

Module 1 – Building Level School Safety Teams

Introduce –
SAVE Legislature

Resource:

To address issues of school safety and violence prevention, the Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000.

The Project SAVE Guidance Document for School Safety Plans is available online at –
[http://www.emsc.nysed.gov/sss/SAVE/ProjectSAVEWeb\(424\).pdf](http://www.emsc.nysed.gov/sss/SAVE/ProjectSAVEWeb(424).pdf)

SAVE School Safety Team

The NY State SAVE legislation requires various school safety teams to be implanted with a major responsibility for developing safety plans. The plans should follow a format that incorporates the following:

- General Considerations & Planning Guidelines
- Risk Reduction/Prevention/Intervention
- Response
- Recovery

Building-level School Safety Team

Team members include:

- Community Members
- Emergency Response Agencies
- Teacher
- Administrator
- Parent
- School Safety Personnel
- Other School Personnel

This Team is appointed by the School Principal and is responsible for developing and updating the Building-level Safety plans.

Note:
Discuss the actual membership of teams.

Instruction Note:⇒

The following sections have been developed to provide building-level teams with a series of questions based on the intent of Project SAVE to ensure that all schools have a building-level school safety plan. The questions are generally organized to reflect the framework mentioned above.

Instruction Note:
Instructor should go through each question and ensure that class participants understand what is required and how it applies to the planning process.

General Considerations and Planning

1. Has the school established the required building-level school safety team?
2. Are all required members present?
3. Have team members been notified and their roles defined?
4. Has the school given consideration to including students who may be helpful?
5. Has the school considered the relationship between the district-wide school safety team and the building-level safety team?
6. Does the building-level school safety plan reflect how the school will interact with the district in the event of an emergency?
7. Has the building developed a list of building staff with names, addresses, and telephone numbers?

Question: What type of training is offered?

8. Has the school considered potential training for the members of the building-level school safety team in collaboration with district-wide training?
9. Have arrangements been made for regularly scheduled meetings and opportunities for communications?
10. Has the school made provisions for review of the plan by building-level school safety teams?
11. In cooperation with the district, has the building-level team made provisions for the scheduling of a public hearing at least 30 days prior to its adoption by the Board of Education?
12. Has a summary of the building-level plan been developed for the purposes of the public hearing?
13. Has the building team developed procedures for annually reviewing the building-level emergency response plan?
14. Has the plan been approved by the Board of Education after at least one public hearing?
15. Has the school made provisions for and submitted a full copy of the plan and any subsequent amendments to the NY State Police and local law enforcement agencies?

Risk Reduction/Prevention and Intervention

Question: What other teams have been established?

Designation of School Teams

1. Has the building-level school safety team designated a response team, other appropriate incident response teams and a post-incident response team?
2. Do team members know their roles and have they been trained to perform them?
3. Are school personnel familiar with the local emergency planner and staff including Disaster Mental Health staff?

Question: What type of training is offered?

Building/Personnel Training

4. Has training for emergency teams and safety officers, including de-escalation training been conducted?

Coordination with Emergency Officials

5. Is there a plan in place for annually testing of elements of the plan?
6. Are both evacuation and reverse evacuation plans practiced?
7. Are shelter-in-place and/or lockdown procedure drills practiced?
8. During drills, are student accountability systems tested?
9. During evacuation drills are exits regularly blocked to test secondary routes?

Annual Multi-hazard Training

10. Is annual multi-hazard training for staff provided? Substitutes?
11. Is annual multi-hazard training for students provided?

Identification of Sites of Potential Emergencies

12. Have potential internal and external hazards been identified? (Risk analysis)

Response

Assignment of Responsibilities

1. Has the building-level chain of command been developed and communicated?
2. Have internal/external communication systems been identified?
3. Do the participants know their roles within the ICS system?
4. Has ICS training been provided to appropriate staff?
5. Are there methods to identify staff so that outside agencies personnel can readily identify team members?

Continuity of Operations

6. Are there clear mechanisms in place to identify, at any point in the plan, who is in charge?
7. Is there a method to reassess needs, evaluate services to date, and plan for transition to the recovery stage?
8. Are there follow-up procedures in place for individuals or groups in need of disaster mental health services?

Access to Floor Plans

9. Have you included floor plans and schematics in the plan?
10. Does the school have a procedure for updating the floor plans?

Notification and Activation

11. Are there mechanisms to ensure that appropriate agencies are notified and that resources and services will be coordinated?
12. Has a person been identified to interface with the media?
13. Are there public information campaigns related to available disaster mental health services?

Hazard Guidelines

14. Have you developed specific guidelines for natural and man-made disasters?
15. Does your building-level plan address implied or direct threats of violence?
16. Does your building-level plan address responding to acts of violence?
17. Has the risk of secondary devices been addressed?

Evacuation Procedures

18. Does the building-level school safety plan address incidents before, during and after school hours?
19. Have sheltering agreements been identified and appended to the building-level plan?
20. Have internal and external shelter sites and evacuation routes been identified?
21. Does your plan address internal and external evacuation routes?
22. Does your plan address emergency notification of persons in parental relationships with students?
23. Has a vehicle inventory list been developed?
24. Has the building developed an emergency supplies inventory?
25. Do evacuation procedures provide for special needs occupants?

Security of Crime Scene

26. Has the building developed crime scene management guidelines?
27. Are policies and procedures for security of the crime scene understood by all parties?

Recovery

1. Has your post-incident response team been activated?
2. Has the building level team addressed short-term and long-term recovery issues?
3. Does the plan provide access to local and state mental health resources?
4. Are there provisions to maintain contact with the County Disaster Mental Health Response Team to notify it of changing needs or potential problems?
5. Are there strategies in place to reassess disaster mental health needs of victims and relatives to evaluate and refer ongoing treatment if Critical Incident Stress Management is not restoring children to pre-disaster levels?
6. Are there methods in place to debrief daily or as needed to ensure changing conditions are accommodated?

Module 2 - Four Phases of Emergency Management

Introduce –
4 Phases of Emergency
Management

Definition: Prevention

Questions: What other
preventive activities can
be conducted?

Definition:
Mitigation

Questions: What other
mitigation activities can
be conducted?

Definition:
Preparedness

Four Phases of Emergency Management

Mitigation & Prevention

Where school officials conduct an assessment to identify potential hazards and develop procedures designated to prevent or mitigate the damage that these hazards might cause.

The positioning of those measures and activities that will lessen the possibility or the impact of an adverse incident in an organization. The primary goals and objectives of prevention are to protect an organization's assets and to manage risk.

Prevention activities

- Review traffic patterns for dangerous condition.
- Examine existing landscaping looking for tripping hazards, hiding spots and other unsafe conditions.
- CPTED – Crime prevention through environmental design.
- Use security equipment such as cameras (CCTV – Closed Circuit Television), access control systems, and metal detectors.
- Conduct searches of isolated areas.
- Develop student codes of conduct.
- Encourage staff to provide input and feedback into the crisis planning process.
- Review incident data and UVIR's.
- Review the last safety audit.
- Determine the major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Mitigation is any action of a long-term, permanent nature that reduces the actual or potential risk of loss of life or property from a hazardous event.

Mitigation activities

- Assess site selections for schools, annexes and athletic venues.
- Acquire automatic external defibrillators (AED's.)
- Properly secure bookcases and lighting fixtures.
- Correct conditions identified under the prevention activities.
- Ensure televisions are strapped down on movable carts.
- Limit combustible wall and ceiling hangings.
- Connect with community emergency responders to identify local hazards.
- Determine who is responsible for overseeing violence prevention strategies in your school.

Preparedness

Where school officials develop plans and protocols to prepare for the possibility that the hazards previously identified in the mitigation/prevention phase will in fact occur.

Those activities, programs, and systems that exist prior to an emergency that are used to support and enhance response to an emergency or disaster.

Questions: What other preparedness activities can be conducted?

Preparedness activities

- Conduct orientation seminars with students, parents, and staff.
- Establish response teams.
- Conduct fire drills and shelter-in-place drills.
- Determine what crisis plans exist in the district, school, and community.
- Document plans for responding to emergencies.
- Establish MOU's (Memorandum of Understandings)
- Learn ICS (Incident Command System) and NIMS (National Incident Management System)
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information that exists about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Response

Where school officials implement the plans and protocols developed in the preparedness phase to respond to an emergency or disaster in or around a school.

Definition: Response

The efforts to minimize the risks created in an emergency by protecting the people, the environment, and property, and the efforts to return the scene to normal pre-emergency conditions; The reaction to an incident or emergency to assess the damage or impact and to ascertain the level of containment and control activity required.

Questions: What other response activities can be conducted?

Response activities

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate response teams.
- Activate the incident management system.
- Activate and follow established response plans.
- Ascertain whether an evacuation; reverse evacuation; lockdown; or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Definition:
Recovery

Recovery

Where school officials work closely with community and government stakeholders to help the affected school(s) recover and return to a sense of normalcy as quickly as possible.

Recovery refers to those non-emergency measures following a disaster whose purpose is to return all systems, both formal and informal, to as normal as possible.

Recovery activities

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Capture “lessons learned” and incorporate them into revisions and trainings.

Questions: What other recovery activities may be conducted?

Module 3 – Emergency Exercises and Evaluation

Introduce –
Emergency
Exercises and
Evaluation

Instructor note:
Ensure that
participants
understand the
difference between
the types of
exercises.

What is an Exercise?

An **exercise** is a *focused practice activity that places the participants in a simulated situation requiring them to function in the capacity that would be expected of them in a real event*. Its purpose is to promote preparedness by testing policies and plans and training personnel.

Why Exercise?

Through exercises, organizations can:

- Test and evaluate plans, policies, and procedures.
- Reveal planning weaknesses.
- Reveal gaps in resources.
- Improve organizational coordination and communications.
- Clarify roles and responsibilities.
- Train personnel in roles and responsibilities.
- Improve individual performance.
- Gain program recognition and support of officials.
- Satisfy regulatory requirements.

Once the district and building-level plans are completed and all staff members have completed the training programs, a proactive emergency exercise program should be implemented to validate the plans and training.

