drafted to meet the school security and safety plan standards established under Public Act No. 13-3, now codified in Connecticut General Statutes Sections 10-222m and 10-222n, providing an all-hazards approach to emergencies at public schools. These standards can be found in this Plan at Section H, References. Each year, the board of education will review the Plans for its schools, update them as necessary, and file them with the Connecticut Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (“DESPP/DEMHS”). Legal authorities include:

- Connecticut General Statutes Section 10-231 (“Fire drills. Crisis response drills”);
- Connecticut State Fire Prevention Code Regulations Section 20.2.4.2.3;
- Public Act 13-3, An Act Concerning Gun Violence Prevention and Children’s Safety, Sections 86, 87, 88 (now CGS 10-222m and 10-222n);
- Connecticut General Statutes Section 28-7, Local Emergency Operations Plans.

2. Purpose

This Plan outlines the BTEC approach to emergency management and operations before, during, and after an incident. It has been developed to assist the schools within Connecticut in protecting their staff, students, and visitors during an emergency situation. This plan takes an all-hazards approach to emergency management and plans within the five mission areas of prevention, protection, mitigation, response and recovery, as outlined in the Presidential Preparedness Directive, PPD-8, released in March of 2011.

3. Mission and Goals

The mission of the BTEC in an emergency/disaster is to:

- Protect lives and property;
- Respond to emergencies promptly and properly;
- Coordinate with local emergency operations and community resources;
- Aid in recovery from disasters;
- Participate in an after action review (AAR)

The goals of the BTEC are to:

- Ensure the physical and psychological safety and supervision of students, faculty, staff and visitors to the school;
- Provide emergency response plans, services, and supplies for all facilities and employees;
- Restore normal services as quickly as possible;
- Coordinate the use of school personnel and facilities;
- Provide detailed and accurate documentation of emergencies to aid in the recovery process.

4. Explanation of Terms

a. Acronyms

(1) AAR	After Action Review
(2) AED	Automated External Defibrillator
(3) CERT	Community Emergency Response Team
(4) CFR	Code of Federal Regulations
(5) CPR	Cardio-Pulmonary Resuscitation
(6) EOC	Emergency Operations Center
(7) EPI	Emergency Public Information
(8) FEMA	Federal Emergency Management Agency
(9) Hazmat	Hazardous Material
(10) IC	Incident Commander
(11) ICP	Incident Command Post
(12) ICS	Incident Command System
(13) NIMS	National Incident Management System
(14) SIC	School Incident Commander
(15) SOPs	Standard Operating Procedures
(16) UC	Unified Command

b. Definitions

(1) Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

(2) Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

(3) Emergency

Defined as any incident, human-caused or natural, that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or affect a large area with actual or potentially severe effects. Characteristics of an emergency include:

(a) Involves a limited or large area, limited or large population, or important facilities;

(b) Evacuation or in-place sheltering is typically limited to the immediate area of the emergency;

(c) Warning and public instructions may be provided only in the immediate area, or may require community-wide warning and instructions;

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(d) One or more local response agencies or departments acting under an IC normally handle incidents, although larger incident may require external assistance from other local response agencies or contractors;

(e) Requests for resource support are normally handled through agency and/or departmental channels, although local EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

(4) Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its own resources. Characteristics include:

(a) Involves a large area, a sizable population, and/or important facilities;

(b) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations;

(c) Requires community-wide warning and public instructions;

(d) Requires a response by all local response agencies operating under one or more ICs, or under a Unified Command;

(e) Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance;

(f) The local EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

(5) Hazard Analysis

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

(6) Hazardous Material (Hazmat)

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazardous Materials include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

(7) Inter-local Agreement/Mutual Aid Agreement

Commonly referred to as a mutual aid agreement, an arrangement between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. State statute allows for intrastate mutual aid from any municipality in the state to any other municipality, without a separate agreement. See Connecticut General Statutes Section 28-22a.

(8) Standard Operating Procedures (SOP)

SOPs are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. CONCEPT OF OPERATIONS

1. Objectives

The objectives of a school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive all-hazards emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

a. It is the responsibility of school officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect the school. The School Principal, or his or her designee, has the authority to activate this plan.

b. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation. Local law enforcement and other local public safety officials shall evaluate, score (assess) and provide feedback on fire drills and crisis response drills, conducted pursuant to Section 10-231 of the Connecticut General Statutes. In accordance with Conn. Gen. Stat. Section 10-222n, the Connecticut Technical Education and Career System, CTECS, board of education will annually submit reports to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) by July 1st of each year, beginning July 1, 2015, regarding types, frequency, and feedback related to the fire drills and crisis response drills. The report shall be submitted to the DEMHS Regional Coordinator for the region in which the school is located.

c. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses

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mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

d. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

e. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, use to conduct response actions. NIMS ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective. The Incident Command System (ICS) is part of NIMS.

f. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. ICS can also be used to manage non-emergency pre-planned events such as school picnics, concerts, or other large events. Use of ICS to perform non-emergency tasks will promote familiarity with the system.

g. All district and site personnel should be familiar with ICS. The School Principal, or a designated person, shall ensure that a short (approximately one hour) overview of NIMS and ICS will be provided to school staff at the beginning of the year, which will include information regarding courses that are available on-line (see below.)

h. Local emergency management and first responders operate under NIMS and the ICS. It is therefore critical that school districts work with other components of local government to comply with NIMS and ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is a positive way to ensure that emergency responder services are delivered to schools in a timely and effective manner. The (SCHOOL'S NAME) recognizes that staff are often the first responders during an emergency. Implementing NIMS concepts enables staff to respond more effectively to an emergency and enhance communication between staff and emergency responders. NIMS training for school districts may include the following:

(1) At a minimum, completion of the following no-charge, on-line course by all school personnel is strongly recommended (courses can be found at <http://training.fema.gov/IS/NIMS.aspx> and <http://training.fema.gov/IS/crslist.aspx>):

- IS-100.SCa: Introduction to the Incident Command System for Schools.

(2) Completion of the following additional courses for all principals, superintendents, School Safety and Security Committee members and incident command/unified command designees or participants is also strongly recommended:

- IS-200: ICS for Single Resources and Initial Action Incidents
- IS-700: NIMS, An Introduction

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(3) Completion of the following additional courses are recommended for school leadership personnel:

- IS-800.B: National Response Framework, An Introduction
- ICS 300 Intermediate Incident Command System
- ICS 400 Advanced Incident Command System
- E361: Multi-hazard Emergency Planning for Schools
- IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship
- IS-362.a Multi-Hazard Emergency Planning for Schools (on-line Independent Study Course)

(4) Participation in local government's NIMS preparedness program, including participation in training and exercises.

i. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOPs) that describe how emergency tasks will be performed. The school district and the school are charged with ensuring the training and equipment necessary for an appropriate response are in place.

j. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel certain normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

k. This plan recognizes that school security and safety requires addressing the architectural, programmatic, and communications needs of individuals with disabilities and others with access and functional needs.

l. This plan should be developed and implemented in conjunction with the municipality's Local Emergency Operations Plan.

m. **Shared Facilities** If the school shares facilities with other entities, these entities will be included in any training and exercise opportunities. Licensing requirements continue to apply, and must be kept up to date. The entities sharing facilities with the school shall be provided with the appropriate portions of this plan and shall maintain these security protocols.

n. **Activities Outside of Normal School Hours** To the extent feasible and appropriate, activities occurring outside the school's normal hours of operation should follow the guidance of this plan to ensure the safety and security of the attendees.

3. Operational Guidance

(a) Initial Response

(1) School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and/or will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and

direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

(2) The Principal or designee will be responsible for activating the school emergency operations plan and the initial response, which may include the following. Wherever possible, try to use this standard terminology:

a. Evacuation – “Go outside”-- When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.

b. Lockdown – “Immediate threat in building”--When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

c. Secure School/ “Stay Put”--When suspicious activity or crime has been reported to have occurred in the community surrounding the school. Exterior doors, interior doors and windows are closed and locked, continue teaching, notify students of increased security, continue normal school operations, report any missing or tardy students, and report any unusual observations outside building. All locking of doors and/or windows must be compliant with the Connecticut Fire Safety/Fire Prevention Code.

d. Reverse Evacuation – “Come in from the outside.” When conditions are safer inside a building than outside. Requires all staff and students to go to safe places in the building from outside the building.

e. Shelter-in-place – “Potential severe weather or immediate environmental hazard.” When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

f. Drop, cover and hold – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

(b) Notification Procedures

(1) In case of an emergency at any district facility, the flow of information after calling 9-1-1 shall be from the school Principal (or designee) to the district office. Information should include the nature of the incident and the potential impact on the facility, students and staff.

(2) In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lock down, secure school or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down, secure school or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire. **The decision to limit evacuation will be made by those officials/school employees who are present on the scene (who observe fire or smoke, or smell smoke, etc...)**

(3) In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school district Superintendent. Specific guidelines may be found in the individual annexes and appendices.

(c) Training and Exercise

BTEC understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur:

(1) It is the responsibility of the school Principal, or designated person or team, to provide in-service emergency response education for all school and office personnel. As part of the in-service training, each staff member will receive an orientation on the plan along with violence prevention training. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response. Training details are located in Appendix 16.

(2) Training and refresher training sessions shall be conducted for all school personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained. Staff members that have successfully completed ICS courses are encouraged to train others.

(3) Substitute teachers or teachers who join the staff during the school year shall receive a basic orientation regarding this Plan, as well as a fact sheet on how to respond to various emergency situations. (See the Action Guides)

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(4) Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

(5) BTEC will plan for monthly Fire (emergency egress and relocation) drills (two are recommended in the first 30 days of school). In the event of inclement weather the drill will be rescheduled to be completed prior to the end of the month. A minimum of three crisis response drills will be conducted during each school year or once every three months. These drills can be scheduled in place of every third monthly Fire (emergency egress and relocation) drill. The School is encouraged to plan an exercise involving local first responders and emergency management during the school year. The types of drills and exercises will be determined by the School in collaboration with local public safety, emergency management, and public health officials. Under Conn. Gen. Stat. Section 222-n, local public safety officials will evaluate, score (assess), and provide feedback on these drills. These assessments can be done after each drill or periodically after a number of drills have taken place. The school district/municipality may contact the DEMHS Regional Coordinator or other local mutual aid partners to coordinate other professional assistance to participate in these evaluations. Under Conn. Gen. Stat. Section 222-n, the school district shall submit a report to the DEMHS Regional Coordinator by July 1, 2015 and annually thereafter, regarding types, frequency, and feedback related to the fire drills and crisis response drills. **A suggested report form is provided in Appendix 14 of this plan template.**

(6) BTEC will participate in any external drills or exercises sponsored by local emergency management or emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree of participation as it relates to improving the school's ability to respond to and deal with emergencies.

(7) Consider exercising one or two annexes at a time.

(d) Implementation of the Incident Command System (ICS)

(1) The designated school incident commander (SIC) will implement the ICS team and serve as the SIC until relieved by a more senior or more qualified individual. The SIC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP. See Section 4B below for description of roles.

(2) For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center (EOC) may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

(e) Source and Use of Resources

BTEC will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist, and should be requested through the IC or the local Emergency Management Director:

(1) Request assistance from volunteer groups active in disasters, such as a Community Emergency Response Team (CERT);

(2) Request assistance from entities or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

(a) BTEC intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

(b) The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the school Principal or his /her designee initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Incident Commander (SIC). The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the SIC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

(c) In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

(a) For community-wide disasters, the municipal EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations, so that every task is assigned to a specific group or individual.

(b) The EOC is generally responsible for:

- (1) Providing resource support for the incident command operations.
- (2) Issuing community-wide warning.
- (3) Issuing instructions and providing information to the general public.
- (4) Organizing and implementing large-scale evacuation.
- (5) Organizing and implementing shelter and massive arrangements for evacuees.

(c) In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

(d) The IC is generally responsible for field operations, including:

- (1) Isolating the scene.
- (2) Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
- (3) Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
- (4) Determining and implementing protective measures (evacuation or in-place sheltering) for the school staff and students in the immediate area of the incident and for emergency responders at the scene.
- (5) Implementing traffic control arrangements in and around the incident scene.
- (6) Requesting additional resources from the EOC.

6. Activities by Phases of Emergency Management

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences. *PPD-8* defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

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(a) **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring. Bristol Technical Education Center will conduct these prevention activities included in the emergency operations program are:

- (1) Hazard Analysis
- (2) Identifying hazards
- (3) Recording hazards
- (4) Analyzing hazards
- (5) Mitigating/preventing hazards
- (6) Monitoring hazards

(b) **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard. The following are some of the protection activities being conducted by Bristol Technical Education Center:

- (1) School Security measures related to the detection and resolution of potential threats.
- (2) Evaluate current school security infrastructure by referring to standards established in accordance with Public Act 13-3, Sections 80-82, including, for example, access control measures, allocations of security cameras and the need for additional units and locations. NOTE: Under PA 13-3, these standards apply to new buildings or build-as-new construction.
- (3) Coordinate with local police or resident state troopers to conduct security audits, in coordination with school staff, local first responders and emergency management.
- (4) Coordinate budgetary development to obtain the necessary funding to correct identified deficiencies.

(c) **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, “mitigation” also means reducing the likelihood that threats and hazards will happen. Bristol Technical Education Center will engage in practices to lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation should be a pre-disaster activity, although mitigation may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation activities included in the emergency operations program are:

- (1) Providing emergency equipment and facilities.

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(2) Emergency planning, including maintaining this plan, its annexes, and appendices.

(3) Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.

(4) Conducting periodic drills and exercises to test emergency plans and training.

(5) Completing an After Action Review of drills, exercises and actual emergencies.

(6) Revise plan as necessary.

(d) **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, law enforcement operations, evacuation, shelter and mass care, light search and rescue, psychological, as well as other associated functions.

(e) **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment. If a disaster occurs, Bristol Technical Education Center will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic physical and psychological needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris

(1) Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

(2) The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses “before,” “during,” and “after.”

7. Emergencies Occurring During Summer or Other School Breaks:

If a school administrator or other School Security & Safety Committee member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

(a) Institute the phone tree to disseminate information to School Security & Safety Committee members and request a meeting of all available members. The phone trees will be located in Appendix 2.

(b) Notify staff or families of students affected and recommend community resources for support.

(c) Notify general faculty/staff by letter or telephone with appropriate information.

(d) Schedule faculty meeting for an update the week before students return to school.

(e) Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

C. SITUATION AND ASSUMPTIONS

1. Situations

(a) Each school has the potential to become exposed to many threats (human-caused emergencies, e.g., violent acts), and hazards (natural disasters, accidents and disease outbreaks) all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Appendix 18. More detailed information is provided in a Hazard Analysis and related assessments, located in Appendices 17-20 or published separately.

(b) Each school's current enrollment will be maintained in the school's office and it will identify the enrollment of students with functional needs. Additionally, information will be available regarding the daily attendance of the schools' staff, visitors and contractors.

(c) The list of students and teachers with functional needs and the person assigned to assist them during drills, exercises and emergencies will be located in an Appendix to this Plan.

(d) The school has a master schedule of where classes and grade levels are located during the day. The master schedule can be found in Appendix 4.

2. Building Information –

(a) The school is made up of ____1 building at each location.

(b) The school consists of a main campus located at (BTEC) 431 Minor St. Bristol, CT 06010; (CT Aero) 500 Lindberg Drive Hartford, CT (Stratford Aviation) 200 Great Meadow Road Stratford, CT

(c) The school also includes the following buildings: Maintenance Garages. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs will be included in Appendix 7.

3. Hazard Analysis

(a) A complete hazard analysis and security audit has been or will be completed for each school by or under the direction of the members of the school security and safety committee. Under Public Act No. 13-3, Section 87, the School Security and Safety Committee must include the following members at a minimum:

- (1) Local police officer;
- (2) Local first responder (fire /emergency medical services);
- (3) Teacher at school;
- (4) Administrator at school;
- (5) Mental health professional;
- (6) Parent or guardian;
- (7) Any other person the board of education deems necessary.

(b) As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, local public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, student council president (for a high school), food service director, and/or transportation coordinator.

(c) The CTECS board of education in meeting the requirements under Public Act 13-3, Section 88, now codified in Conn. Gen. Stat. Section 10-222n, shall conduct a security and vulnerability assessment for each school at least every two years. The assessment may be

conducted by trained members of the School Safety and Security Committee. The information gathered during the assessment will be incorporated into this school security and safety plan.

(d) The local or regional board of education shall also meet the all-hazards school security and safety standards established in accordance with Public Act 13-3, Section 86, now codified in Conn. Gen. Stat. Section 10-222n, and found in this Plan in Section H, References.

(e) Appendix 18 provides a summary of the natural and human-made hazards that could affect the school, surrounding neighborhood and community. More detailed information may be provided by the Assessment Tool located in Appendix 19. See also Appendices 17 to 20.

4. Assumptions

NOTE: Assumptions reveal the limitations of the School Security and Safety Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

(a) Schools will continue to be exposed to and subject to the impact of those hazards described in Appendix 18, as well as, lesser hazards and others that may develop in the future.

(b) It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

(c) A single site emergency, e.g., fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

(d) There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

(e) Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

(f) Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training

of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

(g) A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

4. Limitations

It is the policy of BTEC that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, BTEC can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

(a) General

Most school staff members have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes a School Security & Safety Committee and may also include an Executive Group, emergency services, and support services.

(b) Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group may include the School Board, District Superintendent, District Emergency Management Coordinator, and School Administrator, as well as Public Works, Legal, Finance, Insurance/Risk Manager, Public Health, municipal Emergency Management Director, and municipal chief elected official/executive officer.

(c) School Security and Safety Committee (may be combined with Safe School Climate Committee)

Under Public Act No. 13-3, Section 87, **Conn. Gen. Stat. Section 10-222m**, the School Security and Safety Committee must include the following members at a minimum:

- (1) Local police officer;
- (2) Local first responder (fire /emergency medical services);
- (3) Teacher at school;
- (4) Administrator at school;
- (5) Mental health professional;
- (6) Parent or guardian;
- (7) Any other person the board of education deems necessary, such as the school nurse.

As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan. Trained members of this committee may perform or assist with assessments and analyses. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, local public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president (for a high school), food service director, and/or transportation. The committee develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates school based planning activities and recruits additional members of the School Security and Safety Committee. The School Security and Safety Committee members are listed in Appendix 15.

School Security and Safety Committee members may assist the School Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.

(d) Safe School Climate Committee (May be combined with School Security and Safety Committee)

In accordance with Connecticut General Statutes as amended by Public Act 13-3, Section 88, Conn. Gen. Stat. Sections 10-222k and 10-222n, this committee is responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. This committee must include at least one parent or guardian of a student enrolled in the school, appointed by the Principal. Among other duties, this committee must implement the provisions of this Plan, regarding the collection, evaluation, and reporting of information relating to instances of disturbing or threatening behavior that may not meet the formal definition of bullying. The Safe School Climate Committee members are listed in Appendix 15.

(e) Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

(a) General

(1) For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and

skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 1. School should identify the ICS structure as used by the school by position, including who has control of the equipment, resources, and supplies needed to support this Plan.

(2) The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to: Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

(b) Executive Group Responsibilities

(1) The District Superintendent:

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety, including compliance with the school infrastructure safety standards established under Public Act 13-3, Section 80.
- c. If necessary, obtain a resolution from the CTECS School Board giving needed authority and support to develop school emergency operations programs and plans.
- d. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- e. Authorize implementation of emergency preparedness curriculum.
- f. In the wake of an incident, meet and talk with the parents of any students and spouses of any adults who have been admitted to the hospital.
- g. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- h. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- i. Implement the policies and decisions of the governing body relating to emergency management.
- j. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or DEMHS Region. Coordinate emergency assistance and recovery.
- k. Appoint a district Emergency Management Coordinator to assist in planning and review.
- l. Coordinate with local public health regarding use of buildings after certain events like white powder incident, infectious diseases, or other health-related hazards.

(2) The District Emergency Management Coordinator : John Woodmansee

- a. Establish a district- wide all-hazards school security and safety plan review committee to approve and coordinate all district school emergency plans.
- b. Consult with the local Emergency Management Director to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of an emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the superintendent and principals on emergency management matters.
- h. Keep the superintendent and principals informed of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan and others in the district.
- j. Prepare and maintain a district resource inventory.
- k. Arrange appropriate training for district emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with local emergency management personnel as well as the state emergency management staff, including DEMHS Regional Coordinator.
- n. Organize the district's emergency management program and identify personnel, equipment, and facility needs.
- o. Encourage incorporation of emergency preparedness material into regular Curriculum.
- p. Ensure that copies of the school plans are filed with the district superintendent and local Emergency Management office.
- q. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- r. Assist with creation of Reference Kit for First Responders for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency (see Appendix 11).

(3) Local or Regional Board of Education

Under Connecticut General Statutes Section 10-222m, the local or regional board of education is responsible for:

- a. The development and implementation of a school security and safety plan for each school under its jurisdiction;

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b. The establishment of a school security and safety committee at each school under its jurisdiction.

(4) **The School Principal**

a. Have overall decision-making authority in the event of an emergency at his/her school building until it is resolved and will transfer incident command to the appropriate emergency responder agency with legal authority to assume responsibility until emergency services arrives. However, at no time will school officials transfer responsibility for student care.

b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.

c. Keep CTECS School Board informed of emergency status.

d. Coordinate with organized volunteer groups and businesses regarding emergency operations.

e. Ensure that the plan is coordinated with the district's plans and policies.

f. Assign selected staff members to the School Security & Safety Committee who will develop the school's all-hazards security and safety plan.

g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.

h. Conduct drills and initiate needed plan revisions based on After Action Reports.

i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:

1. Provide instruction on any special communications equipment or night call systems used to notify first responders.

2. Appoint monitors to assist in proper evacuation.

3. Ensure that all exits are operable at all times while the building is occupied.

4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

5. Act as School Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

(5) **School Security & Safety Committee activities:**

a. In conjunction with the district and local emergency services, participate in the development of their school's "school security and safety plan."

b. Membership to include: local police officer, local first responder, a teacher, an administrator, mental health professional, parent or guardian and others as necessary.

c. Oversee and review school vulnerability assessment. Trained members may perform assessments.

d. Recommend training for the school staff and students.

e. Provide assistance during an emergency in accordance with designated roles.

f. Assist the superintendent and principal during an emergency by providing support and care for students, school employees, and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.

