



SIDE BY SIDE
CHARTER SCHOOL

ALL-HAZARD

SCHOOL SECURITY AND SAFETY PLAN

Side by Side Charter School

2025-26

Side by Side Charter School (SBS) is committed to the safety and security of students, faculty, staff, contractors and visitors on its campus. In order to support that commitment, the School System has conducted an all-hazards review of its schools' emergency prevention, protection, mitigation, response and recovery procedures relevant to natural and human caused disasters.

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

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

SIGNATORY PAGE

This School Security and Safety Plan is effective immediately and supersedes all previous editions. This plan shall be an annex to the municipality's Local Emergency Operations Plan¹, reviewed, updated as necessary, and filed annually with the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) Regional Coordinator under Connecticut General Statutes (CGS) Section 28-7 and CGS Sec 10-222n. This Plan is completed and approved through a collaboration of efforts in the community, including:

Matthew Nittoly, Director/Date

Larry Cafero, BOD Chairperson/Date

James Walsh, Police Chief/Date

Edward McCabe, Fire Chief/Date

Deanna D'Amore,
Local Public Health Director/Date

¹ The School Security and Safety Plan may simply be referenced in the LEOP, but physically kept in a separate binder.

School Security and Safety Committee and Safe School Climate Committee

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

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

Executive Director	Matthew Nittoly
Assistant Director	Mary Newbery
Facilities Coordinator	Lillian Rodriguez
SRO for SBS	Officer Nathaniel Hernandez
Upper School Coordinator	Sally Davids
School Social Worker	Marlene De Bellis
School Nurse	Teresa Norris
SBS- Technology Services Consultant	Angelo Roberti
Early Room Coordinator/Teaching Asst	Carolyn Geter
Rep from St. Joseph & St. Ladislaus Parish	Fr. Orozco
Board Chairperson	Larry Cafero
Parent/Board member	Kim Grimm

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

² Pursuant to CT Public Act 25-1

³ Parent or Guardian must have student enrolled in the school

⁴ The Special Education Representative is not required under CGS Sec. 10-222n, however, was added by the School Security Working Group as a best practice

⁵ Selected by exclusive bargaining representative chosen pursuant to CGS Sec 10-153(b)- (CGS 10-222ff(a)(2))

⁶ Per CGS 10-222ff(a)(3), “a demographically representative group of students enrolled at school as developmentally appropriate”

Safe School Climate Committee

Executive Director	Matthew Nittoly
Assistant Director	Mary Newbery
Facilities Coordinator	Lillian Rodriguez
SRO for SBS	Officer Nathaniel Hernandez
Upper School Coordinator	Sally Davids
School Social Worker	Marlene De Bellis
School Nurse	Teresa Norris
SBS- Technology Services Consultant	Angelo Roberti
Early Room Coordinator/Teaching Asst	Carolyn Geter
Teacher	Stephanie Cecio
Parent	Kim Grimm

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

Additionally, the Director and Assistant Director are the administrators responsible for interacting with Federal Immigration Authorities

⁷Teacher selected by exclusive bargaining representative for certified employees pursuant to CGS Sec 10-153b (CGS Sec 10-222ff)

⁸“a demographically representative group of students enrolled at the school, as developmentally appropriate” (CGS Sec 10-222ff)

⁹ Families of students enrolled at the school (CGS Sec 10-222ff)
CT PA 25-1

¹⁰ Per CGS 10-222ff(a)(3), “a demographically representative group of students enrolled at school as developmentally appropriate”

RECORD OF CHANGES

Change Number	Date of Change	Name and Title of Reviser	Summary of Change
2021-01	June 2021	Turley	Added Annex M
2022-01	June 2022	Turley	Cover Sheet year
2022-02	June 2022	Turley	Added State Change page
2022-03	June 2022	Turley	Added Annex N to TOC
2022-04	June 2022	Turley	Added Annex N page 162
2022-05	June 2022	Turley	Link removed for Resource #4- no longer active
2023-01	July 2023	Turley	Cover sheet year
2023-02	July 2023	Turley	Added” District” to 2nd Record of Changes Chart
2023-03	July 2023	Turley	Section H. #7, changed years for drill logs.
2023-04	July 2023	Turley	Functional Annex G, replaced broken” I Love U Guys” link
2023-05	July 2023	Turley	Functional Annex H, replaced broken SAMHSA link
2023-06	July 2023	Turley	Replaced broken link Annex M “Categories of Disabilities”
2024-01	July 2024	Turley	Updated cover sheet school year
2024-02	July 2024	Turley	Added special Ed rep to school safety committee list Page 3
2024-03	July 2024	Turley	C-3 Hazard Analysis, added Special Education rep to Safety Committee list.
2024-04	July 2024	Turley	Section D-1 Organization. Added Special Education rep to safety Committee members.
2024-05	July 2024	Turley	Section D.2.b.(5) added special education

			representative to safety Committee members
2024-06	July 2024	Turley	Section H –References Updated year (2024) for Standards
2024-07	July 2024	Turley	Section H-References-Standard 3. Added Special Education Rep to members list.
2024-08	July 2024	Turley	Section H- References, Standards, #7. Updated drill log submission years.
2024-09	July 2024	Turley	Added a and b to appendix 6 district and school ICS Charts
2024-10	July 2024	Turley	Deleted old Appendix 14 instructions, added new instructions
2024-11	July 2024	Turley	Deleted old Appendix 14 drill log, added new drill log sheet.
2024-12	July 2024	Turley	Appendix 15, added special Education rep to safety committee members list
2024-13	July 2024	Turley	Annex M, updated to current school year
2024-14	July 2024	Turley	Revised page numbers on Table of Contents
2025-01	July 2025	Zigich	Updated all years listed as 2024-2025 to 2025-2026
2025-02	July 2025	Zigich	Updated all mentions of PA 13-3 to CGS Sec. 10-222n and/or Sec. CGS 10-222m
2025-03	July 2025	Zigich	Updated listings of CGS Secs 10-222d, 10-222g, 10-222h, 10-222i, 10-222k to CGS Secs 10-222-aa through 10-222hh respectively
2025-03	July 2025	Zigich	Updated listings of CGS Secs 10-222d, 10-222g, 10-222h, 10-222i, 10-222k to CGS Secs 10-222-aa through 10-222hh respectively

2025-04	July 2025	Zigich	Added footnotes to add details/context for statutory parameters
2025-05	July 2025	Zigich	Updated Safety and Climate Committee memberships pursuant to statutory changes
2025-06	July 2025	Zigich	Included “Administrator Responsible for Interacting with Federal Immigration Authorities” as required by Statute CT PA 25-1 in places that listed the membership of the School Security and Safety Committee
2025-07	July 2025	Zigich	Added Annex K- Re: Protocols for Interacting with Federal Immigration Authorities
2025-08	July 2025	Zigich	Cleaned up formatting
2025-09	July 2025	Zigich	References to Public Act 21-92 changed to CGS Sec 10-212i
2025-10	July 2025	Zigich	References to Public Act 19-184 changed to CGS Sec 10-76jj

RECORD OF CHANGES

Change Number	Date of Change	Name and Title of Reviser	Summary of Change
10-2022	10/13/2022	Matthew Nittoly Executive Director	Added Annex N (note: Not Applicable to SBS)
10-2025	10/1/2025	Matthew Nittoly Executive Director	Added Protocols for Interacting with Federal Immigration Authorities

RECORD OF DISTRIBUTION

(Please include the DEMHS Regional Coordinator on this list)

Name and Title of Recipient	Agency	Date of Delivery	Number of Copies/Format of Delivery
James Walsh, Police Chief	NPD	October 2025	1-Electronic
Edward McCabe, Fire Chief	NFD	October 2025	1-Electronic
Larry Cafero, School Board Chair	SBS Board of Directors	October 2025	1-Electronic
Deanna D'Amore,	Norwalk Public Health	October 2025	1-Electronic
Robert F. Kenny, Regional Coordinator Region 1	DEMHS	October 2025	1-Electronic

TABLE OF CONTENTS

All-Hazards School Security and Safety Plan Pages 9-41

A. INTRODUCTION

1. Authority	11
2. Purpose	11
3. Mission and Goals	11
4. Explanation of Terms	12

B. CONCEPT OF OPERATIONS

1. Objectives	14
2. General	14
3. Operational Guidance	16
a. Initial Response	16
b. Notification Procedures	17
c. Training and Exercise	18
d. Implementation of Incident Command System (ICS)	19
e. Sources and Use of Resources	19
4. Incident Command System	19
5. Incident Command System (ICS) – Emergency Operations Center (EOC) Interface	20
6. Activities by Phases of Emergency Management	21
7. Emergencies Occurring During Summer or Other School Breaks	23

C. SITUATION AND ASSUMPTIONS

1. Situations	23
2. Building Information	24
3. Hazard Analysis	24
4. Assumptions	25
5. Limitations	26

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization	26
a. General	26
b. Executive Group	26
c. School Security and Safety Committee	26
d. Safe School Climate Committee	27
e. Volunteer and Other Services	27
2. Assignment of Responsibilities	27
a. General	27
b. Executive Group Responsibilities	28
(1) The District Superintendent	28
(2) The District Emergency Management Coordinator	29

(3) Local or Regional Board of Education	29
(4) The School Principal	30
(5) School Security & Safety Committee	30
(6) Teachers	31
(7) Technology/Information Services	31
(8) Transportation	32
(9) Bus Drivers	32
(10) Other Staff (e.g., Itinerant Staff, Substitute Teachers)	32
(11) Students	32
(12) Parents/Guardians	33
(13) The School Incident Commander	33
 E. DIRECTION and CONTROL	
1. General	33
2. Emergency Facilities	34
3. Continuity of School Administration/Line of Succession	34
 F. ADMINISTRATION and SUPPORT	
1. Agreements and Contracts	34
2. Reports	35
3. Records	35
4. Incident Costs	36
5. Emergency or Disaster Costs	36
6. Preservation of Records	36
7. Post-Incident and Exercise Review (After Action Review and Report)	36
 G. PLAN DEVELOPMENT and MAINTENANCE	
1. Plan Development	37
2. Distribution of Planning Documents	37
3. Review	37
4. Update	37
 H. REFERENCES	
1. All-Hazards School Security and Safety Plan Standards	38
2. Additional References	41

ACTION GUIDES

Sample Classroom Emergency Response Charts/Action Guides

APPENDICES

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

Appendix 1 - Staff Skills Survey and Inventory

Appendix 2 - Telephone Tree

Appendix 3 - Emergency Contact Numbers

Appendix 4 - Master School Calendar and Schedule

Appendix 5 - Incident Command System Summary

Appendix 6 - Incident Command Structure for School

Appendix 7 - School Campus Map

Appendix 8 - Summary of Agreements and Contracts

Appendix 9 - Resource Inventory

Appendix 10 - Sample Teacher's Emergency Packet

Appendix 11 - Sample Reference Kit for First Responders

Appendix 12 - Sample Letters to Parents, Substitute Teachers, Consultants, Vendors, and
Volunteers

Appendix 13 - Chart of Exercise Types

Appendix 14 - Emergency Response Drill Log

Appendix 15 - School Security and Safety Committee and Safe School Climate Committee
Member Lists

Appendix 16 - Training

Appendix 17 - Hazard Analysis

Appendix 18 - Summary of Natural and Human Made Hazards

Appendix 19 - Physical and Psychological Safety Assessment Tools and Security Audit Results

FUNCTIONAL ANNEXES

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

Functional Annexes

Functional Annexes

- A. Fire Drill
- B. Lockdown
- C. Secure School
- D. Evacuation
- E. Shelter in Place
- F. Communications and Warning
- G. Accounting for all Persons and Family Reunification
- H. Recovery and Continuity of Operations (COOP)
- I. Public Health and Medical
- J. Mental Health
- K. Interaction with Federal Immigration Authorities
- L. Security
- M. Emergency Plan for Students with Disabilities
- N. Emergency Action Plan for Athletic Events

Threat and Hazard Specific Annexes

- A. Fire/Explosion
- B. Gas Leak
- C. Utilities Outage
- D. Hazardous Materials Release
- E. Storm Safety Guidelines
- F. Earthquake Safety
- G. Issues Involving Public Health

Violent Behaviors Response Annexes

- A. Threat Protocol
- B. Violent Intruder
- C. Violent Actions
- D. Drive by Shooting
- E. Weapons/Dangerous Instrument
- F. Hostage Situation
- G. Suicide
- H. Missing or Runaway Student

Bomb Threat Annex

Suspicious Package Annex

A. INTRODUCTION

1. Authority

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

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

2. Purpose

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

3. Mission and Goals

The mission of the Side by Side Charter School in an emergency/disaster is to:

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

The goals of the Side by Side Charter School are to:

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

4. Explanation of Terms

a. Acronyms

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

b. Definitions

(1) Emergency Public Information (EPI)

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

(2) Emergency Situation

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

(3) Emergency

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

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

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

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

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

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

(4) Disaster

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

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

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

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

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

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

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

(5) Hazard Analysis

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

(6) Hazardous Material (Hazmat)

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

(7) Inter-local Agreement/Mutual Aid Agreement

Commonly referred to as a mutual aid agreement, an arrangement between governments or organizations, either public or private, for reciprocal aid and assistance during emergency

situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. State statute allows for intrastate mutual aid from any municipality in the state to any other municipality, without a separate agreement. See Connecticut General Statutes Section 28-22a.

(8) Standard Operating Procedures (SOP)

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

B. CONCEPT OF OPERATIONS

1. Objectives

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

2. General

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

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

c. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

d. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies

immediate action functional protocols as well as guidelines for responding to specific types of incidents.

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

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

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

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

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

- IS-100.C: Introduction to the Incident Command System.

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

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

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

- IS-800.d: National Response Framework, An Introduction
- ICS 300 Intermediate Incident Command System
- ICS 400 Advanced Incident Command System
- IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship

- IS-362.a Multi-Hazard Emergency Planning for Schools (on-line Independent Study Course)

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

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

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

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

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

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

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

3. Operational Guidance

(a) Initial Response

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

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

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

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

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

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

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

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

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

(b) Notification Procedures

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

(2) In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lock down, secure school or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down, secure school or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

The decision to limit evacuation will be made by those officials/school employees who are present on the scene (who observe fire or smoke conditions, etc...) These are very narrow circumstances, when there is a known threat in addition to the fire.

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

(c) Training and Exercise

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

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

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

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

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

(5) Side by Side Charter School will plan for monthly Fire (emergency egress and relocation) drills (two are recommended in the first 30 days of school). In the event of inclement weather the drill will be rescheduled to be completed prior to the end of the month. A minimum of three crisis response drills will be conducted during each school year or once every three months. These drills can be scheduled in place of every third monthly Fire (emergency egress

and relocation) drill. The School is encouraged to plan an exercise involving local first responders and emergency management during the school year. The types of drills and exercises will be determined by the School in collaboration with local public safety, emergency management, and public health officials. Under Conn. Gen. Stat. Section 222-n, local public safety officials will evaluate, score (assess), and provide feedback on these drills. These assessments can be done after each drill or periodically after a number of drills have taken place. The school district/municipality may contact the DEMHS Regional Coordinator or other local mutual aid partners to coordinate other professional assistance to participate in these evaluations. Under Conn. Gen. Stat. Section 222-n, the school district shall submit a report to the DEMHS Regional Coordinator by July 1, 2015 and annually thereafter, regarding types, frequency, and feedback related to the fire drills and crisis response drills. **A suggested report form is provided in Appendix 14 of this plan template.**

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

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

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

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

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

(e) Source and Use of Resources

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

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

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

4. Incident Command System

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

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

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

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

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

(b) The EOC is generally responsible for:

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

(5) Organizing and implementing shelter and massive arrangements for evacuees.

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

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

(1) Isolating the scene.

(2) Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.

(3) Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.

(4) Determining and implementing protective measures (evacuation or in-place sheltering) for the school staff and students in the immediate area of the incident and for emergency responders at the scene.

(5) Implementing traffic control arrangements in and around the incident scene.

(6) Requesting additional resources from the EOC.

6. Activities by Phases of Emergency Management

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

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

(1) Hazard Analysis

(2) Identifying hazards

(3) Recording hazards

(4) Analyzing hazards

(5) Mitigating/preventing hazards

(6) Monitoring hazards

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

(1) School Security measures related to the detection and resolution of potential threats.

(2) Evaluate current school security infrastructure by referring to standards established in accordance with Public Act 13-3, Sections 80-82, including, for example, access control measures, allocations of security cameras and the need for additional units and locations. NOTE: Under PA 13-3, these standards apply to new buildings or build-as-new construction.

(3) Coordinate with local police or resident state troopers to conduct security audits, in coordination with school staff, local first responders and emergency management.

(4) Coordinate budgetary development to obtain the necessary funding to correct identified deficiencies.

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

(1) Providing emergency equipment and facilities.

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

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

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

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

(6) Revise plan as necessary.

(d) **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure

environment; save lives and property; and facilitate the transition to recovery. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, law enforcement operations, evacuation, shelter and mass care, light search and rescue, psychological, as well as other associated functions.

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

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

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

7. Emergencies Occurring During Summer or Other School Breaks:

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

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

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

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

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

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

C. SITUATION AND ASSUMPTIONS

1. Situations

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

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

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

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

2. Building Information

(a) The school is made up of 2 buildings—lower School AND upper school

(b) The school consists of a main campus located at 10 CHESTNUT STREET, NORWALK CT 06851.

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

3. Hazard Analysis

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

(1) Local police officer;

(2) Local first responder (fire /emergency medical services);

- (3) Teacher at school;
- (4) Administrator at school;
- (5) Mental health professional;
- (6) Parent or guardian;
- (7) Any other person the board of education deems necessary.

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

(c) The SIDE BY SIDE CHARTER SCHOOL’S board of directors in meeting the requirements under Public Act 13-3, Section 88, now codified in Conn. Gen. Stat. Section 10-222n, shall conduct a security and vulnerability assessment for each school at least every two years. The assessment may be conducted by trained members of the School Safety and Security Committee. The information gathered during the assessment will be incorporated into this school security and safety plan.