TYPES OF EXERCISES

Orientations are overviews or introductions to a school or district's crisis/emergency management program. The purpose of an orientation is to familiarize participants with roles and responsibilities, plans, procedures, and equipment. It can also be used to resolve questions of coordination and assignment of responsibilities.

Drills are coordinated, supervised, activities used to test a specific operation or function of the emergency response plan. The goal of a drill is to practice and gain familiarity with one small part of the response plan and prepare teams and participants for more extensive exercises in the future. Schools generally conduct evacuation, shelter-in-place, or lockdown drills with school occupants to demonstrate the steps they should take if confronted with an emergency. These exercises can include local public safety agencies that can assist and evaluate the drills.

Tabletop Exercises are facilitated exercises which analyze an emergency event in an informal, stress-free environment. Tabletops are designed to extract constructive discussion as participants identify, investigate and resolve issues based on their existing emergency response plans. Tabletop exercises provide participants with an emergency scenario that will increase their awareness of the roles and responsibilities they need to take to effectively respond to, stabilize, terminate, and recover from emergencies.

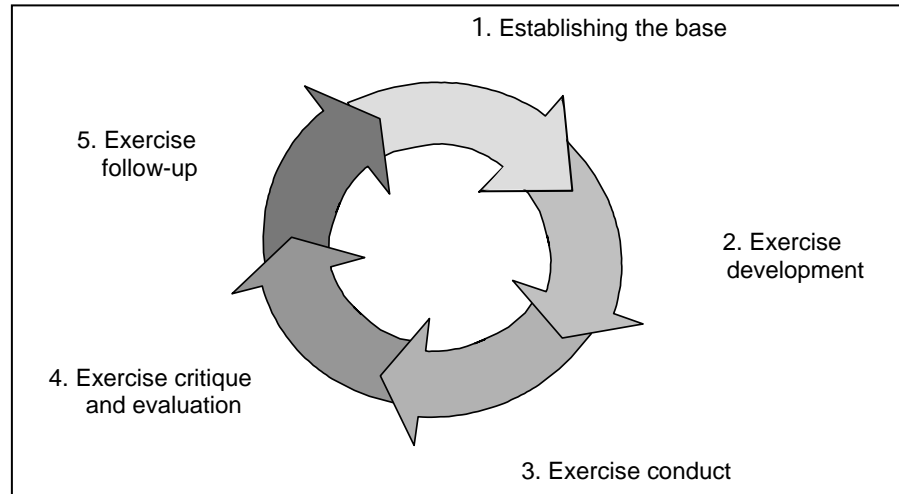
Functional Exercises are interactive exercises that test the capabilities of school and district emergency response teams in responding to a simulated event. The functional exercise tests a function(s) of the school's emergency response plan and is a coordinated response to a situation in a time-pressured, realistic simulation.

Question: Have any participants been involved in a Tabletop exercise?

A Full-Scale exercise?

Full-scale Exercises simulate a real event as closely as possible. It is an exercise designed to evaluate the operational capability of emergency management systems in a highly stressful environment that simulates actual response conditions. To accomplish this realism, it requires the mobilization and actual movement of emergency personnel, equipment, and resources. Ideally, the full-scale exercise should test and evaluate most functions of the emergency response/operational plan. A full-scale exercise will test the capabilities of the schools, school district, local emergency responders, resources, staffing allocations, information analysis, interagency relationships, and emergency response plans and procedures.

Exercise Program



Instructor Note: Stress that you should start small and simple and work up to large and complex.

EXERCISE DESIGN

The eight-step process is used to design an exercise:

1. Assess needs.

- Conducting a needs assessment will help you define the problems, establish the reasons to do an exercise, and identify the functions to be exercised.
- Some organizations plan exercises as a response to pressure or a “gut feeling.” For example, someone may suddenly decide to do a full-scale exercise based on some dramatic disaster, because full-scale exercises generate a lot of excitement. Such hasty decisions usually result in failure and embarrassment.
- The best way to determine whether you need an exercise—and what kind of exercise is needed—is to study your situation systematically.
- Conducting a needs assessment will help you define the problems, establish the reasons to do an exercise, and identify the functions to be exercised.

2. Define the scope.

- Defining the scope of an exercise means putting realistic limits on the issues that you identified in the needs assessment.

Why Define the Scope?

- A needs assessment may reveal a wide array of concerns.
- Clearly you can't design an exercise that effectively practices: All functions. . .In the context of all hazards. . .Using all agencies, organizations, or departments. . .In all exercise formats. . .Employing all resources.
- You will need to set priorities and make choices. It is important that the scope be clearly and narrowly defined.

Sample: Purpose Statement

3. Write a purpose statement.

- The **purpose statement** is a *broad statement of the exercise goal*. It focuses and controls the whole exercise.
- The purpose statement:
 - Governs the selection of the objectives, which in turn governs subsequent steps.
 - Clarifies for the chief executive and potential participants why the exercise is being conducted.
 - Is useful in communicating plans to the media and community leaders.

The purpose of this exercise is to improve the following operations:

1. _____ (Types of
2. _____ operations to
3. _____ be exercised)

by involving the following personnel and units/agencies:

1. _____ (Personnel
2. _____ and units
3. _____ involved)

In a simulated _____ (Hazard)
emergency at _____ (Location)

4. Define objectives.

- Early in the development of an exercise, you must decide what the exercise is intended to accomplish. These outcomes, or objectives, must be specified clearly.
- An **objective** is a *description of the performance you expect from participants to demonstrate competence*. Objectives go hand in hand with the purpose statement but are more specific and performance based.
- Objectives should be SMART.
 - **Simple** - A good objective is simply and clearly phrased. It is brief and easy to understand.
 - **Measurable** - The objective should set the level of performance, so that results are *observable*, and you can tell when the objective has been achieved. This doesn't mean that you have to set a quantifiable standard. It just means that people can agree on whether they succeeded.
 - **Achievable** - The objective should not be too difficult to achieve. For example, achieving it should be within the resources that the organization is able to commit to an exercise.
 - **Realistic** - The objective should present a realistic expectation for the situation. Even though an objective might be achievable, it might not be realistic for the exercise.
 - **Task Oriented** - The objective should focus on a behavior or procedure. With respect to exercise design, each objective should focus on an individual emergency function.

Instructor note:
Points of review are also important to the evaluation of an exercise.

Sample: Points of Review

Points of Review

- Another way to ensure that the objective will provide useful measures is to include specific points of review—very specific items to be observed by an evaluator.

For example, the objective below is a little too vague to guide an evaluation team:

Objective: Demonstrate the adequacy of displays and other materials to support emergency operations.

- However, if the objective is supported by points of review similar to those shown below, it will be adequate:

Display	Yes	No
● Status boards available in facility	<input type="checkbox"/>	<input type="checkbox"/>
● Status boards used	<input type="checkbox"/>	<input type="checkbox"/>
● Status boards kept updated	<input type="checkbox"/>	<input type="checkbox"/>
● Maps available	<input type="checkbox"/>	<input type="checkbox"/>
● Maps up to date	<input type="checkbox"/>	<input type="checkbox"/>

5. Compose a narrative.

- An **exercise** is a *scenario that simulates an emergency*. Part of this scenario is the narrative, which is a brief description of the events that have occurred up to the minute the exercise begins. The narrative has two important functions.
 - First, it *sets the mood* for the exercise. Participants need to be motivated to participate. The narrative captures their attention and makes them want to go on.
 - Second, the narrative *sets the stage for later action* by providing information that the participants will need during the exercise.

6. Write major and detailed events.

- Developing an exercise scenario is much like writing a play. In developing a play, the playwright organizes events into acts and scenes. Similarly, an exercise designer organizes events into major and detailed events.
- Major and detailed events are occurrences—large or small—that take place after and as a result of the emergency described in the narrative. It may be helpful to think of them as *problems* requiring a realistic action that will meet exercise objectives.
- The goal in developing events is to provide a structure that will:
 - Link the simulated event to the actions you want people to take.
 - Provide unity to the exercise. Without the overall organization provided by major events, the exercise could dissolve into random actions.
- Careful scripting is very important if you are going to produce a convincing, unified scenario rather than a series of unrelated, miscellaneous occurrences. It is also necessary for creating an exercise that is governed by objectives.

7. List expected actions.

- **Expected actions** are *the actions or decisions that you want participants to carry out in order to demonstrate competence*. It is necessary to identify expected actions in order to:
 - **Write messages.** Because the point of the exercise is to get the participants to think and react in certain ways, the script must be carefully developed to ensure that the messages get the planned results. Your list of expected actions will enable you to write effective messages.
 - **Determine what should be evaluated.** The exercise evaluation will focus on whether the participants respond appropriately in an emergency. The list of actions will become the core of that evaluation.

Instructor note:
Expected Actions are also important to the evaluation of an exercise.

Sample: Events listing

<u>Event</u>	<u>Time</u>	<u>Event Description</u>	<u>Input</u>	<u>Expected Action</u>
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____

8. Prepare messages.

- Messages are used to communicate detailed events to exercise participants. One message may represent an event, or several messages may be needed to notify the participants of the event.
- Messages serve one purpose: To evoke a response—that is, to cause exercise participants to make decisions and take actions that meet the exercise objectives.
- In a full-scale exercise, the controller may input prescribed messages into the action.
- Participants receiving the messages make decisions or take action as they would in a real emergency.

Sample: Message form

To: _____	Method: _____	From: _____
Time: _____		
Content: _____		
Action Taken: _____		

EXERCISE EVALUATION

Exercise evaluation is a process of observing and recording exercise activities and comparing the performance of the participants against the goals & objectives and identifying strengths, weaknesses and gaps in the plan. There are two types of evaluation to use:

Process Evaluation should focus on providing information for program improvement, adjustment and management.

Impact Evaluation should focus on determining program results and effectiveness (merit and value). It provides strong evidence that allows key decisions to be made about your exercise programs – continuation, expansion, reduction, and funding.