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- g. Provide information to staff, student and community on emergency procedures.
 - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
 - i. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way **SCHOOL TO IDENTIFY POSITIONS TO PERFORM THESE ROLES:**
 - 1. Facility evacuation - An Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place. (Note: Review staff qualifications for different assignments using information compiled in Appendix 1.)
 - 2. First aid - A First Aid team, working with the school nurse, will be trained to provide basic first aid to injured students and/or staff.
 - 3. Search and rescue - In most cases, a Search and Rescue team trained in search and rescue operations will conduct this work. Under the direction of a trained team, committee members may perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for first responders.
 - 4. Utility Shut-off - The utility shut-off team will be trained to provide utility and mechanical unit shut-off if necessary.
 - 5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
 - 6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
 - 7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
 - 8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.
- (6) **Teachers will:**
- a. Prepare classroom emergency packet (see Appendix 10).
 - b. Participate in trainings, drills and exercises.
 - c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
 - d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
 - e. Maintain order while in student assembly area.
 - f. Verify the location and status of every student. Report to the School Incident Commander or designee on the condition of any student that needs additional assistance.
 - g. Establish a buddy system for students and teachers with disabilities.
 - h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

(7) Technology/Information Services will:

- a. Coordinate use of technology.
- b. Inform school administration in the case of a cyber-attach on the school or school district.
- c. Assist in establishment/maintenance of emergency communications network.
- d. Assist in obtaining needed student and staff information from the computer files.
- e. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- f. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- g. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- h. As needed, report various sites involved in the communication system if there are problems in that system.

(8) Transportation will:

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Establish and maintain plans for the emergency transport of district personnel and students
- c. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.
- d. Develop mutual aid agreements with surrounding communities.

(9) Bus Drivers:

- a. Communicate any suspicious activities or emergency situations to the school principal or main office personnel in his/her absence
- b. Supervise the care of students if a hazard occurs while students are on the bus.
- c. Transfer students to a new location when directed.
- d. Execute assignments as directed by the School Incident Commander or ICS supervisor.
- e. Transporting individuals in need of medical attention.

(10) Other Staff (e.g., Itinerant Staff, Substitute Teachers): Assist as directed.

(11) Students:

- a. Cooperate during emergency drills and exercises, and during an incident.
- b. Be responsible for themselves and others in an incident.
- c. Understand the importance of not being simply a bystander by reporting situations of concern.
- d. Develop situational awareness (e.g. natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures).

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e. Take an active part in school incident response/recovery activities, as age appropriate.

(12) **Parents/Guardians:**

a. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.

b. Participate in volunteer service projects for promoting school incident preparedness.

c. Practice incident management preparedness in the home to reinforce school training and ensuring family safety.

d. Understand their roles during a school emergency.

(13) **The School Incident Commander will:**

a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.

b. Assess the situation, establish objectives and develop an emergency action plan.

c. Determine and implement required protective actions for school response personnel and the public at an incident site.

d. Appoint additional staff to assist as necessary.

e. Work with emergency services agencies in a Unified Command.

E. DIRECTION AND CONTROL

1. General

(a) The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will assume the role of School Incident Commander. During disasters, he/she may carry out those responsibilities from an identified Incident Command Post (ICP).

(b) The District Emergency Management Coordinator John Woodmansee will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

(c) The School Incident Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

(d) During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments may be directed by the School Incident Commander or the Incident Commander who replaces the SIC. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency

procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

(e) If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

Incident Command Post (ICP)

(a) School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office. Pre-identification of possible sites will be helpful.

(b) Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

(a) The line of succession for the principal is:

- (1) Principal John P. Ryan
- (2) Any principal/assistant principal covering schools or responding to emergency
- (3) School Counselor Domenica Holman

(b) The lines of succession for each position shall be in accordance with the Incident Command Structure for this school as outlined in Appendix 6.

F. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

(a) Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts made during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

(b) The agreements and contracts pertinent to emergency management that this school is party to be summarized in the Appendix 8.

2. Reports

(a) Initial Emergency Report

This short report should be prepared and transmitted to the district office by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

(b) Situation Report

A daily situation report should be prepared and distributed by the Principal or School Incident Commander from the Incident Command Post during major emergencies or disasters.

(c) Other Reports

Several other reports covering specific functions may be described in the annexes to this plan.

3. Records

(a) Record Keeping for Emergency Operations

BTEC is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established fiscal policies and standard cost accounting procedures.

(b) Activity Logs

The ICP and the district office See page 58—Under ICS, the Planning Section) shall maintain accurate logs recording key response activities, including:

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- (1) Activation or deactivation of emergency facilities.
- (2) Emergency notifications to local emergency services.
- (3) Significant changes in the emergency situation.
- (4) Major commitments of resources or requests for additional resources from external sources.
- (5) Issuance of protective action recommendations to the staff and students.
- (6) Evacuations.
- (7) Casualties.
- (8) Containment or termination of the incident.

4. Incident Costs

BTEC Business Managers shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

For major emergencies or disasters, the school participating in the emergency response shall maintain See page 58—Under ICS, the Finance/Admin Section detailed records of costs for emergency operations to include:

- (a) Personnel costs, especially overtime costs
- (b) Equipment operations costs
- (c) Costs for leased or rented equipment
- (d) Costs for contract services to support emergency operations
- (e) Costs of specialized supplies expended for emergency operations
- (f) These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the federal government.

6. Preservation of Records

(a) In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Procedures for the protection of vital records will be established and made an annex to this Plan.

(b) If records are damaged during an emergency situation, the VTHS will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review (After Action Review and Report)

The Superintendent, District Emergency Management Coordinator and School Security & Safety Committee are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and oral input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

G. PLAN DEVELOPMENT and MAINTENANCE

Plan Development and Distribution of Planning Documents

1. The School Security and Safety Committee is responsible for the overall development and completion of the School Security and Safety Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

2. Distribution of Planning Documents.

(a) The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

(b) The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in the Appendix.

3. Review. The Basic Plan and its annexes shall be reviewed annually by the School Security and Safety Committee, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

All-Hazards School Security and Safety Plan Template

4. Update. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

(a) The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the School Security and Safety Committee.

(b) The Superintendent is responsible for distributing all revised or updated planning documents to all district departments, agencies, and individuals tasked in those documents.

(c) The Principal is responsible for distributing his/her school plan and all revised or updated planning documents to school departments and individuals tasked in those documents.

H. REFERENCES

Security and Safety Plan Standards January 2018

Recognizing the need for an “all-hazards” emergency preparedness and response capability for schools, Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multi-disciplinary working group to review and revise as needed the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template which were released last year to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and for plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with the development of local all-hazards school security and safety plans should also review the *Guide for Developing High-Quality School Emergency Operations Plans*, released in June of 2013 by a consortium of federal agencies including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services, in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the

All-Hazards School Security and Safety Plan Template

responsibilities of the different parts of the command structure. NIMS includes the establishment of common nomenclature, and the municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions found in the attached template plan. Basic NIMS training for school employees may include ICS 100 SCA, which can be taken online at <http://training.fema.gov>;

3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee provided that the following requirements are met:
 - a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person deemed necessary, such as a school nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director.
4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year, along with the attached form indicating one of the following: (1) there are no changes to the plan(s) or (2) there are limited changes to the plan(s), along with an updated signature page for the plan(s). The third option is to indicate that (3) a revised plan or plans are being submitted, if the current plan(s) have undergone a major revision;
5. The school security and safety plans shall be made an annex to the municipality's Local Emergency Operations Plan, filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7;

¹ November 1st has been set as the filing date for school plans/revisions in order to give school districts time after the beginning of each school year to convene their committees to review and make any changes to the plans.

All-Hazards School Security and Safety Plan Template

6. Procedures for managing various types of emergencies, including crisis management procedures;

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each of the named officials should evaluate and provide feedback on at least one fire drill and one crisis response drill each year. The feedback is critical to maintaining and enhancing your school's preparedness.

The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year, regarding types, frequency, and feedback related to the fire drills and crisis response drills. This report provides an opportunity for the development of best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If your school district has not yet filed its report for 2016, please do so as soon as possible. The report for the 2017 school year is due by July 1, 2017. If you have any questions about how to fill out this report, please contact us at SchoolSecurityPlanStandards@ct.gov.

8. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;

9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);

10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;

11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and; other items determined as needed, after consultation with school officials, local

All-Hazards School Security and Safety Plan Template

law enforcement authority having jurisdiction, emergency management director, and first responders; and

12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to have each school plan achieve the objectives outlined in the Plan Templates. In addition to preparedness and response, it is important for the plan to provide guidance on recovery from any emergency incident. See, for example, the “Accounting for All Persons and Family Re-Unification” Annex (Functional Annex G), and “Recovery and Continuity of Operations” (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the “Mental Health” Annex, (Functional Annex J), in the plan templates.

ADDITIONAL REFERENCES:

The following material were reviewed, replicated and/or emulated in the preparation and completion of this document:

1. FEMA Developing and Maintaining Emergency Operations Plans – Comprehensive Planning Guide (CPG) 101, Version 2.0.
2. Guide for Developing High-Quality School Emergency Operations Plans, US Department of Education, FEMA, et al, June 2013
3. School Infrastructure Safety Standards established under Public Act 13-3, Section 80.
4. Illinois State Board of Education School Emergency and Crisis Response Template.
http://www.eiu.edu/edadmin/dively/documents/principalship/emergency_crisis_plan_template.pdf
5. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program, Emergency Crisis Plan Template.
www.eiu.edu/~edadmin/dively/documents/principalship
6. Arizona Department of Education School Safety Plans and Resources. <http://www.azed.gov/>
7. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools.
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>
8. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools.
<http://www.k12.wa.us/SafetyCenter/Planning/pubdocs/SchoolSafetyPlanningManual.pdf>
9. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities, US Department of Education, January 2007
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
10. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools.
<http://sema.dps.mo.gov/docs/programs/Planning,%20Disaster%20&%20Recovery/LEOP%20Pla>

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[nning%20Documents/All-Hazard%20Emergency%20Planning%20Guidance%20-%20Nov%202010.doc](#)

11. The Los Angeles Unified School District Model Safe School Plan provided the initial framework for this All-Hazards School Security and Safety Plan Template.
12. Fairfax County Public Schools Crisis Management Workbook, August 2013
<http://www.fcps.edu/fts/safety-security/publications/cmw.pdf>
13. Emergency Operation Plan for Schools in Connecticut State Police Jurisdictions, Connecticut State Police Emergency Services Unit.
14. Connecticut Technical High School System – School Safety Response Guide 2008
15. Lynn Mass Public Schools – School Emergency Operations Plan, Marsh USA Inc., 2005
16. Farmington CT—Sample Letters and Sample Teacher’s Emergency Packet
17. School Crisis Prevention and Intervention—The PREPaRE Model, NASP Publications. Stephen Brock, Amanda Nickerson, Melissa Reeves, Shane Jimerson, Richard Lieberman and Theodore Feinberg.
18. National Clearinghouse for Educational Facilities’ Safe Schools Facilities Checklist

Other Useful References:

1. <http://safeandsoundschools.org/>
2. <http://rems.ed.gov/>

ACTION GUIDE: (Place the guides used by the school or district and remove these if not utilized)

Two versions of an action guide are provided here. The first can be made into a flip chart. The second is a one-page classroom response chart. The guides provide an outline of emergency response actions for teachers to follow in a fast-moving incident. Before using these or any other guides, please confirm with your School Safety and Security Committee, including local first responders, that these are the appropriate steps for your school. For example, some school safety advisors recommend drawing shades during a lockdown, while others recommend leaving them open so that first responders can see into the room.

SAMPLE CLASSROOM EMERGENCY RESPONSE CHART No. 1

The following Classroom Emergency Response Chart is designed to help teachers deal with emergencies that may arise in the school. If an emergency develops, a teacher should immediately contact the office, or, if not available, call 9-1-1.

Emergency Phone Numbers

To report any fire, medical or other emergency call:

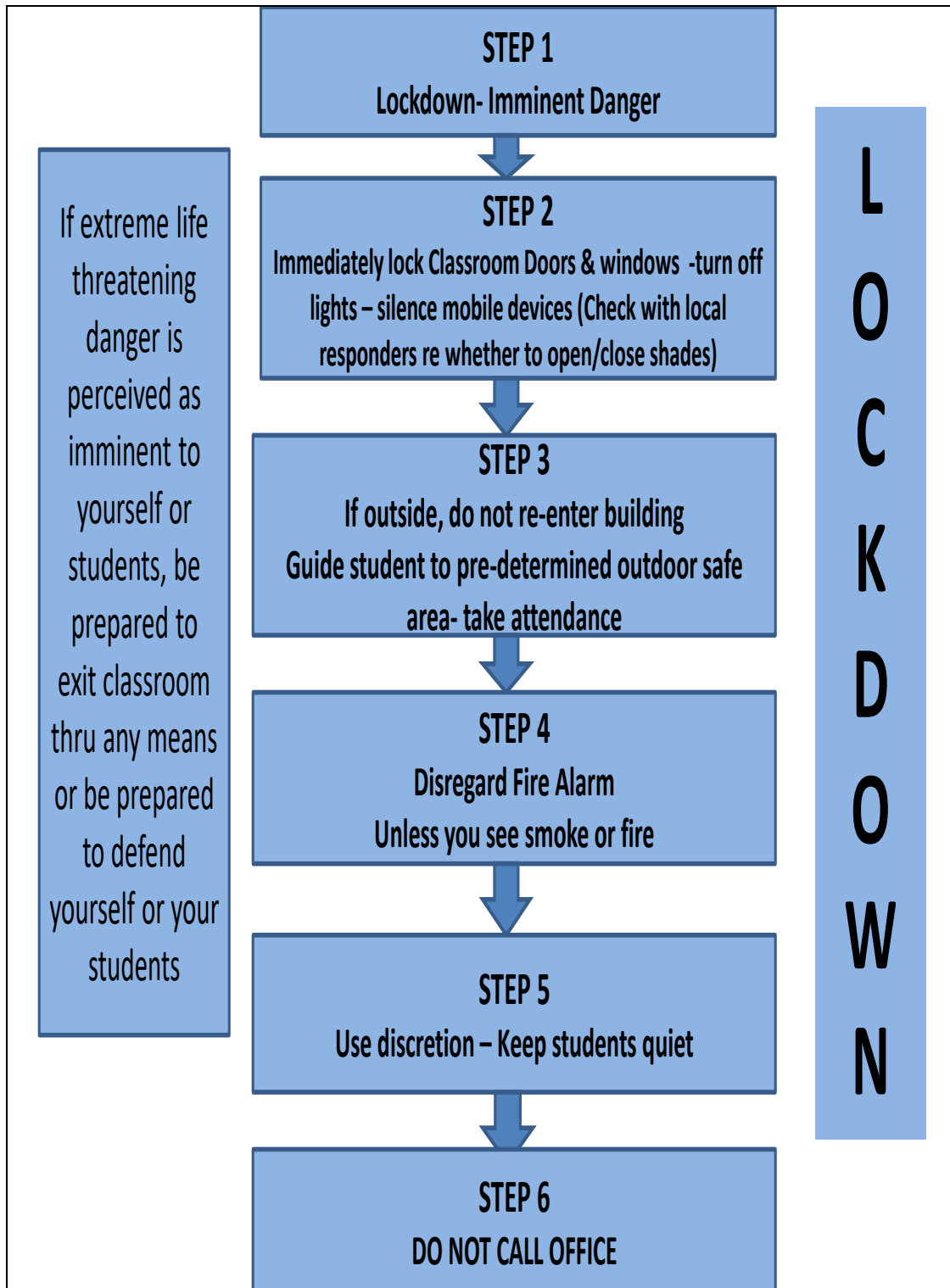
- Notify **Main Office** (Ext. 305 or 0)
- If unable to reach office **call 911 or if in classroom 9-911**

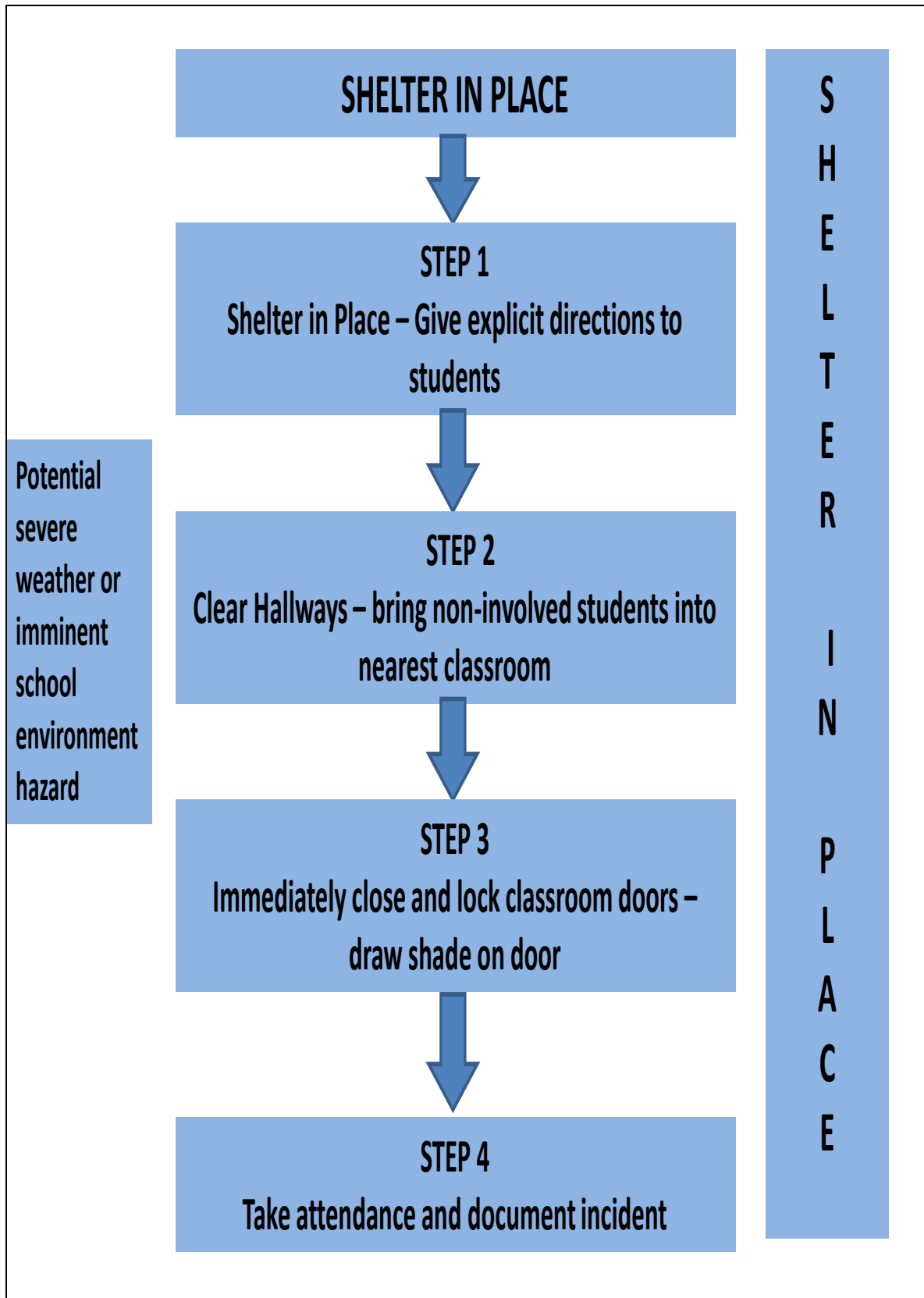
If you dial 911 from a cell phone to report something on school property immediately tell the dispatcher that you are calling from BTEC or CT Aero or SSSAMT and they will connect you to the State Police.

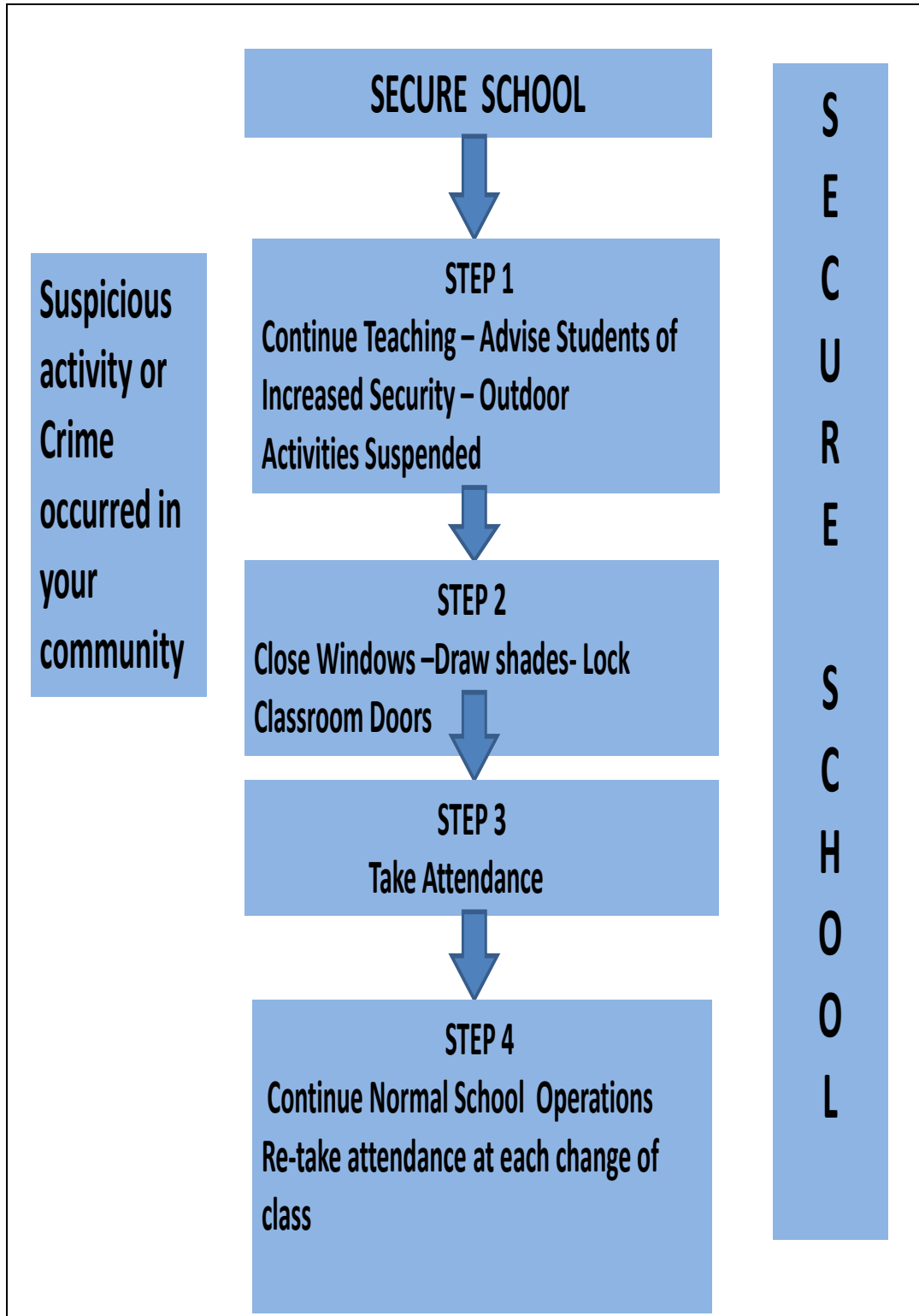
In the event of a fire, activate the building's fire alarm system BEFORE calling 911. Evacuate the building immediately.