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

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

4. Assumptions

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

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

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

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

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

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

(f) Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

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

4. Limitations

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

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

(a) General

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

(b) Executive Group

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

municipal Emergency Management Director, and municipal chief elected official/executive officer.

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

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

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

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

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

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

In accordance with Connecticut General Statutes as amended by Public Act 13-3, Section 88, Conn. Gen. Stat. Sections 10-222k and 10-222n, this committee is responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. This

committee must include at least one parent or guardian of a student enrolled in the school, appointed by the Principal. Among other duties, this committee must implement the provisions of this Plan, regarding the collection, evaluation, and reporting of information relating to instances of disturbing or threatening behavior that may not meet the formal definition of bullying. The Safe School Climate Committee members are listed in Appendix 15.

(e) Volunteer and Other Services

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

2. Assignment of Responsibilities

(a) General

(1) For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 1. School should identify the ICS structure as used by the school by position, including who has control of the equipment, resources, and supplies needed to support this Plan.

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

(b) Executive Group Responsibilities

(1) The District Superintendent:

a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.

b. Review school construction and renovation projects for safety, including compliance with the school infrastructure safety standards established under Public Act 13-3, Section 80.

c. If necessary, obtain a resolution from the Side by bSide Board of Dreictors School Board giving needed authority and support to develop school emergency operations programs and plans.

d. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.

e. Authorize implementation of emergency preparedness curriculum.

f. In the wake of an incident, meet and talk with the parents of any students and spouses of any adults who have been admitted to the hospital.

g. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.

h. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

i. Implement the policies and decisions of the governing body relating to emergency management.

j. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or DEMHS Region. Coordinate emergency assistance and recovery.

k. Appoint a district Emergency Management Coordinator to assist in planning and review.

l. Coordinate with local public health regarding use of buildings after certain events like white powder incident, infectious diseases, or other health-related hazards.

(2) The District Emergency Management Coordinator SCHOOL SAFETY/SITE TEAM

a. Establish a district-wide all-hazards school security and safety plan review committee to approve and coordinate all district school emergency plans.

b. Consult with the local Emergency Management Director to analyze system needs regarding emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.

c. Develop and coordinate in-service emergency response education for all school personnel.

d. Gather information from all aspects of an emergency for use in making decisions about the management of the emergency.

e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.

f. Request assistance from local emergency services when necessary.

g. Serve as the staff advisor to the superintendent and principals on emergency management matters.

h. Keep the superintendent and principals informed of the preparedness status and emergency management needs.

i. Coordinate local planning and preparedness activities and the maintenance of this plan and others in the district.

j. Prepare and maintain a district resource inventory.

k. Arrange appropriate training for district emergency management personnel and emergency responders.

l. Coordinate periodic emergency exercises to test emergency plans and training.

m. Perform day-to-day liaison with local emergency management personnel as well as the state emergency management staff, including DEMHS Regional Coordinator.

n. Organize the district's emergency management program and identify personnel, equipment, and facility needs.

- o. Encourage incorporation of emergency preparedness material into regular Curriculum.
- p. Ensure that copies of the school plans are filed with the district superintendent and local Emergency Management office.
- q. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- r. Assist with creation of Reference Kit for First Responders for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency (see Appendix 11).

(3) Local or Regional Board of Education

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

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

(4) The School Principal

- a. Have overall decision-making authority in the event of an emergency at his/her school building until it is resolved and will transfer incident command to the appropriate emergency responder agency with legal authority to assume responsibility until emergency services arrives. **However, at no time will school officials transfer responsibility for student care.**
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep School Board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the School Security & Safety Committee who will develop the school's all-hazards security and safety plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - 2. Appoint monitors to assist in proper evacuation.
 - 3. Ensure that all exits are operable at all times while the building is occupied.
 - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
 - 5. Act as School Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency and assist in a Unified Command.

(5) School Security & Safety Committee activities:

- a. In conjunction with the district and local emergency services, participate in the development of their school's "school security and safety plan."
 - b. Membership to include: local police officer, local first responder, a teacher, an administrator, mental health professional, parent or guardian and others as necessary.
 - c. Oversee and review school vulnerability assessment. Trained members may perform assessments.
 - d. Recommend training for the school staff and students.
 - e. Provide assistance during an emergency in accordance with designated roles.
 - f. Assist the superintendent and principal during an emergency by providing support and care for students, school employees, and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
 - g. Provide information to staff, student and community on emergency procedures.
 - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
 - i. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way
- SCHOOL TO IDENTIFY POSITIONS TO PERFORM THESE ROLES:

1. Facility evacuation - An Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place. (Note: Review staff qualifications for different assignments using information compiled in Appendix 1.)
2. First aid - A First Aid team, working with the school nurse, will be trained to provide basic first aid to injured students and/or staff.
3. Search and rescue - In most cases, a Search and Rescue team trained in search and rescue operations will conduct this work. Under the direction of a trained team, committee members may perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for first responders.
4. Utility Shut-off - The utility shut-off team will be trained to provide utility and mechanical unit shut-off if necessary.
5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

(6) Teachers will:

- a. Prepare classroom emergency packet (see Appendix 10).

- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the School Incident Commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

(7) Technology/Information Services will:

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

(8) Transportation will:

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

(9) Bus Drivers:

- a. Communicate any suspicious activities or emergency situations to SIDE BY SIDE Executive Director/Assistant Director/Main Office
- b. Supervise the care of students if a hazard occurs while students are on the bus.
- c. Transfer students to a new location when directed.
- d. Execute assignments as directed by the School Incident Commander or ICS supervisor.

- e. Transporting individuals in need of medical attention.

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

(11) **Students:**

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

(12) **Parents/Guardians:**

- a. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- b. Participate in volunteer service projects for promoting school incident preparedness.
- c. Practice incident management preparedness in the home to reinforce school training and ensuring family safety.
- d. Understand their roles during a school emergency.

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

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION AND CONTROL

1. General

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

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

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

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

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

2. Emergency Facilities

Incident Command Post (ICP)

(a) School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school

building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office. Pre-identification of possible sites will be helpful.

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

3. Continuity of School Administration

- (a) The line of succession for the executive director is:
- (1) Assistant Director
 - (2) School Social Worker
 - (3) Teacher Founder

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

F. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

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

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

2. Reports

(a) Initial Emergency Report

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

(b) Situation Report

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

(c) Other Reports

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

3. Records

(a) Record Keeping for Emergency Operations

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

(b) Activity Logs

The ICP and the district office shall maintain accurate logs recording key response activities, including:

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

4. Incident Costs

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

5. Emergency or Disaster Costs

For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

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

6. Preservation of Records

- (a) In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property

and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Procedures for the protection of vital records will be established and made an annex to this Plan.

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

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

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

G. PLAN DEVELOPMENT and MAINTENANCE

Plan Development and Distribution of Planning Documents

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

2. Distribution of Planning Documents.

- (a) The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
- (b) The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in the Appendix.

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

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

- (a) The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the School Security and Safety Committee.
- (b) The Superintendent is responsible for distributing all revised or updated planning documents to all district departments, agencies, and individuals tasked in those documents.
- (c) The Principal is responsible for distributing his/her school plan and all revised or updated planning documents to school departments and individuals tasked in those documents.

H. REFERENCES

All Hazards School Security and Safety Plan Standards July 2022

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

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

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services, in the development of school security and safety plans;

2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes the establishment of common nomenclature, and the municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions found in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at <http://training.fema.gov>;
3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee provided that the following requirements are met:
 - a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person deemed necessary, such as a school nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director;
4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
5. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
6. Procedures for managing various types of emergencies, including crisis management procedures;

² November 1st has been set as the filing date for school plans/revisions in order to give school districts time after the beginning of each school year to convene their committees to review and make any changes to the plans.

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each of the named officials should evaluate and provide feedback on at least one fire drill and one crisis response drill each year. While it is of course impossible for every official to attend every drill at every school, it is a best practice to have the town public safety team (fire, police, emergency management, etc..) attend at least one drill per year as a team. That way, team members can share observations and ideas with each other. The feedback is critical to maintaining and enhancing your school's preparedness.

The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year, regarding types, frequency, and feedback related to the fire drills and crisis response drills. This report provides an opportunity for the development of best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If your school district has not yet filed its report for the 2020-2021 school year, please do so as soon as possible. The report for the 2021-2022 school year was due by July 1, 2022. If you have any questions about how to fill out this report, please contact us at SchoolSecurityPlanStandards@ct.gov.

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

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

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

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

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

13. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).

14. Per Public Act 21-92, each school security and safety plan shall contain emergency action plans for Interscholastic and Intramural Athletic Events. In July 2022, a new annex, Annex N, was added to the template to address this requirement.

ADDITIONAL REFERENCES:

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

1. FEMA Developing and Maintaining Emergency Operations Plans – Comprehensive Planning Guide (CPG) 101, Version 2.0.
2. Guide for Developing High-Quality School Emergency Operations Plans, US Department of Education, FEMA, et al, June 2013
3. School Infrastructure Safety Standards established under Public Act 13-3, Section 80.
4. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program, Emergency Crisis Plan Template.
5. Arizona Department of Education School Safety Plans and Resources. <http://www.azed.gov/>
6. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools. <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>
7. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities, US Department of Education, January 2007
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
8. The Los Angeles Unified School District Model Safe School Plan provided the initial framework for this All-Hazards School Security and Safety Plan Template.

9. Emergency Operation Plan for Schools in Connecticut State Police Jurisdictions, Connecticut State Police Emergency Services Unit.
10. Connecticut Technical High School System – School Safety Response Guide 2008
11. Lynn Mass Public Schools – School Emergency Operations Plan, Marsh USA Inc., 2005
12. Farmington CT—Sample Letters and Sample Teacher’s Emergency Packet
13. School Crisis Prevention and Intervention—The PREPaRE Model, NASP Publications. Stephen Brock, Amanda Nickerson, Melissa Reeves, Shane Jimerson, Richard Lieberman and Theodore Feinberg.
14. National Clearinghouse for Educational Facilities’ Safe Schools Facilities Checklist

Other Useful References:

1. <http://safeandsoundschools.org/>
2. <http://rems.ed.gov/>
3. [School Safety and Security | CISA](#)
4. [School Security Program \(ct.gov\)](#)

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

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

advisors recommend drawing shades during a lockdown, while others recommend leaving them open so that first responders can see into the room.

SAMPLE CLASSROOM EMERGENCY RESPONSE CHART No. 1

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

Emergency Phone Numbers

To report any fire, medical or other emergency call:

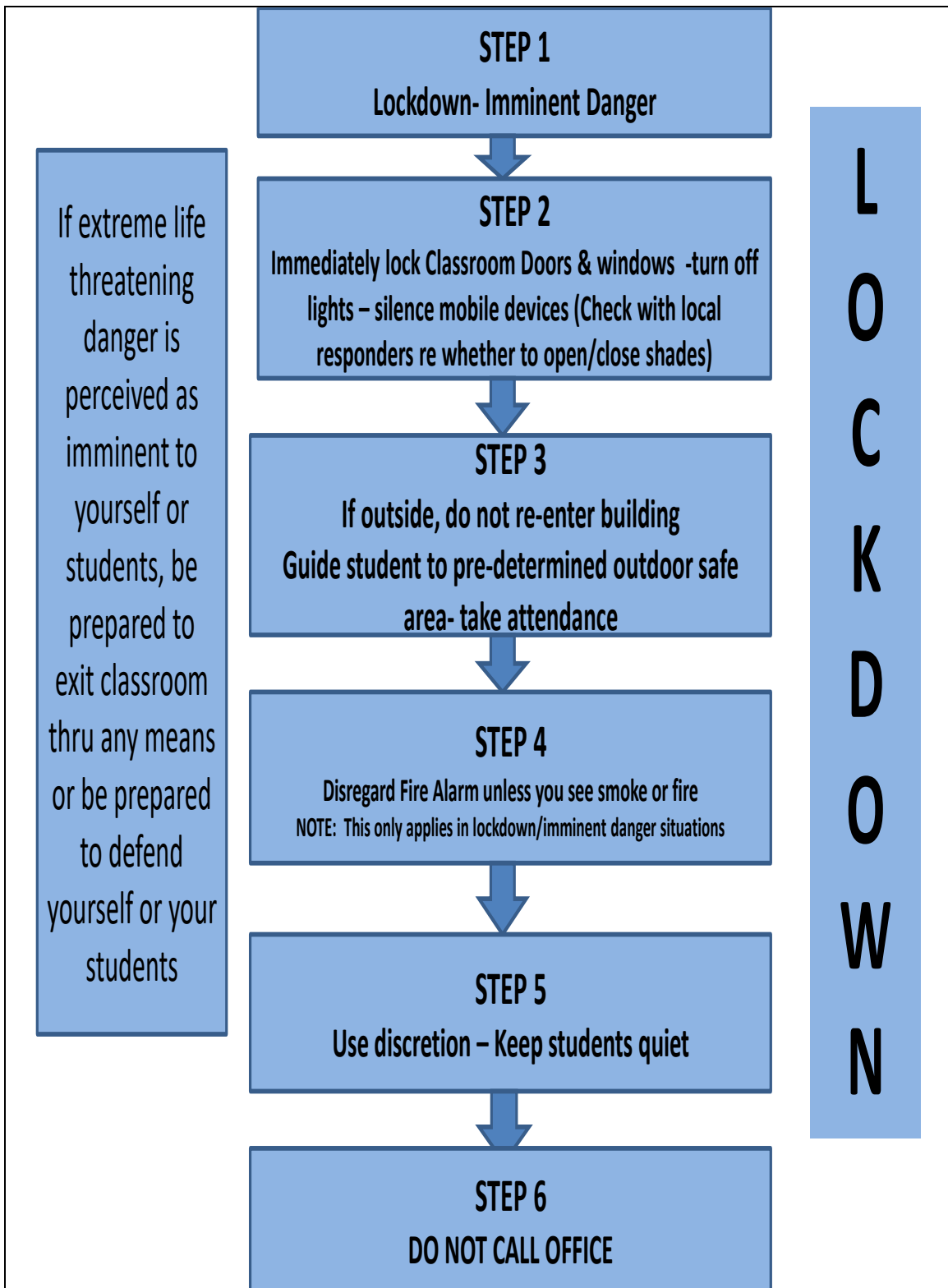
- Notify **Main Office** (ext 135)
- If unable to reach office **call 911**

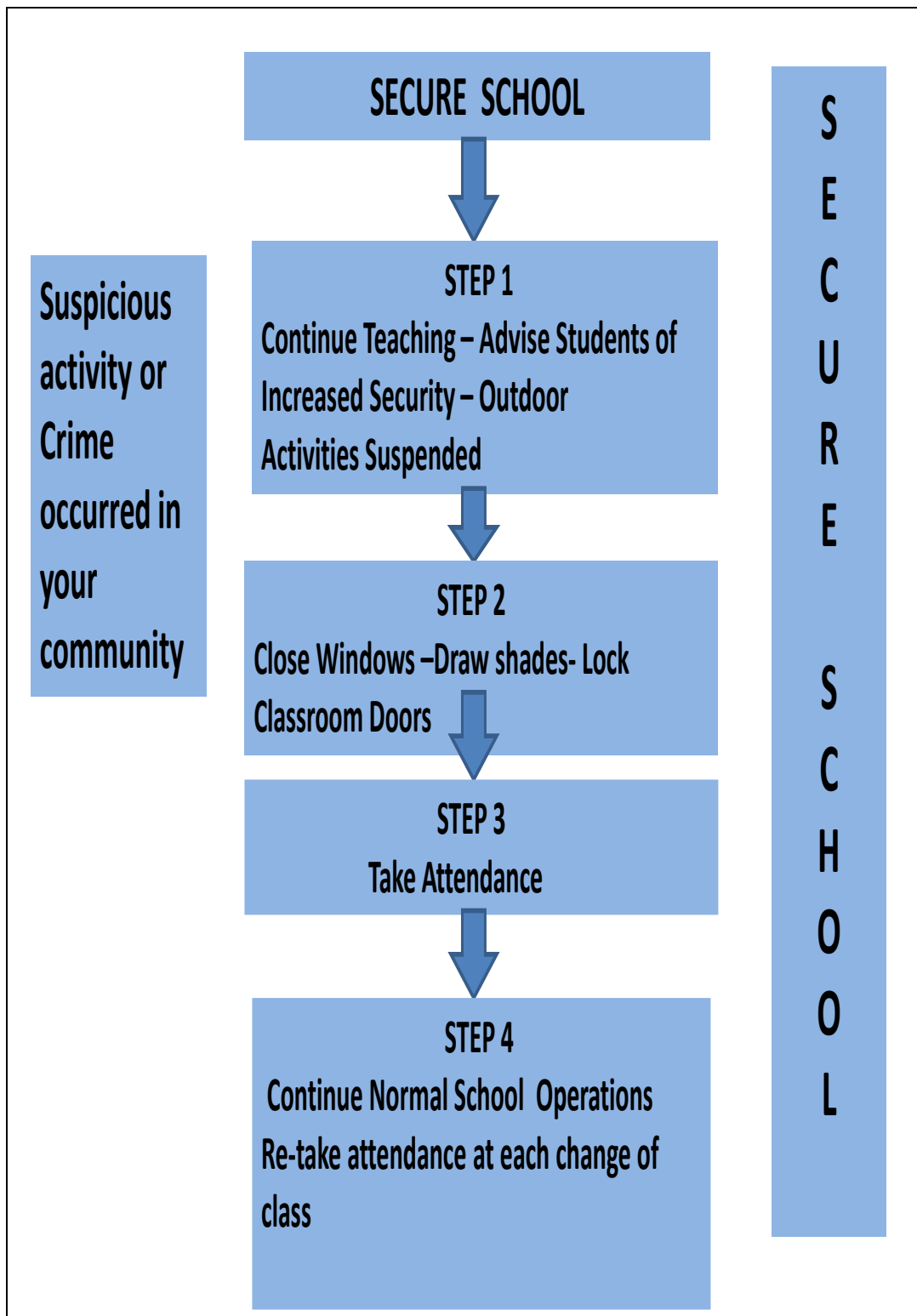
If you dial 911 from a cell phone to report something on school property immediately tell the dispatcher that you are calling from the technical high school and they will connect you to the State Police.

