

PLEASE POST - NOTICE OF PUBLIC MEETING

Essex North Shore Agricultural and Technical School District
District Policy Subcommittee

Essex North Shore Agricultural & Technical School
565 Maple Street
Hathorne, Massachusetts 01937
Maple Street Bistro Conference Room (Main Level)

Thursday, December 13, 2018
5:30 p.m. to 6:45 p.m.

Agenda

1. *Call to Order*
2. *Review and Possible Recommendation of the Following Policies*
 - a. Admission Policy (File: JF)
 - b. Policy on Transgender and Gender Nonconforming Students
 - c. Educational Stability Programming
3. *Review and Possible Recommendation for the School Emergency Operations Plan*
4. *Discussion Items That Were Not Reasonably Anticipated by the Chairperson (M.G.L., Chapter 30A – Section 18-25)*
5. *Adjourn*

The listing of matters includes those reasonably anticipated by the Chair in accordance with M.G.L., Chapter 30A, Section 18-25, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.



ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL

ADMISSION POLICY

I. INTRODUCTION

An admission process is necessary in career and technical schools where space is a limiting factor. Agricultural and technical laboratories are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the potential needs and/or interests of all applicants. Therefore, a selection process is necessary. All applicants to grades nine (9) through twelve (12) at Essex North Shore Agricultural & Technical School will be evaluated using the criteria contained in this Admission Policy. The Essex North Shore Agricultural and Technical School Committee approved this policy on October 12, 2017.

II. EQUAL EDUCATIONAL OPPORTUNITY

Essex North Shore Agricultural & Technical School admits students and makes available to them its advantages, privileges and courses of study without regard to age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or home status.

If there is a student with limited English proficiency, a qualified representative from Essex North Shore Agricultural & Technical School will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disabilities submitted voluntarily by the applicant, for the purpose of receiving assistance and/or accommodations during the entire application and admission process, will not affect the applicant's admission to the school.

III. ELIGIBILITY

RESIDENT

Any eighth, ninth, tenth, or eleventh grade student who is a resident of the Essex North Shore Agricultural and Technical School District (Beverly, Boxford, Danvers, Essex, Gloucester, Hamilton, Lynnfield, Manchester-by-the-Sea, Marblehead, Middleton, Nahant, Peabody, Rockport, Salem, Swampscott, Topsfield, and Wenham), and who expects to be promoted to the grade they seek to enter by their local district is eligible to apply for fall admission or admission during the school year subject to the availability of openings to Essex North Shore Agricultural & Technical School. Resident students will be evaluated using the criteria contained in this Admission Policy.

NON-RESIDENT

Any eighth, ninth, tenth, or eleventh grade student who is a resident of the Commonwealth of Massachusetts and resides outside the Essex North Shore Agricultural and Technical School District and who expects to be promoted to the grade they seek to enter by their local district is eligible to apply for fall admission or admission during the school year subject to the availability of openings to Essex North Shore Agricultural & Technical School's specialized agricultural and natural resources programs. Students seeking admission to the Essex North Shore Agricultural & Technical School's specialized agricultural and natural resources programs are not required to file a Chapter 74 Vocational Technical Nonresident Student Tuition Application with their district of residence.

Essex North Shore Agricultural & Technical School is required to provide transportation to the cities and towns within a twenty-mile radius of the school. Only students within this twenty-mile radius are eligible for transportation services by Essex North Shore Agricultural & Technical School. Students who reside in cities and towns located outside the 20-mile transportation radius are eligible to apply for fall admission or admission during the school year subject to the availability of openings at Essex North Shore Agricultural & Technical School provided they expect to be promoted to the grade they seek to enter by their local district.—These students will be evaluated using the criteria contained in this Admission Policy; however, these students are not eligible for transportation services by Essex North Shore Agricultural & Technical School. These students are eligible for transportation services through their sending district consistent with M.G.L. c. 74 s. 8A (please see the “guidelines for Vocational Technical Education Program Nonresident Student Tuition Process” Pursuant to M.G.L. c. 74 located at www.doe.mass.edu/cte/admissions/nonres_guidelines).