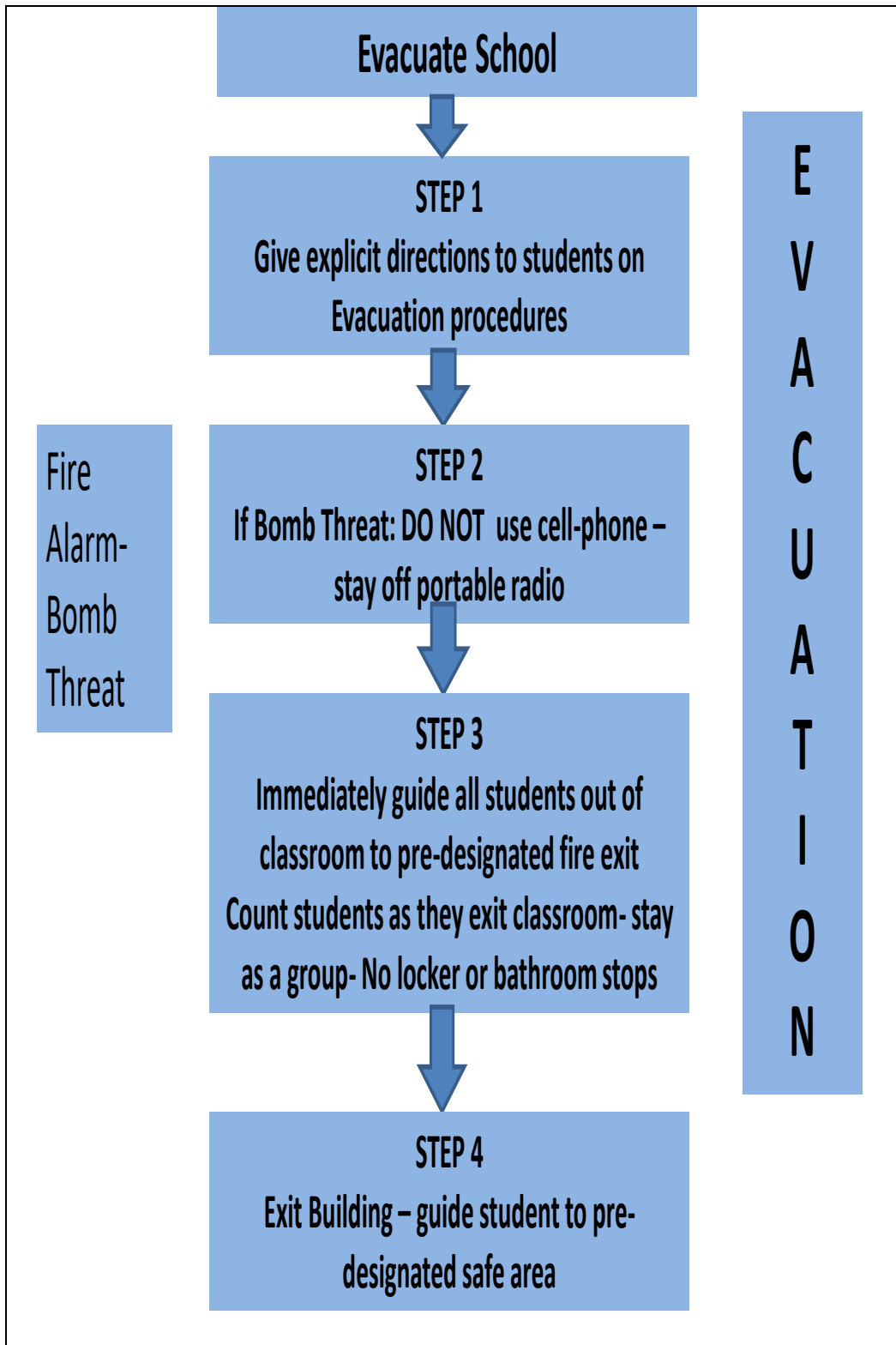
If you call 911:

- Stay on the line with the dispatcher.
- Provide the address and your exact location. This is especially critical if you are calling from a cell phone.
- Provide a detailed description of the emergency to ensure that proper resources are dispatched to the scene.
- Do not hang up until the dispatcher tells you to do so.
- Call the Superintendent's Office.

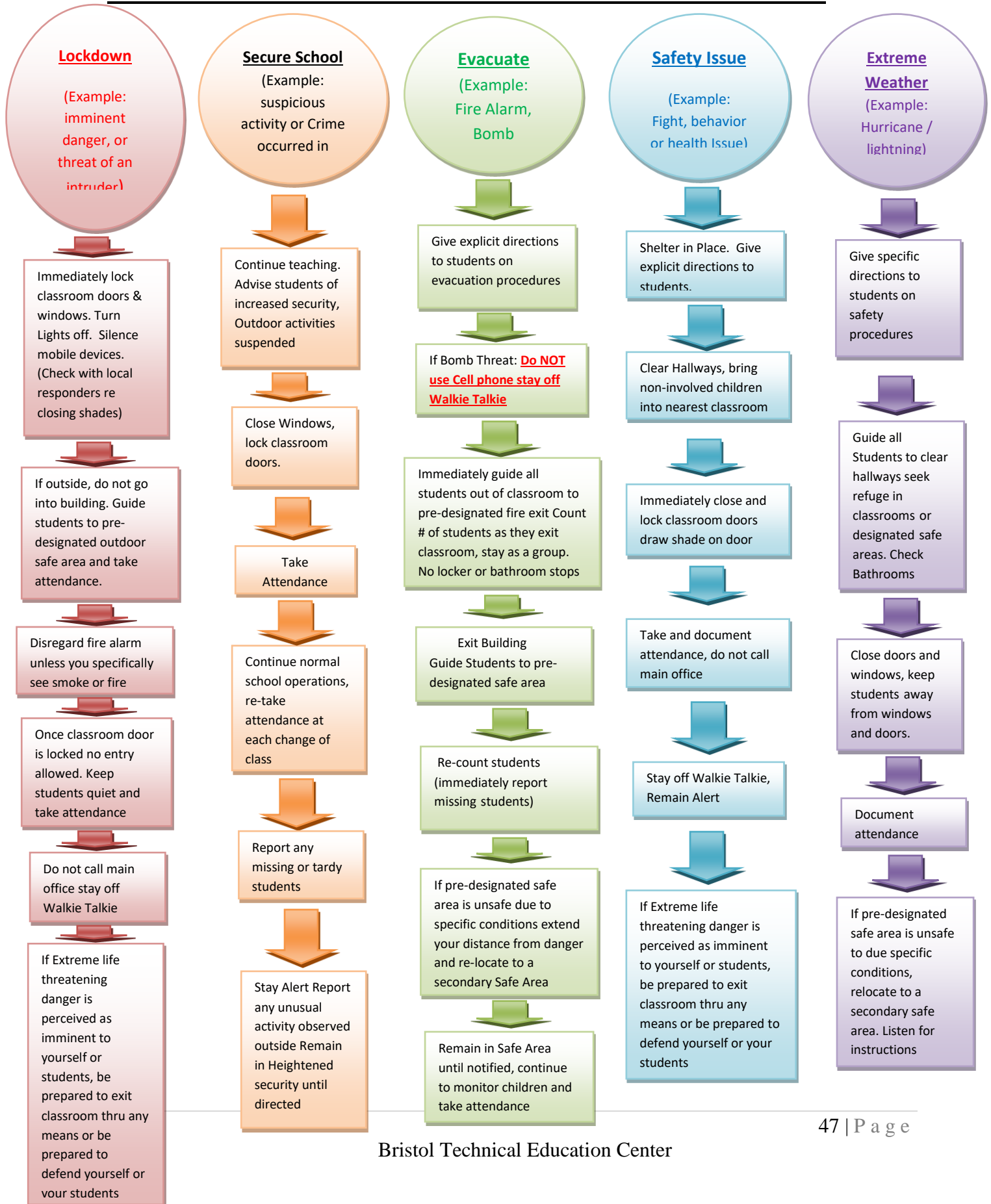








SAMPLE CLASSROOM EMERGENCY RESPONSE CHART No. 2



APPENDICES

NOTE: Some of these Appendices may contained material the release of which could create a safety risk to one or more individuals or facilities under Conn. Gen. Stat. Section 1-210(b) (19). Please contact the municipal Emergency Management Director and Superintendent of Schools before any release.

APPENDIX 1

Staff Skills Survey & Inventory: Should be maintained by the School Safety Committee and updated at the beginning of each year

John P. Ryan

Name	School	Room #
------	--------	--------

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.

CIRCLE YES OR NO WHERE APPROPRIATE.

<input type="checkbox"/> First Aid (current card (yes/no))	<input type="checkbox"/> CPR (current (yes/no))	<input type="checkbox"/> Triage	<input type="checkbox"/> Firefighting
<input type="checkbox"/> Construction (electrical, plumbing, carpentry, etc.)		<input type="checkbox"/> Running/Jogging/physical fitness	
<input type="checkbox"/> Emergency Planning	<input type="checkbox"/> Emergency Management	<input type="checkbox"/> Search & Rescue	
<input type="checkbox"/> Law Enforcement	<input type="checkbox"/> Bi/Multi-lingual (what language (s)) _____		
<input type="checkbox"/> Mechanical Ability	<input type="checkbox"/> Structural Engineering	<input type="checkbox"/> Bus/Truck Driver (CDL yes/no)	
<input type="checkbox"/> Shelter Management	<input type="checkbox"/> Survival Training & Techniques	<input type="checkbox"/> Food Preparation	

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_____ Military Experience
(current)
(reserves/national guard
yes/no)

_____ CB/Ham Radio
Operator

_____ Journalism

_____ Camping

_____ Waste Disposal

_____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT COULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

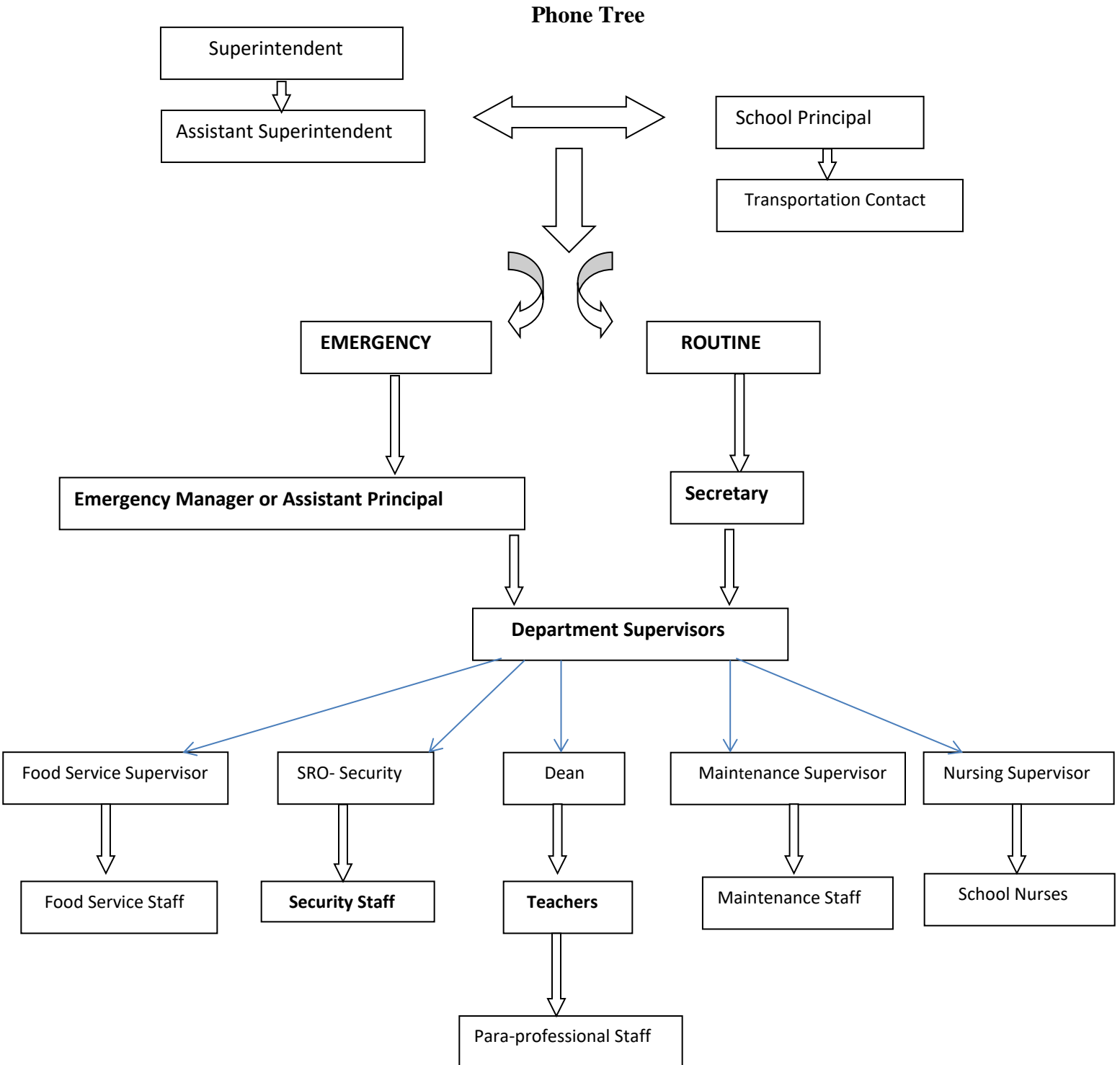
COMMENTS

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

APPENDIX 2

Telephone Tree

Insert phone tree, in order to call down staff and others in an emergency.



APPENDIX 3

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency -911
- Bristol Police 860-584-3011
- Bristol Fire 860-584-7964
- Poison Control 800-222-1222
- Bristol Hospital 860-585-3000
- Bristol Emergency Management Services
Director: Harland Graime
111 N. Main St.
Bristol, CT 06010
Ph: 860-866-7262
harlandgraime@bristolct.gov

District Contacts Number

- Superintendent- Ellen Solek 860-807-2200
- School Safety- John Woodmansee 860-807-2233
- Transportation-Luis Camacho 860-807-2090
- Operations- Richard Cavallaro 860-807-2230
- Food Services-TBA 860-807-2017
- Health Services-Darlene Kirychuk- 860 807-2190

School Contacts Number

- Principal- John P. Ryan 860-584-8433 ext. 304
- School Nurse Mary Boisvert 860-584-8433 ext. 307
- Mental Health Officer TBA
- Maintenance Department- Zenel Hoxha 860-584-8433

NOTE: Determine the appropriate sequence required to **dial 911** from your site's phone system.

APPENDIX 4

Master School Calendar and Schedule

Bristol TEC - School Calendar 2021-2022													
AUGUST-SEPTEMBER (26)(22)							FEBRUARY (18)						
M	T	W	TH	F	M	T	M	T	W	TH	F		
16 AR	17 AR	18	19	20				1	2	3	4		
23	24	25 SPD	26 DPD	27 SPD	7	8	7	8	9	10 ED (PB)	11 H		
30 SPD	31	1	2	3	14	15	14	15	16 pd	17	18		
6 H	7	8	9	10	21 H	22	21 H	22	23	24	25		
13	14	15	16	17	28		28						
20	21	22	23	24									
27	28	29 SPD	30										
OCTOBER (20)(19)							MARCH (22)						
M	T	W	TH	F	M	T	M	T	W	TH	F		
4	5	6	7-PC	8 ED (PB)	1	2	1	2	3-OH	4			
11 H	12	13 PSAT	14	15	7	8	7	8	9	10	11		
18	19	20 SPD	21	22	14	15 pd	14	15 pd	16	17	18		
25	26	27	28	29	21	22	21	22	23 SAT	24 SAT	25 Skills USA		
NOVEMBER (19)(18)							APRIL (16)						
M	T	W	TH	F	M	T	M	T	W	TH	F		
1	2 DPD	3	4-OH	5			1	2	3	4	5		
8	9	10	11 H	12	4	5	4	5	6	7	8		
15	16	17	18 pd*	19	11 V*	12 V*	11 V*	12 V*	13 V*	14 V*	15 H		
22	23	24 ED	25 H	26 V	18	19	18	19	20	21	22		
29	30				25	26 pd	25	26 pd	27	28	29		
DECEMBER (17)							MAY (21)						
M	T	W	TH	F	M	T	M	T	W	TH	F		
6	7	8	9	10	2	3	2	3	4	5	6		
13	14	15	16	17	9	10	9	10	11	12	13		
20	21	22	23 ED	24 H	16	17	16	17	18	19	20		
27 V	28 V	29 V	30 V	31 H	23	24	23	24	25	26	27 ED(PB)		
JANUARY (20)							JUNE (12)						
M	T	W	TH	F	M	T	M	T	W	TH	F		
3	4	5	6	7	6	7	6	7	8	9	10		
10	11	12	13	14	13	14	13	14	15	16 YOD	17		
17 H	18	19	20	21	20	21	20	21	22	23	24		
24	25 S-2	26	27	28	27	28	27	28	29	30			
31					27	28	27	28	29	30			

LEGEND		
Student's First Day (SPD)		
Holiday (H)		
Vacation (V)		
Early Dismissal (ED)		
Semester 2 (S-2)		
Skills USA		
Administrator Retreat (AR)		
Tentative Last Day (TLD) - Day 182/188		
District Professional Development - Full Day (DPD)		
School Professional Development - Full Day (SPD)		
School Professional Development - Half Day (pd)		
PC - Parent Conference		
OH - Open House		
SS - Shop Selection		
G - Graduation (actual)		
W - Weather Closure		
E - Emergency Closure		
L - Late Opening		
EC - Early Closure		
REPORTING QUARTERS		
#	Dates	Days
1st	8/30 - 11/8	46
2nd	11/9 - 1/24	45
3rd	1/25 - 4/6	49
4th	4/7 - 6/16	44
		184



APPENDIX 5

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.

b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.

c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.

d. Logistics: Provides support to meet incident needs, provides resources and all other services needed to support.

e. Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the **Incident Commander (IC)** has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. **Management By Objectives.** At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within

the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 6), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. Common Terminology. In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. Limited Span of Control. Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability. Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or

federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

Incident Command Roles & Responsibilities

Incident Commander/School Incident Commander

- Activates Emergency Response Plan
- Establishes an Incident Command Post
- Assesses nature and impact of threat
- Orders lock down, evacuation or shelter-in-place
- Ensures outside agencies and superintendent are notified; establish links and coordinate activities
- Establishes accountability of all faculty, staff and students
- Provides situation reports
- Requests additional resources
- Directs, controls, and orders resources

Safety Officer

- Identify hazardous or potentially unsafe situations or conditions
- Authorized to stop/prevent unsafe acts
- Investigates accidents
- Recommends corrective action
- Prepares accident report

Public Information Officer

- Official spokesperson for the school
- Communicates with news media; prepares and delivers public announcements
- Maintains a log of actions and communications
- Interacts with news media and Superintendent
- Translates announcements to achieve community outreach as necessary
- Monitors news broadcasts to identify and correct misinformation

Liaison Officer

- Point of contact for outside agencies
- Obtains agency names, locations, and communication means

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- Establishes communications between agencies and command
- Keeps outside agencies informed of incident status
- Informs School Incident Commander about status of outside agency resources
- Handles complaints from agencies (e.g., logistics, communications, personnel)

Mental Health Officer

- Monitors mental health conditions.
- Coordinates the mental health services for students, staff and families
- Monitors long-term recovery efforts
- Communicates back to the School Incident Commander

Operations Section Chief

- Directs tactical actions:
 - Evacuation, Lockdown, and Shelter-in-Place
 - Search and rescue
 - Site security
 - Student supervision and care
 - Mental Health Triage and Care
 - Release students to parents/guardians
 - First Aid or Medical care
 - Supervise utilities (ventilation, electricity, gas, water, etc.)
 - Clean up

Planning Section Chief

- Assesses situation; anticipates changes
- Develops short-range plans: minutes, hours, first few days
- Establishes priorities:
 - Protection of safety and health
 - Stabilization of the incident
 - Student and faculty needs
 - Business needs
- Identifies issues:
 - Resources availability
 - Weather
 - Communication capability
 - Assesses vulnerability and threats
- Prepares situation report and action plan in conjunction with Incident Commander
- Maintains resources and situation status and identifies gaps

Logistics Section Chief

- Sustains the emergency operations
- Briefed by the Incident Commander related to service and support requirements for planned and expected operations
- Reviews the incident action plan, and estimates logistical needs until the incident is concluded