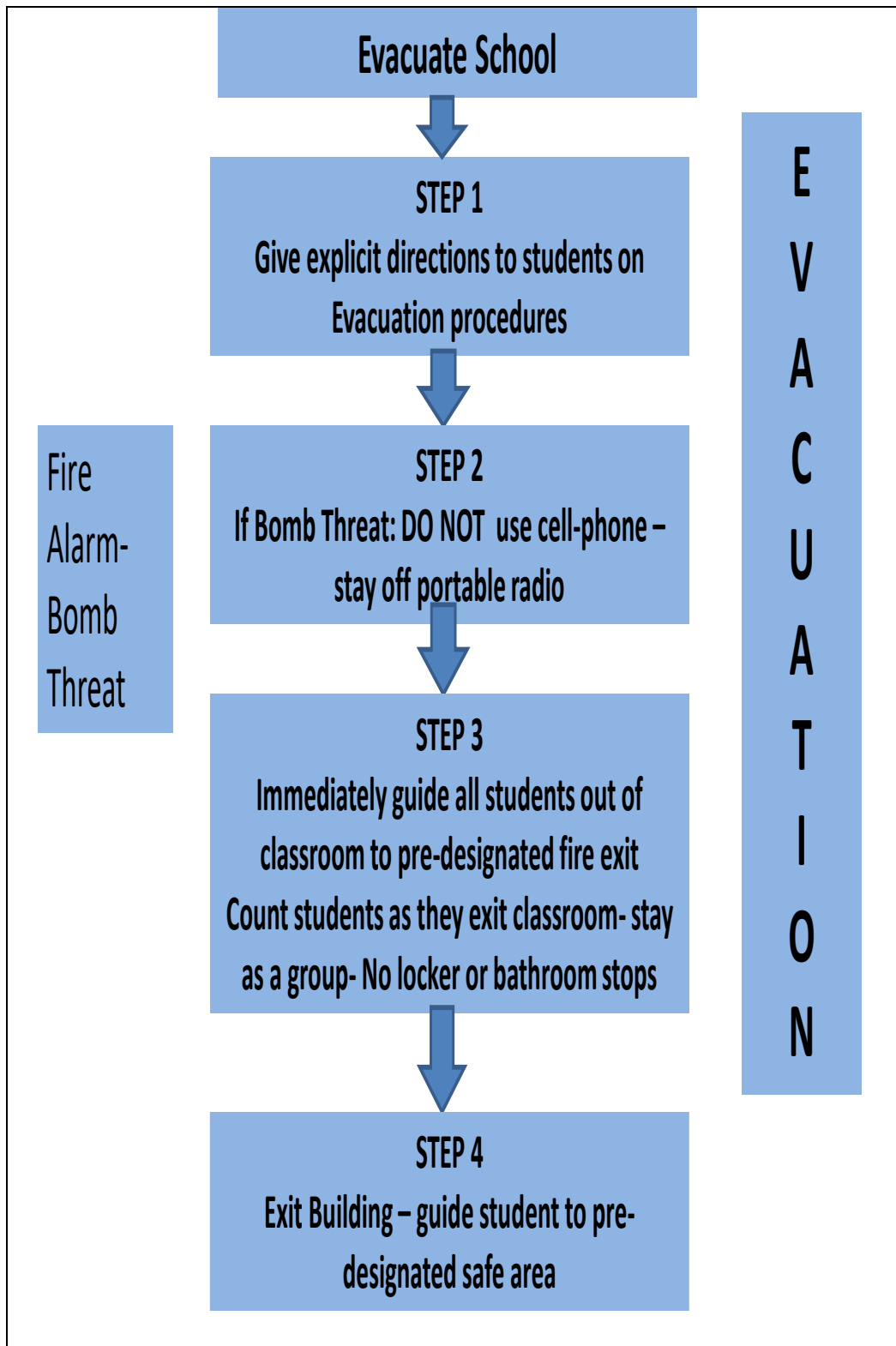
In the event of a fire, activate the building's fire alarm system **BEFORE** calling 911. Evacuate the building immediately.

If you call 911:

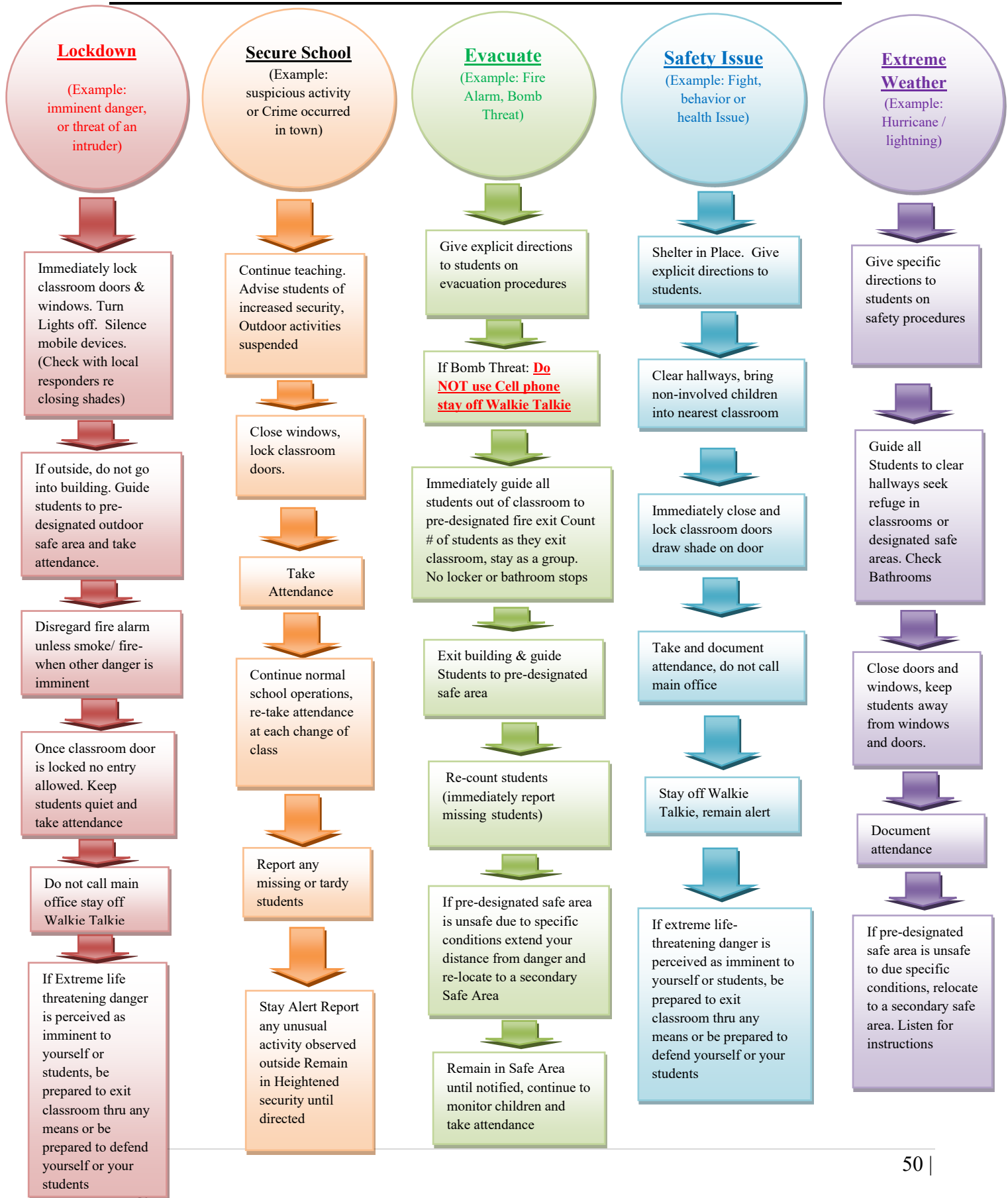
- Stay on the line with the dispatcher.
- Provide the address and your exact location. This is especially critical if you are calling from a cell phone.
- Provide a detailed description of the emergency to ensure that proper resources are dispatched to the scene.
- Do not hang up until the dispatcher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







SAMPLE CLASSROOM EMERGENCY RESPONSE CHART No. 2



APPENDICES

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

APPENDIX 1

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

SIDE BY SIDE CHARTER SCHOOL Staff Name _____ Room # _____

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

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO WHERE APPROPRIATE.

_____ First Aid (current card (yes/no)	_____ CPR (current (yes/no)	_____ Triage	_____ Firefighting
_____ Construction (electrical, plumbing, carpentry, etc.)	_____ Running/Jogging/physical fitness		
_____ Emergency Planning	_____ Emergency Management	_____ Search & Rescue	
_____ Law Enforcement	Bi/Multi-lingual (what language (s)) _____		
_____ Mechanical Ability	_____ Structural Engineering	_____ Bus/Truck Driver (CDL yes/no)	
_____ Shelter Management	_____ Survival Training & Techniques	_____ Food Preparation	
_____ Military Experience (current/reserves/national guard/active duty)	_____ CB/Ham Radio Operator	_____ Journalism	

_____ Camping

_____ Waste Disposal

_____ Recreational Leader

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

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

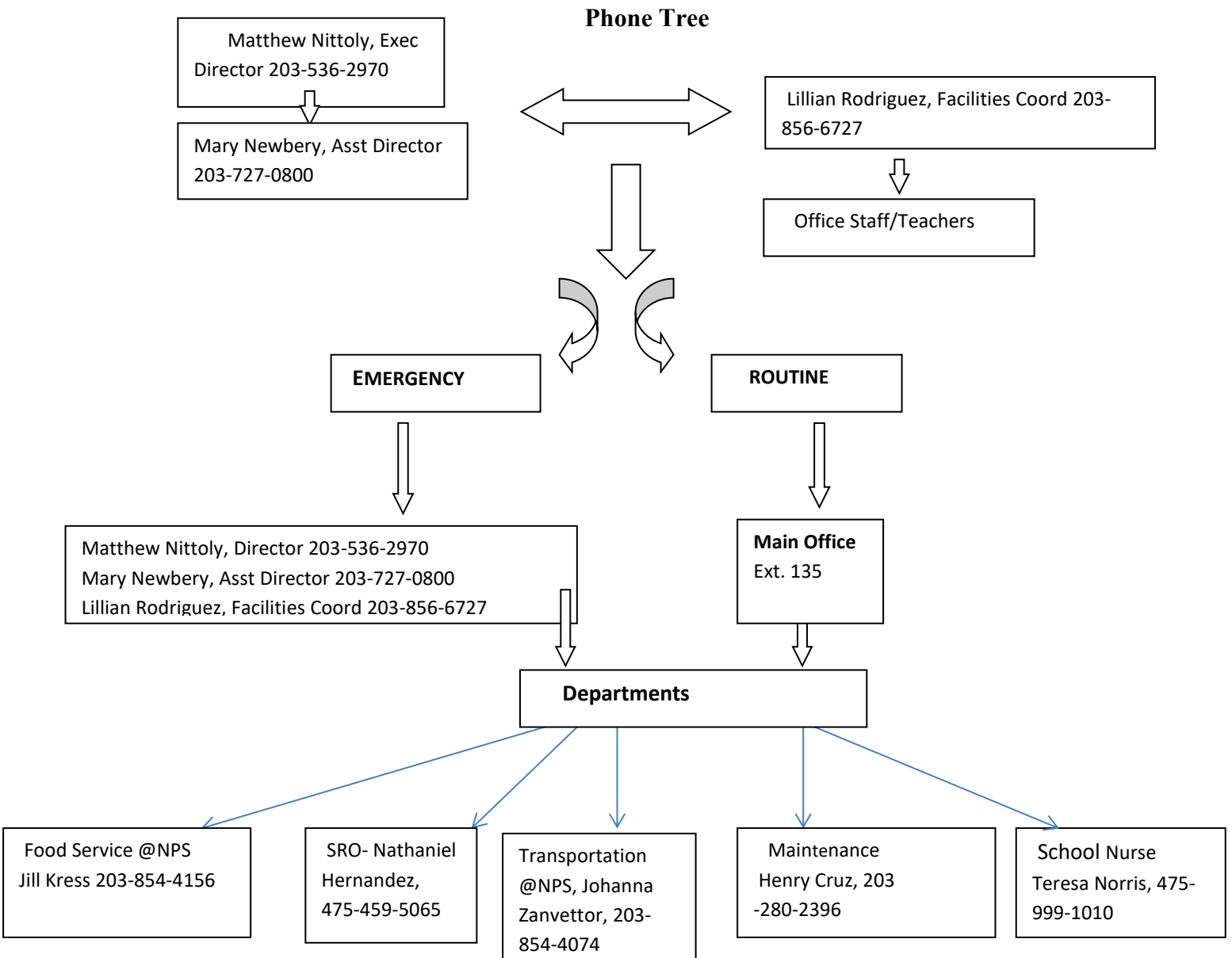
DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? Yes/ No
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS

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

APPENDIX 2

Telephone Tree



APPENDIX 3

Emergency Contact Numbers

Public Safety Agencies Number

General Emergency 911

- Police/ Fire 911
- Poison Control 800-222-1222
- Local Hospital 203-852-2000

School Contact Information

• TITLE	NAME	Work Phone / Cell Phone
• Executive Director	Matthew Nittoly	203-857-0306/203- 536-2970
• Assistant Director	Mary Newbery	203-857-0306/203-727-0800
• Facilities Coordinator	Lillian Rodriguez	203-857-0306/203-856-6727
• Technology Consultant	Angelo Roberti	203-857-0306/203-247-3283
• Social Worker	Marlene De Bellis	203-857-0306/203-858-0144
• School Nurse	Teresa Norris	203-857-0306/475-999-1010
• Upper School Coordinator	Sally Davids	203-857-0306/203-216-7252
• Custodial/Maint	Anthony Duran	203-428-5833
• Transportation	Johanna Zanvettor	203-854-4074
• Durham Bus Services	--	203-428-4192
• Food Services	Jill Kress	203-854-4156

APPENDIX 4

Master School Calendar and Schedule

Review of Emergency Procedures will occur on the first day of all staff reporting in August. Teachers conduct individual fire and lockdown drills for their classrooms or students with disabilities, i.e. hearing impaired. School wide drills/training will be conducted monthly.

2025-26 Side by Side Charter School Calendar

 **SIDE BY SIDE**
CHARTER SCHOOL

August 2025 5 days				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20PD	21PD	22PD
25D1	26	27	28	29

September 2025 20 days				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October 2025 20 days				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14PD	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2025 16 days				
M	Tu	W	Th	F
3	4PD	5	6	7
10	11	12	13	14MP
17	18CE	19CE	20CN	21
24	25	26ED	27	28

December 2025 17 days				
M	Tu	W	Th	F
1	2	3	4	5
8ED	9	10	11	12
15	16	17	18	19
22	23ED	24	25	26
29	30	31		

January 2026 19 days				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26ED	27	28	29	30

February 2026 15 days				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2026 21 days				
M	Tu	W	Th	F
2	3	4	5	6MP
9	10CE	11CE	12CN	13
16	17	18	19	20
23	24	25	26	27
30ED	31			

April 2026 16 days				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27ED	28	29	30	

May 2026 20 days				
M	Tu	W	Th	F
				1
4	5	6	7	8
11ED	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2026 13 days				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15ED	16ED	17ED	18	19
22	23	24	25	26
29	30			

Key	
	First Day of School
	Holiday; No School
	Early Dismissal
	Staff Days; No School
D1	First Day of School
PD	Professional Development
ED	Early Dismissal
CN	Conference Night; 2-hour Early Dismissal
CE	Conferences; 2-hour Early Dismissal
MP	End of Marking Period

Total Days
Students: 182 days
TAs: 185 days
Teachers: 187 days

Inclement weather days are added to the end of the school year.