Students who reside outside the Essex North Shore Agricultural and Technical School District and are seeking admission to programs other than the eight (8) specialized agricultural and natural resources programs must file a Chapter 74 Vocational Technical Nonresident Student Tuition Application (located at: www.doe.mass.edu/cte/admissions) in addition to the Essex North Shore Agricultural & Technical School application for admission. The Chapter 74 Vocational Technical Nonresident Student Tuition application must be submitted to the Superintendent of the student's district of residence no later than April 1 of the preceding school year in accordance with 603 CMR 4.03 Vocational Technical Education Regulations and as referenced in the MA Department of Elementary and Secondary Education *Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process pursuant to M.G.L. c.74* . www.doe.mass.edu/cte/admissions/nonresguidelines. It is important to note, however, that resident students who meet the minimum requirements for admission to programs other than the eight (8) agricultural programs shall be admitted prior to acceptance of any non-resident students seeking admission to the same course of study. Also, ninth grade students who reside in cities and towns that offer an approved exploratory program shall attend the exploratory program provided by the district of residence (**CMR 603 Section 4.03(6)(b) 1**).

TRANSFER STUDENTS

Transfer students from other M.G.L. c. 74 state approved Career Technical Education Programs are eligible to apply for fall admission or admission during the school year to grades 9-12 at Essex North Shore Agricultural & Technical School provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the criteria contained in this Admission Policy.

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Students who are homeless will be accepted to Essex North Shore Agricultural & Technical School according to the selection criteria contained in this Admission Policy.

HOME SCHOOLED

Students who are formally being home schooled may apply for admission to Essex North Shore Agricultural & Technical School, including admission during the school year, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent with the application.

Home schooled students will be ranked on their grades in English, Math, Science, and Social Studies for the previous school year and first semester of the current school year (45%), a recommendation rating (5%), and an interview (50%). If grades are not available, a representative sample or portfolio of the student's body of work in English, Math, Science, and Social Studies is required.

IV. ORGANIZATIONAL STRUCTURE

Essex North Shore Agricultural & Technical School is a public career and technical high school located on a 166-acre scenic campus in the historic Hathorne section of Danvers, Massachusetts. Essex North Shore Agricultural & Technical School is a member of the Essex North Shore Agricultural and Technical School District. Essex North Shore Agricultural & Technical School is committed to providing quality career and technical education programs. It is the responsibility of the Essex North Shore Agricultural & Technical School Superintendent/Director to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Essex North Shore Agricultural & Technical School has an Admission Committee appointed by the Superintendent-Director. The committee is chaired by the Admissions Coordinator and consists of a member of the Administration, Guidance, Special Education, Student Services, Agricultural, Technical, and Academic Departments. Responsibilities of the Admissions Committee include oversight of the:

- a. Determination of standards for admission;
- b. Development and implementation of admission procedures;
- c. Processing of completed applications;
- d. Ranking of students;
- e. Acceptance of students according to the procedure and criteria in the admission policy;
- f. Establishment and maintenance of a waiting list of acceptable candidates.

The Essex North Shore Agricultural & Technical School's Admissions Coordinator is responsible for disseminating information about Essex North Shore Agricultural & Technical School through local school assemblies and press releases, and for collecting applications from the local schools.

V. RECRUITMENT PROCESS

Essex North Shore Agricultural & Technical School disseminates information about the school through a variety of methods:

- a. Informational presentations to 8th grade classes in local schools by the Essex North Shore Agricultural & Technical School Admissions Coordinator or designee from September to December.
- b. An Open House will be scheduled each fall. Prospective students and their parent(s)/guardian(s) may visit all academic, agricultural, and career technical programs and speak with faculty, as well

as view a presentation about all offerings at Essex North Shore Agricultural & Technical School. This event is advertised on the school website (www.essextech.net) and in several local newspapers and media outlets. Posters of the event are distributed to sending school districts.