- In order for an emergency management system to be effective, it is critical that the personnel, plans, procedures, facilities, and equipment be exercised and tested on a regular basis. Yet no amount of exercising will be constructive unless each exercise is followed by a structured evaluation that enables the emergency management organization to identify successes and shortfalls.

- Good evaluation can help the organization identify:
 - Whether the exercise has achieved its objectives.
 - Needed improvements in the plans, procedures, or guidelines.
 - Needed improvements in the emergency response system.
 - Training and staffing deficiencies.
 - Needed operations equipment.
 - Need for continued exercising of the plan and the emergency management functions.

Effective Exercise Evaluation Program

- Select exercise evaluators and clarify goals and objectives.
- Define criteria that need to be met for a successful exercise.
- Objectives should be **Simple – Measurable – Achievable – Realistic and Task-oriented (SMART)**.
- Develop evaluation tool/forms to assess the exercise.
- Evaluation tool/form should include evaluator checklist, narrative summary section, key event section, problem log section, exercise debriefing log and exercise critique form.

Sample: Evaluation Form

Evaluation Form					
Evaluator name: _____		Assignment: _____			
Objective: _____					
Point of Review:	Yes	No	N/A	N/O	Time
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

- Provide points of review to guide evaluators. They make it possible to be very objective in collecting data.

Conduct a Post Exercise Critique

- A post-exercise critique should be conducted immediately after the exercise.
- Evaluators, controllers and players should all participate in the critique.
- Positive and negative outcomes of the exercise should be noted and discussed.
- An after-action report should be completed to analyze the findings of the critique and assign responsibilities to close gaps and improve the current emergency management program.

References:

An Orientation to Community Disaster Exercises
<http://training.fema.gov/EMIWeb/IS/is120.asp>

Exercise design
<http://www.training.fema.gov/emiweb/IS/is139.asp>

Evaluator Checklist

Evaluator: _____	Date: _____
Location: _____	

Objective No.:	Function Being Evaluated:
-----------------------	----------------------------------

Objective:

Points of Review:

Please answer the following: Y = Yes, N = No, NA = Not Applicable, NO = Not Observed

	Y	N	NA	NO
1.				
2.				
3.				
4.				

Comments:

Nassau County BOCES
Emergency Response/Crisis Management

Training & Exercise Workshop
2Q 2005

Scenario: Chemical Plume

School: Nassau County School District

Place: Long Island, NY

Time: Monday 2:30 pm

Exercise Scenario:

At 2:30 PM, a Nassau County School District Central Administration Office (Superintendent's Secretary) receives an e-mail notification through the Nassau County Police Department's new SPIN Program (Security/Police Information Network), indicating that an explosion has occurred at the Nassau County Aquatic Center in Eisenhower Park. Due to the large amounts of chlorine stored at that site, a chlorine plume has developed and is headed in a north/northwest direction. Police suspect terrorism due to a series of bomb threats received at public facilities throughout the County and have advised area school districts to implement their emergency plans for sheltering and lockout. Moments later, a fax is received from the Nassau County Office of Emergency Management contradicting the initial notification and indicating that the plume is heading in a south/southeast direction. The Superintendent's Secretary attempts to use her phone and determines that phone lines are working intermittently. The Superintendent of Schools is away at a meeting in Albany and all Building Principals are attending an emergency planning workshop at Nassau BOCES in Garden City.

Discussion Points –

- Who would take charge of this incident (District-Level Incident Commander) and how would that individual be notified of what has occurred?
- What is the Incident Command Structure at the District-Level?
- Would a District-Level Command Post be established? Where?
- Who else would be called into action at Central Administration?
- Would the Superintendent be notified? When? How?
- Would the School Building Principals attending the BOCES workshop be notified? How? When? What potential problems are associated with this notification?
- How would school buildings be notified and what would they be advised to do? How does conflicting information regarding the plume affect the response? How would you verify correct information?
- Would parents be notified? If so, how?
- Why has the police department advised the district to implement a sheltering/lockout response?

Scenario:

Information regarding the event has been shared with the Principal's office in all school buildings recommending implementation of the Building-Level Safety Plan.

Discussion Points –

- Who would be the Incident Commander at the building-level and how would that person be notified? What is the Incident Command structure?
- Would the Building-Level Emergency Response Team be activated? Who are the members? Would a Building-Level Command Post be established? Where?
- What aspects of the Building-Level Safety Plan would be implemented (shelter, evacuate, etc.)? How would this happen? How would the building be secured? How would notification to all staff occur? What information would be shared?

- Should parents be notified? How?
- How would you address students/staff that are on the playground or may be outside the building?
- What specific actions will be necessary to address the potential for the chlorine plume to pass over school buildings?

Scenario:

It is now 3:15 PM and news of the event has leaked into the community. Unaware of the potential danger, individuals begin to arrive at various school sites trying to gain access to buildings. Some identify themselves as parents who want their children.

Discussion Points –

- How will you respond to these individuals?

Scenario:

At 3:30 PM, the Nassau County Police Department contacts the School District Central Administration to advise that the HAZMAT team has controlled the situation at the Aquatic Center. The chlorine plume had turned north/northeast and has dissipated over the Long Island Sound. However, they now advise that they have received a district-wide bomb threat focused on the School District. The caller has indicated that a bomb has been placed in each school building.

Discussion Points –

- Does this change your current emergency response?
- What options are available to you?
- What new actions will you initiate?

Scenario:

At 4:00 PM, the Police Department arrives at each school building to assist in the bomb threat response. They advise the school district that they have captured the suspected perpetrators of the incident at the Aquatic Center who are part of the CAPS (Citizens Against Public Servants) terrorist group. Large numbers of parents and the media begin to arrive at school building sites.

Discussion Points –

- How will the school district interface with the Police Department?
- What plans have you established to deal with the media? Have you established a public information officer and media reception center?
- What is the school district's plan to successfully reunite students and parents (Reunification Plan)?
- How will the school district's Post-Incident Response Team be deployed in response to this incident? Who are the members?
- How will the school district conduct a post-incident review? Who will participate? When will it be conducted? Have any of the events been documented? When?

Post-Incident Review:

What are the key issues of importance demonstrated by the response to this incident?

- Command Structure
- Command Posts
- Emergency Response Teams
- Communication
- Interface with Emergency Response Agencies
- Shelter/Evacuation Response
- School Building Systems and Control
- Parent Notification
- Decision Making and Adapting
- Media Response
- Student/Parent Reunification
- Post-Incident Response
- Documentation

Nassau County BOCES
Emergency Response/Crisis Management

Training & Exercise Workshop
2Q 2005

Scenario: Fire
Place: Long Island, NY

School: Nassau County High School
Time: Monday 11:32 am

Exercise Scenario:

Unknown to school officials, a contractor is welding in the boiler room in the basement of the old high school. As the welder is looking for a piece of solder he set his torch off to the side and suddenly a wall of old insulation has caught fire. The fire quickly spreads to the ceiling and the contractor is unable to put out the fire and immediately runs from the scene. The contractor runs directly to the main office and advises school officials of the fire.

School officials immediately sound the alarm and an announcement is made to evacuate the school. The old PA system is not working properly and 8 classrooms on the east side of the building and the gymnasium full of P.E. students do not hear the alarm. School officials also call 911 at 11:35 and advise them of the fire. The 911 operators advise their supervisor they are receiving dozens of calls from student at the high school and they are receiving conflicting reports.

Discussion Points-

- o What backup plan could you use to communicate with building occupants?
- o What can be done to ensure the 911 operators are receiving the proper information?
- o Once you alert your Emergency Response Team of the emergency, where would you instruct them to set up an Incident Command Post?

Scenario:

Students, faculty and staff that did hear the announcement start to evacuate the school and during the evacuation Coach Mike Phelps, who is teaching a health class, asks what all the commotion is about. Another teacher advises Coach Phelps of the fire and he immediately instructs all students to evacuate the building using the closest fire exit door. When students run to the first door it will only open three feet due to a that car has parked very close to the door. As students frantically push their way out others panic and look for another means of escape. Mr. Phelps tries to assist the evacuation and advises teacher Sheila Brown to make sure everyone is out of the classrooms and the remainder of the east side of the building. Ms. Brown immediately advises students to evacuate the building.

Discussion Points-

- o How could we have eliminated the blocked exit-way?
- o How can Coach Phelps communicate to the Incident Command Post that he is having difficulties evacuating the building?

Scenario:

The fire department arrives on the scene at 11:40 and can clearly see smoke billowing from the south side of the school. A member of the Emergency Response Team runs up to the fire engine and advises the Fire Captain what happened and the location of the fire. The Captain asks for drawings of the building, but the teacher is unaware if any exist or the location of any drawings.

Students are evacuating the school and walking directly to the designated assembly areas. The grassy field designated as the primary evacuation assembly area is flooded by a downpour from the night before. Many students are now standing in the street. Some teachers are frantic to get students out and forget their class rosters. School officials taking attendance are showing that 12 students are not accounted for and are considered missing. A member of the schools Emergency Response Team advises the Fire Captain of the names of the 12 missing students.

Firefighters start a search and rescue mission and soon find 10 students on the ground in a storage room. All are suffering from smoke inhalation and are extracted from the building. Fire-fighters later find out that the students could not exit the building because a padlock and chain were used to secure a door to keep students from leaving the building.

Two students are still unaccounted for and fire department officials could not find them. One was eventually found and indicated that he just went home sick and did not tell anyone. The second one decided to go out to his car “to listen to tunes” instead of checking in at the designated assembly area.

Discussion Points-

- Does your Building-level School Safety Plan include drawings/diagrams of the school?
- Does your Plan include emergency shut off locations and instructions on how to control HVAC systems?
- What should we do with the students who are standing in the street?
- How can we assist the firefighters during their search and rescue mission?
- How can we account for all students and staff, especially those classrooms where the teachers forgot to take their class rosters before exiting the school?
- How can our Emergency Response Team control those students who do not come to the evacuation assembly area?