Summary of Important Dates & Holidays

Aug. 20-22: Professional Development for All Staff	Nov. 20: Conference Night; 2-hour early dismissal	Mar. 12: Conference Night; 2-hour early dismissal
Aug. 25: First Day of School	Nov. 26: 2-hour early dismissal	Mar. 20: Eid al-Fitr; no school
Sept. 1: Labor Day; no school	Nov. 27-28: Thanksgiving Recess; no school	Mar. 30: 2-hour early dismissal; PD for All Staff
Sept. 23: Rosh Hashanah; no school	Dec. 8: 2-hour early dismissal; PD for All Staff	Apr. 3: Good Friday; no school
Oct. 2: Yom Kippur; no school	Dec. 23: 2-hr early dismissal	Apr. 6-10: Spring Recess; no school
Oct. 13: Columbus Day/Indigenous Peoples' Day; no school	Dec. 24-Jan 2: Winter Recess; no school	Apr. 28: 2-hour early dismissal; PD for All Staff
Oct. 14: Professional Development for Teachers	Jan. 19: Dr. Martin Luther King, Jr. Day; no school	May 11: 2-hour early dismissal; PD for All Staff
Nov. 4: Election Day/PD for Teachers	Jan. 26: 2-hour early dismissal; PD for All Staff	May 25: Memorial Day; no school
Nov. 11: Veteran's Day; no school	Feb. 16-20: Presidents' Day/Feb. Recess; no school	Jun. 15-17: 2-hr early dismissal
Nov. 14: End of First Marking Period	Mar. 6: End of Second Marking Period	Jun. 17: Tentative Last Day of School; 2-hr early dismissal
Nov. 18-19: Conferences; 2-hour early dismissal	Mar. 10-11: Conferences; 2-hour early dismissal	

APPENDIX 5

Incident Command System Summary

Background

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

Features of ICS

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

1. Standard Management Functions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unified Command

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

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

Incident Command Roles & Responsibilities

Incident Commander/School Incident Commander

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

Safety Officer

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

Public Information Officer

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

Liaison Officer

- Point of contact for outside agencies
- Obtains agency names, locations, and communication means
- Establishes communications between agencies and command
- Keeps outside agencies informed of incident status
- Informs School Incident Commander about status of outside agency resources

- Handles complaints from agencies (e.g., logistics, communications, personnel)

Mental Health Officer

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

Operations Section Chief

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

Planning Section Chief

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

Logistics Section Chief

- Sustains the emergency operations
- Briefed by the Incident Commander related to service and support requirements for planned and expected operations
- Reviews the incident action plan, and estimates logistical needs until the incident is concluded
- Procures manpower, facilities, services, materials, communications, or other needs
- Tracks order status
- Arranges delivery and staging

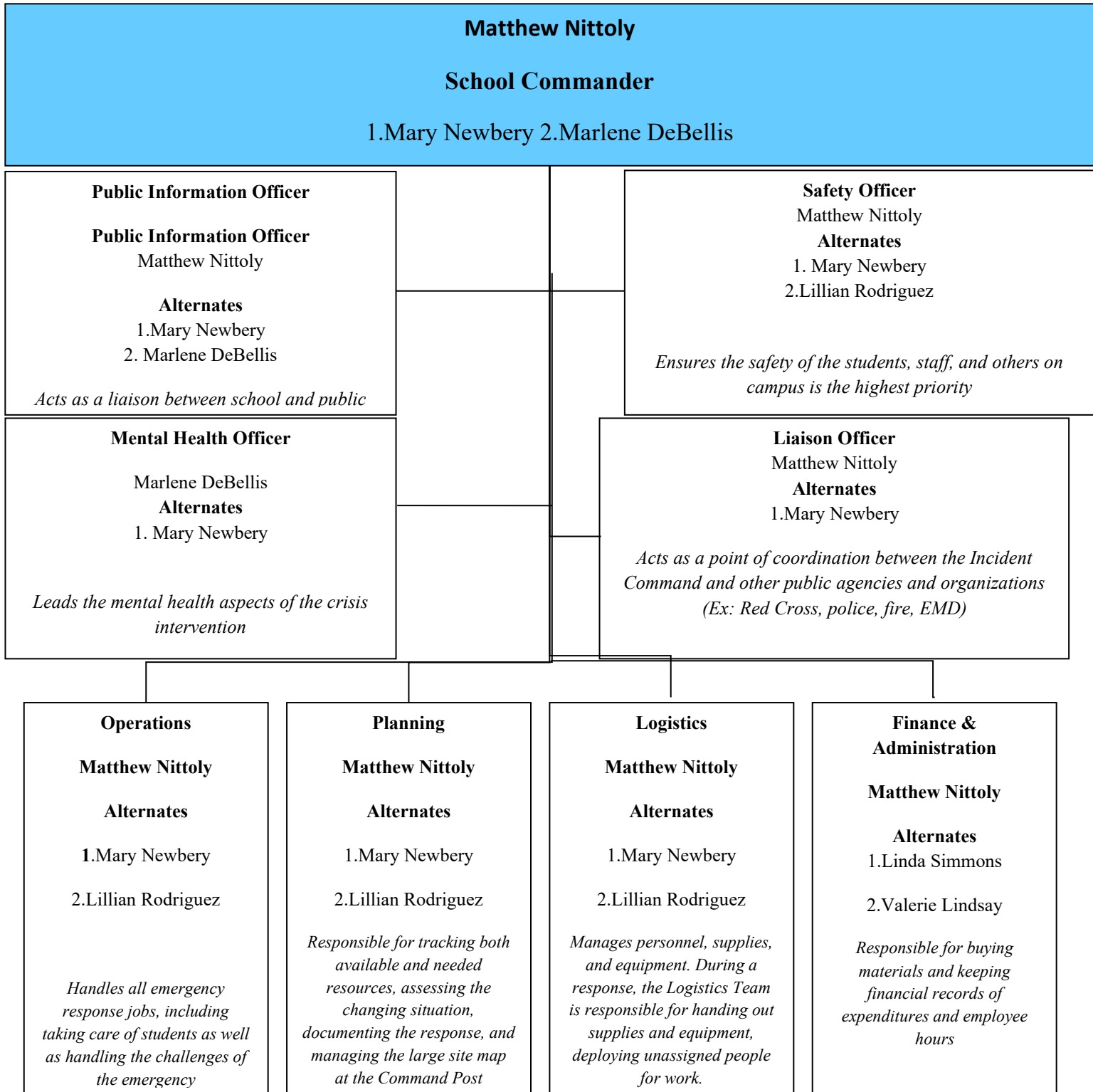
Finance/Administration Section Chief

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

APPENDIX 6

Incident Command Structure for School District

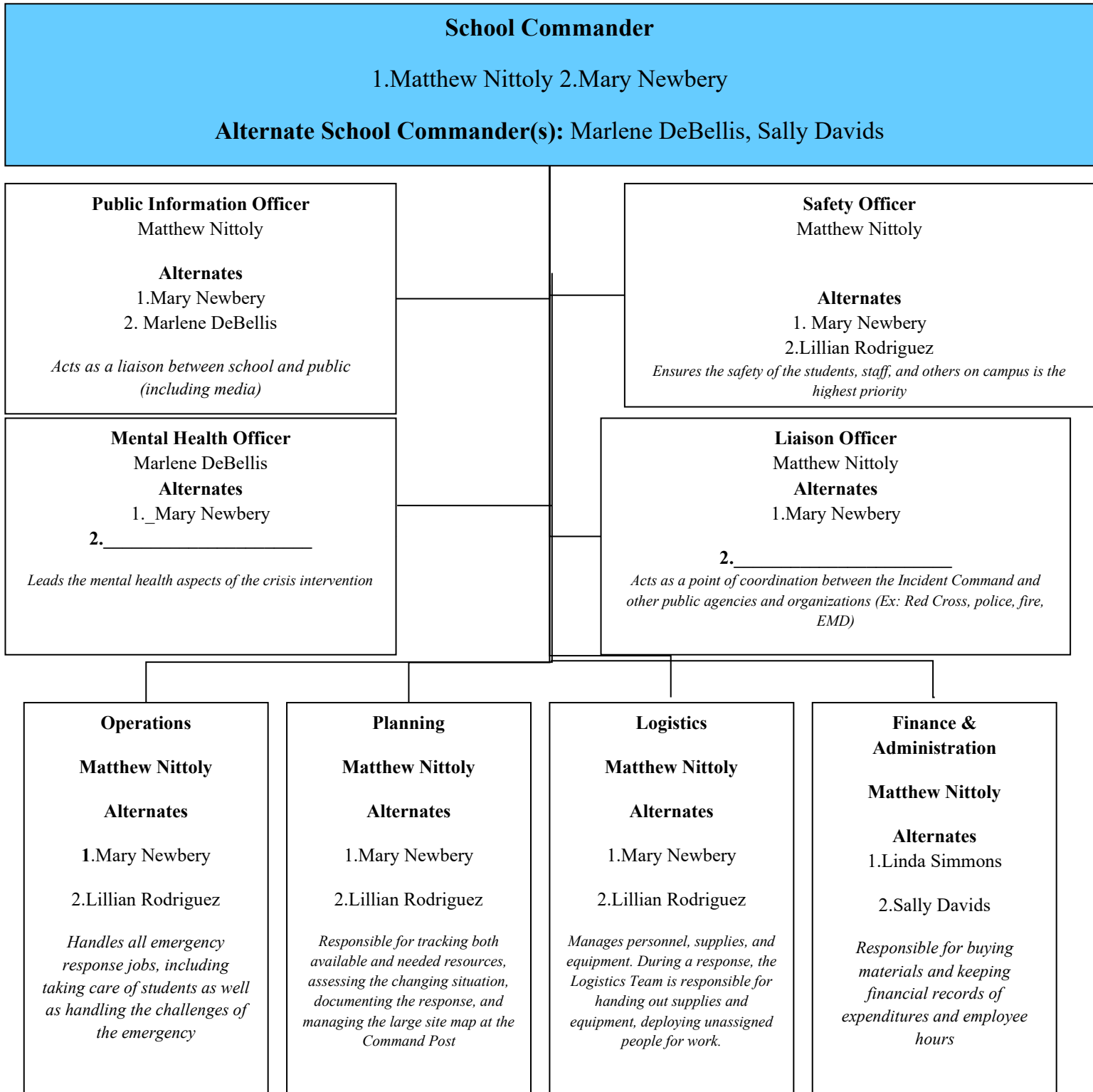
Insert ICS staff assignments and back-up



APPENDIX 6

Incident Command Structure for School

Insert ICS staff assignments and back-up personnel assignments here



APPENDIX 7

School Campus Info

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

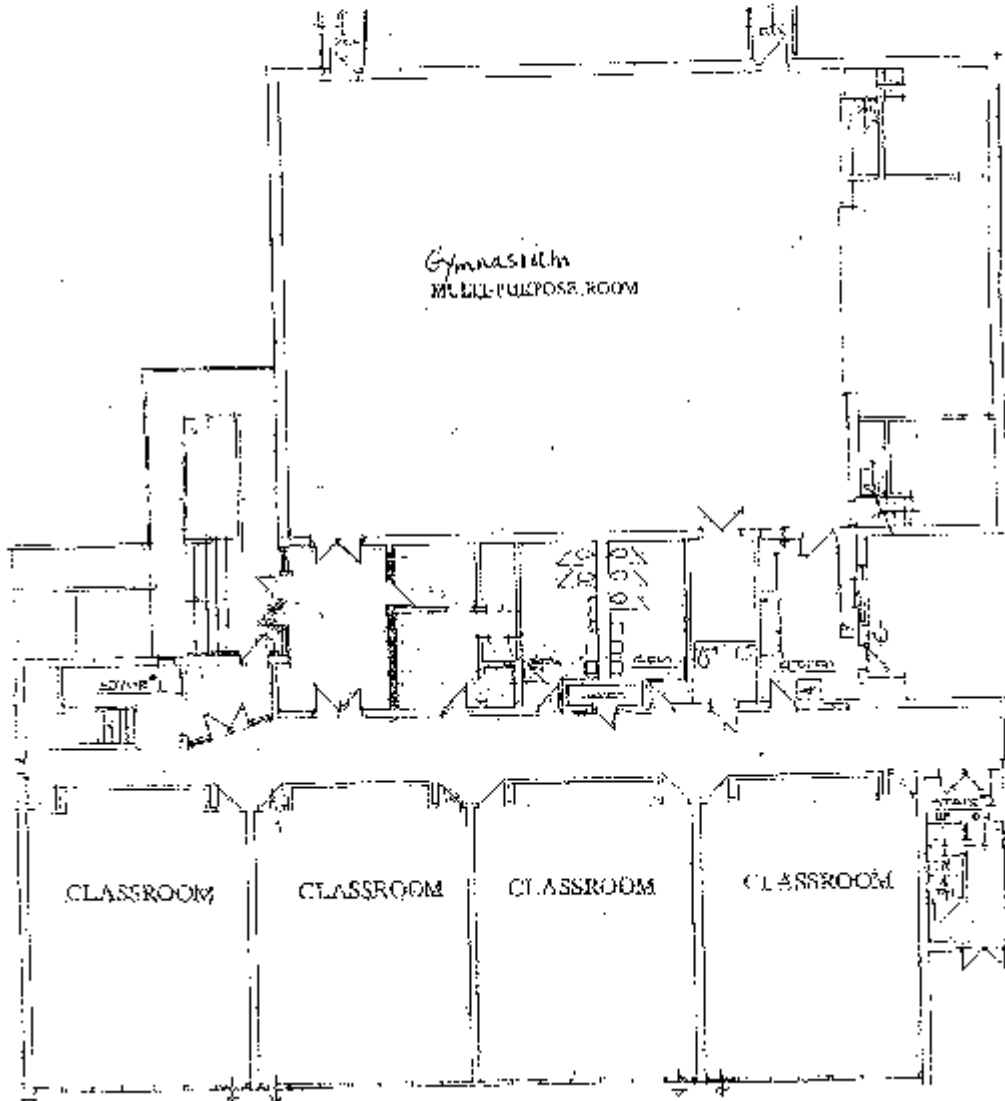
- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

MAIN BUILDING

FIRE INSTRUCTIONS

First Floor

EXIT TWO LOBBY AND FRONT DOORS

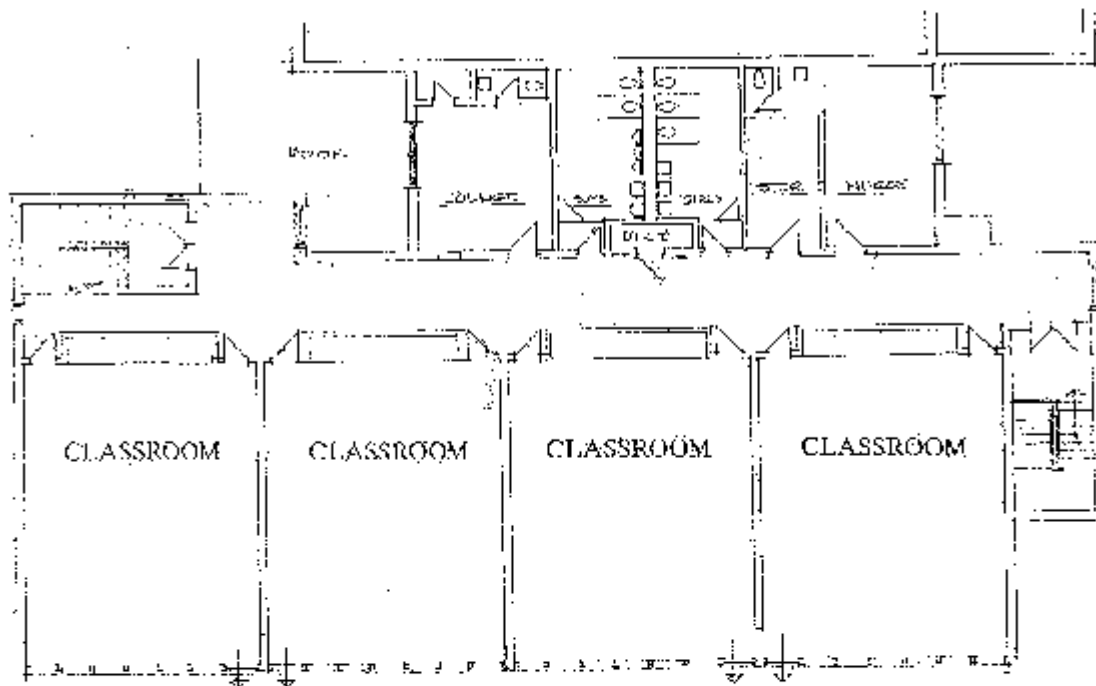


MAIN BUILDING

FIRE INSTRUCTIONS

Second Floor

EXIT FROM STAIRWELL
AND OUT THE SIDE DOOR



Main Building houses Pre-K through 5th grade classrooms and offices

FIRST FLOOR

OFFICES:

Main Entrance/Receptionist—Ms. Sue Ann Smalls

Parent/Community Coordinator—Ms. Esther Shatavsky

Physical Education (Gymnasium)—Mr. Carl Brodnax

Social worker—Mrs. Marlene DeBellis (left side of stage in gymnasium)

Business Office—Mrs. Linda Simmons (right side of stage in gymnasium)

Facilities/Operations Coordinator—Mrs. Lillian Rodriguez (lower level of gymnasium, accessible from both sides of the gym)

Staff Lounge—lower level of gymnasium—accessible from both sides of the gym

CLASSROOMS:

Kindergarten—Mrs. Stephanie Cecio (Room 101)

1st Grade—Mrs. Nell Conroy (Room 102)

PreK—Ms. Nelly Gonzalez (Room 103)

PreK—Mrs. Jessica Crumpton (Room 104)

SECOND FLOOR

OFFICES:

Director—Mr. Matthew Nittoly

Family Resource Center—Mrs. Beatriz Abreu

Health Room—Mrs. Teresa Norris

CLASSROOMS:

2nd Gr—Ms. Sophie Kitemeyer (Room 203)

3rd Gr—Ms. Amanda Magnusson (Room 204)

4th Gr—Mrs. Melanie McGowan (Room 202)

5th Gr—Mr. Chris Berich (Room 201)