- c. Parent(s)/guardian(s) may schedule visits at a mutually convenient time.
- d. Information describing the career technical and agricultural programs, academic programs, cooperative education, student services, special education resources, and athletics, is available on the school website (www.essextech.net). Informational literature (i.e.: brochures, pamphlets) is also available upon request by contacting the Admissions Office at admissions@essextech.net or (978) 304-4705.

VI. APPLICATION PROCESS FOR FALL ADMISSION

(Students will apply for admission during the winter and spring to begin classes the following fall)

1. Students interested in applying to Essex North Shore Agricultural & Technical School for fall admission to the ninth, tenth, eleventh or twelfth grade may
 - Apply online/electronically at www.essextech.net/admissions
 - Download an “Application for Admission” at www.essextech.net/admissions, or
 - Obtain an “Application for Admission” from their local school Guidance Counselor. Note: Applicants completing a paper application must submit the completed application form to the local school Guidance Counselor by the deadline set by the Guidance Counselor.
 2. It is the responsibility of the local school Guidance Counselor (or Principal’s designee) to:
 - a. Complete the designated Guidance Counselor signature portion of the application form. Complete and submit a recommendation rating.
 - b. Complete applications include:
 - (i) Completed application form (including required parent/guardian, student and Guidance Counselor signatures)
 - (ii) For applications to grade 9 (fall admission):
 - Grade 7 and semester 1 (term 1 and term 2) or Trimester 1 grade 8 marks in English language arts or the equivalent, social studies, math and science from the local school report card are required.
 - The sum of grade 7 and semester 1 (term 1 and term 2) grade 8 unexcused absences from the local school report card or attendance record are required.
 - The local school discipline records are required from all Grade 7 and semester 1 (term 1 and term 2) of Grade 8.
- All applications and supporting documents must be forwarded from the Guidance Counselor to the Admissions Office—at Essex North Shore Agricultural & Technical School by the second Friday in January.

For applications to grade 10, 11, or 12 (fall admission)

- The previous school year and semester 1 (term 1 and term 2) of the current school year marks in English language arts or the equivalent, social studies, math and science from the local school report card required.
- The sum of the previous school year and term 1 and 2 of the current school year unexcused absences from the local school report card or attendance record are required
- The local school discipline records are required from all of the previous school year and term 1 and 2 (or the equivalent) of the current school year.

All applications and supporting documents must be forwarded from the Guidance Counselor to the Admissions Office at Essex North Shore Agricultural & Technical School by April 15.

3. If incomplete applications are received, the following procedures will be followed:
 - a. The Admissions Office at Essex North Shore Agricultural & Technical School will notify the local school Guidance Counselor responsible for submitting the application is incomplete and will request the necessary documents/information to complete the application.
 - b. The applicant's parent(s)/guardian(s) will be notified by the Essex Tech Admissions Office in the event that the problem is not resolved by the local school Guidance Counselor.
 - c. If after notifying the local school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

LATE APPLICATIONS

Applications for fall admission received after the deadlines noted above will be accepted; they will be evaluated using the same criteria as other applications and the composite score will be computed. They will be placed in rank order on the established waiting list.

TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) career and technical high school program in another school (transfer students) will be considered for admission to grade 9 – 12 (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Essex North Shore Agricultural & Technical School. All transfer applicants must attend an informational meeting at Essex North Shore Agricultural & Technical School. If the applicant or parent/guardian cannot provide transportation, an official from Essex will go to the local school to meet with the applicant. Such applications will be evaluated according to the provisions of this Admission Policy.

WITHDRAWN STUDENTS

Students who withdraw from Essex and who are attending or not attending another high school may reapply to Essex North Shore Agricultural & Technical School following the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy.

VII. SELECTION CRITERIA

The Admissions Committee, using weighted admissions criteria, processes completed applications. Each

applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

A. Scholastic Achievement: Maximum 32 points

(Previous year's and current year's averages in: English language arts or its equivalent, math, science, and social studies).