Scenario:

8 of the 10 students were treated and released from the area hospital. Two stayed overnight for observation. The superintendent went to the hospital and met with the victims and their families. She then called the homes of the other six. The east side of the school will be closed for 60 days for repairs and the school district will have to find class space for 12 classrooms affected by the fire.

- What can the school Building-level Safety Team do to ensure that students do not miss class days due to lack of classroom space.

Discussion Points-

Mitigation/Prevention

- What mitigation strategies will your team implement to eliminate exposures and reduce the likelihood that this occurrence will happen again?
- What evaluation methodologies will you use to validate that your mitigation techniques have improved or impaired your revised mitigation program?

Preparedness

- What proactive preparedness programs, tools and training should be implemented to prepare school and district staff and the community for this type of event in the future?
- What evaluation data will help to assess the school's current state of preparedness?

Response

- How will your team respond to this event in the future and what strategies will be used to manage this event to prevent loss of life, bodily injury, and minimal property damage?
- What evaluation methods and data are helpful to assess the district's response to this event?

Recovery

- What recovery techniques can be used to minimize harm to school assets and resume full operations as quickly as possible?
- How will you evaluate the recovery process, and how will it be used to reduce gaps in the recovery plan?

U.S. Department of Education
Emergency Response/Crisis Management
Conference

Exercise Workshop

Scenario: Food Poisoning
Place: Spring Rock, Utah

School: Big Sky Jr. High 850 students
Time: Wednesday 2:30 pm

Big Sky Junior High is proud of its school's programs and processes to prepare students for higher education. Big Sky's test scores are always in the top 10 percent of schools in the State of Utah and the school was recently discussed in the NEA's monthly magazine as being one of the model middle schools in America.

The same can not be stated about their cafeteria. The equipment is old and in need of desperate repair. The cafeteria staff has not received any training in the last five years especially in the vital areas of food preparation, safety and fire prevention. The back door is usually left open for anyone to get into the kitchen area. Large knives are left out and unattended. And the walk-in cooler's push-bar is broken. This oversight could possibly lead to an employee or another being trapped in the cooler, thus leading to serious consequences of injuries or loss of life.

On Tuesday, the staff is preparing a variety of foods including ham and egg omelets, chicken salad sandwiches, fruits, vegetables, and warm homemade bread. After completing the morning's chores the cafeteria is ready to serve the 7th graders at 11:00 am. All three grades go to lunch without incident and return to their classes for afternoon sessions. At 1:30 pm a 7th grade student advises the teacher that they are experiencing an upset stomach and needs to go to the restroom. The teacher grants permission and the student goes into the restroom and starts to vomit. A second student walking in the hallway starts to feel nauseous and walks to the school nurse's office. The student complains to the nurse of nausea and states that he is starting to feel "sick". A 3rd student asks his teacher for permission and to go to the nurse's office and he is met by a teacher who is also complaining of being ill. The nurse starts to assess the situation and asks that each one what they had for lunch. All four stated they had the ham and egg omelet, milk and buttered toast. The nurse completes her examination and sends all four home with instructions to follow up with their personal physicians.

Discussion points -

Later that night, six more students and one teacher experience, nausea, vomiting and diarrhea. All seven call off ill from school. The office informs the school nurse that seven more students and a teacher called off ill for Friday. The nurse contacts each person and ascertains that all have the same symptoms as the four that reported their illness on Thursday.

The nurse calls the district's administrative offices and the superintendent and nurse agree that the county's public health agency should be notified. Public Health officials start their investigation with school officials and the focus their investigation of the cafeteria of Big Sky Jr. High.

Discussion points -

The investigation makes the six o'clock news and the school district is flooded with phone calls over the weekend and early Monday morning. Parents concerned for their children's safety want to know if the school is safe to attend. The superintendent's message is that the school is safe and that district officials are working with the county's public health agency to determine the cause of the illness.

Discussion points -

U.S. Department of Education
Emergency Response/Crisis Management
Conference

Exercise Workshop

Scenario: Shooting on School grounds
Place: El Paso, Texas

School: Rattlesnake Jr. High 600 students
Time: Wednesday 8:30 am

At 12:45 student Jerry Cantrall, a junior, parks in the student parking lot and walks to the front door. Jerry passes by the security officer and states he was sick this morning and is returning back to school. The officer advises Jerry to check in the main office. Jerry walks by the office and enters the boys' restroom on the second floor. There Jerry waits until the sound of the 5th period bell to end class. Jerry quickly steps out into the crowded hallway and waits for senior Ted Frye to exit Mrs. Jones 5th period physics class. In the hallway, Jerry confronts Ted and tells him he is tired of being picked on and that he has no friends. Jerry begins to raise his voice loudly to Ted and tells him, "I have had it" and "I am going to end the pain you have caused me." Jerry then reaches for a handgun and shoots Ted squarely in the chest. At that moment teacher and assistant football coach, Frank Howard grabs for the gun and struggles with Jerry. The gun goes off a second time and Frank falls to the ground suffering a wound to the abdomen. Jerry drops the gun and runs to the back stairwell of the school.

Discussion points -

Panic-stricken students ducking for cover are now in a state of shock. Some are crying, others are tending to the injured and others are comforting those who are in desperate need. Teacher Lynn Baker advises one student to go to the office to advise them what has happened and told another student to find the security officer.

When the student arrives at the office he explains what happens. The principal advises the admin to call 911 and he heads out the door with members of his emergency response team. The admin calls 911 and advises them that a shooting occurred and gave them the address of the school. When the 911 dispatcher asks for additional information, the admin advises, "that's all I know".

Discussion points -

Police and EMS crews arrive simultaneously at the school and walk up to the front entrance. No school personnel greet them, so they walk into the main office where school officials advise them the shooting took place on the second floor. Officers and paramedics arrive on the second floor and start to take control of the situation. There is very little interaction between the public safety agencies and the schools.

Paramedics start CPR on Ted and administer first aid to coach Howard. The teachers and the ERT gather students in classrooms as police officers start their investigation. The security staff advises that Jerry has left the building.

Discussion points -

Minutes later, a Channel 7 news reporter calls the school's office and starts to ask questions about the shooting. Admin Delores Reed tells the reporter all the information she needs and then even a little more, explaining that the school is, "very chaotic right now!" The reporter tells Me. Reed that they are enroute with a news team.

The principal calls the office and tells Ms. Reed to call district HQ and that they will need crisis counselors as soon as possible.

Discussion points -

Paramedics take the injured to Detroit Receiving Hospital where Ted passes away during surgery and coach Howard will survive although he will need extensive medical care.

Junior Jerry Cantrall drives home and writes a note to his parents before he takes his own life.

Discussion points -

U.S. Department of Education
Emergency Response/Crisis Management
Conference

Exercise Workshop

Scenario: Tornado
Place: Norman, OK

School: Sooner High 1200 students
Time: Thursday 2:15 pm

On a gray overcast day in early May the Sooner High School students are in 7th period classes. Other students are preparing for the state track meet where many of the athletes have earned top honors over the last three years. Some athletes are working out on the track and others are working out in the athletic facility just south of the school. Earlier in the day the National Weather Service (NWS) had issued a Severe Storm Warning and at 12:00 noon the NWS issued a Tornado Watch for the City of Norman and the surrounding counties.

At approximately 1:45 the NWS announces a Tornado Warning for the City of Norman and the surrounding counties as a tornado was spotted just 14 miles west of the city. The city immediately sounds their new alert warning system and the school follows their emergency procedures for Tornado/High Winds. All students in the school are advised to get into the hallways and restrooms. Norman High School's basement is not habitable due to dirty conditions and equipment storage. The principal also calls the track and baseball coaches via radio and advises them to seek shelter in the athletic facility. The coaches gather all the athletes and advise them to take shelter. At 2:09 pm, strong winds with gust of up to 55 mph start to cross over the school campus. At 2.15 a large boom is heard and winds pick up dramatically. The principal tries to contact the coaches, but he is not successful. Additional rain and wind batter the school's campus when an even larger sound is heard. The strong wind has toppled the athletic facility. The roof has collapsed and two walls have crumbled to the ground. The violent wind has receded.

Discussion points -

Both coaches quickly survey the damage to the structure. They hear students screaming for help and see that others are seriously injured. A teacher on the second floor observes the damage to the facility and alerts the main office. The office personnel call 911. When officers and firefighters arrive on the scene they notice a mass of confusion. The Fire Department's Incident Commander (IC) is trying to find someone from the school who is in charge. Police and Fire crews immediately spring into action to rescue victims. Fire/EMS set up a triage area in the groundskeepers' facility and police officers assist with rescuing victims and getting others into the school. Two students are pinned against a beam and the IC calls for heavy equipment.

The school's emergency response team (ERT) advises teachers to take attendance. They are very successful in taking attendance for those who were in the school, but they do not have any idea who was in the athletic facility.

Discussion points -

The ERT also calls the media to alert the community of the process to reunite students with parents/guardians. Local radio and television make the announcement for parents to pick up their students in the gym. The reunification process is very effective and parents are happy to see their children. The same cannot be said for those injured in the athletic facility. Parents are concerned and upset.

Discussion points -

All in all, 14 students are sent to area hospitals including the two that were pinned by the beam. 19 others are treated at the scene and released to their parents.

The media arrives and asks to speak to the principal. The principal is inundated with questions. One journalist asks, "Why were the students sheltering in an athletic facility that is old and in need of major repair and replacement?"

Discussion points -

U.S. Department of Education
Emergency Response/Crisis Management
Conference

Exercise Workshop

Scenario: Transportation Accident
Place: Jupiter, FL

School: Albacore Jr. High 900 students
Time: Tuesday 8:20 am

Albacore Jr. High (AJR) 8th graders are taking a field trip to the local aquarium and are loaded into five buses to begin the 12-mile trek to the city aquarium. On the other side of town an armed robbery occurs at a gas station. Two perpetrators leave the gas station in a Hummer 2 with an undetermined amount of cash and are speeding through town to get to the highway. A police officer, hearing the dispatcher call out the license plate of the perpetrator's vehicle, spots them speeding down a side street. The officer turns on his lights and sirens and initiates a pursuit of the vehicle. The pursuit is picked up by two other Juniper PD vehicles. The get-away vehicle reaches speeds of 80 mph.