All-Hazards School Security and Safety Plan Template

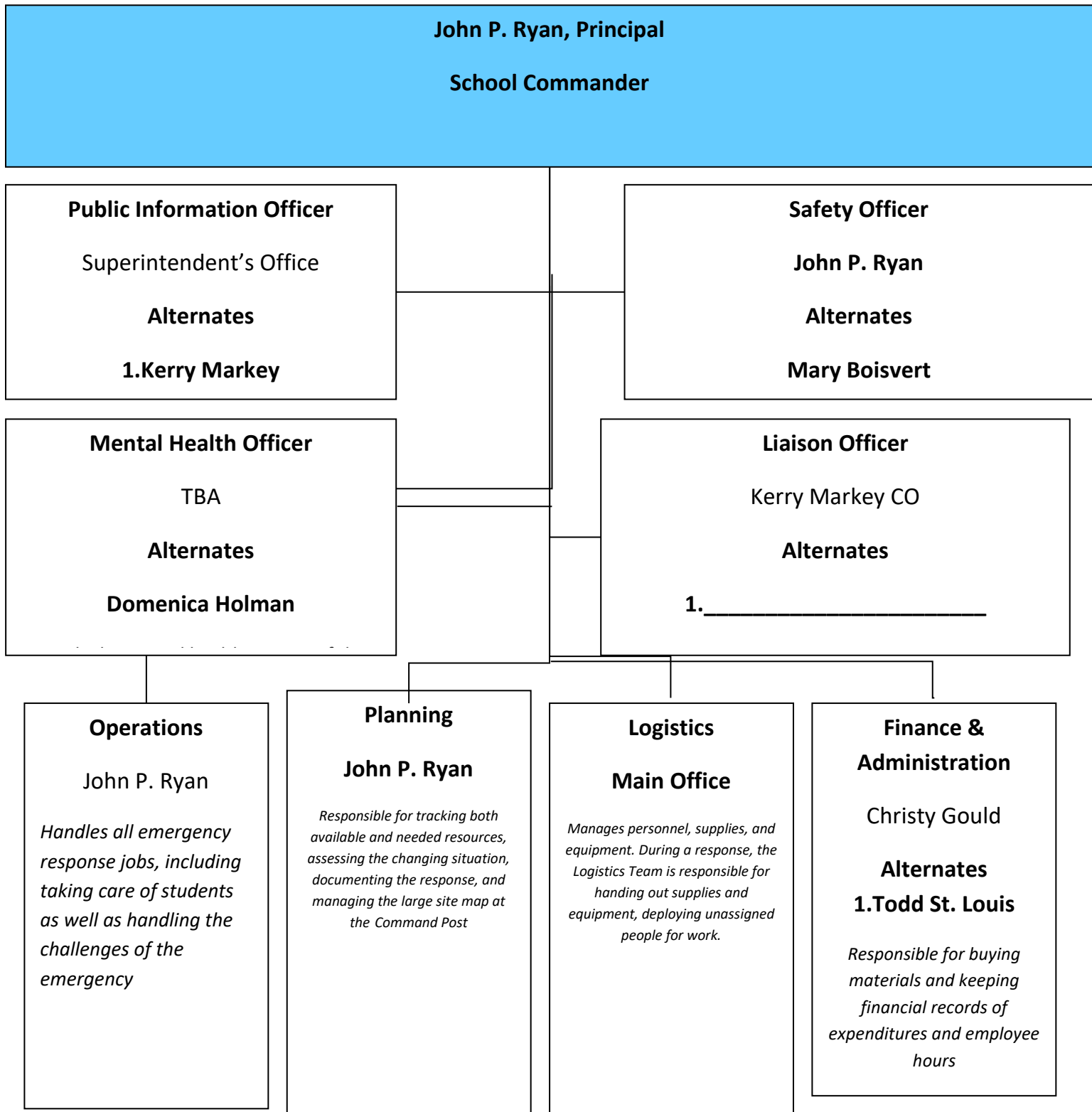
- Procures manpower, facilities, services, materials, communications, or other needs
- Tracks order status
- Arranges delivery and staging

Finance/Administration Section Chief

- Administer all financial matters pertaining to contracts.
- Prepare and secure signatures for contracts, memoranda of agreement, reimbursable service agreements, etc.
- Provide contracting services to procure all equipment, supplies, and services to support the response.
- Collecting all cost data, performing cost effectiveness analyses, and providing cost estimates and cost saving recommendations for the incident.

APPENDIX 6

Incident Command Structure for School



Insert ICS staff assignments and back-up personnel assignments here
APPENDIX 7

School Campus Map

See Map Attachment

APPENDIX 8

Summary of Agreements and Contracts

Insert applicable agreements and contracts here for Schools

APPENDIX 9

Resource Inventory

Insert resource inventory of emergency equipment.
Maintain an up-to-date inventory, which may include:

- Communications equipment-**Dave Meehl**
- First aid supplies-**Nurse Mary Boisvert**
- Firefighting equipment **Dave Meehl**
- Flashlights **Dave Meehl**
- Classroom emergency kits **Dave Meehl**
- Maintenance supplies **Dave Meehl**
- Tools **Dave Meehl**
- AEDs (defibrillators) **Nurse Mary Boisvert**

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

1. AED located in main office and in the nurse's office
2. First aid kits located in shops and nurses office
3. Fire extinguishers located in shops and hallways (see map)

APPENDIX 10

Sample Teacher's Emergency Packet

Teacher Name: _____

Rm.: _____

Bristol Technical Education Center Emergency Packets

- **Keep this packet close to the door** at all times so it may be located and retrieved easily.
- **Take this packet with you** whenever we go into a lockdown or evacuate the building for any reason.

This packet contains **important information that may be needed in the event of an emergency**. Please verify you have the following items:

- class lists for all periods (incl. study halls meeting in this room)
- extra copy of emergency procedures
- quick reference emergency checklist
- important phone numbers and extensions
- individual evacuation plans (for students with disabilities), if applicable
- fire drill/lockdown attendance slips
- teacher name signs (color coded by grade, or class type (specials, etc...))
- for reuniting homerooms after an evacuation
- lockdown "hiding spot" information
- Map of school
- pencils

If the fire alarm is pulled during a lockdown or secure-building drill...

Students and faculty should **remain in place** until they hear from law enforcement or administration/the main office.

Teachers: Please briefly describe where students should be directed to be out of sight during a lockdown.

Lockdown Hiding Spot

During a lockdown, students in this room should be moved to (describe):

APPENDIX 11

Sample Reference Kit for First Responders

When first responders arrive at the school in an emergency, they need to know some basic information in order to respond quickly and safely. A FIRST RESPONDER REFERENCE KIT should be available at each school, including:

- Local law enforcement and safety officials have keys, FOBs and detailed maps of the building.

NOTE: A STATEMENT SHOULD BE WRITTEN IN PLACE OF THE ITEMS OF THE REFERENCE KIT ABOVE IF FIRST RESPONDERS ALREADY HAVE THE ITEMS NEEDED TO ASSIST WITH BUILDING ACCESS, SCHOOL LAYOUT, AND ANY OTHER ITEMS DEEMED NECESSARY

APPENDIX 12
SAMPLE LETTERS

Sample ‘School/Parent’ Letter

SCHOOL LETTERHEAD

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to all hazards.

Your cooperation is necessary in any emergency.

1. Do not come to the school or telephone the school. Telephone lines may be needed for emergency communication. You will be notified of a reunification location, if necessary.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn on your radio for emergency announcements. If students are to be kept at school, television and radio stations will be notified. If electrical service is not affected, information will be relayed via **Parent Square**. In addition, information regarding day-to-day school operations will be available by calling the District Office
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School District Emergency Card/Powerschool. During an extreme emergency, students will be released at designated reunion

All-Hazards School Security and Safety Plan Template

locations on the school campus or elsewhere if necessary. Please be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal
Bristol Technical Education Center

All-Hazards School Security and Safety Plan Template

Security Letters

Connecticut Technical Education and Career Schools SUBSTITUTE LETTER

Dear Substitute,

Please read and sign. Thank you for helping us keep Vinal Tech a safe place for children and educators.

Secure Building Plan: In the event of an emergency drill or an actual crisis follow this plan.

1. Close and lock door (look in the hallway for students and direct them into your classroom).
2. Turn off the lights, silence mobile devices.
3. Move students to a location in the room away from the door and windows. See classroom teacher's plan to identify the specific location.
4. Keep students quiet and calm, reassure them nonverbally.
5. Refrain from opening the classroom door for any reason until you hear from school administration or law enforcement.
6. Teachers/staff should make a note of attendance on paper and be ready to report on students if asked to do so.

Students have practiced this procedure. They know how important it is to move quickly and quietly to a safe location in the room. They know that they may not leave the room until they are given permission to do so. Use common sense at all times.

Evacuation: If we need to evacuate the building during a drill or actual emergency, use the exit identified in the teacher's plans. If that exit is not advisable based upon the circumstance, or if it is not accessible, use the next closest exit. Use common sense at all times.

AN EMERGENCY PACKET and an EMERGENCY SHEET are located near the doorway of every classroom. The packet contains important information such as class rosters, attendance sheets, emergency procedures, etc. Be sure to take this packet with you in the event of a fire drill or secure-building announcement. The sheet provides a "quick reference" of procedures for emergency drills, fire drills, evacuations or a crisis.

I have read and understand the above expectations.

Signed: _____ Date: _____

*Substitute should receive a copy of this document.

All-Hazards School Security and Safety Plan Template

XXXXXX Public Schools SAMPLE VOLUNTEER LETTER

Dear XXXXX Volunteer,

Please read and sign. Thank you for helping us keep _____ School a safe place for children and educators.

Secure Building Plan: In the event of an emergency drill or an actual crisis follow this plan.

1. Close and lock door (look in the hallway for students and direct them into your classroom).
2. Turn off the lights, silence mobile devices.
3. Move students to a location in the room away from the door and windows. See classroom teacher's plan to identify the specific location.
4. Keep students quiet and calm, reassure them nonverbally.
5. Refrain from opening the classroom door for any reason until you hear from school administration or law enforcement.
6. Teachers/staff should make a note of attendance on paper and be ready to report on students if asked to do so.

Students have practiced this procedure. They know how important it is to move quickly and quietly to a safe location in the room. They know that they may not leave the room until they are given permission to do so. Use common sense at all times.

Evacuation: If we need to evacuate the building during a drill or actual emergency, use the exit identified in the teacher's plans. If that exit is not advisable based upon the circumstance, or if it is not accessible, use the next closest exit. Use common sense at all times.

AN EMERGENCY SHEET is located near the doorway of every classroom. This is a “quick reference” of procedures for emergency drills, fire drills, evacuations or a crisis.

I have read and understand the above expectations.

Signed: _____ Date: _____

*Volunteer should receive a copy of this document.

All-Hazards School Security and Safety Plan Template

XXXXXX Public Schools SAMPLE CONSULTANT LETTER

Dear Special Services Faculty Member,

Please read and sign. Thank you for helping us keep _____ School a safe place for children and educators.

Secure Building Plan: In the event of an emergency drill or an actual crisis follow this plan.

1. Close and lock door (look in the hallway for students and direct them into your classroom).
2. Turn off the lights, silence mobile devices.
3. Move students to a location in the room away from the door and windows. See classroom teacher's plan to identify the specific location.
4. Keep students quiet and calm, reassure them nonverbally.
5. Refrain from opening the classroom door for any reason until you hear from school administration or law enforcement.
6. Teachers/staff should make a note of attendance on paper and be ready to report on students if asked to do so.

Students have practiced this procedure. They know how important it is to move quickly and quietly to a safe location in the room. They know that they may not leave the room until they are given permission to do so. Use common sense at all times.

Evacuation: If we need to evacuate the building during a drill or actual emergency, use the exit identified. If that exit is not advisable based upon the circumstance, or if it is not accessible, use the next closest exit. Use common sense at all times.

AN EMERGENCY SHEET is located near the doorway of every classroom. This is a “quick reference” sheet of procedures for emergency drills, fire drills, evacuations or a crisis.

I have read and understand the above expectations.

Signed: _____ Date: _____

*Special services faculty member should receive a copy of this document.

Organization representing: _____

School representing: _____

All-Hazards School Security and Safety Plan Template

XXXXXX Public Schools SAMPLE STUDENT TEACHER/INTERN LETTER

Dear XXXXX Student Teacher/Intern,

Please read and sign. Thank you for helping us keep _____ School a safe place for children and educators.

Secure Building Plan: In the event of an emergency drill or an actual crisis follow this plan.

1. Close and lock door (look in the hallway for students and direct them into your classroom)
2. Turn off the lights, silence mobile devices.
3. Move students to a location in the room away from the door and windows. See classroom teacher's plan to identify the specific location.
4. Keep students quiet and calm, reassure them nonverbally.
5. Refrain from opening the classroom door for any reason until you hear from school administration or law enforcement.
6. Teachers/staff should make a note of attendance on paper and be ready to report on students if asked to do so.

Students have practiced this procedure. They know how important it is to move quickly and quietly to a safe location in the room. They know that they may not leave the room until they are given permission to do so. Use common sense at all times.

Evacuation: If we need to evacuate the building during a drill or actual emergency, use the exit identified in the teacher's plans. If that exit is not advisable based upon the circumstance, or if it is not accessible, use the next closest exit. Use common sense at all times.

AN EMERGENCY PACKET and an EMERGENCY SHEET are located near the doorway of every classroom. The packet contains important information such as class rosters, attendance sheets, emergency procedures, etc. You or your cooperating teacher must take this packet with you in the event of a fire drill or secure-building announcement. The sheet is a "quick reference" sheet of procedures for emergency drills, fire drills, evacuations or a crisis.

I have read and understand the above expectations.

Signed: _____ Date: _____

*Student Teacher/Intern should receive a copy of this document.

Organization representing: _____

School representing: _____

All-Hazards School Security and Safety Plan Template

XXXXXX Public Schools SAMPLE VENDOR/CONTRACTOR LETTER

Dear XXXXXX Staff Member,

Please read and sign. Thank you for helping us keep _____ School a safe place for children and educators.

Secure Building Plan: In the event of an emergency drill or an actual crisis follow this plan.

1. Close and lock door (look in the hallway for students and direct them into your classroom)
2. Turn off the lights, silence mobile devices.
3. Move students to a location in the room away from the door and windows. See classroom teacher's plan to identify the specific location.
4. Keep students quiet and calm, reassure them nonverbally.
5. Refrain from opening the classroom door for any reason until you hear from school administration or law enforcement.

Students have practiced this procedure. They know how important it is to move quickly and quietly to a safe location in the room. They know that they may not leave the room until they are given permission to do so. Use common sense at all times.

Evacuation: If we need to evacuate the building during a drill or actual emergency, use the exit identified in the teacher's plans. If that exit is not advisable based upon the circumstance, or if it is not accessible, use the next closest exit. Use common sense at all times.

AN EMERGENCY SHEET is located near the doorway of every classroom. This is a “quick reference” sheet of procedures for emergency drills, fire drills, evacuations or a crisis.

I have read and understand the above expectations.

Signed: _____ Date: _____

*Vendor/Contractor personnel should receive a copy of this document.

APPENDIX 13

Chart of Exercise Types

Type of Exercise	Utility/Purpose	Type of Player Action	Duration	Real-Time Play?	Scope
Discussion-Based	To familiarize players with current plans, policies, agreements, and procedures; develop new plans, policies, agreements, and procedures	Notional; player actions are imaginary or hypothetical	For this Program 1-2 hours	No	Varies
Seminar	Provide an overview of new or current plans, resources, strategies, concepts, or ideas	N/A	2-5 hours	No	Multi- or single agency
Workshop	Achieve a specific goal or build a product (e.g., exercise objectives, SOPs, policies, or plans)	N/A	3-8 hours	No	Multiagency or multiple functions
Tabletop Exercise	Assist senior officials in the ability to understand and assess plans, policies, procedures, and concepts	Notional	For this program 1-2 hours	No	Multiagency or multiple functions
Game	Explore decision making processes and examine the consequences of those decisions	Notional	2-5 hours	No (some simulations provide real- or near-real-time play)	Multiagency or multiple functions
Operations-Based	Test and validate plans, policies, agreements, and procedures; clarify roles and responsibilities; identify resource gaps	Actual; player action mimics reaction, response, mobilization, and commitment of personnel and resources	May be hours, days, or weeks depending on purpose, type, and scope	Yes	Varies
Drill	Test a single operation or function	Actual	2-4 hours	Yes	Single agency or function
Functional Exercise	Test and evaluate capabilities, functions, plans, and staffs of Incident Command, Unified Command, Intel centers, or other command/operations centers	Command staff actions are actual; movement of other personnel, equipment, or adversaries is simulated	4-8 hours or several days or weeks	Yes	Multiple functional areas/Multiple functions
Full-Scale Exercise	Implement and analyze plans, policies, procedures, and cooperative agreements developed in previous exercises	Actual	Minimum of 4hours to full day or longer	Yes	Multiple agencies or multiple functions

APPENDIX 14

Under Connecticut General Statutes Section 10-222n, starting with the school year beginning July 1, 2014, local law enforcement and other local public officials must evaluate, score (assess) and provide feedback on fire drills and crisis response drills held at the public schools in the district. Also, each local and regional board of education must annually file a report with the Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security (DESPP/DEMHS), a report regarding the fire and crisis response drills held in their schools.

Appendix 14 (attached, next page) is an example of an Emergency Response Drill Log to be used by schools. This Drill Log should be kept at the school where the drills took place. The District should also submit a copy to the appropriate DEMHS Regional Coordinator.

The Board of Education (BOE) annual report to DEMHS should include the following:

- The names of the schools included in the report;
- The number of fire and crisis response drills held at each school, as well as the date of each drill;
- A statement that the BOE has collected and reviewed the logs of each school, and that public safety officials (for example, law enforcement, emergency management, fire service, fire marshal) have evaluated, scored (assessed), and provided feedback on the drills;
- A general summary of the after action comments from these reviews and the corrective actions that the schools will be taking or have taken as a result.

If you have any questions regarding this report, please send them to:

SchoolSecurityPlanStandards@ct.gov

Emergency Response Drill Log
Documents Exercises and Drills, including Fire Drills, Crisis Response
Drills, and Exercises of this School Security and Safety Plan

School: _____ District: _____

Date	Time	Type of Drill (C/F/E) *	Participants**	After Action Comments**	Corrective Actions**

*Provide type of drill: C –Crisis, F – Fire, E-Exercise of Plan

**Please feel free to use separate pages to capture this information.

APPENDIX 15

School Security and Safety Committee

The members listed below are required by Public Act 13-3

Title/Name Phone Number Email Address Other

School Administrator –John P. Ryan
860.584-8433 ext. 304 john.p.ryan@cttech.org

Local Law Enforcement/ Connecticut State Police Troop L 860 626-7900
School Resource/ N/A
Liaison Officer

Teacher Steve Donaghy steve.donaghy@cttech.org

Local First Responder
(Fire/Emergency Medical Services)

Mental Health Professional TBA

Parent or Guardian

The members listed below are highly recommended

Local Emergency Management

Transportation
Director Ann Marie Fippenger, Bristol Public Schools

Nurse Mary Boisvert, 860-584-8433 ext. 307

Building Maintenance
Supervisor Dave Meehl 860-827-7736

Custodian
Other Members

All-Hazards School Security and Safety Plan Template

If the Safe School Climate Committee is combined with the School Security and Safety Committee remove this page

Safe School Climate Committee

The principal is required to establish or designate at least one existing committee in the school as the Safe School Climate Committee that shall include one parent or guardian (appointed by the principal) of a student in attendance at the school.

<u>Title/Name</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>Other</u>
--------------------------	----------------------------	-----------------------------	---------------------

Parent or Guardian

Other Members

Security and Safety Committee Meetings and Agenda

- Safety Committee meetings once a quarter with a standing agenda and new topics. The meetings include key personnel from the building along with union representation. Minutes are kept and posted on the public drive. A list of members is posted in teacher lounges and common areas around the building.

APPENDIX 16

Training

Training is conducted in person and online. Records are kept at the district level by John Woodmansee and at the school level by the principal, H/S Chair, business manager and principal's secretary

APPENDIX 17

HAZARD ANALYSIS PREPARING FOR HAZARD IDENTIFICATION CHECKLIST

There are several tasks that you should accomplish to help you prepare for the formal hazard identification. Use the checklist below to help you complete these tasks.

Check	Activity
	<p>Obtain or draw a map of the school and school grounds.</p> <p>This map will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. It will also provide a basis for establishing evacuation routes, identifying a safe open-space assembly area, and developing procedures for conducting emergency response activities.</p>
	<p>Mark the location of:</p> <ul style="list-style-type: none"> ▪ All classrooms. ▪ The library and other activity rooms. ▪ Restrooms. ▪ Heating plant. ▪ Hallways. ▪ Doors and closets.
	<p>Locate the following items on the map:</p> <ul style="list-style-type: none"> ▪ Main shut-off valves for water and gas. ▪ Master electrical breaker. ▪ Heating and air-conditioning equipment. ▪ Stoves. ▪ Chemical storage and gas lines in laboratories. ▪ Hazardous materials stored by custodians and gardeners. ▪ Emergency lighting units. ▪ Fire extinguishers. ▪ First-aid equipment. ▪ Outside water faucets and hoses. ▪ Overhead power lines. ▪ Underground gas lines.

IDENTIFY HAZARDS AND RISKS (HAZARD ANALYSIS)

Overview:

The hazard analysis is the foundation upon which all emergency planning efforts in the school are built. It identifies those conditions or situations that have the potential for causing harm to people or property. It allows the planning team to study the characteristics of the school and surrounding community will aid in determining which threats specifically have an impact on segments of the community, and why. (For example, a river may be affected by a heavy rain event, thus causing flooding to the parking area.) Planners then begin to focus on preventing or responding to flooding in the downtown area. The hazard analysis is the first step in developing an effective emergency management program.

Information on hazards needs to be collected and written down so that you and others in your school community will become aware of how hazards can affect your community. Once that task is accomplished, you can help spread an awareness of what needs to be done, and why.