Academic Grade	Points
A (90-100)	8
B (80-89)	6
C (70-79)	4
D (60-69%)	2
59% and below	0

For applications to grade 9 (fall admission), the average of grade 7 and semester 1 (term 1 and term 2) or Trimester 1 of grade 8 marks in English language arts or its equivalent, social studies, mathematics and science from the local school report card are used. For applications to grades 10 - 12 (fall admission) the average of the previous school year and term 1 and 2 of the current school year marks in English language arts or its equivalent, social studies, mathematics and science from the local school report card/transcript are used. For applications to grades 9 – 12 (admission during the school year), the previous school year and the current school year to the date of the application marks in English language arts or its equivalent, social studies, mathematics and science from the local school report card are used.

B. Attendance: Maximum 8 points (unexcused absences)

Absences for excused/medical reasons will not be counted.

Number of Unexcused Absences	Points
0-4 absences	8
5-8 absences	6
9-12 absences	4
12 plus absences	0

For applications to grade 9 (fall admission), the total of all of grade 7 and semester 1 (term 1 and term 2) of grade 8 unexcused absences from the local school report card or attendance record are used. For applications to grades 10 - 12 (fall admission), the total of all of the previous school year and semester 1 (term 1 and term 2) of the current school year unexcused absences from the local school report card/transcript are used. For applications to grades 9-12 (admission during the school year), the total of all previous school year and current school year to the date of the application, unexcused absences from the local school report card or attendance record are used.

C. School Discipline/Conduct: Maximum 20 points

Discipline/Conduct	Points
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No Incidents	20
1-2 Minor Incidents	15
4-6 Minor Incidents and/or 1 Suspension	5
7+ Incidents or More than 1 Suspension	0

For applications to grade 9 (fall admission), the grade 7 and semester 1 (term 1 and term 2) of grade 8 assessments from the local school discipline record are used. For applications to grades 10 - 12 (fall admission), the previous school year and term 1 and 2 of the current school year assessments from the local school discipline record are used. For applications to grades 9-12 (admission during the school year), the previous school year and the current school year to the date of the application assessments from the local school report card/transcript or from the local school discipline record are used.

D. Recommendation form: Maximum 10 points

For all applicants, a recommendation rating is to be completed and submitted by the applicant's guidance counselor (or Principal's designee in the absence of a counselor). The recommendation rating consists of five statements relating to the applicant and career technical education. Each statement receives a rating: 10 points (Excellent) or 8 points (Above Average) or 6 points (Average) or 2 points (Below Average) or 0 points (Poor).

Recommendation	Points
Excellent	10
Above Average	8
Average	6
Below Average	2
Interest	
Poor	0

E. Interview: Maximum 40 points

An interview is comprised of five (5) questions using a scoring rubric for each question (0 – 8 points per question).

Rating	Points
Strong Interest	8
Above Average Interest	6
Average Interest	4
Below Average Interest	2
Poor/No Interest	0

After points are given in each area, the points are totaled for each applicant. A maximum 110 points can be earned.

VIII. SELECTION PROCESS

The Admissions Committee at Essex North Shore Agricultural & Technical School will examine, discuss and make recommendations for action on the applicants.

The Admissions Committee considers scholastic achievement, attendance, school behavior, local counselor's recommendation rating and interview results. Applications are reviewed, processed, and assigned points by grade level.

After a point total has been determined, all applicants are placed in order of their point total. Applicants are then accepted in order of the point total they have achieved. The applicant with the highest point total is accepted first, the applicant with the second highest point total is accepted second, and so on until all seats are filled. All applicants are accepted or placed on a waiting list. If openings occur, accepting applicants from the waiting list fills the seats. These applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

Applications received after the first Friday in February may be accepted and will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

All grade 9 applicants whose applications are received by Essex North Shore Agricultural & Technical School by the second Friday in January are notified of their status by a letter to their parents/guardians and an electronic communication to their local school Guidance Counselor mid-April. Applicants seeking admission to grades 10-12 will be notified during the summer months as admission is dependent upon capacity and availability in existing classes and career technical programs.