As the pack of five buses is driving down Shoreline road they need to make a right onto Main St. The first bus driven by Al Jacobs comes up to the intersection and has the green light. Al makes the right hand turn onto Main St. and as he is halfway through the intersection he is struck on the driver's side by the get-away vehicle.

Police officers get out of their cars and surround the vehicle with guns drawn. They notice one suspect is deceased and the other is in very grave condition. EMS is called immediately. Al has a bump on his head, and is shaken up, but other than that he is all right. Five students have lacerations and abrasions on their heads, faces, arms and legs. One student declines treatment until his parents are contacted. A sixth student was tossed from her bench and hit the metal on the seat across the bus. The student was knocked unconscious, but is now awake and appears to have a concussion. Other students on Al's bus and the bus behind Al's are visibly shaken after witnessing such a horrendous event.

Discussion points -

Bus driver #2, Ellen Hayes', radio is not working so she calls the district office on her cell phone and alerts district personnel. The district personnel immediately call Albacore Jr. High and the principal advises she will send a small team to assist. The principal also calls the district's department of transportation and asked that a bus be sent to pick up those students on bus #1.

The district decides to let the four buses continue on to the aquarium and when they arrive, bus drivers and teachers agree that some students are too shaken up to participate in the field trip and alert the school. The principal makes the decision to bring all students back to school.

Discussion points -

When the school team arrives they notice that the four other buses are already gone and Al does not have any school district accident report forms in his glove box.

Al was treated at the scene and released. Six students were treated at the scene and it was decided by Jupiter EMS to transport all students to the local hospital for additional treatment and observation. During the incident Jupiter EMS did not wait until they had parental authorization to treat the students as they believed they acted within the law as some of the children had severe lacerations to their heads.

Discussion points -

During the police investigation, it was learned that Al had recently had his driver's license suspended for driving under the influence. When word of Al's past driving practices made the local newspaper, parents of the injured students called the school district and stated they were going to sue. The district superintendent referred all calls to the school's attorneys.

Discussion points -

Module 4 – National Incident Management System (NIMS) & Incident Command System (ICS)

Introduce –
National Incident
Management System

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

- NIMS uses a comprehensive approach and national framework for incident management. This framework involves a core set of concepts, principles, procedures, processes, terminology, and standards, which enables a number of public and private agencies to effectively manage incidents.
- NIMS is an integration of best practices that have proven to be effective in a number of settings and incidents. Although the system involves a good deal of standardization, it also provides a flexible and adjustable framework within which government and private entities at all levels can work together to manage domestic incidents, regardless of their cause, size, location, or complexity. This flexibility applies across all phases of emergency response and crisis management: prevention/mitigation, preparedness, response, and recovery.

COMPONENTS OF NIMS

Command & Management

- Incident Command System
- Multi-agency coordination System
- Public Information System

Preparedness

- Planning
- Training and Exercises
- Standards and Certification
- Mutual Aid
- Information and Publications

Resource Management

- Identify and type resources
- Certify and credential personnel
- Inventory, acquire, mobilize, track and recover

Communications and Information Management

Supporting Technologies

Ongoing NIMS Management

HOW CAN YOUR SCHOOL COMPLY WITH NIMS?

Reference: →

- Complete the NIMS Awareness Course
<http://training.fema.gov/emiweb/is/is700.asp>

- Formally recognize NIMS and adopt NIMS principles and polices.
- Institutionalize the use of the NIMS Incident Command System.

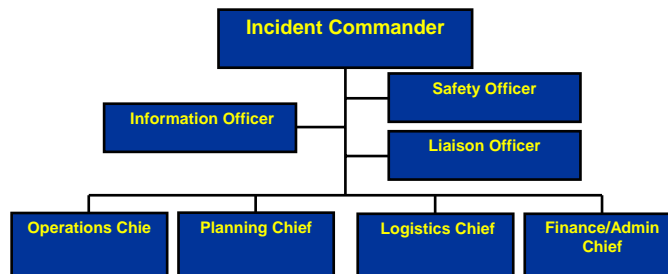
Introduce:
Incident Command System

Reference: →

INCIDENT COMMAND SYSTEM (ICS)

Basic Incident Command System
[HTTP://TRAINING.FEMA.GOV/EMIWEB/IS/IS195.ASP](http://TRAINING.FEMA.GOV/EMIWEB/IS/IS195.ASP)

- Directs on-scene emergency management.
- ICS is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications. It is used to organize both near-term and long term operations for a broad range of emergencies, from small to complex incidents, both natural and manmade.
- ICS has five functional areas for management of all major incidents:
 - Command
 - Operations
 - Planning
 - Logistics
 - Finance/administration



INCIDENT COMMANDER RESPONSIBILITIES

- Assess the situation.
- Establish objectives.
- Track resources.
- Develop and monitor the action plan.
- Ensure proper documentation.
- Appoint additional staff as necessary.

COMMAND STAFF

Safety Officer – ensures that the safety of students, staff, and others on campus is the highest priority. He or she has the authority to halt any response activities that create an unsafe situation or puts students, faculty, staff, or others at risk.

Public Information Officer (PIO) – acts as a liaison with the public (including the media). He or she must be well informed of the situation at all times and should be the only person to talk to the media. All other staff members should refer media questions to the PIO.

Liaison Officer – acts as a point of coordination between the Incident Command and other public agencies and organizations (e.g. the Red Cross or utility company representatives.)

OTHER ICS SECTIONS

Operations Section – handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency. Most adult responders will be assigned jobs in the Operations Section.

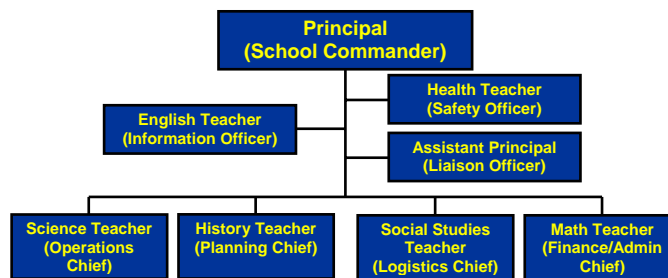
Planning Section – is responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post.

Logistics Section – manages personnel, supplies, and equipment. During a response, the Logistics Section is responsible for handing out supplies and equipment and for deploying unassigned people for work.

Finance/Administration Section – is responsible for buying materials and keeping financial records of expenditures and employee hours.

Instructor note:
Ensure that the participants consider who would fill each position in their school.

SCHOOL ICS ORGANIZATION

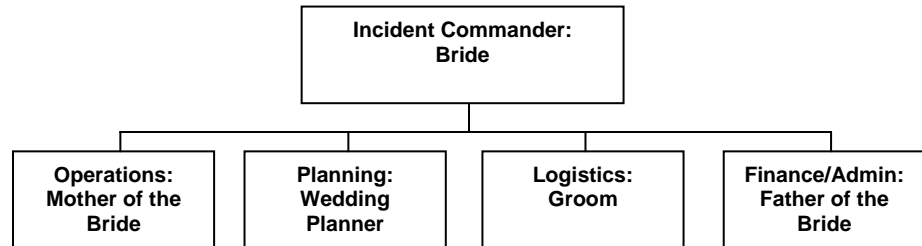


- Not all positions must be filled (but staff who will likely fill each position should be assigned as part of the plan development process so that they can train and exercise in those positions).
- Positions should be assigned based on who is best qualified for each position, not according to seniority in day-to-day work.
- Each key person should have a back-up assigned in case the individual with primary responsibility is unavailable or is injured.
- Each person should be trained to perform the duties of the position.

Instructor note:
Discuss how and why the personnel in the positions change from the day before to the day of the wedding.

WEDDING MODEL OF ICS

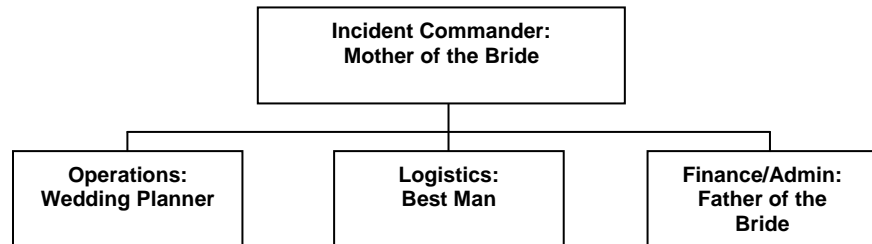
Before the Wedding:



Note that:

- Before the wedding, the Bride is the Incident Commander, and the Mother of the Bride is the Operations Chief.
- The Groom serves as the Logistics Chief, and this wedding has hired a wedding consultant to handle the planning.
- The Father of the Bride is always in charge of Finance.

The Day of the Wedding:



Note that:

- During the wedding, the Bride becomes incapable of being the Incident Commander, so she transfers command to the Operations Chief (Mother of the Bride).
- The Incident Command System is modular, so only functions necessary to manage the incident are assigned. On the day of the wedding, the Planning function is not necessary. Therefore, no one is assigned to this position. The Planning function is assigned to Operations.
- During the wedding, the Groom is not able to manage Logistics, so that responsibility is transferred to the Best Man.
- Finance always remains with the Father of the Bride.

Reference Site:

Multi-Hazard Emergency Planning for Schools
<http://training.fema.gov/EMIWeb/IS/is362.asp>

Module 5 – After-Hour Emergencies & Field Trips

Introduce –
After-Hours
Emergencies

Question: What
other efforts can be
undertaken?

Introduce:
Preparedness for
Field Trips

Question: What
other efforts can be
undertaken?