BASEMENT

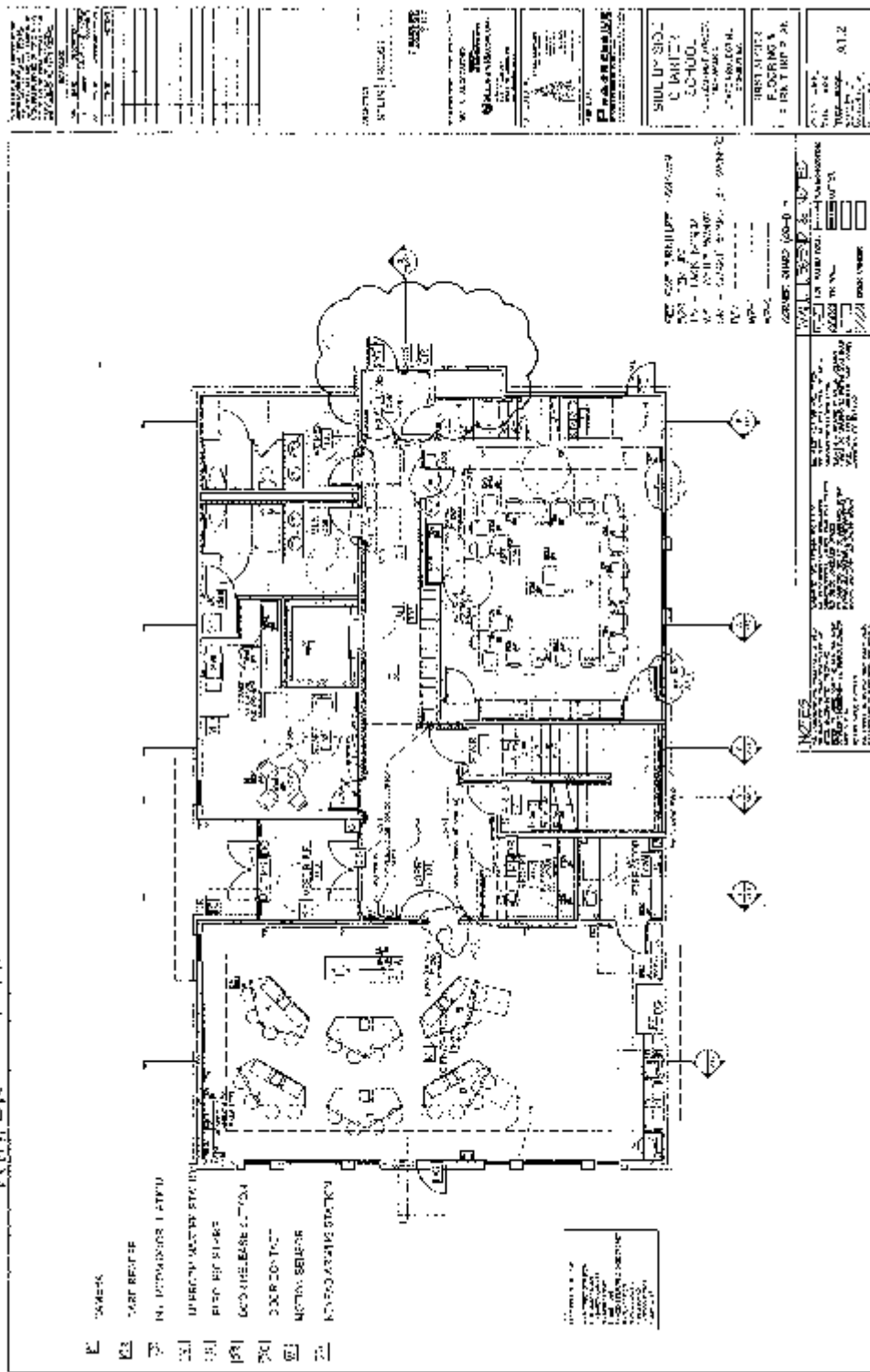
Music Room

Boiler Room

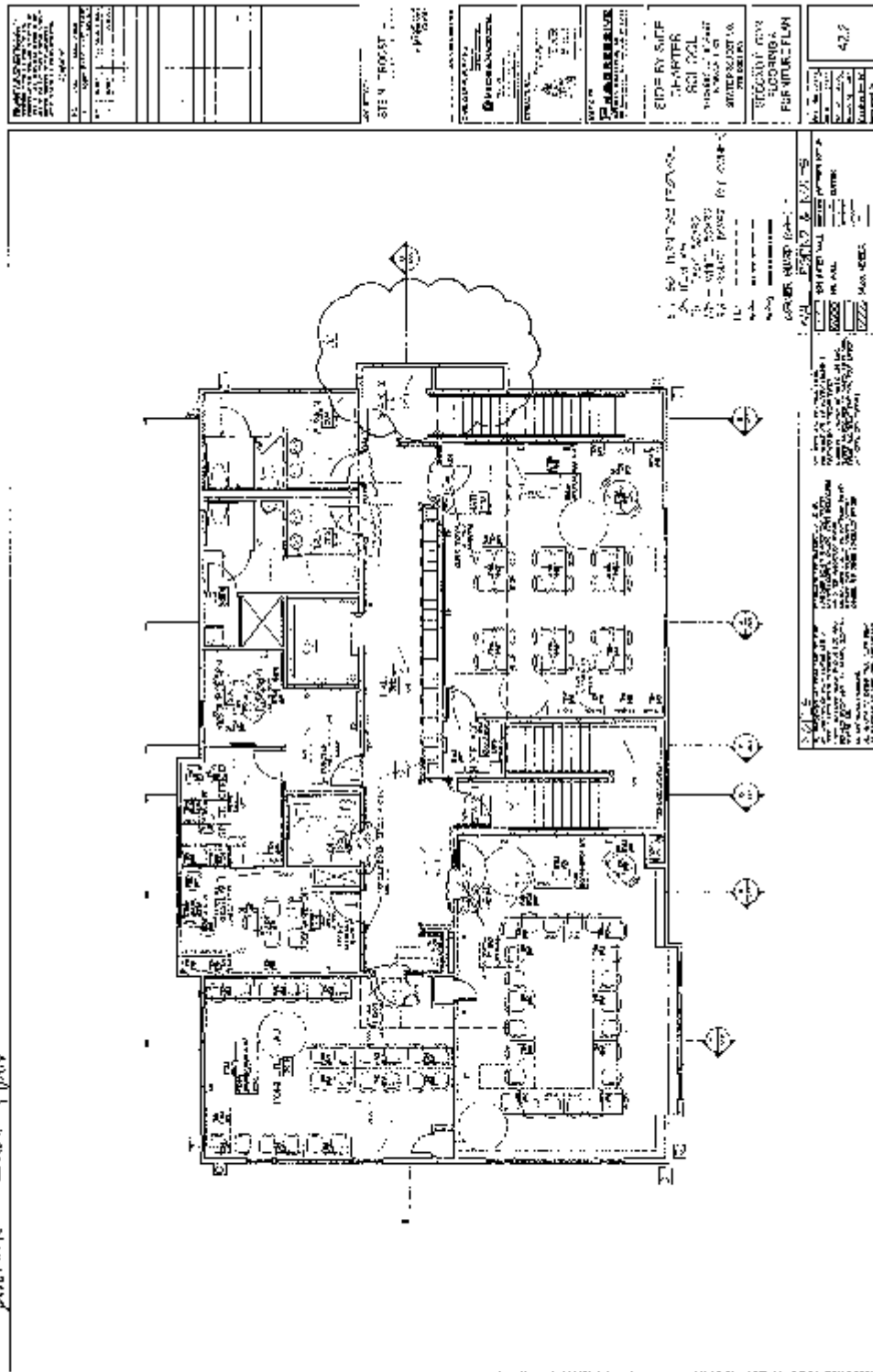
Storage Room—supplies, i.e. soap, paper towels, garbage bags, paint

Architectural floor plan of the basement of the Chapin School. The plan shows a large central hall (10,000 sq. ft.) with a staircase leading up. To the left is a large room (10,000 sq. ft.) with a staircase leading down. To the right is a large room (10,000 sq. ft.) with a staircase leading up. The plan also shows various smaller rooms, including a kitchen, a bathroom, and a storage room. The plan is labeled 'BASMENT - LOOK PLAN' and 'CHAPIN SCHOOL'.

Amber - 1st Floor



Basement - 2nd Floor



Annex Building houses 6th through 8th grade classrooms and offices

FIRST FLOOR

OFFICES:

Upper School Administrative Assistant—Ms. Sally Davids
Staff Lounge/Copier Room

CLASSROOMS:

Science/6th grade homeroom—Mr. Jemuel Saint-Jean
Art/Multipurpose room— Ms. Katie Sica

SECOND FLOOR

OFFICES:

Assistant Director—Ms. Mary Newbery
Student Services—Ms. Jessica Vitale, Ms. Tahira Nomani, Mr. Sean Whalen

CLASSROOMS:

Computer Lab
Humanities/7th grade homeroom—Mr. Colin Konkel
Math/8th grade homeroom—Ms. Nicole Shagoury

BASEMENT

MISC:

IT Room—Mr. Angelo Roberti
Mechanical Room—Electrical panel, HVAC, water heater, Fire box
Sump Pump Room—Sump pump for elevator
Sprinkler (Wet/Dry) Room—Sprinkler

APPENDIX 8

Summary of Agreements and Contracts

N/A

APPENDIX 9

Resource Inventory

Main office staff provides an Emergency Go Kit to all classroom/specials teachers, which includes:

- Updated Staff List
- Updated Class Lists (Preschool through 8th grades)
- Emergency Procedures Guide
- Classroom emergency kits with first aid supplies
- Flashlights

APPENDIX 10

Teacher's Emergency Packet

Teacher Name: _____

Rm.: _____

Side by Side Charter School Emergency Packets

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

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

- _____ class lists for all grades
- _____ extra copy of emergency procedures
- _____ quick reference emergency checklist
- _____ important phone numbers and extensions
- _____ individual evacuation plans (for students with disabilities), if applicable
- _____ fire drill/lockdown attendance slips
- _____ teacher name signs (color coded by grade, or class type (specials, etc...) for reuniting homerooms after an evacuation
- _____ pencils

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

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

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

Lockdown Hiding Spot

During a lockdown, students in this room should be moved to any area of the room away from windows and doors if possible.

APPENDIX 11

References for First Responders

- A First Responders binder is located in the office of the Main Building as well as the front desk of the Annex Building, which includes maps, student rosters, staff lists and phone numbers.
- Pictures and floor plans are filed with Norwalk Police Department;
- Master keys to interior and exterior door locks are located in lock boxes for first responders at both entrances to main and annex buildings

APPENDIX 12

SAMPLE LETTERS



SIDE BY SIDE
CHARTER SCHOOL

X/XX/XXX

Dear Parents:

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

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

Your cooperation is necessary in any emergency.

1. Do not come to the school or telephone the school. Telephone lines may be needed for emergency communication. You will be notified of a reunification location, if necessary.
2. In the event of a serious emergency, students will be kept at Side by Side until they are picked up by an identified, responsible adult who has been identified as such on the school emergency information form which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn on your radio for emergency announcements. If students are to be kept at school, news/radio stations will be notified. If electrical service is not affected, information will be relayed via text and email blast. In addition, information regarding day-to-day school operations will be available by calling Side by Side or visiting our website at sbscharter.org. We will also utilize, when necessary, our emergency school notification resources such as News12 and NBC30.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the Student Emergency Information Form. During an extreme emergency, students will be released at designated reunion location on the school campus or elsewhere if necessary. Please be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

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

Sincerely,

EXECUTIVE DIRECTOR
SIDE BY SIDE CHARTER SCHOOL

Sample Security Letters



SIDE BY SIDE
CHARTER SCHOOL

SAMPLE SUBSTITUTE LETTER

Dear XXXXX Substitute,

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

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

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

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

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

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

I have read and understand the above expectations.

Signed: _____ Date: _____

*Substitute should receive a copy of this document.

SAMPLE VOLUNTEER LETTER



SIDE BY SIDE
CHARTER SCHOOL

Dear XXXXX Volunteer,

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

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

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

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

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

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

I have read and understand the above expectations.

Signed: _____ Date: _____

*Volunteer should receive a copy of this document.

SAMPLE CONSULTANT LETTER



SIDE BY SIDE
CHARTER SCHOOL

Dear Special Services Faculty Member,

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

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

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

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

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

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

I have read and understand the above expectations.

Signed: _____ Date: _____

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

Organization representing: _____

School representing: _____

SAMPLE STUDENT TEACHER/INTERN LETTER



SIDE BY SIDE
CHARTER SCHOOL

Dear XXXXX Student Teacher/Intern,

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

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

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

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

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

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

I have read and understand the above expectations.

Signed: _____ Date: _____

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

Organization representing: _____

School representing: _____

SAMPLE VENDOR/CONTRACTOR LETTER



SIDE BY SIDE
CHARTER SCHOOL

Dear XXXXXX Staff Member,

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

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

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

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

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

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

I have read and understand the above expectations.

Signed: _____ Date: _____

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

APPENDIX 13

Chart of Exercise Types

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

Full-Scale Exercise	Implement and analyze plans, policies, procedures, and cooperative agreements developed in previous exercises	Actual	Minimum of 4hours to full day or longer	Yes	Multiple agencies or multiple functions
---------------------	---	--------	---	-----	---

APPENDIX 14

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

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

Side by Side Charter School's annual report to DEMHS should include the following:

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

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

SchoolSecurityPlanStandards@ct.gov



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

School: Side by Side Charter School **TENTATIVE SCHEDULE**

Date	Time	Type of Drill (C/F/E) *	Participants**	After Action Comments**	Corrective Actions**
9/1-9/30	Ongoing	All drills	Individual classes		
Sept 17, 2025	10:30	Lockdown	All School/SRO Nathaniel Hernandez		
October	TBD	Fire	All School		
November	TBF	Fire	All School		
December	TBD	Lockdown	All School		
January	TBD	Lockdown	All School		
February	TBD	Fire	All School		
March	TBD	Fire	All School		
April	TBD	Fire	All School		
May	TBD	Fire	All School		
June	TBD	Fire	All School		

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

**Please feel free to use separate pages to capture this information. Please include names of public safety professionals who were present (e.g., fire, police, emergency medical services, emergency management representatives)

APPENDIX 15

School Security and Safety Committee

The Safe School Climate Committee is combined with the School Security and Safety Committee (delete if not combined)

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

Safe School Climate Committee

	<u>Title/Name</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>Other</u>
Executive Director	Matthew Nittoly	203-857-0306/203- 536-2970		
Assistant Director	Mary Newbery	203-857-0306/203-727-0800		
Facilities Coordinator	Lillian Rodriguez	203-857-0306/203-856-6727		
Technology Consultant	Angelo Roberti	203-857-0306/203-247-3283		
Social Worker	Marlene De Bellis	203-857-0306/203-858-0144		
School Nurse	Teresa Norris	203-857-0306		
Upper School Coordinator	Sally Davids	203-857-0306		
Early Room Coordinator	Carolyn Geter	203-857-0306		
Parent TBD				
Teacher	Mrs. Cecio	203-857-0306		
Transportation	Johanna Zanvettor	203-854-4074		
Food Services	Jill Kress	203-854-4156		

- Meetings will be held at the beginning of each school year in August, Additional meetings to review or update information will be held as needed throughout the school year. Meeting notes and attendance will be taken and kept by the director, assistant director or facilities coordinator.
- The Director will share updates to the security plan with all Board of Directors and staff as necessary, i.e. monthly Board and staff meetings.

APPENDIX 16

Training

- **Describe who conducts training for staff and faculty and provide a training calendar for the school year.**
- **Describe how training will be conducted and documented for ICS training.**
- **Describe how training will be conducted and documented for plan orientation and violence prevention for each school employee.**
- **Describe who maintains the training records and where a person may verify completed training**

APPENDIX 17

HAZARD ANALYSIS PREPARING FOR HAZARD IDENTIFICATION CHECKLIST

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

Check	Activity
	Obtain or draw a map of the school and school grounds. This map will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. It will also provide a basis for establishing evacuation routes, identifying a safe open-space assembly area, and developing procedures for conducting emergency response activities.
	Mark the location of: ▪ All classrooms. ▪ The library and other activity rooms. ▪ Restrooms. ▪ Heating plant. ▪ Hallways. ▪ Doors and closets.
	Locate the following items on the map: ▪ Main shut-off valves for water and gas. ▪ Master electrical breaker. ▪ Heating and air-conditioning equipment. ▪ Stoves. ▪ Chemical storage and gas lines in laboratories. ▪ Hazardous materials stored by custodians and gardeners. ▪ Emergency lighting units. ▪ Fire extinguishers. ▪ First-aid equipment. ▪ Outside water faucets and hoses. ▪ Overhead power lines. ▪ Underground gas lines.

IDENTIFY HAZARDS AND RISKS (HAZARD ANALYSIS)

Overview:

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

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

The hazard analysis process involves four primary steps:

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

STEP A: SCHOOL AND SURROUNDING COMMUNITY PROFILE

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

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

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

1. Who are we?
2. Where are we located?
3. What do we do?

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

Sectoring

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

STEP B: HAZARD IDENTIFICATION

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

The common hazards that should be included are:

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

STEP C: RISK ASSESSMENT

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

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

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

Hazard Ranking

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

STEP D: VULNERABILITY DETERMINATION

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

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

Considerations

- Refer to Local Emergency Management Director and first responders for more detailed information about writing the hazard analysis.
- Consult the National Climatic Data Center for researching the history of hazardous weather for specific areas.
- Check with local resources, i.e., media, news articles, long-time residents, public works department, utility companies, etc. for historical incident information.
- Overlay map of the school community and its characteristic features and hazard-prone areas. Maps also help first responders in identifying areas that need special attention during response (i.e., special needs populations).

APPENDIX 18

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

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

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EARTHQUAKE	1	1	1	1	Low
	Brief Description of Risk:				
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	2	2	2	2	Med
	Brief Description of Risk: Side by Side is located a few blocks from the Long Island Sound and our local streets have been known to flood during heavy rains. Side by Side has also experienced flooding of the lower level in the main building on several occasions following extreme heavy rains.				
TORNADO	2	2	2	2	Low
	Brief Description of Risk:				
WILDFIRE	1	1	1	1	Low
	Brief Description of Risk: we don't have a lot of trees/vegetation on our school grounds so our risk is very minimal				
WINTER STORM	4	2	2	3	Med
	Brief Description of Risk: We will call a school closing, delayed opening/early closing when severe weather or snow storms are forecasted.				