IX. ENROLLMENT

In order to enroll at Essex North Shore Agricultural & Technical School for the fall, applicants must have been promoted to the grade they seek to enter by their local school district. In addition, they must have passed courses in English language arts (or the equivalent) and mathematics for the school year immediately preceding their enrollment at Essex North Shore Agricultural & Technical School.

Acceptance and enrollment at Essex North Shore Agricultural & Technical School is conditioned upon the accuracy and completeness of a student's application. Essex North Shore Agricultural & Technical School reserves the right to revoke its acceptance of any student, at any time, if it determines that the student, the student's parent(s)/guardian(s), or the student's sending school district provided inaccurate, incomplete, or misleading information in any of the areas of admission criteria during the application process and through final acceptance.

X. FRESHMEN EXPLORATORY & TECHNICAL SELECTION

All ninth grade students enrolled at Essex North Shore Agricultural & Technical School participate in a vocational-technical Career Discovery & Exploratory Program from September through January designed to introduce each student to several career pathways, including non-traditional careers, while helping them discover their talents and interests. At the beginning of grade 9, all students participate in a brief, (typically 5 days) Career Discovery Program where they visit all twenty four (24) career technical programs. Students then choose three (3) career technical programs to explore and Essex Tech assigns the remaining five (5) programs to complete their Exploratory Program schedule. During the exploratory

experience, career technical instructors evaluate each student based upon a common rubric/scoring guide including the following:

40%	Weekly Assessment in Workmanship/Production, Safety, Career Awareness, and Professionalism/Employability
20%	Performance Based Assessment
20%	Written Assessment
20%	Reflection/Journal Entry

Based on the above criteria, students may receive a maximum total of 100 points over each exploratory cycle. Exploratory scores are then tabulated, organized, and reported to each individual student and his/her parent/guardian.

At the conclusion of the Exploratory Program, each student selects his/her program of choice; as well as second through eighth choices from the explored technical programs for which he/she earned a passing grade. Student requests are sorted to rank order the students according to their score in the career technical program the student requested as his/her first choice. Students are admitted into the career technical program of their choice based on the point total they received in their first choice career technical program.

When a career technical program exceeds its capacity for enrollment, the following steps are taken for placement:

1. Students are placed in their 2nd through 8th choices according to their choice of career technical program.
2. Their rank order (using exploratory scores) is then compared to other students requesting that career technical program.
3. In all cases, tie scores are broken by the cumulative average of all eight exploratory evaluations. If a tie remains the academic grade point average (consisting of English Language Arts, math, science and social studies); and student discipline will be used to break the tie.
4. Program waitlists are created when students are placed in a career technical program other than their first choice, yet would like to be in a different career technical program. Students on a waitlist are rank-ordered by their exploratory evaluations. Waitlisted students are notified if an opening occurs in their desired choice and given the option to change or remain in their current placement up to the commencement of grade 10 CTE programming.
5. If a student did not receive any of their eight choices and wishes to explore additional career technical programs, they may do so for two additional cycles provided there is space available.

After placement, students continue in the career technical program in which they were placed for the remainder of their school tenure unless they request a transfer. Students who wish to transfer from one career technical program to another may apply for transfer through their school counselor by completing a Request for Technical Program Transfer form. Transfer requests will be considered subject to availability of openings in the requested program(s).

Students who enroll in Essex North Shore Agricultural & Technical School after grade 9 will be accepted into a specific technical program upon admission. If, after enrollment, the student desires a technical program change, the students may apply for transfer through their school counselor by completing a Request for Technical Program Transfer form. Transfer requests will be considered subject to availability in the requested career technical program(s).