Reference:

AFTER-HOURS EMERGENCIES

Emergency preparedness measures for incidents that can occur after hours should be addressed in the school safety plan. Staff members who work these events should make advanced preparations for handling crisis situations with a limited number of staff, during hours of darkness, and in some instances, with limited means of emergency communication at hand. Appropriate preparedness efforts for these events include:

- Ensuring that appropriate school safety plan components are readily available for staff members with these duties.
- Requiring that staff members carry a cellular telephone and or portable radio when working the event.
- Making sure that they have access to at least one school emergency evacuation kit.
- Making sure that they have a primary and secondary emergency point of contact that can, in turn, activate an after hours call-down list to get emergency response members en route to the scene.
- Requiring that law enforcement officers be assigned to all after hour's events (some school systems also require a member of the fire service for large events.)

PREPAREDNESS MEASURES FOR FIELD TRIPS

Emergency preparedness measures for field trips will vary with the size of a group and the length of a trip, as well as with the locations traveled to. Ordinarily, the main considerations for emergency preparedness on field trips involve emergency communications and rapid access to crucial information in the event of an emergency.

A few preparedness considerations include:

- Emergency contact information for staff, students and chaperones.
- Emergency medical information for participants.
- A 24 hour emergency contact number for the staff members to be able to call to report problems.
- Emergency contact numbers for locations where the group will be staying overnight.
- For overseas trips, parents and staff members should each keep a photocopy of the student's passport.
- When possible, staff members should maintain control of student's passports.
- For trips outside the United States, staff members should consult with the U.S. Department of State regarding travel restrictions and warnings.

Jane's – Safe Schools Planning Guide for All Hazards
www.janes.com

Module 6 – Safety Audits & Hazard Assessment

Introduce –
Safety Audits &
Hazard Assessment

SAFETY AUDITS / HAZARD ASSESSMENTS

Purpose: To provide educators with an independent auditing tool which will enable them to assess security conditions and allow for recommendations for school improvement at the building and/or district.

Objectives

- Address the topic of a comprehensive security audit
- Identify the components of the audit process
- Discuss the hazard assessments

Comprehensive Security Audit

- Physical facilities
- Organization and procedures
- Other issues

Components of the Audit Process

The level of safety at each school must be assessed according to multiple indicators that apply to the total school facility, the school's climate, and the school's partnership with parents and the community.

At a minimum, the audit process should address the following:

1. Safety and security of buildings and grounds
2. Development and enforcement of policies
3. Procedures for data collection
4. Development of intervention and prevention plans
5. Level of Staff Development
6. Opportunities for student involvement
7. Level of parent and community involvement
8. Role of Law Enforcement
9. Development of Crisis Management plans
10. Standards for safety and security personnel
11. Americans with Disabilities Act
12. Emergency response plans

Note: School safety is the responsibility of everyone

- Staff
- Students
- Parents
- Community

An audit is one tool that if used effectively, can provide a snapshot of the schools' safety and identify areas that need improvement. This proactive process will help ensure that students can achieve their learning potential within a safe and secure environment.

Audit Procedure

Planning

Each school division should create a safety audit team that will conduct the audits at schools in the division. Team members should represent a variety of stakeholders including, but not limited to, central office administrators, teachers, school nurses,

Instruction Note:

Discuss the four steps of the audit process.

counselors, parents, law enforcement personnel, maintenance personnel, and community volunteers. The team should be comprised of from three to six members.

To ensure neutrality and objectivity, team members should not audit their own facility. For example, the principal in School A should be part of the team that audits School B. Team members can rotate off and on the team, depending on the school site being audited.

While a school or school division may choose to contract with private organizations to conduct the safety audits, it is advantageous to use available resources within the school and community, insofar as possible. This helps to develop a sense of ownership throughout the school and community, which is an essential component to maintaining safe schools. Outside consultants usually are unlikely to maintain an ongoing relationship with staff, students, and parents.

Likewise, it is not recommended that a single individual conduct the audit. The team approach provides more objectivity, and the school benefits from the expertise that can be provided by a variety of individuals. Yet another advantage for the school is the opportunity to inform the community about the school's programs, procedures, and initiatives that are focused on maintaining school safety.

Preparation for the On-site visit

Audit team members should review the following documents and materials (if available), preferably in advance of the on-site visit:

- Student Conduct Policy Guidelines
- Data on student discipline referrals (including referrals to law enforcement)
- Criminal data (as reported by the school and by the surrounding community to law enforcement)
- Floor plan of the school
- Emergency Response Plan
- Current evacuation/sheltering procedures
- Attendance data

The audit team leader should contact the building principal and schedule the on-site visit two or three weeks prior to the visit. The building principal will be able to determine the best date for the audit in an effort to minimize disruption to the instructional schedule.

On-site visit

The audit team should schedule an on-site visit with the building principal two to three weeks prior to the visit. Allow approximately one day to conduct the visit. This will include informal interviews with administrators and randomly-selected staff and students. If a School Resource Officer (SRO) or security officers are assigned to the school, they should be included in the interview process. The purpose of the interviews is to determine the perceived level of safety among various users.

Two or three team members should be adequate to manage the on-site visit. Fewer than two members will not provide a comprehensive and objective assessment, and more than three members may disrupt the school's normal activity.

During the visit, team members should follow the checklists in this packet to ensure that all components of the audit are addressed. These checklists can be used as guides, but team members may assess additional components that may be determined locally. The specific activities during the visit include:

Instruction Note:
Discuss the audit interview process and guidelines.

1. Meeting with the building principal and other administrators
2. Informal interviews (see Audit Interview)
3. A walk-through and visual assessment of the buildings and grounds
4. A brief exit interview with the principal

Follow-up to the On-site Visit

Following the visit, the audit team will prepare a written report of the findings to be submitted to the principal and the division superintendent. The report should include (minimally) both commendations and recommendations.

Audit Interviews

Directions: As part of the on-site visit, audit team members should conduct informal interviews with the administrative staff, selected teachers, and selected students. The purpose of these interviews is to ascertain the information which teachers (and other staff members) and students have regarding the level of safety within the school and to compare perceptions about safety among all users of the school.

Interview Process Guidelines

- The audit team should arrange to meet with the principal, assistant principal, and other administrative team members upon arrival at the school. At this time, the team should discuss with the administrators the schedule for the day's on-site visit, keeping in mind the importance of minimizing distractions from the day's normal activity as much as possible. The administrators may respond to questions in the interview protocol as part of this initial meeting. This may take 45 minutes to one hour to complete.
- Make arrangements with the school's principal or designee to have a small group of students (four to eight) who represent a cross-section of the school (insofar as possible) meet with the audit team at a time that is least disruptive to the instructional schedule. Schedule approximately 15 minutes—no longer than 30 minutes—to conduct the interview with students.
- Make arrangements with the school's principal or designee to have a small group of teachers (four to eight) meet with the audit team at a time that is least disruptive to the instructional schedule, such as during teachers' planning periods. Schedule approximately 15 minutes—no longer than 30 minutes—to conduct the interview with teachers.
- Be certain to assure interviewees that the audit team will respect confidentiality and will report only information, not individuals' comments.
- It is recommended that the principal receive a copy of the interview questions prior to the on-site visit, with an explanation that the questions will be used as a guide and may not be asked verbatim.

Instruction Note:
Instructor should go through each question and ensure that class participants understand what is required and how it applies to the audit process.

Administrator's Interview Guideline

1. Is there a Building Level Safety Team at the school? Who is represented—staff? Students? Parents? Others? How often does it meet? How would you evaluate its effectiveness?
2. What strategies are in place that you perceive to be most effective in establishing a positive and safe school climate?

3. What alternatives to suspension and expulsion are included in the discipline policy?
4. Is there a visible law enforcement presence at the school? In what way?
5. How are students involved in maintaining a safe school climate?
6. How are students, staff, and parents made aware of the student code of conduct?
7. In general terms, what does the school's data reveal about the level of safety, both during and after regular school hours?
8. How is data used to establish and implement prevention and intervention strategies?
9. To what degree have staff members (including support staff) received training related to safe school issues?
10. If parents express safety concerns, how are these concerns addressed?
11. Is it your perception that students in this school would report to some adult knowledge about potential danger to themselves or to others? To whom would they be most likely to disclose this information? Do you have an anonymous reporting system?
12. Is there other information about safety issues in this school that you would like to have included as part of this report?

Thank you for your time and for sharing your thoughts with us.

Instruction Note:

Instructor should go through each question and ensure that class participants understand what is required and how it applies to the audit process.

Teacher and Staff Interview Guideline

1. What, if any, are your personal safety concerns at this school?
2. What, if any, locations in the school (or on school grounds) feel unsafe to you?
3. This school year, have you personally or any of your colleagues (to your knowledge) had any personal belongings stolen?
4. This school year, have you personally or any of your colleagues (to your knowledge) been threatened, either verbally, physically, or in writing? If yes, how was the situation handled and was it handled to your satisfaction?
5. How would you assess your level of knowledge about the student code of conduct?
6. This school year, have there been staff development opportunities related to school safety issues? If so, what type of staff development was provided?
7. Are there safety concerns about which you would like to have training? If so, what are they?
8. To your knowledge, have there been weapons or drugs on campus this school year?
9. Are you aware of any gang activity at school?
10. Does your school have in place a conflict mediation program of any kind?

11. In your opinion, do teachers have the benefit of administrative support related to discipline issues?
12. Does this school provide adequate opportunities for positive recognition of all students? If yes, in what ways?
13. Have all staff members been trained in implementing the crisis management plan?
14. Have all staff members been made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws?
15. In your opinion, how serious are the following problems at this school?
 - a) Vandalism
 - b) Gang activity
 - c) Alcohol use
 - d) Drug use
 - e) Tobacco use
 - f) Drug selling
 - g) Weapons
 - h) Bullying
 - i) Physical fights
 - j) Conflict among diverse ethnic groups
 - k) Respect for adults
 - l) Respect for students
16. Is there a school safety issue that, in your opinion, is not being adequately addressed to eliminate the problem? Do you have recommendations for addressing the issue?

Thank you for your time and for sharing your thoughts with us.