CHEMICAL/HAZARDOUS MATERIALS	2	2	2	2	Low
	Brief Description of Risk: Chemicals for science projects are stored in a specific storage room in the science lab which is equipped with emergency supplies in the event of a spill or other hazard.				
HUMAN MADE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	1	1	1	1	Low
	Brief Description of Risk:				
FIRE	2	2	2	2	Low
	Brief Description of Risk: A fire is always possible, however we have a sprinkler system in the new Annex building and we have wet and dry fire extinguishers throughout both school buildings.				
NUCLEAR FACILITY INCIDENT	1	1	4	1	Low
	Brief Description of Risk: Side by Side is not near any nuclear facility				
POWER OUTAGE	3	2	4	2	Med
	Brief Description of Risk: SNEW powers the surrounding South Norwalk Community and has been known to have unknown causes for power outages. While a huge inconvenience if school needs to be closed, the kitchen would be at risk for losing perishable items.				
WATER SYSTEM FAILURE	1	1	4	2	Low
	Brief Description of Risk: If enough notice is given, we would close school. If a disruption should occur while school is in session, we would have to have an emergency early dismissal.				
ACCIDENTS (TRANSPORTATION)	3	3	4	3	High

	Brief Description of Risk: Norwalk Public School provides bus transportation to our Norwalk Students so our school is always contacted when delays occur, i.e. bus involved accident.				
MEDICAL EMERGENCY	3	3	4	3	High
	Brief Description of Risk: Side by Side has 236 students and approximately 50 staff members. In addition to a registered school nurse, our certified staff are first aid and CPR trained to assist with emergency care if needed.				
HUMAN MADE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	1	3	4	3	Med
	Brief Description of Risk: Chartwell and Norwalk Public School Food Services Coordinator follow all food safety guidelines and our school nurse or director would also be in communication with our local health department as necessary.				
APPARENT SUICIDE	2	2	4	3	Medium
	Brief Description of Risk: Our school social worker and other school team members work collaboratively to support a nurturing, learning and social environment for all students.				
BOMB THREAT	2	2	4	2	Medium
	Brief Description of Risk: We have not had any threats as such, however we would follow all protocol in evacuating our buildings and contacting the authorities.				
CIVIL DISORDER	2	2	4	2	Med
	Brief Description of Risk: While we cannot predict any civil disorder in our area, we are located .02 miles (3 minute walk) from our local police department, which would notify us of any known activities in the local area that could have an impact on our school community.				
DEATH ON CAMPUS	2	2	4	2	Low
	Brief Description of Risk:				

EXPLOSION	2	2	4	4	Low
	Brief Description of Risk: Side by Side has a gas stove and an oil burning boiler in our main building and our annex building is powered electrically. While our school may be at minimal risk for an explosion, there is always the a small risk of one occurring in our neighborhood.				
HOSTAGE SITUATION	2	2	4	3	Low
	Brief Description of Risk: Side by Side has the means to speak with visitors through an intercom system before allowing access to minimize such risk.				
HUMAN MADE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	2	2	4	3	Low
	Brief Description of Risk: Side by Side has the means to speak with visitors through an intercom system before allowing access to minimize such risk.				
KIDNAPPING/ ABDUCTION	2	2	4	3	Low
	Brief Description of Risk: Students are supervised during outdoor recess and we have procedures in place for changes in student pick-up or dismissal; teachers are also required to have 2-way radios to communicate with main office in the event of any emergency situations.				
REPORT OF WEAPON ON CAMPUS	2	2	4	3	Low
	Brief Description of Risk:				
SEXUAL ASSAULT	1	1	4	2	Low
	Brief Description of Risk:				
TERRORISM	2	4	4	4	Low
	Brief Description of Risk:				

WEAPONS ASSAULT	2	2	4	3	Low
	Brief Description of Risk:				

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
ISSUES INVOLVING PUBLIC HEALTH	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
PANDEMIC	4	3	4	3	High
	Brief Description of Risk: Covid-19 has not disappeared. We encourage vaccines and boosters for our school community which are widely available through many health care providers, health departments and local pharmacies				
INFLUENZA	4	2	4	2	Med
	Brief Description of Risk: Influenza vaccines are encouraged and readily available through many health care providers and local pharmacies				
INFECTIOUS DISEASE OUTBREAK	4	3	4	3	High
	Brief Description of Risk: Covid-19 and flu season are upon us. Vaccines are encouraged and readily available through many health care providers and local pharmacies				
FOOD BOURNE ILLNESS	1	2	3	1	Low
	Brief Description of Risk: Chartwell and Norwalk Public School Food Services Coordinator follow all food safety guidelines and our school nurse or director would also be in communication with our local health department as necessary.				
BIOTERRORISM AGENTS	1	4	4	4	Low
	Brief Description of Risk: We do not consider SBS to be a high risk for bioterrorism				

APPENDIX 19

Physical and Psychological Safety **Assessment Tools**

SCHOOL BUILDING VULNERABILITY ASSESSMENT

Part A: Physical Safety Assessment Tool

Assessment Areas Within a School

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

BATHROOMS

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

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

All graffiti is removed from the bathroom walls and stalls immediately.	x						
Positive school messages are posted on the bathroom walls.		x					

Additional comments _____

Part A: Physical Safety Assessment Tool

BUILDING ACCESS AND PERSONAL IDENTIFICATION

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Main office is immediately accessible from the main entrance.	x						
Access in and out of building is monitored from a central location in the building.	x						
The main entrance has double entryway doors.	X in annex bldg	X not in main bldg					
There is only one visitor access point to enter the building & staff monitors it.	x						

Staff members enter the building using a proximity or magnetic card reader that unlocks the door	x						
All entrances and exits have been identified and labeled on a blueprint or building map.	x						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
All guests to the school are notified (in person or by a sign) that they need to proceed to the main office immediately upon arrival to the school.	x						
Guests and parents sign in and out.	x						
Visitors' identification is verified through a criminal database before being allowed to enter the building.		x					
All visitors wear visitor badges and have the date and time of day	X			Will change to date/time format sticker for visitors			

written on the badge when the visitor signs in.							
Main office staff regularly checks and follow up with the sign-in/sign-out sheet.	x						
The visitor sign-in-out book is taken out of the building when everyone evacuates.	x						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Main office staff sees the front entrance of the school from their desks.	x						
School staff wears staff identification badges.	x						
Students wear student identification badges.		x					
Exterior doors are kept closed and locked.	x						
Any unlocked doors are monitored throughout the day (i.e. main entrance).	x						
Interior classroom, office and maintenance doors are kept	x						

locked when not in use.							
Doors to any mobile classroom units can be locked from the outside.			x				
Students in mobiles are able to quickly & safely move in to the main building if necessary.			x				
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Cameras are located in key areas throughout the building.	x						
Cameras are monitored during school hours.	x						
Cameras are monitored after school hours.		x					
Video from cameras is recorded. For how long: 90 days	X						
Metal detectors are located at key entrances in the buildings.		x					
X-ray machines are located at key entrances in the building.		x					

Additional comments _____

Part A: Physical Safety Assessment Tool**COMMONS AND CAFETERIA AREA**

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

Adult: student ratio: 1:12							
Balcony or upper hallway opens above the commons /cafeteria area.			x				
Food preparation areas are restricted to food service personnel only.	x						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Food service staff members greet & are friendly to students receiving food.	x						
Food samples for each meal are stored for at least 1 week.			x				
Positive school messages & murals are on cafeteria & common area walls.	x						
Staff eat lunch in the cafeteria with students.	x						
Cafeteria & common areas are kept clean & trash is emptied frequently.	x						

Additional comments _____

Part A: Physical Safety Assessment Tool

HALLWAYS

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

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

An elevator is available for students or faculty in need. In annex building only	X						
---	----------	--	--	--	--	--	--

Additional comments

Part A: Physical Safety Assessment Tool

PARKING LOTS

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

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

parking in the space.							
-----------------------	--	--	--	--	--	--	--

Additional comments: _____

Part A: Physical Safety Assessment Tool

PLAYGROUND AND ATHLETIC FIELDS

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
The perimeter of the playground area is designated by a fence or other structural barrier.	x						
Students are required to stay within the boundaries of the playground area during recess, lunch & PE classes.	x						
The playground is monitored. Adult: student ratio 1:12 .	x						
All playground areas are visible to staff members who are monitoring playground activities.	x						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Staff have a means of communicating to students while outside (i.e.,	x						

whistle or bullhorn).							
Playground equipment (i.e., monkey bars, slides, basketball hoops, soccer posts) is free of jagged edges, broken parts & pointed corners.	x						
Playground equipment is positioned with a soft surface below.	x						
Staff maintain appropriate line of sight while monitoring student activities.	x						
Staff carries a two-way radio to communicate with the front office.	x						
Playground behavioral expectations are taught to students	x						
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Area to Be Addressed in the Future	Person Responsible
Students and staff are taught how to conduct a reverse evacuation from the playground & athletic field back into the building.	x						

Additional comments: _____

Part A: Physical Safety Assessment Tool

Emergency Alert System

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

	Notification System Present	Staff Notification	Student Notification	Mobile Unit Notification	Describe the Type of Notification System(s)	Backup Notification System	Describe the Type of Notification System(s)	Staff Training	Student Training
Type of Emergency	Y/N	Y/N	Y/N	Y/N		Y/N		Y/N	Y/N
Bomb threat	Y	Y	N	N	Email, Phone, Text	Y	N/A	N	N
Chemical spill	Y	Y	N	N		Y	N/A	Y	Y
Civil unrest (e.g., student protest, food fight sit-in)	Y	Y	N	N	Email, Phone, Text	Y	N/A	N	N
Death or serious injury on campus	Y	Y	N	N	Email, Phone, Text	Y	N/A	N	N
Earthquake	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	N
Family reunification	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	N
Fire	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y
Food contagion	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	N
Infectious disease	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y
Intruders	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y

Media event	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	N
Power outage	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y
Suicide risk	Y	Y	N	N	Email, Phone, Text	Y	N/A	N	N
Severe storm	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y
Threat of violence to student and/or staff	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y
Tornado	Y	Y	N	N	Email, Phone, Text	Y	N/A	Y	Y

Additional comments: _____

SCHOOL BUILDING VULNERABILITY ASSESSMENT

Part B: Psychological Safety

BEHAVIORAL INTERVENTIONS

Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
School-wide student behavioral data are reviewed at least monthly.	X: Student behavioral data are reviewed between administration and teachers at weekly and monthly data-team meetings					
The data from reviewing behavioral referrals are used to determine universal	X					

behavioral interventions.						
Behavioral data are used to determine if specific students require targeted and intensive behavioral intervention.	X					
When reviewing student progress, both academic and behavioral data are reviewed.	X					
Mental health services are available to students in the school.	X					
Students who may need targeted or intensive interventions also receive a functional behavioral assessment before receiving the intervention.	X					
A bullying prevention program is implemented with fidelity in the school.	X					
Assessment Area	Yes	No	N/A	Area to Be Addressed Immediately	Area to Be Addressed Soon	Person Responsible
Social networking sites are monitored	X					

to assess for cyber bullying.						
A suicide intervention program is implemented with fidelity in the school.	X					
A suicide prevention program is implemented with fidelity in the school.		X				
A gang prevention program is implemented with fidelity in the school.		X				
Interventions to increase school attendance are implemented with fidelity in the school.	X					

Additional comments: _____

Part B: Psychological Safety

COLLABORATION

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

System (NIMS) is implemented during the crisis response.		X				
--	--	---	--	--	--	--

Additional comments: _____

Part B: Psychological Safety

COMMUNICATION AND EMERGENCY NOTIFICATION

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

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

Additional comments: _____

Part B: Psychological Safety

CONDUCT

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

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

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

Additional Comments: _____

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

--Date Completed: Fall 2023

--Who conducted the audit: Administrative Team- Side by Side

--Findings: All hazardous materials are stored safely

--Improvement plan: Who is responsible to make the improvements and when? Executive Director, Matthew Nittoly; on-going

FUNCTIONAL ANNEXES

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

INDEX OF FUNCTIONAL ANNEXES

A. Fire Drills

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

B. Lockdown

C. Secure School

D. Evacuation

E. Shelter-in-Place

F. Communications and Warning Annex

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

H. Recovery and Continuity of Operations (COOP) Annex

I. Public Health and Medical Annex

J. Mental Health Annex

K. Protocol for Interfacing with Federal Immigration Authorities

L. Security Annex

M. Emergency Plan for Students with Disabilities

N. Emergency Action Plans for Interscholastic and Intramural Athletic Events

A. Fire Drills

Drill Frequency:

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

General information:

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

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

Quick Check List for Teachers:

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

Students with functional needs during school emergencies:

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

1. Members of the staff to whom the functional needs students(s) are assigned (see item 3) are to remain with student(s).
2. Advise the nearest staff member of the circumstance and give him/her your class list

(seating chart or grade book) so that a check of those students can be made if necessary.

3. Accompany the student to the nearest fire emergency window where you can signal the fire department for assistance if the need arises.

4. If a functional needs student is not assigned to a teacher at the time of an emergency, the nearest staff member should take charge and follow procedures 1 and 2 above.

5. If a functional needs student is in a location where evacuation by a staff person can be accomplished, such as the first floor, retain the handicapped person until the floor is clear to avoid an accident, and then evacuate the child.

6. For these purposes, handicapped is any person who, because of disability, might have difficulty in evacuating the building at the pace the school population is moving. This inability could cause harm to the student and/or others by causing congestion leading to an accident.

B. Lockdown

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

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

C. Secure School

Secure School will be utilized to counteract a threat coming from outside of the school. During a secure school drill all exterior and classroom doors are closed and locked. No one will be allowed to remain outside of the school. Any parents or guardians present outside of school that have been determined not to be a threat can enter the building before the doors are locked, or they are required to leave the school grounds immediately. Once the doors have been locked, only law enforcement officials will be allowed to enter the school. Students and staff are expected to move to their scheduled classroom. If secure school is announced do the following:

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

D. Evacuation

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

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

E. Shelter-in-Place

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire home or office building. If you are told to shelter-in-place, do the following:

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

F. Communications and Warning Annex

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

The school planning team should include in this section—

--How the school's communication system integrates in to the local disaster and response communication networks (e.g., fire, law enforcement, municipal Chief Executive Officer, Local emergency management director); ***Cameras throughout the building and on school grounds; We utilize the services of Adanced Security Technologies Inc for fire and burglary alarm monitoring which is linked to the local PD and FD***

--How to ensure that relevant staff members can operate communications equipment; ***All staff have phones in their rooms and a list of staff extensions and pertinent emergency contact info; All staff have each others cell # info as well.***

--How the school will communicate with students, families and the community before, during, and after an emergency; ***We use AdminPlus "Notify" system which allows us to send quick alerts to all constituencies***

--How to account for/address technology and language barriers faced by students, staff, parents/guardians; ***Translation is available via the apps***

--How the school will handle the media (Public Information Officer); ***The Executive Director fulfills this role***

--How impacts on students will be communicated to community, including impacts to activities related to the school population but not necessarily at school (such as athletic events.) ***We use AdminPlus, email and text to communicate***

--How the school will ensure effective communication with individuals with disabilities and others

with access and functional needs (e.g., coordinate with local Emergency Management to provide sign language at press conferences.) Per Public Act 19-184, this plan must include a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs for the students are met during the emergency situation. ***We are a small public charter school with only 235 students. This allows for us to be very familiar with all of the disabilities and needs of all members of our school community. We have designated areas of refuge in our Upper School building with staff support during all school hours. We will coordinate with and defer to local Emergency management to provide whatever special services, such as sign language interpretation, that they deem necessary.***

G. Accounting for All Persons and Family Reunification Annex

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

School should include in this section--

- How staff will determine who is in attendance at the assembly area; ***Teachers and staff have attendance forms in their emergency go packs; staff members are also assigned to sweep hallways/bathrooms, etc. after all students have left the building.***
- What to do when a student, staff member, or guest cannot be located; ***staff members are able to communicate with office staff to report anyone who may be missing.***
- How staff will provide support to the assembly supervisor; ***Staff will work with first responders in all communication aspects***
- How the staff will notify, report, or communicate with first responders regarding those missing during emergencies or under non-emergency situations, who will go into the school to look for missing persons; ***Administrators or office staff will work with all first responders and other staff to help locate any missing students or staff.***
- How and when students will be dismissed or released.: ***Buses will be called for alternative schedule and/or parents will be alerted***

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

The school planning team should consider:

- How to inform families/guardians about the reunification process in advance of any event (such as the sample letter included above); ***Our families will be notified through text and email and via phone if necessary.***
- How to verify that an adult is authorized to take custody of a student; ***Office staff is instructed to take all Emergency Information Forms whenever leaving the building for drills or emergencies***
- How to facilitate communication between the parent check-in and the student assembly area; ***We will designate staff to handle communication between teachers, staff and family members***
- How to link the reunification process with any plans for controlling vehicle access/traffic patterns or security procedures to facilitate reunification (is there a need to identify a school liaison or other on-scene person to coordinate the reunification process with first responders?); ***We will have staff deal with diverting traffic if necessary. We are one block away from the Police Department as well.***
- How to ensure students don't leave on their own; ***teachers, assistants or other staff will supervise, but if school is dismissing early, students will be dismissed in their usual manner following a telephone, email and webpage blast.***
- How to protect student and parent privacy from the media; ***parents, students and staff will not be***

allowed to speak with media without parent consent. The executive and assistant directors or member of our board of directors will handle all media requests as necessary.