XI. REVIEW and APPEALS

The applicant's parent(s)/guardian(s), upon notification from Essex North Shore Agricultural & Technical School indicating that the applicant was not accepted or was placed on a wait list, may request a review of the decision by sending a letter to the Principal within fourteen days of notification of placement. The Principal will respond in writing with the findings of the review within fourteen days. If after the review, the parent(s)/guardian(s) wish to appeal the findings of the Principal's review, he/she may do so by sending a letter requesting that the Superintendent/Director review the Principal's decision. The Superintendent/Director's decision is final and will be communicated in writing to the parent(s)/guardian(s) within fourteen days of the receipt of the letter.

ENSATSD School Committee Approved: October 12, 2017

MA DESE Approved: October 20, 2017

Revised Fall 2018 to reflect ENSATS name change per ENSATSD School Committee (Spring 2018)



POLICY ON TRANSGENDER AND GENDER NONCONFORMING STUDENTS

This document was adapted from:

MODEL DISTRICT POLICY ON TRANSGENDER AND GENDER NONCONFORMING STUDENTS, Model Language, Commentary & Resources, Sept. 2016

“An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011), which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:.. “No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, *gender identity*, religion, national origin or sexual orientation.” In June 2012, the Massachusetts Board of Elementary and Secondary Education (now known as MA Department of Elementary and Secondary Education, MA DESE hereafter) adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, § 5. Subsequently, MA DESE developed guidance around this legislation to “create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, § 5 and the state regulations.” Source: MA DESE *Guidance for Massachusetts Public Schools: Creating a Safe and Supportive School Environment*.

Essex North Shore Agricultural and Technical School District’s (ENSATSD, hereafter) policy is aligned to the aforementioned laws, regulations, mandates, and advisories, as well as the District’s existing policies and mission statement, in a concerted and dedicated effort to:

- (1) Foster an educational environment that is safe, welcoming and free from stigma and discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression;
- (2) Facilitate compliance with local, state and federal laws concerning bullying, harassment, privacy and discrimination and;
- (3) Ensure that all students have the opportunity to express themselves and live authentically.

Definitions:

These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of school and district personnel. Students may or may not use these terms to describe themselves or their experiences.

GENDER EXPRESSION: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

GENDER IDENTITY: “A person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Gender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose.” M.G.L. c. 4, § 7(59).

GENDER NONCONFORMING: A term for people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as multiple genders. Other terms that can have similar meanings include gender diverse, gender expansive, gender variant, and gender atypical.

NONBINARY/GENDERQUEER: Terms used by those who identify with neither, both, or a combination of genders.

SEXUAL ORIENTATION: A person's romantic and/or physical attraction to people of the same or opposite gender or other genders. Transgender and gender nonconforming people may have any sexual orientation.

TRANSGENDER: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned gender at birth.

TRANSITION: The process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

Bullying, Harassment, and Discrimination:

Discrimination, bullying, and harassment on the basis of sex, sexual orientation, or gender identity or expression is prohibited by law and as such within ENSATSD. It is the responsibility of ALL staff to ensure that ALL students, including transgender and gender nonconforming students, have the opportunity to experience and benefit from a safe and nurturing school environment. The scope of this responsibility includes ensuring that any incident of discrimination, harassment, or bullying is given prompt attention, including investigating the incident, taking age and developmentally appropriate action, and providing students and staff with appropriate resources and supports. Complaints alleging discrimination or harassment based on a student's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination, bullying, or harassment complaints. *See also: [ENSATSD Bullying Policy](#), [ENSATSD Discrimination and Harassment Policy](#) and [ENSATSD Discrimination and Harassment Investigation Procedures](#) and/or the [Student Handbook](#).*

Privacy/Confidentiality of Transgender and Nonconforming Gender Status:

ENSATSD shall ensure that all personally identifiable and medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable local, state, and federal privacy and student record laws. School staff shall not disclose any information that may reveal a student's transgender or nonconforming gender status to others, including parents or guardians and other school staff, unless legally required to do so or unless the student has authorized such disclosure. In rare instance that a school is legally required to disclose a student's transgender status, the school should provide the student an opportunity to make that disclosure themselves, where practicable. This would include providing the student with any support services the student would need to make the disclosure in a safe and supportive environment. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose a student's personally identifiable or medical information. When contacting the parent or guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise. (See "Student Transitions" below.)