The hazard analysis process involves four primary steps:

1. Developing a school and community profile
2. Hazard Identification
3. Assessing risks
4. Determining vulnerabilities

STEP A: SCHOOL AND SURROUNDING COMMUNITY PROFILE

In order to explain why a school is vulnerable, a profile of that school's relevant characteristics needs to be considered. Writing the community profile is the first step in the Hazard Analysis. Its purpose is to provide information about key segments of the community's makeup. It will look at the community's:

- Historical uses of surrounding properties,
- Land use patterns (current activities being performed),
- Geography and climate,
- Transportation network,
- Demographic and economic statistics,
- Key industries,
- Topography,
- Locations of key community facilities,
- Major community organizations,
- And other information that is relevant for the community

Simply put, preparing a community profile requires answers to the "5 Ws":

1. Who are we?
2. Where are we located?

3. What do we do?
4. When do we do it?
5. Why do we exist? (what is the school community's main "reason for being")

Sectoring

In writing the school profile, it may be beneficial to consider the community in terms of geographic sectors for the purpose of developing a more detailed and targeted hazard analysis (and the mitigation, preparedness, response, and recovery strategies that may follow). This is known as "sectoring" and it can involve administrative or property boundaries, like a main building, playing fields, parking lots, etc...

STEP B: HAZARD IDENTIFICATION

The hazard identification defines the type, location, magnitude, and likelihood of hazard events. For help with this step, the team should contact the local first responders to identify the various types of natural, technological, and human-related disasters and emergencies that have confronted the school and/or the municipality, or have the potential to occur. However, it is important to tap into local resources and information to identify the hazards that may be significant to your school and surrounding community.

The common hazards that should be included are:

- Flooding
- Wildfires
- Ground Movement/Earthquake
- Severe Winter Weather
- Severe Storms
- Technological Hazards
- Weather Patterns
- Human-related incidents
- Public health emergencies
- Large-scale emergency event
- Transportation accidents (ex. car, bus, truck, plane)
- Infrastructure failure

STEP C: RISK ASSESSMENT

The purpose of the risk assessment is to map out where hazards exist in your school and surrounding community, and to gain some idea of how often they arise and how much harm they might do in the future. The risk assessment involves the detailed examination of the school's hazards to judge such factors as:

- Likelihood of occurrence
- Scope of impact

- Frequency of occurrence
- Potential size of the affected area
- Population impact

A valuable part of the Risk Assessment is the hypothetical consideration of "worst-case scenarios" by imagining what would happen if the worst possible catastrophe involving one or more hazards were to occur within your school or surrounding community. This type of analysis will include areas of overlap where one hazard causes another (such as severe winds causing infrastructure failures) and an assessment of the limits of your community's response capabilities (for example, a large transportation accident may temporarily overwhelm Emergency Medical Service capabilities).

Hazard Ranking

After evaluating the risks, the team should examine the results and rank, in order of frequency or expected severity of impact, those hazards to which it deems itself susceptible. This general ranking of hazards should serve as the basis for determining the overall emergency management goals and priorities of the community. For example, if wildfires are determined to be the most serious hazard facing the school, then a proportionate amount of time, energy and resources should be allocated to wildfire mitigation and preparedness initiatives.

STEP D: VULNERABILITY DETERMINATION

This step determines the way in which a school's population, property, infrastructure, critical systems, and environment are vulnerable to hazards identified and assessed in steps 2b and 2c. This is accomplished by:

- Identifying and mapping community hazard areas,
- Developing and applying hazard-specific disaster scenarios to determine critical issues that must be addressed for short/long term recovery needs,
- Developing specific mitigation, preparedness, response and recovery priorities to address identified vulnerabilities, and
- Determining planning and resource allocation needs and considerations for implementing the identified activities.

Considerations

- Refer to Local Emergency Management Director and first responders for more detailed information about writing the hazard analysis.
- Consult the National Climatic Data Center for researching the history of hazardous weather for specific areas.
- Check with local resources, i.e., media, news articles, long-time residents, public works department, utility companies, etc. for historical incident information.

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- Overlay map of the school community and its characteristic features and hazard-prone areas. Maps also help first responders in identifying areas that need special attention during response (i.e., special needs populations).

APPENDIX 18
Summary of Natural and Human-Made Hazards in or Around the School Community

NOTE: Public Act 13-3 established a School Safety Infrastructure Council that has developed safety standards for school building projects. Please consult those standards for specific information on school infrastructure.

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EARTHQUAKE	Brief Description of Risk:				
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	Brief Description of Risk:				
TORNADO	Brief Description of Risk:				
WILDFIRE	Brief Description of Risk:				
WINTER STORM	Brief Description of Risk:				

All-Hazards School Security and Safety Plan Template

CHEMICAL/HAZARDOUS MATERIALS					
	Brief Description of Risk:				
HUMAN MADE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE					
	Brief Description of Risk:				
FIRE					
	Brief Description of Risk:				
NUCLEAR FACILITY INCIDENT					
	Brief Description of Risk:				
POWER OUTAGE					
	Brief Description of Risk:				
WATER SYSTEM FAILURE					
	Brief Description of Risk:				
ACCIDENTS (TRANSPORTATION)					

All-Hazards School Security and Safety Plan Template

	Brief Description of Risk:				
MEDICAL EMERGENCY					
	Brief Description of Risk:				
HUMAN MADE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION					
	Brief Description of Risk:				
APPARENT SUICIDE					
	Brief Description of Risk:				
BOMB THREAT					
	Brief Description of Risk:				
CIVIL DISORDER					
	Brief Description of Risk:				
DEATH ON CAMPUS					
	Brief Description of Risk:				

All-Hazards School Security and Safety Plan Template

EXPLOSION					
	Brief Description of Risk:				
HOSTAGE SITUATION					
	Brief Description of Risk:				
HUMAN MADE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER					
	Brief Description of Risk:				
KIDNAPPING/ ABDUCTION					
	Brief Description of Risk:				
REPORT OF WEAPON ON CAMPUS					
	Brief Description of Risk:				
SEXUAL ASSAULT					
	Brief Description of Risk:				
TERRORISM					
	Brief Description of Risk:				

All-Hazards School Security and Safety Plan Template

WEAPONS ASSAULT					
	Brief Description of Risk:				

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
ISSUES INVOLVING PUBLIC HEALTH	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
PANDEMIC					
	Brief Description of Risk:				
INFLUENZA					
	Brief Description of Risk:				
INFECTIOUS DISEASE OUTBREAK					
	Brief Description of Risk:				
FOOD BOURNE ILLNESS					
	Brief Description of Risk:				
BIOTERRORISM AGENTS					

All-Hazards School Security and Safety Plan Template

	Brief Description of Risk:				
OTHER					
	Brief Description of Risk:				

APPENDIX 19

Physical and Psychological Safety
Assessment Tools

SCHOOL BUILDING VULNERABILITY ASSESSMENT

Part A: Physical Safety Assessment Tool

Assessment Areas Within a School

First, check Yes, No, or N/A for each assessment area. Second, for any areas that apply to your school, prioritize whether the concern needs to be addressed immediately, soon, or in the future. For example, if your students and faculty do not share bathrooms, you would also check if this is an “area to be addressed immediately, soon, or in the future”. Check each box if your school meets that specific criteria. If a box is not checked, more than likely this area needs to be addressed within your school’s crisis preparedness plan. Evaluate the assessment data with your building-level team to improve your building’s level of crisis preparedness.

Bathrooms

Assessment Area	Yes	No	N/A	Area to be addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Students and faculty share bathrooms.							
Students are permitted to use the bathroom with other students without an adult being present inside or immediately outside of the bathroom.							
Bathrooms are equipped with antibacterial soap and towels or dryers.							

All-Hazards School Security and Safety Plan Template

Assessment Area	Yes	No	N/A	Area to be addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
A notice is placed in bathrooms reminding students and staff to wash their hands before returning to class or work.							
Bathrooms are in working order, clean, and adequately stocked with supplies (toilet paper, towels, etc.).							
Bathrooms do not have entrance doors or doors are propped open.							
Coat hooks are removed from the back of the bathroom door.							
Bathrooms are monitored while classes are in session.							
All graffiti is removed from the bathroom walls and stalls immediately.							
Positive school messages are posted on the							

All-Hazards School Security and Safety Plan Template

bathroom walls.							
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Additional comments _____

Part A: Physical Safety Assessment Tool

Building Access and Personal Identification

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Main office is immediately accessible from the main entrance.							
Access in and out of building is monitored from a central location in the building.							
The main entrance has double entryway doors.							
There is only one visitor access point to enter the building & staff monitors it.							
Staff members enter the building using a proximity or magnetic card reader that unlocks the door							
All entrances and exits have been identified and labeled on a							

All-Hazards School Security and Safety Plan Template

blueprint or building map.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
All guests to the school are notified (in person or by a sign) that they need to proceed to the main office immediately upon arrival to the school.							
Guests and parents sign in and out.							
Visitors' identification is verified through a criminal database before being allowed to enter the building.							
All visitors wear visitor badges and have the date and time of day written on the badge when the visitor signs in.							
Main office staff regularly checks and follow up with the sign-in/sign-out sheet.							
The visitor sign-in-out book is							

All-Hazards School Security and Safety Plan Template

taken out of the building when everyone evacuates.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Main office staff sees the front entrance of the school from their desks.							
School staff wears staff identification badges.							
Students wear student identification badges.							
Exterior doors are kept closed and locked.							
Any unlocked doors are monitored throughout the day (i.e. main entrance).							
Interior classroom, office and maintenance doors are kept locked when not in use.							
Doors to any mobile classroom units can be locked from the outside.							
Students in mobiles are able to quickly &							

All-Hazards School Security and Safety Plan Template

safely move in to the main building if necessary.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Cameras are located in key areas throughout the building.							
Cameras are monitored during school hours.							
Cameras are monitored after school hours.							
Video from cameras is recorded. For how long: _____							
Metal detectors are located at key entrances in the buildings.							
X-ray machines are located at key entrances in the building.							

Additional comments _____

Part A: Physical Safety Assessment Tool

Commons and Cafeteria Area

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Entrances/exits from the commons & cafeteria are monitored.							
People either inside or outside of the building can look into the common area.							
Students are able to line up to receive their food without interfering with people in the seating area.							
There is adequate (sufficient & safely constructed) seating for all students.							
Adults supervise in the commons and cafeteria throughout the day							

All-Hazards School Security and Safety Plan Template

Adult: student ratio: _____.							
Balcony or upper hallway opens above the commons /cafeteria area.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Food preparation areas are restricted to food service personnel only.							
Food service staff members greet & are friendly to students receiving food.							
Food samples for each meal are stored for at least 1 week.							
Positive school messages & murals are on cafeteria & common area walls.							
Staff eat lunch in the cafeteria with students.							
Cafeteria & common areas are kept clean & trash is emptied frequently.							

Additional comments _____

All-Hazards School Security and Safety Plan Template

Part A: Physical Safety Assessment Tool

Hallways

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Positive school messages & murals are located on hallway walls.							
Upper floors look down on lower floors. Issues that arise: _____ _____ _____ _____							
School staff help monitor all hallways before school starts.							
School staff help monitor all hallways during passing periods.							
School staff help monitor all hallways immediately after school.							
Data are collected to determine how many tardy students are in the hallways after the late bell rings.							
If more than 20% of students are still in the hallways after the late bell, universal							

All-Hazards School Security and Safety Plan Template

interventions on tardiness are implemented.							
Lighting is adequate in all hallways.							
Lockers are stacked (i.e. upper & lower).							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Lockers are in plain view of all adult supervisors							
All students are assigned to a locker in the same area where other students in their grade are assigned.							
All students are given school-issued locks for lockers.							
No visual barriers block a clear line of sight down the hallways (i.e., pillars).							
Students and staff with special mobility needs are assigned classes on the first floor of a building							
Individual crisis plans are in place for students & staff with mobility needs who are not on the first floor of a building.							
Students are required to carry a pass in plain view when in the hallways while class is in session.							
Stairways are wide enough for two students to pass (going opposite directions) with arms outstretched.							

All-Hazards School Security and Safety Plan Template

Railings continue from top to bottom of the staircase on both sides.							
An elevator is available for students or faculty in need.							

Additional comments _____

Part A: Physical Safety Assessment Tool

Parking Lot

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Parking areas are designated for students & teachers.							
Teachers are required to have a parking permit displayed in their car to park on school grounds.							
Students are required to have a parking permit displayed in their car to park on school grounds.							

All-Hazards School Security and Safety Plan Template

Cars in the parking lot are routinely checked to see if the appropriate permit is displayed.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Students have to check out through an attendant if they leave the parking lot during the school day.							
If students are permitted to leave campus during the lunch hour, there is a way to account for their return.							
Cars are not permitted to park directly in front of the school's main entrance.							
The lot has a designated bus lane & bus parking area.							
The lot has a designated visitor parking.							
Visitor parking is visible from							

All-Hazards School Security and Safety Plan Template

the main entrance of the building.							
Reserved parking spaces are labeled “Reserved” & do not identify the person parking in the space.							

Additional comments: _____

Part A: Physical Safety Assessment Tool

Playground and Athletic Fields

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
The perimeter of the playground area is designated by a fence or other structural barrier.							
Students are required to stay within the boundaries of the playground area during recess, lunch & PE classes.							
The playground is monitored.							

All-Hazards School Security and Safety Plan Template

Adult: student ratio ____.							
All playground areas are visible to staff members who are monitoring playground activities.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Staff have a means of communicating to students while outside (i.e., whistle or bullhorn).							
Playground equipment (i.e., monkey bars, slides, basketball hoops, soccer posts) is free of jagged edges, broken parts & pointed corners.							
Playground equipment is positioned with a soft surface below.							
Staff maintain appropriate line of sight while monitoring student activities.							
Staff carries a two-way radio to communicate							

All-Hazards School Security and Safety Plan Template

with the front office.							
Playground behavioral expectations are taught to students.							
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Students and staff are taught how to conduct a reverse evacuation from the playground & athletic field back into the building.							

Additional comments: _____

Part A: Physical Safety Assessment Tool

Emergency Alert System

Please review your building's emergency system(s). Does the school have a system for quickly notifying staff and students (when appropriate) of impending danger in each of the following types of emergencies? Are staff and students (when appropriate) familiar with these alert systems and do they practice procedures related to each of these emergencies? Do these notification systems work to notify staff and students in the mobile units (if applicable)? Are backup notification systems available in the building (i.e., intercoms, two-way radios, telephones, lights, bell, or buzzer system)? Identify the backup notification systems used. Please write either yes or no, indicating whether the type of notification is present in your building, and list the types of notification systems, as appropriate.

	Notification System Present	Staff Notification	Student Notification	Mobile Unit Notification	Describe the Type of Notification System(s)	Backup Notification System	Describe the Type of Notification System(s)	Staff Training	Student Training
Type of Emergency	Y/N	Y/N	Y/N	Y/N		Y/N		Y/N	Y/N
Bomb threat	y	y	y		Parent square	Y	Email		
Chemical spill	Y	Y	Y		Parent square	Y	Social media/news	Y	Y
Civil unrest (e.g., student protest, food fight sit-in)	Y	Y	Y		Parent square	Y	Email Social media/news	Y	Y
Death or serious injury on campus	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Earthquake	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Family reunification	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Fire	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Food contagion	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Infectious disease	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Intruders	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Media event	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Power outage	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Suicide risk	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Severe storm	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Threat of violence to student and/or staff	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y
Tornado	Y	Y	Y	Y	Parent square	Y	Email Social media/news	Y	Y

Additional comments: _____

SCHOOL BUILDING VULNERABILITY ASSESSMENT

Part B: Psychological Safety

Behavioral Interventions

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
School-wide student behavioral data are reviewed at least monthly. Include a review of the circumstances.						
The data from reviewing behavioral referrals are used to determine universal behavioral interventions.						
Behavioral data are used to determine if specific students require targeted and intensive behavioral intervention.						
When reviewing student progress, both academic and behavioral data are reviewed.						
Mental health services are available to students in the school.						
Students who may need targeted or intensive interventions also receive a functional behavioral assessment before receiving the intervention.						

All-Hazards School Security and Safety Plan Template

A bullying prevention program is implemented with fidelity in the school.						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
Social networking sites are monitored to assess for cyber bullying.						
A suicide intervention program is implemented with fidelity in the school.						
A suicide prevention program is implemented with fidelity in the school.						
A gang prevention program is implemented with fidelity in the school.						
Interventions to increase school attendance are implemented with fidelity in the school.						

Additional comments: _____

Part B: Psychological Safety

Collaboration

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
School administrators know names of and have contact info for local first responder leadership (i.e., fire marshal, police, fire, emergency management).						
School administrators can contact local emergency responders through other means than calling 911.						
The school works with local agencies when making student referrals for outside assistance.						
A memorandum of understand (MOU) has been established between the school & local emergency response agencies.						
A list of mental health agencies, both outside and within the school, providing counseling services is updated at least biannually.						
A list of social service agencies and resources, both in-town and state, is updated at least biannually.						
Training is provided across local agencies & schools for providing emergency response.						
The National Incident Management						

All-Hazards School Security and Safety Plan Template

System (NIMS) is implemented during the crisis response.						
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Additional comments: _____

Part B: Psychological Safety

Communication and Emergency Notification

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
A building-wide internal communication system is in place that all areas in the building can hear (i.e., intercom).						
Key building personnel use two-way radios to communicate.						
The school has an external communication system outside of the building (i.e. speakers that are connected to the internal system).						
Two bullhorns are located in the building.						
The building uses an emergency notification system to quickly notify parents of an emergency (i.e., phone emergency notification system).						
Positive messages are sent home to parents about their student & building activities on a regular basis.						

All-Hazards School Security and Safety Plan Template

If school has temporary classrooms in mobiles, the school has a system to notify them of a crisis & account for student safety.						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
Parents are oriented on who in the building can provide specific types of assistance to their student if needed.						
Parents are provided information on the re-unification procedure to be used in case of emergency at the school.						

Additional comments: _____

Part B: Psychological Safety

Conduct

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
The school has a conduct code that is understood by & communicated to all staff & students.						
Students sign a statement each school year to affirm that they are familiar with the conduct code and are willing to comply.						
The school code of conduct is reviewed and revised each school year,						

All-Hazards School Security and Safety Plan Template

including any code of conduct specifically for staff.						
Positive behavior support initiatives are addressed within the code of conduct.						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
Bullying prevention initiatives are addressed within the code of conduct.						
All staff are trained on verbal de-escalation techniques.						
All staff regularly uses verbal de-escalation techniques.						
A peer monitoring system is used (i.e., Peer conflict mediation).						
Students can report negative activities within the school with an anonymous tips or comment box.						
Staff is trained on safe physical restraint techniques.						
Staff uses only safe physical restraint techniques only as a last resort.						
A dress code is consistently enforced.						
School rules & behavior guidelines are posted in public areas (classrooms, hallways, commons, library, gym, cafeteria, etc.).						
Adults (teachers, parents, or staff) are present during passing periods.						

All-Hazards School Security and Safety Plan Template

School administrators have the authority to perform unannounced searches of student lockers.						
Disciplinary consequences are linked with behavioral interventions when appropriate.						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
Disciplinary data are reported to the building-level team.						
Disciplinary data are used to evaluate intervention effectiveness at the universal, targeted & intensive levels of intervention.						

Additional Comments: _____

Security Audit and Hazard/Vulnerability Assessment results information, including:

--Date Completed

--Who conducted the audit?

--Findings

--Improvement plan: Who is responsible to make the improvements and when?

FUNCTIONAL ANNEXES

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the school planning team assesses the school's needs, it may need to prepare additional or different annexes.

INDEX OF FUNCTIONAL ANNEXES

A. Fire Drills

- Drill Frequency
- General information
- Quick Check List for Teachers
- Handicapped students during school emergencies

B. Lockdown

C. Secure School

D. Evacuation

E. Shelter-in-Place

F. Communications and Warning Annex

G. Accounting for all Persons and Family Re-unification Annex

H. Recovery and Continuity of Operations (COOP) Annex

I. Public Health and Medical Annex

J. Mental Health Annex

K. Security Annex

A. Fire Drills

Drill Frequency:

- Fire drills are scheduled to be conducted one each month. In the event of inclement weather the drill will be rescheduled to be completed prior to the end of the month.
- A minimum of three crisis response drills are conducted during each school year. These drills can be scheduled in place of every third monthly fire drill.

General information:

- You must be aware of the procedures to be followed during a drill.
- All classrooms must display a red FIRE DRILL sign that explains any procedures particular to that room, noting the evacuation route to be taken and safe area to assemble after leaving the building. Teachers must be sure that a sign is posted in each room to which they are assigned.
- Teachers are responsible for all students assigned or under their supervision during drill or emergency procedures.
- **ALL PERSONS** in the building are expected to respond to the first sounding of the alarm by evacuating to the predestinated area. This includes students,

All-Hazards School Security and Safety Plan Template

- teachers, office staff, visitors, contractors, cafeteria personnel and custodians.
- If the PA system is not operational due to the emergency, information will be passed by the most expeditious means including bullhorn or messengers.
 - All students in the cafeteria are to leave quickly and quietly proceed away from the building.
 - Students who are not in a classroom (for example: in the restroom, at the media center, etc.) should leave the building by the nearest available doorway and report to the area where their class musters outside. If between classes, muster in the meeting area of previous class.
 - The students who are leaving from a particular room/shop are to remain with that group, under the teacher's supervision, during the entire drill.
 - Classroom doors and windows should be closed during a fire drill. Teachers should outline to each of their group's proper procedures and exit routes when the fire alarm goes off. Directions for exiting should be posted prominently in all rooms.
 - Teachers should ascertain the presence of physically handicapped students under their supervision in each of their assignments; further, they are responsible for providing immediate and safe evacuation of handicapped students from the building with the rest of students under their supervision. (See below.)
 - Teachers are expected to remind the students to remain with their groups during a fire drill and to file out of the building quietly. Teachers are responsible for checking attendance outside the building. With the exception of the building secretary, the switchboard operator, the head dietitian, custodians, fire patrol staff/students with specific assignments, all personnel are expected to evacuate the building and follow other fire drill procedures.

Quick Check List for Teachers:

1. Check the corridor for heat; if hot, do not open the door! Exit room by secondary exit if available. If there is no other means of egress, block the door and await evacuation by fire personnel.
2. Check the corridor for smoke; use the exit route that is away from the fire and smoke.
3. Assemble the students, take your attendance register, and lead an orderly and quick evacuation to the nearest accessible exit.
4. Assemble the students away from the building and take student attendance. Report students who are not accounted for to the designated collector.
5. Maintain order during the evacuation.

Students with functional needs during school emergencies:

The following procedures are to be followed by staff during emergency evacuation of the building;

1. Members of the staff to whom the functional needs students(s) are assigned (see item 3) are to remain with student(s).
2. Advise the nearest staff member of the circumstance and give him/her your class list (seating chart or grade book) so that a check of those students can be made if necessary.