**Student Interview Guideline
(Middle and High school students)**

1. Are there any places in this building or any times of the day when you feel unsafe? If so, explain.
2. This school year, have you been physically harmed at school? If so, what was the extent of your injuries?
3. Are you aware of any of your fellow students having been harmed at school, this year?
4. This school year, have you—or do you know of any of your friends—who have been threatened of bullied? If so, what was the school's response to the situation?
5. To your knowledge, are there weapons in this school building or on school grounds? Sometimes? Never?
6. To your knowledge, are there drugs in this school building or on school grounds? Sometimes? Never?
7. Have you ever seen alcohol or other drugs being used, bought, or sold at the school? Sometimes? Never?

Instruction Note:
Instructor should go through each question and ensure that class participants understand what is required and how it applies to the audit process.

8. If you knew that there was the potential for danger or harm being done to yourself or others at this school would you tell some adult about this? If so, to whom would you go? If not, why not?
9. Do the teachers and principals in this school encourage students to report incidents of harassment, bullying, threats, etc.? Is there a process in place for doing so?
10. Are you aware of any gang activity at this school? If so, do you believe this presents any danger to yourself or to others at this school? Why or why not?
11. Do students who get into fights get help in learning how to resolve conflicts without fighting?
12. Are there programs in this school to help students whose grades are failing?
13. Have students been encouraged to establish clubs and activities with a safety focus?
14. Have students had any training in personal safety and how to avoid becoming victims of violence?

ASSESSMENT APPROACH

- Each building listed for a security review will receive an extensive security audit
- A comprehensive security audit questionnaire will be provided to all key staff
- Building and district safety and security plans will be reviewed
- Key building staff will be interviewed

ASSESSMENT SCOPE

(Assessment will include, but not be limited to the following)

- School incident reporting systems and mapping
- School climate
- Risk reduction programs
- Bus and transportation issues
- Open areas
- Halls and stairwells
- Restrooms
- Visitor access
- Student and staff identification
- Lighting issues
- Science/Technology laboratories
- Storage rooms
- Emergency preparedness planning

Instruction Note:

Following is an example of a Security Audit Checklist.

Security Audit Checklist Questions

Site and Building Exterior

Surrounding Environment	
1) The school is in an: Urban – Suburban – Rural Location (pick one)	
(i) Briefly describe any visible impact of the location on the school site and building.	
2) The school is close to an industrial area.	
(i) Briefly describe any visible impact on the school.	
3) The school is adjacent to a shopping area (grocery, convenience or other)	
(i) Briefly describe any visible impact on the school (empty cans, debris, hanging area for groups.)	
4) The school is located adjacent to an interstate.	
(i) Briefly describe any visible impact on the school (increased traffic or other issues, such as damaged fencing.)	
5) The school is off a major (4 lane) state road.	
(i) Briefly describe the traffic flow and how it impacts entry and exit onto the school property (such as the need for acceleration / deceleration lanes.)	
6) The school is on a busy residential road (i.e., not divided by a median.)	
(i) Briefly describe traffic flow and how it impacts entry and exit onto school property (such as the need for acceleration / deceleration lanes.)	
7) School property boundary lines can be visually recognized as separate from adjacent properties.	
8) School grounds are fenced, if appropriate, for reasons of safety, visual separation or pedestrian control. If yes, appropriate height?	
9) Gates, if existing, are secured after regular school hours and school activities.	
10) The school has a marquee (or some other sign) clearly indicating the school's name (and street address.)	
11) The parking lot has signs to direct staff, students and visitors to designated parking areas.	
12) A parking area has been designated for student drivers who leave school grounds during regular school hours.	
13) The school has posted "No Trespassing" signs, including reference to appropriate state laws and local zoning regulations and penalties.	
14) The school has signs to direct visitors to designated points of entry into the building.	

15) The school has posted “Drug Free Zone” signs.	
16) The school has evaluated and appropriately removed all tree hazards (i.e., the potential of trees or branches to collapse due to rot or damage or to otherwise cause injury or damage.)	
17) The school has trimmed shrubs and foliage to allow for good line of sight (i.e., 3’0” / 8’0” rule.)	
18) The school has removed all identifiable poisonous shrubs, trees and foliage.	
19) The building perimeter is free from trees, branches, and telephone poles that may provide access to the buildings upper floor levels or roof.	
20) Trash bins are available throughout the school site.	
21) The school grounds are free from trash and other debris.	
22) Bus traffic is separated from other vehicular traffic at entrance, exit, and pick-up points.	
23) Bus loading and drop off zones are clearly designated.	
24) Parent drop off and pick up areas are clearly designated.	
25) Staff monitors the bus loading / drop off area and parent drop off and pick up area.	
26) Policy restricts other vehicles from access to the bus-loading zone during loading /unloading.	

Play areas

27) The play areas have clearly defined boundaries and are protected with fencing.	
28) The play areas have ground cover to a depth recommended by the Consumer Product safety Commission (CPSC.)	
29) The play equipment complies with Consumer Product safety Commission guidelines.	
30) The play areas are designated to have adequate water drainage.	
31) Vehicular access is restricted around play areas.	
32) Emergency vehicles can access play areas and ball fields easily.	
33) Bleachers are well maintained (painted with no signs of rust.)	
34) The risers between bleacher seats are protected to prevent entrapment and children from falling through.	
35) Field houses can be secured for safety and security.	

Surveillance

36) The school has designated points of entry which are monitored to control building access.	
37) Visual surveillance of parking lots or monitoring by remote security cameras is possible from the main office or some other area.	
38) Visual surveillance of play areas is possible.	
39) Visual surveillance of bike racks, if present, is possible.	

40) Law enforcement, security or other staff members patrol parking areas during school hours.	
41) Patrolling security vehicles have access to buildings and grounds after school hours.	
42) Student access to the parking areas is monitored during school hours.	
43) In secondary schools, driver education vehicles are protected from theft and vandalism.	
44) In secondary schools, students and staff members must obtain parking decals or some other appropriate form of identification to authorize legitimate student parking on school property.	

Building Exterior

45) The school exterior walls are free from graffiti.	
46) The exterior windows have no broken glazing.	
47) Basement windows are well protected with a grill or well cover.	
48) Low canopies or awnings have protective parapets to deter their use to climb onto roofs.	
49) Trash containers are located away from canopies.	
50) Mechanical, electrical and other equipment on the ground is surrounded by a protective enclosure.	
51) Roof access ladders are located and designed to prevent unauthorized access to the roof.	
52) Deep recesses in buildings with wings are fenced for safety.	
53) Deep recesses in buildings with wings are well lit.	
54) In a campus style school with doors opening to the outside, classroom doors are locked when rooms are vacant.	
55) Entrances and other points of possible intrusions are well lit.	
56) The building has adequate outside lighting to enhance night safety.	
57) The parking lot lighting provides uniform coverage that supports camera surveillance.	
58) Wall mounted fixtures are protected with a grill cover.	
59) Pole mounted fixtures are located high enough to prevent damage due to vandalism.	
60) Light fixtures are covered with a vandal resistant cover.	
61) Remote security camera and lenses are covered with a vandal resistant casing.	
62) The remote camera location provides maximum coverage of the grounds.	
63) The view angles are free and unobstructed by building elements or trees.	

Building Interior

Administration and Main Lobby

1) The designated entrance door has clearly visible signs showing the location of the main office and advising visitors to report to the office.	
2) Visual surveillance of the main lobby from the office is possible.	
3) Staff members, volunteer personnel, or a security camera monitor the main entrance lobby.	
4) The main lobby is well lit.	
5) Visitors are required to sign in at the main office.	
6) Visitors must show proper identification if they are unrecognized by appropriate school authorities.	
7) Students are issued identification badges.	
8) Staff members (including support staff and bus drivers) are issued identification badges.	
9) Friends, relatives, or non-custodial parents are required to show appropriate identification before the school releases a student from the premises.	
10) The school maintains a record of fire inspection by the local or state fire officer.	
11) Fire drills are conducted as required by Code.	
12) The school maintains a record of required health permits.	
13) Valuable items can be stored in a secure storage area.	
14) The school maintains an up-to-date inventory for all expendable school supplies.	
15) School files and records are maintained in locked, vandal proof, fireproof containers or vaults.	
16) The school has a central security alarm system.	
(i) If yes, provide a description.	

Hallways and Bathrooms

17) The Hallways are uniformly and adequately lit for safety.	
18) Hallways are clean and walls are free of graffiti.	
19) Blind spots in hallways and stairwells are equipped with parabolic mirrors (or some similar surveillance device.)	
20) Remote and isolated hallways are monitored by security cameras or other monitoring methods.	
21) Exit signs are lit, clearly visible, and point in the correct exit direction.	
22) Clear and precise emergency evacuation maps are posted at critical locations.	
23) Hallways with lockers are wide enough to allow for two-way circulation and locker activities during class changes.	

24) Locker bays are well lit; aisles are wide enough to allow circulation in both directions and can be easily supervised.	
25) Bathrooms are bright and well lit.	
26) Adults supervise bathrooms.	
27) The bathroom walls and stalls are free of graffiti.	
28) Exposed plumbing pipes are insulated and protected with a cover.	
29) The lighting fixtures have protective covers.	
30) Bathrooms have a smoke detector.	
31) All bathroom stalls have doors and operable locks.	
32) Bathrooms comply with ADA requirements.	
33) Bathroom door hardware prevents locking from inside.	
34) There is no lay-in ceiling in the bathrooms.	
35) Unused areas of the school can be closed off when not in use after regular school hours.	
36) Stairwells are well lit.	
37) Stairwells are monitored.	
38) There are staff members on hallway duty.	
39) Switches and controls are properly located and protected from unauthorized access.	
40) Visual surveillance of pay phones is possible from main office or monitored in some other way.	
41) Clear signage indicates room numbers, space designations, and provides directional information.	
42) Elevator use is restricted.	
43) The school conducts regular inspections of elevators as required by law.	

Classrooms and Other Instructional Areas

44) Classrooms are well lit.	
45) Vision panels are clear and unobstructed with posters.	
46) A two way communications system is in place between the main office and all classrooms, including supplemental rooms (trailers.)	
47) The location of trailers enables natural surveillance.	
48) If located in isolated areas, the trailers are monitored with security cameras.	
49) The trailers are connected to the school's central alarm system.	
50) The crawl space below the trailers is closed off.	