Names, Pronouns, and School Records:

Every student has the right to be addressed by a name and pronoun that correspond to the student's gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, schools will allow such students to use a chosen name and gender pronoun that reflect their identity. It is recommended that school staff privately ask transgender or gender nonconforming students how they want to be addressed in class and in the school's communication with the student's parents or guardians. Some transgender and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns such as "they" or just referred to by their names (without pronouns). If the student has previously been known at school by a different name, the school administration will direct school personnel to use the student's chosen name and appropriate pronouns. To ensure consistency among administrators and staff, every effort will be made to immediately update student education records (such as attendance reports, class rosters for substitutes, school IDs, transcripts, electronic records, etc.) with the student's chosen name and appropriate gender markers. Records with the student's birth name and gender will be kept in a separate, confidential file. School staff or administrators may be specifically required by law to report a student's legal name or gender.

Access to Restrooms, Locker Rooms, and Changing Facilities:

With respect to all restrooms, locker rooms or changing facilities, students shall have access to facilities that correspond to their gender identity. Students, including non-binary students, should determine which facilities are consistent with their gender identity. ENSATSD has also designated a number of student and faculty restrooms as gender neutral facilities and designated one additional locker room as a gender neutral locker room. Should a student still be uncomfortable using a shared gender-specific facility or the gender neutral facilities, regardless of the reason, every effort will be made, upon the student's request, to offer the student a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, *requiring* a transgender or gender nonconforming student to use a separate space threatens to publicly identify and stigmatize the student as transgender and is prohibited by law. Under no circumstances may students be *required* to use gender specific facilities that are inconsistent with their gender identity.

Physical Education Classes and Intramural and Interscholastic Athletics:

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity, under the guidelines established by the Massachusetts Interscholastic Athletic Association (MIAA). The MIAA states the following:

“In this regard, the school district shall determine a student’s eligibility to participate in a MIAA gender specific sports team. Accordingly, when a school district submits a roster to the MIAA, it is verifying that it has determined that the students listed on a gender specific sports team are entitled to participate on that team due to their gender identity and that the school district has determined that the expression of the student’s gender identity is bona fide and not for the purpose of gaining an unfair advantage in competitive athletics. Students who wish to participate on a MIAA gender specific sports team that is different from the gender identity listed on the student’s current school records are advised to address the gender identification issue with the local school district well in advance of the deadline for athletic eligibility determinations for a current sports season. Students are not permitted to try out simultaneously for MIAA sports.”

Source: [MIAA Gender Identity Policy Clarification 11/13/14.](#)

Other Gender-Based Activities, Rules, Policies and Practices:

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintain only those that serve an important educational purpose. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Dress Code:

Students shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender neutral appearance within the constraints of the dress codes, uniform and/or personal protective equipment expectations adopted by ENSATSD. School staff shall not enforce a school’s dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions:

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person’s core identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s equal access to the District’s educational programs and activities.

Training and Professional Development:

ENSATSD shall conduct training for staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. The content of such professional development shall include, but not be limited to: (i) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents; (ii) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy; (iii) developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying; (iv) classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a gender-inclusive environment for all students; (v) school and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

Publications: (**upon ENSATSD School Committee Approval*).