3. Accompany the student to the nearest fire emergency window where you can signal the fire department for assistance if the need arises.
4. If a functional needs student is not assigned to a teacher at the time of an emergency, the nearest staff member should take charge and follow procedures 1 and 2 above.
5. If a functional needs student is in a location where evacuation by a staff person can be accomplished, such as the first floor, retain the handicapped person until the floor is clear to avoid an accident, and then evacuate the child.
6. For these purposes, handicapped is any person who, because of disability, might have difficulty in evacuating the building at the pace the school population is moving. This inability could cause harm to the student and/or others by causing congestion leading to an accident.

B. Lockdown

A **lockdown** is used to handle a threat emanating from inside of the school. During a lockdown drill all interior and exterior doors are closed and locked. This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. Once the doors have been locked, only law enforcement officials will be allowed to enter the school. If a lockdown is announced do the following:

- Lockdown signal is given by any school building Management Personnel.
 - Check hallways – Individuals determined not to be a threat will be allowed into the nearest room
 - No one will be allowed to remain in the hallways or unprotected areas
 - Secure doors, turn out lights, cover windows, pull shades (check with local responders), and move students out of line of sight of door windows.
 - Take attendance and record students that are in the room, missing and extra students from the hall and await further instructions.
 - Only enforcement officials will be allowed to enter your room, do not open doors for ANYONE under ANY Circumstances
 - All activities cease
- If outside of building evacuate to a predetermined, off-campus, location. This includes bus runs and field trips.

C. Secure School

Secure School will be utilized to counteract a threat coming from outside of the school. During a secure school drill all exterior and classroom doors are closed and locked. No one will be allowed

to remain outside of the school. Any parents or guardians present outside of school that have been determined not to be a threat can enter the building before the doors are locked, or they are required to leave the school grounds immediately. Once the doors have been locked, only law enforcement officials will be allowed to enter the school. Students and staff are expected to move to their scheduled classroom. If secure school is announced do the following:

- Secure School is given by any school building Administrative/Management Personnel.
- Have students who are outside immediately return to school building.
- Lock and secure all exterior and classroom doors and entrances in your classroom/shop.
- Students and staff are expected to move to their scheduled classroom.
- Continue normal classroom/shop activities.
- Monitor main entrance and allow only AUTHORIZED personnel into building.
- Consider using "barricades" close off school driveways and parking lots.
- Consider modified release of students for end of school day.

D. Evacuation

An **Evacuation** of a school will be performed for a variety of reasons including but not limited to **fire, explosive threat, weather conditions and health concerns**. An evacuation drill will begin with the use of the fire alarm notification system. Once activated all staff, students and visitors are required to leave the school and assemble at a predetermined location. Once outside the school attendance will be taken and further instructions may be given. No one will be allowed to leave the assemble location without permission from the school administration. If an Evacuation is announced do the following:

- Close classroom windows/doors; turn off lights/ computers; if in use, turn off gas
- After alarm, evacuate to pre-designated area
- Take grade book and classroom sign out sheets
- Ensure aids assist handicapped students
- Check lavatories on the way out of the building for students who may not have heard the alarm
- Reassemble students in safe area away from building and out of the way of emergency vehicles. Always evacuate crosswind and/or upwind
- Take attendance and relay it to the designated area
- Remain with the students until the "all clear" is given or until receipt of further instruction
- Accompany students to alternate site, if needed
- Accompany students back to the classroom and take attendance

E. Shelter-in-Place

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.)

Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire home or office building. If you are told to shelter-in-place, do the following:

- move all students to designated shelter area
- Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- Close all windows and exterior doors
- If possible turn off room heating, cooling, or ventilation systems
- If there appears to be air contamination within the shelter, place a wet paper towel over nose and mouth for temporary respiratory protection. Inform Main Office. Relocate to another part of the building
- Continue to follow instructions given over PA
- Do Not allow anyone to leave shelter until "all clear" is given
- If there are visitors in the building, provide for their safety by asking them to stay, not leave.
- If there is danger of explosion, close window shades, blinds or curtains.
- If instructed use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Take attendance and report contact to office over the phone

F. Communications and Warning Annex

This annex includes communication and coordination during emergencies, including both internal communication and communication with external stakeholders, as well as the communication of emergency protocols before an emergency and communication after an emergency.

The school planning team should include in this section—

How the school's communication system integrates in to the local disaster and response communication networks (e.g., fire, law enforcement, municipal Chief Executive Officer, Local emergency management director);

How to ensure that relevant staff members can operate communications equipment;

How the school will communicate with students, families and the community before, during, and after an emergency;

How to account for/address technology and language barriers faced by students, staff, parents/guardians;

How the school will handle the media (Public Information Officer);

How impacts on students will be communicated to community, including impacts to activities related to the school population but not necessarily at school (such as athletic events.)

How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinate with local Emergency Management to provide sign language at press conferences.)

G. Accounting for All Persons and Family Reunification Annex

This annex focuses on developing courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

School should include in this section--

- How staff will determine who is in attendance at the assembly area;
- What to do when a student, staff member, or guest cannot be located;
- How staff will provide support to the assembly supervisor;
- How the staff will notify, report, or communicate with first responders regarding those missing during emergencies or under non-emergency situations, who will go into the school to look for missing persons;
- How and when students will be dismissed or released.

This annex also details how students will be reunited with their families or guardians.

The school planning team should consider:

- How to inform families/guardians about the reunification process in advance of any event (such as the sample letter included above);
- How to verify that an adult is authorized to take custody of a student;
- How to facilitate communication between the parent check-in and the student assembly area;
- How to link the reunification process with any plans for controlling vehicle access/traffic patterns or security procedures to facilitate reunification (is there a need to identify a school liaison or other on-scene person to coordinate the reunification process with first responders?);
- How to ensure students don't leave on their own;
- How to protect student and parent privacy from the media;
- How to reduce confusion;
- How frequently families will be updated;
- How to account for technology and language barriers.

Here are some links to reunification plan templates and other related resources:

<http://iloveguys.org/srm.html>



166-EOP_Annex_D_
Student_parent_reur

H. Recovery and Continuity of Operations (COOP) Annex

This annex describes how schools will recover from an emergency. The four most fundamental

kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological recovery. It is important to designate a lead for long term recovery before any event has occurred. Collaboration and coordination are the keys. The appropriate lead may depend on the type of event. Many Connecticut municipalities have pre-identified a long term recovery coordinator to oversee recovery from a large scale incident. This person may serve as a resource to help coordinate recovery activities with a school district liaison and other subject matter experts.

The United States Department of Education recommends taking the following action steps:

- Assemble a Crisis Intervention Team (CIT.)
- Return to the business of learning as soon as possible.
- Keep students, families, and the media informed.
- Focus on both the building and the people.
- Assess the emotional needs of students and staff and arrange for appropriate intervention if needed.
- Provide stress management during class time.
- Conduct daily briefings for staff, responders, and other assisting in recovery. (This may be part of the Unified Command work that is described in this plan template. See, for example, information on the incident command system (ICS) in the Concept of Operations section.)
- Take as much time as needed for recovery. Depending on the event and individual, recovery may take months or even years.
- Proceed with caution when planning memorials and tributes. These may result in recurring trauma.
- Evaluate the incident response and recovery efforts through, for example, focus groups or interviews. This is another aspect of ICS, the after action process.

Here are some quick links on school safety:

From the National School Boards Association:

www.nsba.org/Board-Leadership/School-Safety

From the U.S. Department of Education:

www.rems.ed.gov

Here is a link on coping with violence and traumatic events from the Substance Abuse and Mental Health Services Administration:

www.samhsa.gov/trauma

Part of recovery planning is to plan in advance how the school and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication, computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning. This is known as Continuity of Operations Planning, or COOP.

For more information on Continuity of Operations Planning, you may wish to review the following power point from FEMA, [Continuity of Operations \(COOP\) Awareness Training](#), or take the following FEMA on-line course:

The school planning team should consider the following:

What are the priorities in order to re-establish essential functions?

How will we ensure that students receive applicable related services during a prolonged closure?

Academic continuity and recovery:

- When should the school be closed and reopened, and who has the authority to do so;
- What temporary space(s) may the school use if school buildings cannot be immediately reopened;
- How to provide alternate educational programming in the event that students cannot physically reconvene quickly;
- Coordinate efforts with the State Department of Education for reporting of lost school days and action steps to lessen impact.

Physical recovery:

- How to document school assets in case of damage;
- Which personnel have knowledge of the assets and how and where will they access records after the emergency;
- How the school will work with utility and insurance companies before an emergency to support a quick recovery.

Fiscal recovery:

- How to work with district leadership (e.g., superintendent, chief business officer, personnel director, risk manager)
- How staff will receive timely and accurate information on returning to work;
- What sources the school may access for emergency relief funding.

Psychological recovery:

- Who will serve as team leader;
- Where will counseling and psychological first aid be provided;
- How will teachers provide calm, supportive environment for students, identify those students or staff who may need immediate crisis counseling;
- Who will provide trained counselors;
- How to address memorial activities, and balance between honoring loss, resuming routines, and maintaining hope for the future.

I. Public Health and Medical Annex

This annex describes the course of action that the school will implement to address emergency medical (e.g., first aid) and public health issues. The school should coordinate these efforts with

the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

The school planning team should consider the following:

- What is the role of staff members in providing first aid in an emergency;
- Where are emergency medical supplies located, and who is responsible for purchasing and maintaining those materials;
- Which staff have relevant training or experience (See Appendix 1, staff survey);
- How the school will promptly share and report information about outbreaks or epidemics or unusual medical situations to the local health director;
- How the school will support the needs of students identified by the threat assessment team.

This annex should also include an outline of how the school will address a large scale outbreak of illness, such as a pandemic flu or meningitis that affects the health of the public. The school should work with the local public health director on this annex.

Here is an example of this type of annex from the West Hartford-Bloomfield Health District:

In the event where an increase in school absenteeism is noted between either or both students and staff, reporting to the local health department (West Hartford-Bloomfield Health District (WHBHD)) shall be communicated by the school nurse on a regularly scheduled basis.

1. The school nurse will contact the WHBHD when observed illnesses or absences for respiratory, gastrointestinal or vaccine preventable illnesses are deemed to be excessive.
2. Report influenza-like illness (ILI) (Illness with symptoms of fever >100°F AND sore throat or cough) or other symptoms to the WHBHD weekly during outbreak (see next page for sample surveillance reporting form).
3. Depending on illness or exposure, social distancing measures may be instituted-including school closures. Consultation between the school and the health district should occur before measures are implemented or discontinued.
4. As available and warranted, children and staff may need to receive medical countermeasures, such as antivirals, vaccines, or other medication. The WHBHD and CT Department of Public Health will provide information and communication prior to establishing any dispensing or vaccination campaigns.

In the event of air quality concerns or other circumstances where the school building needs to be closed, the school administration shall notify the Director of Health prior to re-occupancy to assure occupant safety and proper air quality controls are in place. The Director of Health has the authority to open and close public buildings/facilities due to public health concerns.

J. Mental Health Annex

This annex provides best practice considerations for addressing student mental health issues and describes the course of action that the school will implement to address mental health issues both on an ongoing basis and in response to an incident.

Best Practice Considerations for Addressing Student Mental Health Issues²

Meeting Students' Mental Health Needs in Your District

A dozen Connecticut school leaders met throughout the past year to collectively reach consensus on a complex problem of practice:

How can school districts, in partnership with their communities, enhance practice relative to PK-12 mental health issues for the best for all students?

The incidence of mental health issues in school-aged children has increased markedly in the past several years. Schools increasingly are involved in the identification, intervention, support and education of children dealing with multiple challenges. While districts historically have been responsible for the academic education of students, schools frequently now are called upon not only to educate the “whole” child, but to provide wrap around support for students across social, emotional and academic domains. Our schools are often the only “constant” in the lives of our students, especially when other support systems are absent or have failed.

Six focus areas were examined by school leaders: Early Identification, Whole Child-School-Parent Partnership, Risk Assessment Screening, School-Community Partnership, Alternative Placement, and Priority Placement Mental Health Services.

Early Identification

School districts are increasingly involved in early identification; therefore, school districts should have well-established practices and procedures to support early identification processes, including

- a connection with Birth to Three services/Child Find responsibilities;
- a developed and practiced SRBI model in academic, social-emotional and behavioral areas;
- a developed student assistance team model;
- a developed protocol to assure documentation of planning, programming and parent outreach;
- on-going professional development for staff to support identification of, evaluation of, and programming for students with mental health needs;
- a connection with mental health resources;
- a connection with community mental health service providers; and

² Many thanks to the CT Association of Public School Superintendents and the following individuals for this guidance: Maureen Brummett—Plainville; Kate Carter—SouthWindsor; Robert Cronin—North Haven; Charles Dumais—Region 5; Joseph Eradi—Newtown; Jerald Fine—Cromwell; Melissa Glaser—Executive Director, Department of Justice Grant, Newtown; Jody Goeler—Hamden; Kathy Gombos—Newtown; Julie Haggard—Newtown; Melissa Isles—Wolcott; Gary Lawlor—Bethel; Greg Little—SDE Director, Alternate Route to Certification; Laurie Singer—Farmington; Kathy Veronesi—Region 13.

- a developed parent outreach and parent support system.

Whole Child-School-Parent Partnership

Educating the whole child requires a coordinated approach through home-school-community partnerships that employ a continuum of developmental, preventive, and remedial-based support services. To best meet the needs of all students, districts should consider integrating evidence-based practices that address the following:

- The development of the social, emotional and physical health areas into a three-tier model, such as the framework of SRBI, provides a multi-step approach that guides teams with the structure to help address all domains – or the “whole child.”
- The implementation of a general education core curriculum (PK-12) that addresses the social, emotional and physical well-being of students is critical to ensure successful student learning.
- The use of universal screeners for both academic and social-emotional indicators is an effective tool to identify areas of concern early and provide timely and relevant opportunities for intervention.
- School climate and the existence of positive behavioral supports are also critical in the successful delivery of all initial programming. Modeling appropriate behaviors and creating a culture of trust and positive peer-peer/peer-adult relationships strengthens shared accountability and responsibility among all members of the school community.

Risk Assessment Screening

Risk Assessment is a broad topic referring both to issues with students and school personnel and issues concerning building, community and environmental safety. Thus, developing a Risk Assessment and Management policy that utilizes pre-existing teams to address students with behavioral and emotional issues makes the most sense. However, it is imperative that these teams include Pupil Personnel staff, including counselors, school social workers, school psychologists and nurses, in addition to teachers and administrators. Districts must create an atmosphere of trust and must have a clear method of communication for people to utilize.

Risk Assessment and Management Teams need to

- recognize progressive warning signs of distress in students and be able to enact early intervention plans in order to prevent the escalation of the threat;
- create a detailed profile of a student by examining all relevant information, including personal history, home life, academics, friendships, socialization, etc;

- develop interventions to mitigate the threat and assist the student;
- monitor the intervention’s effectiveness and adjust as necessary—follow-through is imperative; and
- review and update the district protocols yearly.

School districts should establish a clear district-wide policy on Risk Assessment and Management teams. The policy should include protocols for

- assigning a Risk Management and Assessment Team at each school;
- training for team members;
- identifying potential risk or threat;
- communicating concerns by parents, teachers and community members to the team;
- identifying measures and protocols for assessing individual of concern;
- communicating with parents, service providers and outside agencies regularly;
- determining the level of intervention required and the associated implementation plan;
- collaborating with additional professionals (e.g., mental health, social service, law enforcement); and
- providing for follow-up observation and interventions regularly.

School-Community Partnership

Students and families interact with various “systems” in all communities. These systems include schools, mental health service providers, hospitals, state agencies, religious and other community groups.

Practical strategies for school districts to develop and sustain a coordinated system of school and community care for students and families include the following:

- Assigning responsibility for this work to a school district. It is logical that schools become the coordinating agency since they see children on a daily basis and interact with families regularly. This must be a high priority component of the school social worker’s job description.
- Sponsoring community forums with all participating “systems” to break down barriers of communication, address issues of confidentiality, and develop systems of services for their communities/region.
- Training community agencies on school programs and the responsibility of districts relative to IDEA and Section 504. Since many community service providers cut across schools geographically, these trainings could be done using the RESC borders.

- Training school staff in conflict resolution skills, motivational interviewing, and how to work with resistant families. Often children do not receive the services either in the school or community due to the resistance or denial of parents.
- Training school staff on how and when to use existing procedures, such as the Special Education Due Process when parents are not accepting the school district's IEPs for students.
- Training programs for new parents and those undergoing crisis situations at home and in the community, jointly planned with community agencies and schools.

Alternative Programing

Children are complex. Children with special/functional needs can have even more unique and complex needs. The same can be said of their treatment plans and services. Often students with special/functional needs receive services both inside and outside of school. For a child to reap the most benefit from these interventions, there are steps school personnel can take to foster better integration between school and community services:

- Establishing a positive, trusting rapport with the parent. This is essential. For every student presenting with special needs, there should be one “point person” who has the capacity to manage and coordinate the student's services.
- Employing ongoing family engagement strategies. Studies suggest that addressing family engagement sets the foundation for a successful treatment strategy. Family engagement will be most effective in increasing the family's likelihood to participate in and follow treatment recommendations.
- Breaking down any “silos of practice” between education, physical health care, and mental health care for children.
- Connecting all adolescents and young adults with disabilities to the appropriate community services upon graduation from high school or reaching the age of twenty-one.
- Acknowledging that relying solely on parent reporting to inform educational plans is insufficient.
- Maintaining contact with any family that has chosen to homeschool their child(ren).
- Sharing, as mandatory reporters of suspected abuse and neglect, information that the needs of a child are not or cannot be met by his/her caregiver. This information must be brought to the attention of the child welfare system.
- Evaluating students in all areas of suspected disability, including conducting social-emotional evaluations.
- Understanding which professionals should participate in the educational planning for children with emotional disturbance or autism and how to identify and obtain relevant medical and mental health information for educational planning processes.
- Exploring issues of post-secondary readiness for young adults with disabilities.

Priority Placement-Mental Health Services

Schools must make sure they are evaluating children in all areas of suspected disability including mental health issues. A comprehensive multi-disciplinary evaluation will ensure schools are offering appropriate, scientifically-based interventions to address social/emotional and psychiatric issues that may be interfering with student progress at school.

Districts need greater capacity to retain or import therapeutic and other mental health services into the school setting. Some suggestions for districts to consider:

- building alliances with area mental health and developmental service agencies to enhance current capacity and improve their service delivery;
- identifying professional development needs in order to build the capacity of school-based mental health professionals; and
- providing training for teachers, Para educators and administrators in recognizing the signs in children who are having difficulties with social/emotional development and how to respond to these concerns.

Children are dynamic, and their school presentation may change over time. In order for schools to understand these changes, coherent and holistic school records must comprehensively track and document students throughout their educational career. This will ensure that schools will have a “full picture” of the child and increase the likelihood that concerning patterns of behavior are identified.

Students with intense social/emotional needs, especially those who do not have regular school attendance, should be case-managed and monitored closely by trained school staff. Homebound instruction should not be allowed for cases of school avoidant children without a thorough multidisciplinary evaluation. For students with mental health concerns, especially those receiving homebound instruction, the following should occur:

- Ensure therapeutic services are part of the program.
- Hold regular team meetings to discuss these children and maintain frequent parent contact.
- Acquire signed releases to speak with all outside providers to make sure they understand students’ school presentation and progress.
- Contact DCF or other appropriate agencies if parents are non-cooperative or do not follow through with appropriate interventions on behalf of their child.

Finally and perhaps most importantly, a Mental Health Plan must remain as a priority in every district with ongoing building blocks for the best of all children.

Resources to Help Address Mental Health Planning:

The following websites provide guidance on potential programs to assist with addressing the psychological needs of a school community:

Sandy Hook Promise Prevention Programs include:

- Mental Health First Aid
- Say Something
- Safety Assessment and Intervention
- Start with Hello
- Keep it Safe and Secure

Find more information at:

http://www.sandyhookpromise.org/prevention_programs

There may be times when a school community needs professional counseling services. It is important to coordinate mental health services with school counselors and psychologists, as well as municipal social services agencies.

To ensure your ability to readily access additional behavioral health services when they are needed, consider now whether or not the following behavioral health resources are available in your community, and if so, determine how to contact them, including after-hours contact information:

1. First, consider how to best utilize your own school system's/district's mental health resources/mental health support team(s).
2. Are there existing MOUs/MOAs with neighboring school systems for behavioral health support? If so, who are the contact people within those school systems to request personnel support?
3. Does the community have a Youth Services Bureau? If so, who is the appropriate contact person at that agency?
4. Does the town offer Social Services as a part of local government services? If so, who is the appropriate contact person at that office?
5. Is there a locally organized disaster behavioral health response team? If so, which local agency is the lead for this team and who is the appropriate contact person?
6. Is there a mental health provider agency? If so, who is the appropriate contact person at that agency?
7. Is there a Child Guidance Center and/or a Family and Children serving agency"? If so, who is the appropriate contact person at that agency(ies)?
8. Is there a local community health agency which offers mental health services? If so, who is the appropriate contact person at that agency?

The following is a link to one Connecticut School District's web page on School Safety and Security, which includes "Regional Counseling Resources:"

<http://www.eastlymeschools.org/page.cfm?p=4027>

This web page provides the reader with links to many local, state, and federal resources. If you would like to discuss the approach that East Lyme has taken, please contact the Old Lyme Emergency Management Director, David Roberge, at 860-434-1605, Extension 231.

One example of a state resource are the Behavioral Health Regional Crisis Response Teams, organized under the auspices of the Connecticut Departments of Mental Health and Addiction Services (DMHAS) and [Children and Families \(DCF\)](#), working with academic partners (Yale and UCONN) at the [Center for Trauma Response, Recovery, and Preparedness \(CTRP\)](#). This organized network of behavioral health providers is prepared to respond to the mental health needs of Connecticut residents following major disasters (e.g., bioterrorism, manmade or natural disasters). The network consists of five regional behavioral health crisis response teams that can be deployed immediately anywhere in the state. The geographical areas covered by the teams correspond to the OPM Uniform Health Regions. These teams respond to disasters or critical incidents when local behavioral health resources have been depleted or are overwhelmed, in coordination with other state or voluntary agencies that are responding. The goal of the regional behavioral health teams is to provide an organized response to individual victims, family members, survivors, or the community affected by critical incidents or disasters. In addition to this formal network, collaborative efforts have been initiated with Connecticut faith communities through the [St. Francis Pastoral Counseling Program](#) to enhance the capacities of faith organizations to respond to crises.