- How to reduce confusion; *By way of frequent talks and drills with students, we hope to minimize any fears. Our school social worker also works with children who may express anxiety over emergency preparedness.*
- How frequently families will be updated; *As often as possible/needed*
- How to account for technology and language barriers. *We have bilingual staff members to help with translations as needed and we try our best to translate all notices when possible.*

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

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



166-EOP_Annex_D_
Student_parent_reur

H. Recovery and Continuity of Operations (COOP) Annex

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

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

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

Here are some quick links on school safety:

From the National School Boards Association:

From the U.S. Department of Education:

www.rems.ed.gov

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

www.samhsa.gov/trauma

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

For more information on Continuity of Operations Planning, you may wish to review the following power point from FEMA, [Continuity of Operations \(COOP\) Awareness Training](http://www.training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-546.a), or take the following FEMA on-line course: <http://www.training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-546.a>

The school planning team should consider the following:

What are the priorities in order to re-establish essential functions? ***Depending on the event, and after ensuring that everyone is safe, we would work to ensure that all students have access to technology so that we can continue instruction even without access to the building. Our next step would be to ensure the integrity of the building, including water, HVAC so that we may return to normal operations.***

How will we ensure that students receive applicable related services during a prolonged closure? ***Students have school issued chromebooks.***

Academic continuity and recovery:

- When should the school be closed and reopened, and who has the authority to do so; ***Executive Director; School Board of Directors, CSDE***
- What temporary space(s) may the school use if school buildings cannot be immediately reopened; ***St Joseph's Church basement and hall***
- How to provide alternate educational programming in the event that students cannot physically reconvene quickly; ***Students will be instructed synchronously if possible, asynchronously if not***
- Coordinate efforts with the State Department of Education for reporting of lost school days and action steps to lessen impact. ***All student attendance data is reported to CSDE***

School will remain closed at any time we deem it is unsafe to have any staff or students in our school buildings, however we will ensure that students have adequate resources to continue their education through remote learning,

Physical recovery:

- How to document school assets in case of damage; ***Our regularly scheduled audits, record keeping and documentation process***
- Which personnel have knowledge of the assets and how and where will they access records after the emergency; ***School Administration, Business office and Board of Directors***
- How the school will work with utility and insurance companies before an emergency to support a quick recovery. ***We will work with our contracted insurance company, USI***

Fiscal recovery:

- How to work with district leadership (e.g., superintendent, chief business officer, personnel director, risk manager) ***as a public charter school that reports to the CSDE, the director along with the Board of Director govern the school directly.***
- How staff will receive timely and accurate information on returning to work; ***the executive director and board of directors will determine what is best for the staff and student body.***
- What sources the school may access for emergency relief funding. ***State and Federal granting***

Psychological recovery:

- Who will serve as team leader; ***Marlene DeBellis, School Social Worker and Matthew Nittoly, Executive Director***
- Where will counseling and psychological first aid be provided; ***On site in offices if possible; virtually if necessary***
- How will teachers provide calm, supportive environment for students, identify those students or staff who may need immediate crisis counseling; ***Teachers have been trained in restorative practices***
- Who will provide trained counselors; ***The School Board and partner schools if necessary***
- How to address memorial activities, and balance between honoring loss, resuming routines, and maintaining hope for the future.
The School Social Worker

I. Public Health and Medical Annex

This annex describes the course of action that the school will implement to address emergency medical (e.g., first aid) and public health issues. The school should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

The school planning team should consider the following:

- What is the role of staff members in providing first aid in an emergency; ***The school nurse is the first to respond to any medical emergency followed by Administrative staff for crisis intervening.***
- Where are emergency medical supplies located, and who is responsible for purchasing and maintaining those materials; ***School Nurse and School administration***
- Which staff have relevant training or experience (See Appendix 1, staff survey);
- How the school will promptly share and report information about outbreaks or epidemics or unusual medical situations to the local health director; ***Email, phone, text***
- How the school will support the needs of students identified by the threat assessment team.
The school nurse will be the first to respond to medical emergencies along with any certified staff members that are first aid/CPR certified who can assist. Emergency First Responders will also be notified when and if necessary.

This annex should also include an outline of how the school will address a large scale outbreak of illness, such as a pandemic flu or meningitis that affects the health of the public. The school should work with the local public health director on this annex. ***The school nurse, executive director will follow any guidance given by our local health department.***

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

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

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

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

J. Mental Health Annex

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

Best Practice Considerations for Addressing Student Mental Health Issues³

Meeting Students' Mental Health Needs in Your District

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

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

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

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

³ Many thanks to the CT Association of Public School Superintendents and the following individuals for this guidance: Maureen Brummett—Plainville; Kate Carter—South Windsor; Robert Cronin—North Haven; Charles Dumais—Region 5; Joseph Eradi—Newtown; Jerald Fine—Cromwell; Melissa Glaser—Executive Director, Department of Justice Grant, Newtown; Jody Goeler—Hamden; Kathy Gombos—Newtown; Julie Haggard—Newtown; Melissa Isles—Wolcott; Gary Lawlor—Bethel; Greg Little—SDE Director, Alternate Route to Certification; Laurie Singer—Farmington; Kathy Veronesi—Region 13.

Early Identification

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

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

Whole Child-School-Parent Partnership

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

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

Risk Assessment Screening

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

Risk Assessment and Management Teams need to

- recognize progressive warning signs of distress in students and be able to enact early intervention plans in order to prevent the escalation of the threat;
- create a detailed profile of a student by examining all relevant information, including personal history, home life, academics, friendships, socialization, etc;
- develop interventions to mitigate the threat and assist the student;
- monitor the intervention's effectiveness and adjust as necessary—follow-through is imperative; and
- review and update the district protocols yearly.

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

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

School-Community Partnership

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

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

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

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

Alternative Programing

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

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

Priority Placement-Mental Health Services

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

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

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

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

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

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

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

Resources to Help Address Mental Health Planning:

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

Sandy Hook Promise Prevention Programs include:

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

Find more information at:

http://www.sandyhookpromise.org/prevention_programs

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

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

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

The following is a link to one Connecticut School District's web page on School Safety and Security, which includes "Regional Counseling Resources:" <http://www.eastlymeschools.org/page.cfm?p=4027>

This web page provides the reader with links to many local, state, and federal resources. If you would like to discuss the approach that East Lyme has taken, please contact the Old Lyme Emergency Management Director.

One example of a state resource are the Behavioral Health Regional Crisis Response Teams, organized under the auspices of the Connecticut Departments of Mental Health and Addiction Services (DMHAS) and [Children and Families \(DCF\)](#), working with academic partners (Yale and UCONN) at the [Center for Trauma Response, Recovery, and Preparedness \(CTRP\)](#). This organized network of behavioral health providers is prepared to respond to the mental health needs of Connecticut residents following major disasters (e.g., bioterrorism, manmade or natural disasters). The network consists of five regional behavioral health crisis response teams that can be deployed immediately anywhere in the state. The geographical areas covered by the teams correspond to the OPM Uniform Health Regions. These teams respond to disasters or critical

incidents when local behavioral health resources have been depleted or are overwhelmed, in coordination with other state or voluntary agencies that are responding. The goal of the regional behavioral health teams is to provide an organized response to individual victims, family members, survivors, or the community affected by critical incidents or disasters. In addition to this formal network, collaborative efforts have been initiated with Connecticut faith communities through the [St. Francis Pastoral Counseling Program](#) to enhance the capacities of faith organizations to respond to crises.

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

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

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

K. Protocols for Interfacing with Federal Immigration Authorities Annex

Under CT PA 25-1 Sections 1-4, each local and regional board of education shall update their School Security and Safety Plan for each school to include protocols for interacting with a federal immigration authority,⁴ who appears in-person at a school or otherwise contacts the school to request information. Protocols shall be based on the Department of Education's Guidance to K-12 Public Schools Pertaining to Immigration Activities and should include (at a minimum):

Guidance for SBS Administration on Non-Local Law Enforcement Actions at Side by Side Charter School Including Immigration Enforcement Actions

This document provides guidance on the general procedures to follow if non-local law enforcement officials, including officers from the Federal Bureau of Investigation ("FBI") or Immigration and Customs Enforcement ("ICE") (collectively, "non-local law enforcement officers"), request access to Side by Side Charter School ("SBS") facilities, students, or student records. This guidance does not apply to actions by the Norwalk Police Department ("NPD"), whose actions in schools, as set forth below, are governed by other documents and policies.

If a non-local law enforcement officer seeks access to SBS, you must contact our school Legal Counsel for further instructions pursuant to the process at the end of this guidance.

⁴ as defined in CGS. Sec 54-192h

On January 21, 2025, the Department of Homeland Security rescinded a directive that in most cases had prohibited ICE enforcement actions in “sensitive areas,” which included our schools. Given this change, strict adherence to these protocols is especially important. Access to schools will only be provided where absolutely required by law, and only after consultation with our Legal Counsel.

Law Regarding Access to School Facilities

The Norwalk Police Department (“NPD”) is charged with security of SBS and is authorized to access school facilities based on a Memorandum of Understanding between SBS and NPD regulations. NPD officers and security guards are guided by long-standing NPD policies regarding police action in schools.

Non-local law enforcement officers, including ICE officers, may only obtain access to SBS school facilities or students in school under one of the following circumstances: with consent; with proper warrants; or under exigent circumstances.

1. Consent

SBS does not consent to non-local law enforcement accessing our school facilities in any circumstances, and principals and other school personnel may not give consent.

2. Proper Warrants

Whether a warrant authorizes a non-local law enforcement officer, including an ICE officer, to take a specific action, such as conducting a search or arrest, depends on the scope of the warrant and whether it was issued by a judge or was administratively issued. SBS, consistent with the rule of law, must honor valid judicial warrants, but it is difficult for an untrained person to determine whether a warrant has been validly issued by a judge. Thus, it is vitally important to obtain a copy of the warrant and contact our Legal Counsel before allowing any access pursuant to a warrant. If a non-local law enforcement officer, including an ICE officer, presents a warrant of any type, provide the warrant to the Legal Counsel and await further instructions.

3. Exigent Circumstances

In the extremely unlikely event that exigent circumstances, such as imminent risk of death or physical harm, exist or may exist, call the Legal Counsel and have the SBS administration contact the NPD immediately.

Requests for Student Records

Federal privacy laws (absent a health or safety emergency) generally prohibit the release of information from a student’s records to law enforcement officers except pursuant to a court order, lawfully issued subpoena, or upon the informed written consent of the student’s parent or the student (18 years of age or older).

If any law enforcement officer, including an ICE officer, seeks access to student records, they must provide a copy of any subpoena or court order to our Legal Counsel, who will review the documentation and advise of next steps. Do not take action until you receive instruction from the Legal Counsel.

General Process—If a Non-Local Law Enforcement Officer, Including an ICE Officer, Comes to SBS for Any Reason:

1. SBS Administration will meet the Non-Local Law Enforcement Officer outside the front door. The non-local law enforcement officer or ICE Officer should not enter the building.
2. At the front door, SBS Administration will request the name and badge/ID number of the officer, phone number of the officer's supervisor, purpose of the visit, and reason(s) why the officer is visiting your school during school hours.
3. SBS Administration will obtain any documentation from the non-local law enforcement officer or ICE officer (e.g., subpoena; search warrant; arrest warrant) and provide it to the school principal or building administrator.
4. SBS Administration will advise the non-local law enforcement officer or ICE officer that prior to responding to his/her request, the school principal or building administrator must be notified and then obtain guidance from legal counsel.
5. SBS Administration will advise the non-local law enforcement officer or ICE officer that he/she must wait outside the school building while guidance from legal counsel is being sought.
6. The School Principal or building administrator will notify our Legal Counsel, and provide our Legal Counsel with the details and documentation obtained from the officer. Do not take action until you obtain instructions from the Legal Counsel. The school principal or building administrator will contact the parent or legal guardian after consulting with our Legal Counsel.
7. SBS Administration will notify the NPD precinct or School Preparedness Officer, as appropriate.
8. If a non-local law enforcement officer fails to comply with instructions, do not physically attempt to interfere with any enforcement action. In these situations, obtain as much information as possible from the officer and have the school notify the Legal Counsel, and Board Chairperson immediately

L. Security Annex

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

The school planning team should include the following:

- Describe the type of security personnel assigned to the school (School Resource Officer, Armed Security or Unarmed Security);
- Describe the roles and responsibilities of the security personnel assigned to the school or district to include their use of access control and monitoring equipment (Be sure to include during school hours, after school hours, and school events);
- Describe the relationship between the assigned security personnel and the local police department to include authority and jurisdictional rights;
- Describe the training requirements and how that training is tracked for the assigned security personnel;
- Describe any type of certification requirements for assigned security personnel;
- Describe the chain of command for the assigned security personnel;
- Provide a description of the actions security personnel will take in the event of an emergency (i.e. assist with evacuation, ensure rooms are cleared, attempt to stop the hostile or violent intruder).

Side by Side Charter School is relatively small and does not have security personnel. Our school campus

has both indoor and outdoor cameras which allow administrative and office personnel to monitor throughout the school day. Our cameras also capture and record video up to 90 days. All visitors must report to the main office of the main building to sign-in and secure a visitor badge if needed. Office staff monitor and allow access to visitors, staff and students through a video intercom system as well.

NOTE: ADDITIONAL SAMPLE THREAT AND HAZARD SPECIFIC ANNEXES
FOLLOW ANNEX M: Emergency Plan for Students with Disabilities

**ANNEX M
EMERGENCY PLAN
FOR STUDENTS
WITH DISABILITIES**

**FOR
STATE OF
CONNECTICUT**

Side by Side Charter School

**Annex to the
All Hazards School Security and Safety Plan
2022-2023**

Side by Side Charter School shall follow the policies and guidelines of Norwalk Public Schools (NPS) with regards to Emergency Communication planning for Hearing Impaired Students.

Each student of Side by Side Charter School (SBS) who is identified as deaf or hard of hearing shall have an Emergency Communication Plan as part of their SBS Language and Communication Plan. This process will involve the student's Planning and Placement Team (PPT) identifying the communication needs of the student as well as other specific needs of the student during the course of an emergency. The plan, methods of communication, materials, training, and roles/responsibilities of school employees will be covered in this process.

1. Plan. The Individual Education Plan (IEP) and/or 504 shall include the Language and Communication Plan (LCP), section 8 "Other Specific Needs of the Student During the Course of an Emergency".
 - a. Members of the Planning and Placement Team will identify, document, and implement measures to address the communications needs of the student during an emergency.
 - b. The school district will conduct a survey each year at the beginning of the school year to ensure they have an up-to-date list of students who are deaf or hard of hearing and the assistance they will need in case of an emergency on campus.
 - New students enrolled throughout the school year will be added to the list.
 - The student list will be provided to necessary school employees and first responders during the event of an emergency.
2. Methods of Communication. During an emergency, the ability to communicate with students and staff is critical. There are several ways to communicate with a student who is deaf or hard of hearing.
 - a. Sign language
 - b. Electronic device
 - c. Hand, body and facial gestures
 - d. Speech Reading
 - e. Written Communications
 - f. Fire alarm system
 - g. Public address system
 - h. Exit signage
 - i. Telecommunication Device for the Deaf (TDD/TTY)
3. Individual School Classroom Evacuation Folders and Emergency Go-Kits. These include the following equipment and/or supplies to assist in the emergency communications process with students and staff:
 - a. Lanyard identifying hearing impairment
 - b. Extra batteries for hearing equipment
 - c. Paper and pen/pencil
 - d. Copy of the Emergency Communication Plan
 - e. List of school staff members who are trained to assist the student with hearing loss
 - f. Visual picture cards with basic emergency specific language on them
 - g. Emergency Evacuation Plan for Person Requiring Accommodations
4. Training shall be conducted prior to the start of the school year. Additional training shall be conducted as necessary throughout the school year to accommodate any newly enrolled students. Training will consist of:
 - a. Staff awareness of students with hearing impairments.
 - b. Use of the electronic notification system for alerting students with hearing loss during emergencies via a cell phone app or school-issued iPod synced to the school-wide electronic notification system.
 - c. Use of materials in Individual School Classroom Evacuation Folders and Go-Kits.
 - d. Annual computer-based demonstration of basic American Sign Language relevant to emergencies for all Norwalk Public Schools staff, as part of the district's standard safety procedures. Signs include *quiet, get down, run, wait, and fire*.
 - e. Student safety drills with school staff regarding how to prepare and respond to emergencies, including but not limited to fire drills, lockdown drills, and other crisis drills conducted by the school district.
5. Roles and Responsibilities. The following groups, departments and employees have roles and responsibilities in this process.
 - a. Planning and Placement Teams
 - Develop the Language and Communication Plan to ensure the communication needs of the students are being met in the IEP and/or 504 process.

- Develop master list of students identified with hearing loss at the beginning of the school year and share with applicable SBS and NPS school employees and the School Preparedness Coordinator.
 - Annual review and give updated plans to School Safety and Security Coordinators and applicable SBS employees.
 - Supply hearing-related materials necessary for Individual School Classroom Evacuation Folders and Emergency Go-Kits.
 - Provide training to employees and students on methods of communication and how to prepare and respond to school-based emergencies.
- b. School Administrators
- Assist in the PPT process in developing and updating student IEP and 504 plans.
 - Distribute list of students identified as deaf or hard of hearing in their school annually to applicable employees. Update and distribute revised list to reflect any changes throughout the school year.
 - Ensure electronic notification system (cell phone app or school-issued iPod) is alerting applicable students during drills.
 - Designate staff responsible for emergency notification system training.
 - Assist team with providing training programs and materials to SBS and/or NPS employees.
 - Collaborate with emergency responders, including Norwalk Police Department, Norwalk Fire Department, and other agencies.
- c. Teachers
- Provide assistance to deaf and hard of hearing students based on their level of training and equipment/supplies available to them.
 - Ensure that Individual School Classroom Evacuation Folders and Emergency Go-Kits contain proper supplies.
 - Report issues related to emergency notification system (cell phone app or school-issued iPod) to the Technology and Information Systems Department.
- d. Facilities
- Assist with building signage and other equipment needed for plan requirements.
- e. Technology and Information Systems.
- Maintain, troubleshoot, repair, and replace emergency notification system equipment and related technologies needed in student plans at all district schools.
 - Partner with emergency notification system provider for network communication issues.
 - Distribute training video on basic American Sign Language for emergencies to all personnel on an annual basis.
- f. District School Preparedness Coordinator
- Assist with technologies, equipment, and training as needed.
 - Collaborate with building administrators and SPED for updates within the school year and revise as changes occur.
 - Collaborate with Norwalk Police Department, Norwalk Fire Department, and other agencies.
 - Incorporate this plan into the School-wide SBS All-Hazard School Safety and Security Plan Manual.
 - Assist with technologies, equipment, and training as needed.
 - Conduct procedural trainings for new administrators.
 - Assist school administrators with plan compliance to ensure drills are carried out appropriately and assess continued efficacy of this plan

TABLE OF CONTENTS

I. PURPOSE OF PLAN

A. Presidential Mandate	3
B. Connecticut All Hazards Template	3
C. Planning Assumptions	4

II. STATUTES FOR SERVICE IN SCHOOL

A. American with Disabilities Act	5
B. Individuals with Disabilities Education Act	5
C. Section 504 of the Rehabilitation Act	5
D. Connecticut Public Act 19-184	6

III. MITIGATION AND PREVENTION

A. Teacher Survey: Students Needing Special Assistance	9
B. Mitigation Strategies	9

IV. PREPAREDNESS

A. General Strategies	10
B. Buddy System	11
C. Medication Management	12
D. Access to Communication	12
E. Time Management	13
F. Preparedness Supplies	13
G. Drills	14
H. Key Practices for Certain Impairments	15
I. Developing a Special Needs Evacuation Plan	17

V. RESPONSE

A. Shared Leadership	19
B. Assess the Situation	20
C. Announce the Emergency	20
D. Lockdown/Shelter-in-Place Strategies	20
E. Implement Evacuation	21
F. Transport Students	21
G. Reassess Needs	22
H. Other Considerations for Special Needs Populations	22

VI. RECOVERY

A. Restoration	23
B. Supportive Services	23
C. Reassurance	23

VII. APPENDICES

A. School Emergency Evacuation Planning Checklist	25
B. Emergency Information Form for Students with Special Needs	26
C. Emergency Medical Information Card	28
D. 72-Hour Medication Forms (English and Spanish)	29
E. Online Resources	31
F. Acronyms	33

SIDE BY SIDER CHARTER SCHOOL

Emergency Plan

for Students with Disabilities

Side by Side Charter School-Hazards School Security and Safety Plan

Side by Side Charter School Security and Safety Plan consists of several components including the Base Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Side by Side Charter School All-Hazards Plan. In order to ensure efficient and effective emergency management, the Plan must be implemented in its entirety.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with disabilities in the event of an emergency. For the purposes of this annex, students with disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Connecticut All-Hazards School Safety Template

The Connecticut School All-Hazards Plan template has always had a section to address students comprising the vulnerable population in schools. In 2019, the Connecticut General Assembly enacted P.A. 19-184, requiring every student with hearing and/or vision disabilities to have an emergency communications plan. In December 2019, the Connecticut School Safety Workgroup coordinated by DESPP/DEMHS, decided to create a template for an additional annex to the template to assist schools and school districts in emergency planning for all students with disabilities.

C. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **Have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **Know the special needs demographics** of the students attending classes on site;
- **Involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **Consider emergency accommodations** for those with temporary disabilities;
- **Identify existing resources** within the school and local community that meet the special needs of these students;
- **Develop new community partners** and resources, as needed;
- **Inform parents** about the efforts to keep their child safe at school;
- **Identify medical needs** and make an appropriate plan;
- **Determine transportation needs**, special vans and buses for students;
- **Identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **Include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with special needs throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefit.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating, interacting with others and reading.

D. Connecticut Public Act 19-184

Sec. 4. (Effective from passage) (a) As used in this section, "emergency communication plan" means a plan developed for a student identified as deaf, hard of hearing or both blind or visually impaired and deaf, that includes procedures for alerting such student of an emergency situation and ensuring that the specific needs of the student are met during the emergency situation.

(b) Not later than October 1, 2019, the Department of Emergency Services and Public Protection, in consultation with the Department of Education, shall revise the school security and safety plan standards, developed pursuant to section 10-222n of the general statutes, to include provisions relating to emergency communication plans.

(c) Not later than January 1, 2020, each local and regional board of education shall revise the school security and safety plan for each school under the jurisdiction of such board, developed pursuant to section 10-222m of the general statutes, to include provisions relating to emergency communication plans

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle- cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

Consider:

- How will the temporary impediment need to be identified by the administrator / designee?
- How will this temporary impediment information will be communicated back to the appropriate staff?
- Once the temporary impediment is concluded how the staff will be notified of the change of status.
- Make a reference in Appendix A as well.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with special needs.
- **Know who is on your school site:** Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- **Identify the students** who are severely handicapped and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken limbs)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.

- **Identify a pre-evacuation site** that is accessible to students with disabilities.
- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire special needs/staff population.
- **Develop a schedule** a daily activities and classes that identifies where a special needs student may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with special needs on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).

- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with special needs students for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the special needs student.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a special need because the person is absent. *Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.*
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the special needs person. *Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse*

C. Medication Management

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the special needs student.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters.

Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing-impaired students may be best alerted by flashing light alarms.

An emergency is not the time to learn how to work a rarely- used assistive device.

The most effective communication systems are those used daily.

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you

have them.

- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *Important* - *Emergency* - *Keep Calm*
 - *Must Leave Now* - *Fire* - *Fire Exit*
 - *Elevator Closed* - *Stairs Here* - *Okay*

E. Time Management

Children with special needs are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications

- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes.

Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example.

Card should include:

- contact information
- medical requirements
- allergies and sensitivities
- adaptive equipment used
- assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio-visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students (See CT P.A.19-184). Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible, confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific “triggers”—words, images, sounds, etc.--that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- **Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions
- **Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler
- **Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight

manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheel chairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**

- heavy gloves for making way over glass or debris
- extra battery for electric wheelchairs recommended but may not be practical
- patch kit for punctured wheels
- flashlight and whistle

- **Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- **Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- **Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**
 - extra batteries for communication equipment
 - note paper and pen
 - comfort items
- **Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will

benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Special Needs Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

1. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

2. Determine the primary and secondary paths of exit to be used during emergencies.

Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.

3. Compile and distribute evacuation route information to be used during emergency operations

4. Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

5. Install appropriate signage and visual alarms:

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

6. Identify the students and staff with special needs and they type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

7. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with special needs.
- Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each special needs student to assure he/she is accounted for during an evacuation.

8. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

9. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.

- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

10. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric- dependent machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.
- Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with special needs in evacuation procedures.
- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

V. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

To Alert Deaf and Hearing Impaired – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

- there is an emergency
- how to exit

To Alert Blind or Visually Impaired – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area. Touch the person on the elbow gently.

- Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.

- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.

Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.

If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:

- how he/she prefers to be moved from the chair;
- whether pain or harm will result from moving extremities;
- if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.

- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number
 - Sheltering location
 - Trip mileage
- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own. What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Special Needs Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the special needs student after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connects school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs).

C. Reassurance

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her

developmental age, not chronological age. Use language the child understands.

- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

VII. APPENDICES

APPENDIX A: School Emergency Evacuation Planning Checklist

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?	X	
Have you identified students with disabilities on site from other school districts?		NA
Have you identified the medical needs of your students with disabilities and their medication schedule?	X	
Have you walked the evacuation paths and exits looking for potential obstacles?	X	
Has an evacuation site been identified that is accessible to students and staff with disabilities?	X	
Is the primary evacuation path marked to clearly show the route?		X
Is there sufficient oxygen for 72 hours?		X
Have transportation needs been identified for the students with disabilities , such as special vans and buses for students?		X
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?	X	
Is there a master list of bus drivers?		X
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?	X	
Have you identified communication needs with students who have limited English proficiency?	X	
Have you considered emergency accommodations for those with temporary disabilities?		X
Have you encouraged a relationship with students and the local responders?		X
Have you reviewed your plan with emergency responders?	X	
Have you identified an evacuation site that is accessible to students and staff with disabilities?		X
Have you identified a secondary evacuation site?		X
Has a “buddy system” been developed for each student?		X
Have you identified all of your communication needs for your students with disabilities?	X	
Have you trained the staff on proper lifting techniques?		X
Have staff, students and families been encouraged to provide 72 hour medications?		X
Has evacuation route information been compiled and distributed to staff?	X	

APPENDIX B: Emergency Information Form for Student with Disabilities

Emergency Information Form for Students with Disabilities

Last name: _____

Date form completed	Revised	Initials
	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:		Emergency Phone:	
		Fax:	
Current Specialty Physician: Specialty:		Emergency Phone:	
		Fax:	
Current Specialty Physician: Specialty:		Emergency Phone:	
		Fax:	
Anticipated Primary ED:		Pharmacy:	
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



American College of
Emergency Physicians*

American Academy
of Pediatrics



Form Courtesy of: © American College of Emergency Physicians and American Academy of Pediatrics. Permission to

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C: Emergency Medical Information Card

Laminate this card and affix it to a lanyard
for the special needs student to wear during an emergency

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	

FRONT



cut or fold here

BACK



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

APPENDIX D: 72-Hour Medication Forms (English)

School District _____ School _____ Gr./Rm. _____

AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINE BY SCHOOL PERSONNEL

Connecticut State Law and Regulations 10-212(a) require a written medication order of an authorized prescriber, (physician/dentist, advanced practice registered nurse or physician's assistant) and parent/guardian written authorization, for the nurse or in the absence of the nurse, a designated principal or teacher to administer medication. Medications must be in the original properly labeled container and dispensed by a physician/pharmacist.

Prescriber's Authorization

Name of Student: _____ Date of Birth: _____

Address: _____ Telephone: _____

Condition for which drug is being administered: _____

Drug Name: _____ Dose: _____ Route: _____

Time of Administration: _____ If PRN, frequency: _____

Relevant Side Effects: ☐ None Expected ☐ Specify: _____

ALLERGIES: ☐ No ☐ YES (specify)

Medication shall be administered for: From: _____ To: _____
Month/Day/Year Month/Day/Year

Prescriber's Name/Title _____

(Type or Print)

Telephone: _____ Fax: _____

Address: _____

Prescriber's Stamp

Prescriber's Signature: _____ Date: _____

PARENT/GUARDIAN AUTHORIZATION

I hereby request that the above ordered medication be administered by school personnel. I understand that I must supply the school with no more than a 45 day supply of medication. I understand that this medication will be destroyed if not picked up within one week following termination of the order for the last day of school, whichever comes first. If my child is also enrolled at a school-based clinic in this school, I hereby give permission to both the school nurse and the school-based clinic to share this information and otherwise collaborate in the management of this problem for my child.

Parent/Guardian Signature: _____ Date: _____

Home Phone #: _____ Work #: _____

SELF ADMINISTRATION OF MEDICATION AUTHORIZATION/APPROVAL

Self administration of medication may be authorized by the prescriber and parent/guardian and must be approved by the school nurse in accordance with Board policy:

Prescriber's authorization for self administration: ☐ YES ☐ NO _____
Signature Date

Parent/Guardian authorization for self administration: ☐ YES ☐ NO _____
Signature Date

School Nurse approval for self administration: ☐ YES ☐ NO _____
Signature Date

SRC-1, Rev 10/00

APPENDIX D: 72-Hour Medication Forms (Spanish)

Autorización para Administración de Medicamentos

Fecha: _____

He leído las “Directrices para la administración de medicamentos en la escuela”, y por este medio otorgo permiso para que el personal entrenado de la escuela _____ administre el siguiente medicamento

a: _____
(Nombre del estudiante) (Estudiante #) (Grado) (Fecha de nacimiento)

para el tratamiento de _____
(Diagnóstico médico)

Nombre del médico que prescribe: _____

Nombre del medicamento: _____

Dosis del medicamento: _____

Vía de administración: _____

Hora(s) en que el medicamento debe darse en la escuela: _____

Instrucciones especiales: _____

Posibles reacciones/efectos secundarios: _____

También otorgo permiso a la escuela para adjuntar una fotografía de mi niño(a) al registro del medicamento para propósitos de verificación de la identidad, y colocar información de salud a disposición del personal escolar respecto a la alergia severa y con riesgos para la vida de mi niño(a).

(Firma del padre/madre/encargado legal)

Nota: Dar al padre/madre/encargado legal copia de los “Directrices para la administración de medicamentos en la escuela”.

APPENDIX E: Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>
m

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

<https://eric.ed.gov/?id=ED539455>

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster*

<https://www.caloes.ca.gov/AccessFunctionalNeedsSite/Documents/001-VulnerablePopulations.pdf>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<https://www.hhs.gov/civil-rights/for-individuals/special-topics/emergency-preparedness/resources-persons-disabilities/index.html>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

<https://www.federalregister.gov/documents/2004/07/26/04-17150/individuals-with-disabilities-in-emergency-preparedness>

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<https://www.nfpa.org/-/media/Files/News-and-Research/Fire-statistics-and-reports/Fact-sheets/evacstudentdisabilities.ashx?la=en>

***Nobody Left Behind*, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities** (March 2007)

http://www2.ku.edu/~rrtcpbs/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>

CDC , Caring for Children in a Disaster *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities*
<https://www.cdc.gov/childrenindisasters/helping-children-cope.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

Connecticut General Assembly, Raised Bill NO 7353 AN ACT CONCERNING
VARIOUS ISSUES RELATING TO SPECIAL EDUCATION.
<https://www.cga.ct.gov/2019/TOB/h/pdf/2019HB-07353-R00-HB.PDF>

APPENDIX F: Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

ANNEX N

Emergency Action Plan for Interscholastic and Intramural Athletic Events

This annex pertains to Public Act 21-92.

[2021PA-00092-R00HB-06534-PA.PDF](#)

Section 1. (NEW) (Effective July 1, 2021) (a) For the school year commencing July 1, 2022, and each school year thereafter, each local and regional board of education and supervisory agent of a nonpublic school, in consultation with local emergency medical services providers and allied health professionals, shall develop and implement an emergency action plan for responding to serious and life-threatening sports-related injuries that occur during interscholastic and intramural athletic events.

We do not host any interscholastic or intramural athletic events at Side by Side. However, our school nurse and certified staff are trained in first aid/CPR and are available during physical education and after school activities. Our gymnasium also has a telephone to allow for emergency calling, if necessary.

SAMPLE THREAT and HAZARD SPECIFIC ANNEXES

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

INDEX

A. Fire or Explosion

- If you discover a fire
- If trapped in the building

B. Gas Leak

C. Utilities Outage

- Power Outage
- Water Shortage

D. Hazardous Material Release

- Personnel Exposures/ Contamination
- Contamination of Equipment/Facilities
- Release to the Environment (Air, Water, Soil)

E. Storm Safety Guidelines

- During A Tornado or Severe Storm Watch
- During A Tornado Warning
- Hurricane Watch and Warning
- After The Storm Has Passed
- Flooding Safety Guidelines

F. Earthquake Safety Guidelines

- During an Earthquake
- After the Earthquake

A. Fire / Explosion

If you discover a fire:

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

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

If trapped in the building:

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

B. Gas Leak

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

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

C. Utilities Outage

Power Outage:

- Follow instructions from Main Office
- Turn off equipment to avoid a power surge when power is restored
- Bring a flashlight to lavatories and other interior areas where students may be located in case emergency lighting has not activated
- If instructed to evacuate, follow evacuation procedures

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

Water Shortage:

- Follow instructions from Main Office
- Continue normal educational duties

D. Hazardous Material Release

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

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

Personnel Exposures/ Contamination

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

Contamination of Equipment/Facilities

- Do not attempt any clean up or decontamination procedures alone or without wearing proper protective attire, including appropriate respiratory protection where airborne hazards may exist. (Personnel must be trained and certified before using respiratory protection.)

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

Release to the Environment (Air, Water, Soil)

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

G. Storm Safety

During A Tornado or Severe Storm Watch:

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

During A Tornado Warning:

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

Hurricane Watch and Warning:

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

After The Storm Has Passed:

- Take attendance and relay to designated area
- Report injuries and provide immediate first aid
- Attempt to restore calm
- Await future instructions
- Remain in place until "All Clear" is given

Flooding Safety Guidelines:

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

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

H. Earthquake Safety

During An Earthquake:

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

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

After the Earthquake:

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

VIOLENT BEHAVIORS RESPONSE ANNEX

INDEX

A. Threat Protocol

B. Violent Intruder

C. Violent Actions

D. Drive by Shooting

E. Weapons/Dangerous Instrument

F. Hostage Situation

- If YOU are the one to identify a hostage situation
- If YOU and your class have been taken hostage

G. Suicide

- Verbal or Written Threats of Suicide
- Suicide Attempt in Progress

H. Missing or Runaway Student

- Student Missing During School Hours
- Death or Homicide
- Unauthorized Removal of Student

A. Threat Protocol

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

The following procedures are in effect:

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

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

B. Intruder

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

Steps to implement lockdown after threat have been identified:

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

C. Violent Actions

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

D. Drive By Shooting

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

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

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

from doors and windows.

E. Weapons/Dangerous Instrument

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

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

F. Hostage Situation

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

If YOU are the one to identify a hostage situation:

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

If YOU and your class have been taken hostage:

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

G. Suicide

Verbal or Written Threats of Suicide:

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

Suicide Attempt in Progress:

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

H. Missing / Runaway Student

Student Missing During School Hours:

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

- Keep Main Office advised of any new information

Death or Homicide:

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

Unauthorized Removal of Student:

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

BOMB THREAT ANNEX

INDEX

A. Bomb Threat

B. Bomb Threat Checklist

C. Suspicious Package

A. Bomb Threat

Phone Call Recipient:

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

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

Written Threats:

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

E-Mailed Threats:

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

Verbal Threats:

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

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

Suspicious Objects:

If a suspicious object is found

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

If evacuation is warranted:

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

Teachers:

When informed of need to evacuate due to bomb threat:

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

B. Bomb Threat Checklist

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

QUESTIONS TO ASK:

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

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

EXACT WORDS OF THE THREAT:

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

Report Call Immediately to School Administrator

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

CALLERS VOICE:

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

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

☐ Street	☐ Party	☐ Factory machinery
☐ Animals	☐ Voices	☐ Clear
☐ PA system	☐ Static	☐ Music
☐ Local	☐ House	☐ Long distance
☐ Motor	☐ Construction	☐ Office machinery
☐ Other		

THREAT LANGUAGE:

☐ Incoherent	☐ Message Read	☐ Taped Message
☐ Irrational	☐ Profane	☐ Well-Spoken

Remarks:

SUSPICIOUS PACKAGE ANNEX

If you receive or discover a suspicious package or device:

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

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

What constitutes a suspicious letter or package?

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

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

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

If you open a parcel that appears to be contaminated:

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