51) Students are restricted from entering a classroom alone without proper supervision.	
52) The trailers are well lit.	
53) Fume hoods in labs are in good working condition and vent directly to the exterior.	
54) Kiln vent directly to the exterior.	
55) Chemicals and lab equipment in preparation rooms and labs are stored in secure storage spaces.	
56) Lab preparation areas, hazardous storage areas and mechanical rooms are properly protected from unauthorized access.	
57) A log is maintained of all chemicals and other dangerous substances.	
58) Dust removal equipment in shops are in working condition.	
59) Paint booths, auto shops and welding booths are well ventilated and exhaust directly to the exterior.	
60) Eye wash stations in labs and vocational shops are in working condition.	

Gymnasium, Media Center, Music rooms, Commons, and Cafeteria

61) The cafeteria area is well lit.	
62) The commons area is clean and well lit.	
63) The commons area has noise control (such as acoustic panels, split blocks, skewed walls.)	
64) In the commons area a mix of different seating configurations is available.	
65) The media center is well lit.	
66) The media center has a computerized check out system.	
67) Visual surveillance of the reading room and book shelves is possible from the media office and check out counter.	
68) Security scanners at the door detect illegal removal of books & other materials.	
69) Bleachers in gym spaces are safe, secure, and in good repair.	
70) Lockers in gym areas are the open mesh type.	
71) Visual surveillance of the locker rooms from the coach's office is possible.	
72) Lockers are free of graffiti.	
73) There is a mix of private showers and gang showers.	
74) Light fixtures have protective covers.	
75) Exterior access to the auditorium, where available, is controlled and monitored.	
76) Access to catwalk and prop areas is restricted.	
77) Seating for the disabled is available, as per ADA requirements, in the auditorium and the gym.	
78) Instruments are stored in secure storage areas.	

Instructor Note:
Information on gangs is available from the Nassau County Police Department's School Administrators Gang Awareness program (SAGA)
Tel. # 516- 573-8000

GANG AWARENESS

- Defining the problems
- Assess the problems in your area
- Training
- Information sharing
- Tactical Assistance
- Parental Involvement

WHAT CAN YOUR SCHOOL DO?

- Employ a recognized Gang Intervention Program at your school.
- Don't close your school doors at 3:00p.m.
- Employ zero tolerance.
- Establish mentoring programs.
- Work within your organizations.
- Promote opportunities for parents, staff and community organizations to work together.
- Ensure a bias free environment.
- Provide extra-curricular activities & after-school activities.
- Assess your school environment.
- Teach communications & problem solving skills.
- Adopt a dress code.
- Remove graffiti.
- Create alternative school programs.
- Teach conflict resolution skills.
- Provide job opportunities.
- Provide counseling.
- Provide relevant reading materials to staff and students.

WHAT CAN PARENTS DO?

- Know your child's friends & their parents.
- Serve as a school, youth group and community volunteer.
- Communicate regularly with teachers.
- Participate in parenting and awareness workshops.
- Encourage hobbies and positive interests.
- Listen, praise, spend time and encourage your child.
- Utilize school, community and police resources when in need.
- Be involved in cultural and social developments. (Art, Music, etc.)

WHAT CAN COMMUNITY MEMBERS DO?

- Use churches and community centers for mediation and awareness forums.
- Petition municipal, state and federal legislators for space for youth to congregate.
- Join your block watch or tenant associations.
- Organize sports teams and volunteer at youth centers.
- Hire a teenager or encourage local business to do so.
- Become a mentor and share your local skills.
- Recognize and believe that concerned, caring adults can make a difference.
- Utilize school, community and police resources when in need.
- Be involved in cultural and social developments. (Art, Music, etc.)

Module 7 – Student / Parent Reunion

Introduce –
Student/Parent
Reunion

Question: What
other activities can
be done?

Moral & Legal Responsibility

On a daily basis, parents entrust schools with the safety, health and well-being of their children. Once a student steps on campus, the school is morally and legally responsible for that child until they are picked up by a parent or returned home by bus. This responsibility remains, even when disaster strikes and circumstances require schools to keep students beyond the normal school day.

REDUCING THE STRESS BEFORE THE EMERGENCY

Parents and students

- Teach parents and students the policies and procedures for releasing students.
- Help parents understand what to expect on the day of the emergency.
- Involve parents and students in practice drills.
- Have copies of the policies and procedures pre-printed to give to parents while waiting to reunite with their child.

Before the disaster

- Know your parent/student population.
 - How many students live within walking distance to the school?
 - How many families have an adult at home during the day?
 - How fast will they arrive?
- File forms alphabetically in a portable box.
- Identify the members of the student/parent reunion team.
- Identify a group of students to train as runners for the reunion process.
- Identify the location of the check-in gate and the reunion gate.
- Identify the team leaders for the student care team so that they can be trained in procedures.
- Identify the supplies necessary to effectively do your job.
- Provide training for the team members and student runners.
- Create a plan for team members to practice the procedures.
- Start with little or no stress exercises and work toward involving the team in an all school drill.

DURING THE EVENT

- Follow the school's emergency procedures for safety and accountability.
- After students are accounted for, team members hand off their class to their "buddy teacher" and report to their assigned areas for deployment.
- When deployed, report to Logistics to get supplies and equipment.
- Begin releasing students according to school policies and procedures.

PARENT / STUDENT REUNION PROCEDURES

- At the beginning of school,
 - Have parents complete the Disaster Release Form.
 - Complete the top portion of the student runner form and staple it to the disaster release form. Keep these forms in a portable box to be used at the parent check-in gate.
- Parents report to “parent Check-In” location.
- Parent requests student to be released and shows identification.
- Staff checks ID and completes the bottom of the emergency information sheet.
- Staff keeps the white copy and re-files it alphabetically.
- Staff completes the top of the student release form for the runner.
- Runner takes the form to the student care area.
- Teacher at the student Care area completes student’s status portion of the form.
- Runner takes student to reunion gate.
- Reunion gate staff checks ID again.
- Requestor signs the bottom of the form and gives destination, date and time.
- Staff files the yellow copy and runner form alphabetically at the release gate.

Sample: Disaster Release Form

DISASTER RELEASE FORM			
Part 1 – Emergency Release Information			
Student Last Name _____		First Name _____	
Address _____			
Mothers Name _____	Home Phone _____	Work Phone _____	Pager _____
Fathers Name _____	Home Phone _____	Work Phone _____	Pager _____
Other designated person:			
Name _____		Home Phone _____	
Part 2 - Medical Information			
Medical Alert			
Condition: _____		Medication _____	
Part 3 - Out of Area Contact			
Friend or family member who lives out of state.			
Name _____		Home Phone _____	
Part 4 - School Documentation			
The student was released to _____			
By _____			
Date _____		Time _____	
Destination _____			

Sample: Letter

**Parent / Child Reunification Process
2004-2005 School Year**

Dear Parent or Guardian,

In the event of an emergency in which students need to be reunited with their parents, MCPS has asked each school to have a Parent/Child Reunification Process in place. This plan would apply in situations such as 9-11, a chemical, biological incident, an act of school or community violence or any other emergency that is in the metropolitan area.

This plan would be activated by principal or his designee in the event of a crisis where it is reasonable to believe parents and/or guardians would want to pick up their children. A Code Blue will be implemented by the principal or his designee. Albert Einstein High School will make every effort to keep all students and staff safe in any situation. It is our highest priority.

Families need to remember school and district staff and emergency responders need to be able to do their jobs. Families should rely on media outlets, the listserv and website for information during an incident, rather than calling the school. During a crisis school phones will be needed to manage the situation. Parents and guardians are encouraged not to respond immediately to the school during an emergency/crisis. This would allow time for administration/incident commander to quickly assess the situation and activate the school's emergency/crisis plan.

Albert Einstein's plan is as follows: **Staff and signs will be visible to help parents through the reunification process.**

On Campus Location - Cafeteria

· Step 1 – Parents are to enter the cafeteria through the outside doors by the tables outside. Proceed to check-in table. Have picture I.D. ready and sign the log-in sheet. Staff members will be at check-in table to greet and assist parents.

· Step 2 - Parents will move from check-in table to schedule /pick up table. At this table staff will look up your child's schedule (using security's palm pilots). You will need to fill out a form with your child's name and I.D. number. (We will have a master copy of I.D. numbers to assist you) Security will retrieve your child from their classroom.

Knowing how anxious people may be depending on the emergency, please do not go to your child's classroom; let security retrieve your child.

· Step 3 - Proceed to check-out table and wait for your child. Staff will check your child out and make sure all the necessary forms have been filled out correctly according to MCPS's stated regulations.

An off campus location may be needed if there was a chemical spill, gas leak or another situation that warrants evacuation of the building.

Off Campus Location - Football Stadium

· Step 1 – Turn right on Newport Mill Road, from Einstein's parking lot. Go to Collegeview Dr. make a right, follow Collegeview to Norris, and make a right and Norris feeds right into the stadium parking lot next to football field. Proceed to main gate of the football stadium.

· Step 2 - Proceed to check-in table. Have picture I.D. ready and sign the log-in sheet. Ms. Wilson, Ms. Finlay and Ms. Avery will be at the check-in table to greet and assist parents.

· Steps 2 and 3 are the same as above.

Points to Remember - What Parents Can Do

1. Park on the street or the main parking lot. Do not park directly in front of school or in fire lanes; these areas need to be accessible at all times for emergency vehicles.

2. Bring proper identification. If you have given permission for another adult to pick up your child they will need to bring proper identification also.

3. Please fill out and complete the attached form so the above process can be completed in an efficient and effective manner. We want to release your child to the proper person without delay.

4. Please follow this plan in its entirety and explicitly in order to assist in the orderly and efficient reunification with your child.

5. MCPS encourages parents not to initially call or respond to the school during an emergency/crisis. This will allow time for the administrator/incident commander to quickly assess the situation and activate the school's emergency/crisis plan.

6. Einstein encourages parents to provide suggestions on how to improve the school's reunification plan.