Under state law and current practice, the state Division of Emergency Management and Homeland Security (DEMHS) activates the teams in response to federal or state-declared emergencies when contacted by DMHAS/DCF upon the request of a municipality. Team deployment is made only to locations and under conditions deemed safe by emergency management officials. In an emergency in which a disaster is not declared, local municipalities or emergency response systems may request assistance in order to meet the behavioral health needs of communities in local crises.

For additional information about the role these teams can play in assisting your community, please call Jim Siemianowski at DMHAS (860) 418-6810 or Kathy Dean at CTRP at (860) 679-7949.

A second state resource, through the Department of Children and Families, is Emergency Mobile Psychiatric Services or EMPS. EMPS is a mobile intervention service for children and adolescents experiencing a behavioral or mental health crisis that is accessed by calling 2-1-1. For more information, go to www.empsct.org.

L. Security Annex

This annex discusses the school's or district security personnel, their roles and responsibilities, and the actions they will take in the event of an emergency.

There is one security officer. Their role is to carry out instructions assigned by administration in an emergency event, assist with directions for emergency response personnel.

The school planning team should include the following:

- Describe the type of security personnel assigned to the school (School Resource Officer, Armed Security or Unarmed Security);

- Describe the roles and responsibilities of the security personnel assigned to the school or district to include their use of access control and monitoring equipment (Be sure to include during school hours, after school hours, and school events);

- Describe the relationship between the assigned security personnel and the local police department to include authority and jurisdictional rights;

- Describe the training requirements and how that training is tracked for the assigned security personnel;

- Describe any type of certification requirements for assigned security personnel;

- Describe the chain of command for the assigned security personnel;

- Provide a description of the actions security personnel will take in the event of an emergency (i.e. assist with evacuation, ensure rooms are cleared, attempt to stop the hostile or violent intruder).

SAMPLE THREAT and HAZARD SPECIFIC ANNEXES

These annexes describe the courses of action to be followed in response to particular threats and hazards. These annexes are developed based on the prioritized list of hazards that have been identified in the assessment process. These annexes may also refer to functional annexes.

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 - If trapped in the building
- **Gas Leak**
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- During A Tornado Warning
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Fire / Explosion

If you discover a fire:

- Rescue anyone in immediate danger, if possible without endangering yourself. NEVER enter an unknown (or unfamiliar) area, especially if smoke is visible
- Activate the fire alarm system:
- Confine the fire by closing doors/windows as you leave the building,
- FEEL THE DOOR - a "too hot to touch door" means the fire is outside the door.
- Evacuate the building and report the situation to the first arriving firemen or police.
- **DO NOT USE ELEVATORS.**
NOTE: you are not required to extinguish a fire with a fire extinguisher and should use an extinguisher only if you have been trained and the situation does not present a personal safety hazard.
- Evacuate to pre-designated area at alarm
- Take grade book and classroom sign out sheets
- Ensure aids assist handicapped students

- Check lavatories on the way out of the building for students who may not have heard the alarm
- Reassemble students in safe area
- Take attendance and relay it to the designated location
- Remain with the students until the "all clear" is given or until receipt of further instruction
- **DO NOT RE-ENTER** the building until you have been instructed to do so.
- Accompany students to alternate site, if needed
- Accompany students back to the classroom and take attendance
- **ASSIST A PHYSICALLY IMPAIRED PERSON TO THE CLOSEST EXIT STAIRWELL** and advise emergency personnel of this condition.

If trapped in the building:

- Close all doors and windows.
- Wet and place cloth material around and under the door to prevent smoke from entering.
- Attempt to signal people outside of the building. Call for help using a telephone or cell phone.

Gas Leak

NOTE: Propane is heavier than air and will tend to initially pool at floor level if it has leaked. It doesn't take long, however, for it to expand to fill all available space. Avoid any action that could cause a spark.

- If you smell a strong odor of gas, immediately evacuate the classroom and notify the Main Office
- Upon notification of a gas leak not in your classroom, DO NOT operate any electrical switches or turn any equipment off/on. DO NOT use portable radios
- Follow the evacuation route passed over the PA
- Take your grade book and classroom sign out sheets
- Ensure aides assist handicapped students
- Check lavatories on the way out of the building to ensure all students have heard the evacuation order
- Reassemble students in the pre-designated area
- Take attendance and relay it to the designated area
- Remain with the students until the "all clear" is given or until receipt of further instructions
- Accompany students alternate site, if needed
- Accompany students to back to the classroom and take attendance

Utilities Outage

Power Outage:

- Follow instructions from Main Office
- Turn off equipment to avoid a power surge when power is restored
- Bring a flashlight to lavatories and other interior areas where students may be located in

case emergency lighting has not activated

- If instructed to evacuate, follow evacuation procedures
- Determine if phone connection is still working. Use walkie-talkies if necessary. Contact emergency response officials if necessary.
- Move cautiously to a lighted area. Exits may be indicated by lighted signs if the emergency power is operating
- Consider all wires ENERGIZED and dangerous. Even lines that are de-energized could become energized at any time
- DO NOT attempt to remove a tree limb or other object from a power line
- If someone makes contact with a downed power line, don't try to rescue them because you risk becoming a victim yourself. Call Main Office for help.

Water Shortage:

- Follow instructions from Main Office
- Continue normal educational duties

Hazardous Material Release

Note: A hazardous material release could include a chemical truck overturning, a chemical spill in class, or an outside gas leak.

- If hazardous material is released in your classroom, PULL FIRE ALARM, evacuate the area immediately, shut the door and notify the Main Office. Give information about the product spilled the volume spilled and contamination with any other chemicals
- Upon notification of a hazardous material released outside of your classroom, shut all windows/doors and turn off air conditioners
- If outside with students, remain upwind of any vapors and return to the building immediately
- If instructed to take shelter, follow the procedures to take shelter
- If ordered to evacuate, follow evacuation procedures

Personnel Exposures/ Contamination

1. Remove exposed/contaminated individual(s) from area, unless it is unsafe to do so because of (1) medical condition of victim(s) or (2) potential hazard to rescuer(s).
2. Call Main Office AT ALL TIMES, if immediate medical attention is required.
3. If incident occurs during normal working hours, notify school administrator.
4. Administer First Aid as appropriate.
5. Proceed to nearest emergency eyewash/shower to flush contamination from eyes/skin.
6. Remove contaminated clothing.
7. Stand by to provide information or assistance (including MSDS) to emergency personnel (in cases where they are dispatched).

Contamination of Equipment/Facilities

- Do not attempt any clean up or decontamination procedures alone or without wearing proper protective attire, including appropriate respiratory protection where airborne

hazards may exist. (Personnel must be trained and certified before using respiratory protection.)

- Avoid spreading contamination by restricting access to the equipment/area only to individuals who are properly protected and trained to deal with the type of hazard which exists.
- Report details and/or request assistance to school administration.
- If a liquid spill, (if trained) attempt to contain it by using appropriate absorbent material.
- Attempt to decontaminate the equipment/area using appropriate methods.

Release to the Environment (Air, Water, Soil)

1. Stop the release, if safe to do so.
2. Follow the procedures described above for contamination of equipment/facility.
3. NOTIFY school administration.

Storm Safety

During A Tornado or Severe Storm Watch:

- Close windows and blinds/shades
- Remind students of tornado drill procedures and the designated sheltered area
- Review "Drop and Tuck" position facing wall with hands interlocked over head
- Have flashlight available
- Due to the unpredictable nature of such storms, be prepared to take immediate protective action, including "Drop and Tuck" under desks/gables if needed

During A Tornado Warning:

- Evacuate students to pre-designated shelter area. Ensure aids assist handicapped students
- Close classroom door. Take grade book and flashlight
- Have students sit quietly on the floor, away from outside wall
- Take attendance and relay to designated area
- Keep students calm and quiet
- If in "Drop and Tuck", make sure students are positioned properly
- If you sense tornado is imminent, give "Drop and Tuck" command
- Remain in place until the "All Clear" is given

Hurricane Watch and Warning:

- Assist in dismissal of students if necessary
- Store all books, papers, and other equipment away from windows and above floor
- Move all audio-visual equipment to a secure, central location
- Protect or move computers and other expensive equipment
- If school is designated as a public shelter, remain available to perform duties and responsibilities as a member of the emergency shelter team

After The Storm Has Passed:

- Take attendance and relay to designated area
- Report injuries and provide immediate first aid

- Attempt to restore calm
- A wait future instructions
- Remain in place until "All Clear" is given

Flooding Safety Guidelines:

Deaths due to flooding are the most common weather related fatalities, so flood warnings must be taken seriously. Flash floods occur within a few minutes or hours of excessive rainfall.

- Even six inches of fast-moving floodwater can knock you off your feet, and a depth of two feet is enough to displace the weight of most automobiles, causing them to float away
- Never try to walk, swim, or drive through swift-moving water
- If you come upon a flood, STOP, turn around and go another way
- If necessary evacuate students to predestinated areas
- A wait future instructions
- Remain in place until "All Clear" is given

Earthquake Safety

During An Earthquake:

While earthquakes present only a modest hazard to Connecticut's schools and communities, there is a potential for substantial damage if we should suffer a significant quake.

- If indoors in a classroom, stay inside and move away from windows, shelves and other heavy objects/furniture that might fall
- If indoors in a hall, on a stairway, or in an open area, move to the interior wall and turn away from windows
- If indoors in a lab or kitchen, shut off all gas appliances and stay clear of hazardous chemicals that might spill
- Take cover under a table or desk (not in a doorway) and if the table or desk moves, hold the legs and move with it
- Assume the "Drop and Tuck" position
- Talk to students to maintain order
- If outdoors, move to an open space away from power lines and buildings, lie down or crouch. Be aware of possible need to quickly move to an alternate location

After the Earthquake:

- If classroom is in imminent danger of fire, evacuate immediately and report situation to Main Office
- If not in imminent danger, wait for word from Main Office on evacuation route
- Do not turn light switches on or off if a gas leak is suspected. Do not use open flames
- Check for injuries and report to office. Determine if injured students can be moved
- Take attendance and relay it to the designated area
- Follow evacuation plan when called for. Stay with critically injured students and have a neighboring teacher evacuate your students
- Calm frightened students

VIOLENT BEHAVIORS RESPONSE ANNEX

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Threat Protocol

A threat made by a student to school staff, students, or other persons, while on school or off school grounds, or at any school sponsored event, is an activity that leads to discipline in the Connecticut Technical School System - either suspension or expulsion.

The following procedures are in effect:

1. Any staff member aware of a threat being made by a student must report it to an administrator immediately.
2. The Mental Health Officer will convene the Threat Assessment Team to perform a comprehensive threat assessment. (The suggested members of the team are administration, mental health personnel and school security).
3. The administrator will contact the parent, and/or the police.
4. Any staff member who is the subject of a threat shall be immediately informed by the administrator.
5. Any incident that is reported shall be documented and retained by the administrator, and a copy shall be forwarded to the superintendent.
6. There will be a student re-entry meeting with appropriate personnel and a plan developed.

In addition to the above procedures, other measures may be taken. For example, prevention programs such as Peer Mediation and psychological and social worker services are available for students, and referrals are an appropriate intervention. Classroom and technical instructors will continue to be vigilant and aware of students.

Intruder

All visitors to the building are to obtain a visitor's badge from the Main Office. Teachers should be aware of and report anyone in the building without a badge. If a threatening, suspicious, or violent intruder is found in the building, trying to enter the building, or if their presence is suspected, a lockdown will be announced over the P A.

Steps to implement lockdown after threat have been identified:

- Lockdown signal is given by any school building Management Personnel.
- Check hallways – Individuals determined not to be a threat will be allowed into the nearest room
- No one will be allowed to remain in the hallways or unprotected areas
- Secure doors, turn out lights, cover windows, pull shades (check with local responders), and move students out of line of sight of door windows.
- Take attendance and record students that are in the room, missing and extra students from the hall and await further instructions.
- Only enforcement officials will be allowed to enter your room, do not open doors for ANYONE under ANY Circumstances
- All activities cease
- If outside of building evacuate to a predetermined, off-campus, location. This includes bus runs and field trips.

Violent Actions

- Promptly walk, do not run, to the scene so you can analyze the situation and form a strategy
- The moment you are in sight of the violent action, announce your presence in a commanding voice and let everyone know that the behavior is to stop immediately
- If possible, obtain help from other teachers
- Callout to any students that you recognize and start giving out orders (go to the office, get another teacher etc.) Attempt to get other students away from the commotion as quickly as possible
- If you know the involved students by name, call out each of their names and let them know they have been identified
- Do not try to be a hero. If confronted with a serious fight, especially one where weapons are observed, get additional help and notify police immediately
- If you are going to separate two fighters, first be sure that you can do it. If they are larger than you are, or if they are out of control, you will likely fail in separating them and may wind up injured in the process
- After calling for assistance - If you must, let the fight run its course
- After the students are separated, avoid using further confrontational behavior yourself (pointing at students, making accusations, cornering them with their back against the wall)
- Never restrain one student without restraining the other; this may open the restrained student up to an attack
- Never say "Calm down", "Relax" or "What's
- Your problem?" Instead say things like "What's up?" "Tell me everything", or "I'm listening?"
- Remember that no one can "cool down" instantly. Try to change the tone of the crisis gradually. Send the participants to "cool down" corners until they calm down. Have students take slow, deep breaths
- When students are calmed down, escort them to the office; you take one student and have other adults(s) take the other student(s) to avoid a flare-up of the conflict
- File an incident report

Drive By Shooting

Note: A similar procedure is to be used in the case of a sniper attack

- Upon hearing shots, yell to students to "drop to the ground" or "drop to the floor"
- If outside, yell to students to "quietly run into the building" as soon as car has left the area
- Notify Main Office immediately
- Be alert for returning car and be prepared to have students drop to ground again
- Report any injuries and remain with injured students
- When inside building, organize students and try to restore calm
- Return to classroom, take attendance and report any missing students

In the case of a shooting in the school building, implement lock-down and keep students away from doors and windows.

Weapons/Dangerous Instrument

A weapon is any instrument that may produce bodily harm or death. Upon learning of a weapon on school grounds:

- Notify Main Office immediately
- **DO NOT** attempt to confiscate the weapon
- take immediate steps to reduce the risk of injury or possible death by directing all non-involved individuals out of the area
- Gather any and all information to determine the location of the weapon or possible offender
- Protect the identity of any informants
- Isolate the student/offender as much as possible until help arrives

Hostage Situation

A hostage situation occurs when an individual takes, holds, confines, or otherwise restricts the free movement or liberty of any person(s) by real or implied force (use of weapons, threats, or physical bodily harm). A hostage taker acts for various reasons, including mental illness, duress, custody battle, craving for power, helplessness, or for money. Two key factors are that the person is thinking irrationally and will respond with desperate actions. Try to calm the situation and provide enough time for the police to achieve a safe conclusion.

If YOU are the one to identify a hostage situation:

- Secure the immediate area, if possible, by removing all non-participants
- Close the door to the area, if appropriate, to isolate the incident
- Notify Main Office immediately

If YOU and your class have been taken hostage:

- Do everything the captor says to do
- Be especially careful during the first four or five minutes as the captor is probably as desperate and jumpy as you are
- Speak only when spoken to, never make a wisecrack
- Try not to show emotions openly. Act relaxed
- Sit down, if possible, to avoid appearing aggressive
- Have faith in negotiators
- If possible, hide or get rid of personal effects (Photos of spouse/children, keys)
- Do, not make any suggestions to hostage taker(s). If suggestions go wrong, captor may think you tried to create problems
- Do not turn away from the captor unless ordered to do so, and try to keep eye contact without staring. People are less likely to harm someone they are looking at
- Be patient

Suicide

Verbal or Written Threats of Suicide:

- Recognize the clues to suicide. Look for symptoms of deep depression and signs of hopelessness. Listen for suicide threats and words of warning, such as, "I wish I were dead", "I have nothing to live for", "I won't be a problem for you much longer", etc. Notice whether the person becomes withdrawn and isolated from others. Be alert to suicidal thoughts as depression seems to lift or of sudden cheerfulness after a period of depression. Some other clues of impending suicide:
 - Change in eating or sleeping habits
 - Withdrawal from friends, family, and from regular activities
 - Giving away possessions
 - Violent or rebellious behavior, or running away
 - Drug or alcohol abuse
 - Unusual neglect of personal appearance
 - Radical personality change
 - Boredom, difficulty concentrating, or a decline in schoolwork
 - Frequent complaints about physical symptoms often related to emotions such as stomachache, headache, fatigue, etc.
 - Loss of interest in pleasurable activities
 - Not tolerating praise or rewards
- Take any threat seriously. Trust your own judgment. If you believe someone is in danger of suicide, act on your beliefs. Notify administrator, counselor, school psychologist and nurse immediately.
- Stay with a suicidal student until help arrives
- Encourage a suicidal person to talk to you. Don't give false reassurances that, "Everything will be okay". Listen and sympathize with what the person has to say
- Be supportive. Show the person that you care. Help the person to feel worthwhile and wanted again
- Continue to express interest in student after crisis is over

Suicide Attempt in Progress:

- Upon notification of a suicide attempt in progress, call school psychologist, guidance counselor, nurse and Main Office
- Try to calm the student and others. Ask student for permission to evacuate rest of class
- Have students evacuate quietly if allowed.
- Teacher should remain with student in crisis until help arrives
- Return to class when advised
- Identify students in need of counseling

Missing / Runaway Student

Student Missing During School Hours:

- Inform Main Office as soon as student is discovered missing
- Ascertain from friends of the student if they know of student's whereabouts or of any plans the student may have made
- Keep Main Office advised of any new information

Death or Homicide:

- Notify Main Office and nurse immediately
- If a homicide, speak calmly to perpetrator until help arrives
- Isolate witnesses and do not allow them to talk among themselves or with others
- If not a homicide, remove students from area
- Await help from EMS and police
- Identify students in need of counseling
- Notify police immediately

Unauthorized Removal of Student:

- Be aware of custodial issues involving your students and pay particular attention to times when abduction may be likely. Inform school secretary and recess monitors of change of custody situations
- Inform Main Office immediately if you are aware of concerns that a party picking-up a student by someone other than custodial parent or guardian
- Notify Main Office immediately

BOMB THREAT ANNEX

INDEX

- A. Bomb Threat**
- B. Bomb Threat Checklist**
- C. Suspicious Package**

Bomb Threat

Phone Call Recipient:

Upon receipt of a bomb threat by telephone, use the bomb threat incident form to write down information from the caller. Make every effort to:

- Keep caller on the phone as long as possible. **DO NOT HANG UP.** If possible, signal for someone to listen with you
- If student answers the phone, get an adult to the phone as soon as possible
- Signal to someone to alert the Main Office
- Write down everything the caller says
- Use Bomb Threat Checklist (see next page) ASAP and ask questions on checklist
- Identify background noises
- Note distinguishing voice characteristics
- After call, write down impression of caller
- Dial 9-*57 for a phone trace before dialing any other number

Written Threats:

- Handle the item as little as possible
- On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:
 - Where the item was found
 - The date and time you found the item
 - Situations/conditions surrounding discovery
 - Any other person you are aware of who saw the threat
- Secure the original item. If small, place in a bag or envelope
- **DO NOT** - fold, crumple, tear, or mark the item in any way
- If on a large object, secure the location
- Notify the School Decision Maker of the threat

E-Mailed Threats:

- Leave the e-mail message open on the computer
- Notify the School Decision Maker and the IT department, of the threat
- Print, photograph, or copy down the message (Include the header of the e-mail)
- Save the e-mail
- Leave the e-mail open until assistance arrives

Verbal Threats:

- Detain the person making the threat, if possible and practical.

- If the person who made the threat leaves, note in which direction. If possible and safe, follow them at a discreet distance. Have another staff member notify the School Decision Maker.
- Note description of the person making threat:
 - Name, if you know them
 - Race, Sex, Type and color of clothing
 - Body size, Hair color, Distinguishing features
- Write down the threat exactly as it was communicated to you:
 - Exact wording
 - Who made the threat
 - The date and time of the threat
 - Location of person who made the threat
- Notify the School Decision Maker, if someone else has not already done so.

Suspicious Objects:

If a suspicious object is found

- Do not touch it
- Notify an administrator
- Evacuate immediate area
- Place a “Keep Out” notice in area

If evacuation is warranted:

- Students and staff will remove their own personal items only (i.e. book bag, backpack, clothing or briefcases)
- School officials should pre-check evacuation route and pre-designated meeting area for any suspicious items or packages

Teachers:

When informed of need to evacuate due to bomb threat:

1. Open windows and leave classroom door open.
2. Leave light/computers on
3. Do not use radios as they might activate the bomb
4. Evacuate via safe route
5. Ensure students are at least 500 feet away from the building
6. Follow evacuation procedures

Bomb Threat Checklist

Keep calm. Listen. Do not interrupt. Be courteous. Keep the caller talking. Ask the caller to repeat information. Record information. Notify a supervisor or co-worker that a bomb threat is in progress.

QUESTIONS TO ASK:

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____
11. Is there more than one? _____

**DO NOT HANG UP THE PHONE
PUT ON AND USE ANOTHER EXTENSION OR
DIFFERENT PHONE**

EXACT WORDS OF THE THREAT:

Sex of caller: _____ **Race:** _____
Age: _____ **Length of call:** _____
Double/Single ring (circle one)
Number at which the call is received: _____
Time: _____ **Date:** ____/____/____

Report Call Immediately to School Administrator

Name _____ Date ____/____/____
Phone number _____ Position _____

CALLERS VOICE:

_____ Calm	_____ Nasal	_____ Angry
_____ Stutter	_____ Excited	_____ Lisp
_____ Slow	_____ Raspy	_____ Rapid
_____ Deep	_____ Soft	_____ Clearing throat
_____ Laughter	_____ Deep breathing	_____ Crying
_____ Cracking voice	_____ Normal	_____ Disguised
_____ Distinct	_____ Accent	_____ Slurred
_____ Familiar	_____ Squeaky	_____ Whispered

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

_____ Street	_____ Party	_____ Factory mach.
_____ Animals	_____ Voices	_____ Clear
_____ PA system	_____ Static	_____ Music
_____ Local	_____ House	_____ Long distance
_____ Motor	_____ Construction	_____ Office
_____ Other		

THREAT LANGUAGE:

_____ Incoherent	_____ Taped	_____ Foul	
_____ Irrational		_____ Message read by	_____ Well Spoken
	Threat Maker	(Educated)	

Remarks:

SUSPICIOUS PACKAGE ANNEX

If you receive or discover a suspicious package or device:

DO NOT TOUCH IT, TAMPER WITH IT, OR MOVE IT!

- Move to a safe distance
- *Do not use a cell phone within 300 feet of the suspicious package*
- Immediately call: Main Office

What constitutes a suspicious letter or package?

- Is unexpected or from someone unfamiliar to you.
- Exhibits powdery substance on the outside of the package or letter.
- Has no return address or one that cannot be verified as legitimate.
- Is marked with restrictive endorsements such as "Personal" or "Confidential".
- Has excessive postage, handwritten or poorly typed address, incorrect titles or titles with no name, or misspellings of common words.
- Contains protruding wires, strange odors or stains.
- Shipped with an unusual amount of tape.
- Has an unusual weight, given the size, or is lopsided or oddly shaped.

What to do if you receive a suspicious package or parcel:

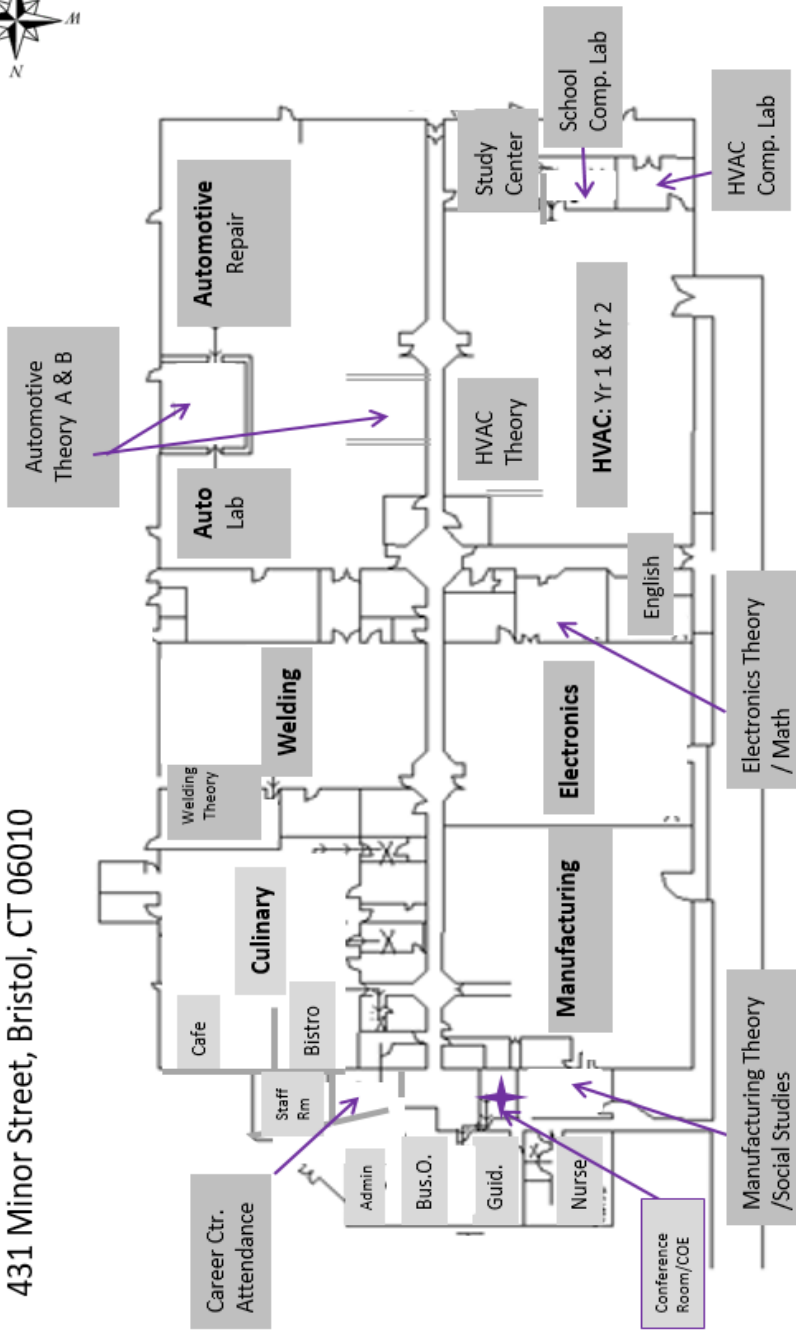
- DO NOT OPEN!
- Handle with care. Do not shake or bump.
- Isolate the package or parcel immediately.
- Call Main Office

If you open a parcel that appears to be contaminated:

- Do not move the parcel.
- Call Main Office
- Turn off fans, window air conditioners or space heaters.
- Isolate the area. Evacuate the adjoining areas.
- Anyone in contact with the parcel should remain isolated in an area adjacent to the original location and wait for additional instructions from emergency responders.



Bristol Technical Education Center
431 Minor Street, Bristol, CT 06010



1. Facility evacuation - An Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place. (Note: Review staff qualifications for different assignments using information compiled in Appendix 1.)

2. First aid - A First Aid team, working with the school nurse, will be trained to provide basic first aid to injured students and/or staff.

3. Search and rescue - In most cases, a Search and Rescue team trained in search and rescue operations will conduct this work. Under the direction of a trained team, committee members may perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for first responders.

4. Utility Shut-off - The utility shut-off team will be trained to provide utility and mechanical unit shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

1. Facility Evacuation Team
 - a. Admin, BGPOs, Teachers
2. First Aid Team
 - a. School Nurse, Mr. Ryan
3. Search and Rescue
 - a. Admin, BGPO, Building Supervisor
4. Utility Shut Off-Maintainers,
5. Damage Assessment
 - a. Admin, Building Supervisor
6. Student Parent Reunification
 - a. Admin,
7. Student Supervision
 - a. Evacuation group leaders and site leaders
8. Support and Security
 - a. BGPO, Admin designees, Admin



scripts

Emergency Notification

Written by John Woodmansee

Emergency Notification Scripts

The following proposed scripts for emergency notification using Parent Square via text message, e-mail for an electronic early alert and voice-messaging system.

General Guidelines:

- Text messages should be as short as possible, while still providing the necessary information.
- E-mail and voice-messaging should generally be the same message.
- There are two (2) categories of notices for messaging: *Emergency* and *Urgent Situation*.
- Remember, we are trying to provide timely and accurate information.
- Each message should consist of the following three (3) components:
 - Alerting (Attention Management): Calling the user's attention to the issue at hand.
 - Informing (Information Transfer): What is happening, and what the user should and should not do.
 - Reassuring (Affective or Emotional Payload): Be aware of the degree of sensitivity as to the audience.

Test

TEXT: "This is a test of **BTEC's Emergency Notification Service**. If you have received this in error, send an e-mail to john.ryan@cttech.org."

E-MAIL: "This is a test of **Bristol TEC's Emergency Notification Service**. This is only a test. In the event of an actual emergency, you would be given brief details and directed to visit Bristol.cttech.org for more information and instructions. If you have received this message in error, or have difficulty with the transmission of this call, please send an e-mail to the CTECS's Public Information Officer (PIO) at Kerry.markey@cttech.org. Thank you for participating in the **Bristol Technical Education Center's Emergency Notification Service**."

Active Shooter/Armed Intruder/Suspicious Person

TEXT: "**Bristol TEC** Emergency! A suspect with a weapon is on campus. The school has been placed in *Lockdown/Secure School*. The Police are at the school. Please stay away from the area. For updates go or view/listen to local media stations."

E-MAIL: "**Bristol TEC** Emergency! There is a suspect with a **(Insert Weapon Type Here)** on campus. [Shots have been fired.] The school has been placed in *Lockdown/Secure School*. The Police are at the school. Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to **(Insert School Website Here)** and/or view/listen to local media stations."

VOICE-MESSAGING: "This is **(Say Your Name and Title Here)** with an emergency alert from **(Say School Name Here)**. There is a suspect with a **(Say Weapon Type Here)** on campus. [Shots have been fired.] The school has been placed in *Lockdown/Secure School*. The Police are at the school. Please stay away from the area so

emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

Biological Threat

TEXT: “Bristol Technical Education Center Emergency! Bristol Technical Education Center has received a biological threat. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Bristol Technical Education Center Emergency! A biological threat has been received at Bristol Technical Education Center. The school is being evacuated to an offsite location. Please stay away from the area so emergency personnel can work unimpeded. The location of the reunification site and instructions will follow. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is [\(Say Your Name and Title Here\)](#) with an emergency alert from [\(Say School Name Here\)](#). We have received a biological threat that we deem credible. The school is being evacuated to an offsite location. Please stay away from the area so emergency personnel can work unimpeded. The location of the reunification site and instructions will follow. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

Bomb Threat

TEXT: “Bristol Technical Education Center Alert! Bristol Technical Education Center has received a bomb threat at [\(Insert Specific Location Here\)](#). The school is being evacuated to an offsite location. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Bristol Technical Education Center Emergency! A bomb threat has been received by Bristol Technical Education Center. The school is being evacuated to an offsite location. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is [\(Say Your Name and Title Here\)](#) with an emergency alert from [\(Say School Name Here\)](#). We have received a bomb threat that we deem credible. The school is being evacuated to an offsite location. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

Bomb/Suspicious Package Found

TEXT: “Bristol Technical Education Center Emergency! A [\(Insert Bomb and/or Suspicious Package Here\)](#) has been found on campus in [\(Insert Specific Location Here\)](#). The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Bristol Technical Education Center Emergency! A [\(Insert Bomb and/or Suspicious Package Here\)](#) has been found on the Bristol Technical Education Center campus in [\(Insert Specific Location Here\)](#). Please stay away from the area so emergency personnel can work unimpeded. Again, a [\(Insert Bomb and/or Suspicious Package Here\)](#) has been found at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an emergency alert from (Say School Name Here). A (Say Bomb and/or Suspicious Package Here) has been found on the (Say School Name Here) campus in (Say Specific Location Here). Please stay away from the area so emergency personnel can work unimpeded. Again, a (Say Bomb and/or Suspicious Package Here) has been found at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

Cancellation

TEXT: “Bristol Technical Education Center Alert! School and all activities have been cancelled due to (Insert Reason for Cancellation Here). For additional information and updates go to (Insert School Website Here) and/or view/listen to local media stations.”

TEXT: “Bristol Technical Education Center Alert! Classes are on a (Insert Minutes/Hours Here) delay due to (Insert Reason for Delay Here). For additional information and updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “Classes have been cancelled for Bristol Technical Education Center. School and all activities have been cancelled due to (Insert Reason for Cancellation Here). For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). School and all activities have been cancelled due to (Say Reason for Cancellation Here). For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Civil Disturbance

TEXT: “Bristol Technical Education Center Emergency! A violent disturbance is occurring on campus. The school has been placed in *Lockdown/Secure School*. The Police are at the school. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “Bristol Technical Education Center Emergency! A violent disturbance has broken out on/near the Bristol Technical Education Center’s campus. The Police are at the school. There is a risk of danger to participants and bystanders. For your own safety, please stay away from the area. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). A violent disturbance has broken out on/near the (Say School Name Here)’s campus. The Police are at the school. There is a risk of danger to participants and bystanders. For your own safety, please stay away from the area. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Student Abduction

TEXT: “A student has been abducted from Bristol Technical Education Center. Police are at the school. For information on the suspect or student go to (Insert School Website Here) and/or view/listen to local media stations. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “A student has been abducted from Bristol Technical Education Center. Police are at the school. Call the police if the following suspect or child is seen: (Insert Description of Suspect and/or Child Here). Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and

location of the reunification site. For updates go to (Insert School Website Here) and/or view/listen to local media stations).”

VOICE-MESSAGING: “A student has been abducted from (Say School Name Here). Call the Police if the following suspect and/or child is seen: (Say Description of Suspect and/or Child Here). Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Earthquake

TEXT: “Bristol Technical Education Center Alert! An earthquake has occurred. The school is being evacuated. Emergency personnel are at the school. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Emergency! An earthquake has just occurred. For your safety, evacuate all from Bristol Technical Education Center. Again, an earthquake has occurred. The school has been evacuated. Police and emergency personnel are at the school. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). An earthquake has just occurred. The school has been evacuated. Police and emergency personnel are at the school. Please stay away from the area so emergency personnel can work unimpeded. An additional message will provide instructions and location of the reunification site. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Evacuation

TEXT: “Bristol Technical Education Center Emergency! The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Emergency! The school is being evacuated to an offsite location. Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). The school is being evacuated to an offsite location. Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded.”

Explosion

TEXT: “Bristol Technical Education Center Emergency! There has been an explosion on campus. Police and emergency personnel are at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Emergency! There has been an explosion on the Bristol Technical Education Center’s campus. Police and emergency personnel are at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING : “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). There has been an explosion on the (Say School Name Here)’s campus. Police and emergency personnel are at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Fire

TEXT: “Bristol Technical Education Center Alert! There is a fire at Bristol Technical Education Center. Police and emergency personnel are at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Bristol Technical Education Center Emergency! A fire has been reported at Bristol Technical Education Center. Police and emergency personnel are at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). A fire has been reported at (Say School Name Here). Police and emergency personnel are at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Flooding

TEXT: “Bristol Technical Education Center Emergency Alert! (Insert School Town/City Affected Here) is currently flooding. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Bristol Technical Education Center Emergency Alert! (Insert School Town/City Affected Here) is currently flooding. The school is being evacuated to an offsite location. Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). (Say School Town/City Affected Here) is currently flooding. The school is being evacuated to an offsite location. Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Gas Leak

TEXT: “Bristol Technical Education Center Alert! There is a gas leak at the school. The school is being evacuated to an offsite location. An additional message will provide instructions and location of the reunification site.”

E-MAIL: “Bristol Technical Education Center Emergency! There is a gas leak at Bristol Technical Education Center. The school is being evacuated to an offsite location. Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area

so emergency personnel can work unimpeded. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is [\(Say Your Name and Title Here\)](#) with an Emergency Alert from [\(Say School Name Here\)](#). There is a gas leak at [\(Say School Name Here\)](#). The school is being evacuated to an offsite location. Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to [\(Say School Website Here\)](#) and/or view/listen to local media stations.”

Hazardous Materials

TEXT: “[Bristol Technical Education Center](#) Alert! There has been a hazardous spill on campus. The school is being evacuated to an offsite location (or *Shelter in Place*). An additional message will provide instructions and location of the reunification site.”

E-MAIL: “[Bristol Technical Education Center](#) Emergency! There has been a [\(Insert Spill/Release Here\)](#) of a hazardous material on the [Bristol Technical Education Center](#)’s campus. The school is being evacuated to an offsite location (or *Shelter in Place*). Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is [\(Say Your Name and Title Here\)](#) with an Emergency Alert from [\(Say School Name Here\)](#). There has been a [\(Say Spill/Release Here\)](#) of a hazardous material on the campus. The school is being evacuated to an offsite location (or *Shelter in Place*). Police and emergency personnel are at the school. An additional message will provide instructions and location of the reunification site. Please stay away from the area so emergency personnel can work unimpeded. For updates go to [\(Say School Website Here\)](#) and/or view/listen to local media stations.”

Hostage Incident

TEXT: “[Bristol Technical Education Center](#) Alert! A hostage incident is unfolding on campus. Police and emergency personnel are at the school.”

E-MAIL: “[Bristol Technical Education Center](#) Emergency! A hostage incident is unfolding on campus. Police and emergency personnel are at the school. The school has been placed in [\(Insert Lockdown/Secure School Here\)](#). Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to [\(Insert School Website Here\)](#) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is [\(Say Your Name and Title Here\)](#) with an Emergency Alert from [\(Say School Name Here\)](#). A hostage incident is unfolding on campus. Police and emergency personnel are at the school. The school has been placed in [\(Insert Lockdown/Secure School Here\)](#). Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to [\(Say School Website Here\)](#) and/or view/listen to local media stations.”

Isolated Shooting/Stabbing Event, Suspect Not in Custody

TEXT: “[Bristol Technical Education Center](#) Alert! An isolated [\(Insert Shooting/Stabbing Here\)](#) has occurred on campus. Police and emergency personnel are at the school.”

E-MAIL: “Bristol Technical Education Center Alert! An isolated (Insert Shooting/Stabbing Here) incident occurred on campus at (Insert Approximate Time Here) at (Insert Specific Location Here). Police and emergency personnel are at the school. A suspect is NOT in custody. The school has been placed in *Lockdown/Secure School*. Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an emergency alert from (Say School Name Here). An isolated (Say Shooting/Stabbing Here) incident occurred on campus at (Say Approximate Time Here) at (Say Specific Location Here). Police and emergency personnel are at the school. A suspect is NOT in custody. The school has been placed in (Say *Lockdown/Secure School* Here). Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Isolated Shooting/Stabbing Event, Suspect in Custody

TEXT: “Bristol Technical Education Center Alert! An isolated (Insert Shooting/Stabbing Here) has occurred on campus. Police and emergency personnel are at the school.”

E-MAIL: “Bristol Technical Education Center Alert! An isolated (Insert Shooting/Stabbing Here) incident occurred on campus at (Insert Approximate Time Here) at (Insert Specific Location Here). Police and emergency personnel are at the school. A suspect is in custody. The school has been placed in *Lockdown/Secure School*. Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). An isolated (Say Shooting/Stabbing Here) incident occurred on campus at (Say Approximate Time Here) at (Say Specific Location Here). Police and emergency personnel are at the school. A suspect is in custody. The school has been placed in *Lockdown/Secure School*. Please stay away from the area so emergency personnel can work unimpeded. Students and staff will be evacuated offsite once the *Lockdown* is lifted. An additional message will provide instructions and location of the reunification site. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Bus/Car Accident

TEXT: “Bristol Technical Education Center Alert! A (Insert Bus or Car Accident Here) has occurred involving students and/or staff from the school. Police and emergency personnel are at the scene. The injured parties are on their way to the hospital to receive medical attention.”

E-MAIL: “Bristol Technical Education Center Alert! A (Insert Bus or Car Accident Here) has occurred involving students and/or staff from the school. Police and emergency personnel are at the scene. The injured parties are on their way to the hospital to receive medical attention. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). A (Say Bus or Car Accident Here) has occurred involving students and/or staff from the school. Police and

emergency personnel are at the scene. The injured parties are on their way to the hospital to receive medical attention. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Shelter in Place

TEXT: “This is the Bristol Technical Education Center. Conditions outside of the school have required the students and staff to *Shelter in Place*. The school will *Shelter in Place* until the ‘all clear’ is issued. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “This is the Bristol Technical Education Center. Conditions outside of the school have required the students and staff to *Shelter in Place*. The school will *Shelter in Place* until the ‘all clear’ is issued. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is the (Say School Name Here). Conditions outside of the school have required the students and staff to *Shelter in Place*. The school will *Shelter in Place* until the ‘all clear’ is issued. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Severe Weather

TEXT: “Bristol Technical Education Center Alert! A severe weather report indicates potential impact to Bristol Technical Education Center. The school will *Shelter in Place* until the severe weather has passed. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “Bristol Technical Education Center Alert! A severe weather report indicates potential impact to Bristol Technical Education Center. The school will *Shelter in Place* until the severe weather has passed. For updates go to Bristol Technical Education Center and/or view/listen to local media stations.”

VOICE-MESSAGING: “(Say School Name Here) Alert! A severe weather report indicates potential impact to (Say School Name Here). The school will *Shelter in Place* until the severe weather has passed. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Brush Fire/Structure Fire

TEXT: “Bristol Technical Education Center Alert! There is a (Insert Brush or Structure Fire Here) near the school. As a precaution the school will *Shelter in Place* until the fire is extinguished. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “Bristol Technical Education Center Alert! There is a (Insert Brush or Structure Fire Here) near the school. As a precaution the school will *Shelter in Place* until the fire is extinguished. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “(Say School Name Here) Alert! There is a (Say Brush or Structure Fire Here) near the school. As a precaution the school will *Shelter in Place* until the fire is extinguished. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

Unknown Situation

TEXT: “Bristol Technical Education Center Alert! Police are investigating an incident at the school. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “Bristol Technical Education Center Alert! Police are investigating an incident at the school. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “(Say School Name Here) Alert! Police are investigating an incident at the school. Please stay away from the area so emergency personnel can work unimpeded. For updates go to (Say School Website Here) and/or view/listen to local media stations.”

All Clear

TEXT: “Bristol Technical Education Center All Clear Alert! The situation is ‘all clear.’ We appreciate your cooperation in this matter. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: An e-mail will need to be written in real-time immediately after receiving an ‘all clear’ alert. Please include a summary of events and any safety tips (if applicable).

VOICE-MESSAGING: A voice-message will need to be sent in real-time immediately after receiving an ‘all clear’ alert. Please include a summary of events and any safety tips (if applicable).

Utilities Failure

TEXT: “Bristol Technical Education Center Alert! A utilities failure has occurred at the school. The school is temporarily closed. All students and staff are being sent home on an early dismissal schedule. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

E-MAIL: “Bristol Technical Education Center Alert! A utilities failure occurred at the school. The school is temporarily closed. All students and staff are being sent home on an early dismissal schedule. The school will be temporarily closed until power is restored and the area is safe for re-entry. Please stay away from the area so utility personnel can work unimpeded. For updates go to (Insert School Website Here) and/or view/listen to local media stations.”

VOICE-MESSAGING: “This is (Say Your Name and Title Here) with an Emergency Alert from (Say School Name Here). A utilities failure occurred at the school. The school is temporarily closed. All students and staff are being sent home on an early dismissal schedule. The school will be temporarily closed until power is restored and the area is safe for re-entry. Please stay away from the area so utility personnel can work unimpeded. For updates go to (Say School Website Here) and/or view/listen to local media stations.”