This policy is available to students, parents/guardians, and staff on our website at www.EssexNorthShore.org (in the District, Staff and Families sections) and in the Student Handbook. This policy is also available in print upon request to the Principal. To request the policy in a language other than English, written requests can also be forwarded to the Principal or by email translations@essextech.net

School Based Contact and Support Information:

Students and families, faculty, staff, and administration are encouraged to contact a student's guidance counselor and/or the Director of Guidance to seek information or support with addressing any requests, issues, or concerns related to this policy. Specific Guidance Counselor contact information can be found at EssexNorthShore.org/student-services/guidance/

For additional information:

[Student Handbook](#)

[ENSATSD Harassment and Discrimination Policy](#)

[ENSATSD Harassment and Discrimination Reporting and Investigation Procedures](#)

[ENSATSD Bullying Policy](#)

References:

-[MODEL DISTRICT POLICY ON TRANSGENDER AND GENDER NONCONFORMING STUDENTS Revised February 2016 GLSEN & National Center for Transgender Equality](https://www.glsen.org/article/transgender-model-district-policy)

<https://www.glsen.org/article/transgender-model-district-policy>

-[MA DESE Safe Schools Program for LGBTQ Students; Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity](http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html)

<http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html>

-[MIAA Gender Identity Policy Clarification](http://www.miaa.net/gen/miaa_generated_bin/documents/basic_module/GenderIdentityIcon.pdf)

http://www.miaa.net/gen/miaa_generated_bin/documents/basic_module/GenderIdentityIcon.pdf

APPROVED & ADOPTED: ENSATSD SCHOOL COMMITTEE _____



Educational Stability Programming

The McKinney-Vento Homeless Assistance Act and the Elementary and the Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, ensure educational rights and protections for children and youth experiencing homelessness. The Massachusetts Department of Elementary and Secondary Education has adopted Section 725(2) of this Act regarding the definition of homeless children and youth to include:

Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition shall include: children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and unaccompanied youth a youth not in the physical custody of a parent or guardian.

The Essex North Shore Agricultural and Technical School District (ENSATSD hereafter) and Essex North Shore Agricultural and Technical School are committed to ensuring continued enrollment, attendance, and the opportunity to succeed in school for homeless youth, including but not limited to those youth engaged in the foster care system and unaccompanied youth consistent with ESSA (2015) excerpts related to Title 1 Part A foster care enrollment provisions. Furthermore, ENSATSD is committed to ensuring that students experiencing housing or living transitions due to a family member's military status or connection will be afforded every opportunity to experience a consistent and stable educational experience with the district.

Identification

Faculty and staff will be trained at least once annually regarding the process for identifying students who may be eligible for supports and services under the McKinney-Vento Act or other above considerations. This training will be provided by the District's Homeless Education Liaison or designee. The training shall include but not be limited to ensuring faculty and staff have access to definitions regarding eligibility and an understanding of the process for referring students to proper authorities in the building in a timely and careful manner that ensures students confidentiality consistent with FERPA. Additionally, transportation staff are trained by the Transportation Manager to identify and report any concerning changes or disruptions to a student's transportation patterns as they may relate to this status.

Notice of Rights Under McKinney-Vento

Attendance and Success: Identified students and/or unaccompanied youth have the right to fully attend and participate in all school activities, classes, educational opportunities, meals, social and athletic events, clubs, teams, and other services. These students, their parents/guardians and/or caretakers will be provided information by the District Homeless Education Liaison or designee regarding their rights under McKinney-Vento as well as available services and supports.

Barriers to Continued Enrollment

ENSATSD will presume that it is in the best interest¹ of identified students to maintain their enrollment in their school of origin, Essex North Shore Agricultural and Technical School, and furthermore, in their Career Technical Program, through the end of the school year in which the student obtains permanent housing, despite their temporary residency due to homelessness or unaccompanied youth status, except when doing so is contrary to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the youth. Furthermore, the district will ensure that these students have the opportunities to meet the same challenging State academic and Career Technical Education (CTE) standards as other children and youth. In order to facilitate this, the District Homeless Education Liaison or designee will coordinate the following services and supports:

Transportation: ENSATSD policies ensure that enrolled students have access to transportation up to a 20 mile radius from campus. The Homeless Education Liaison or designee will coordinate with the Transportation Manager or designee to identify bus routes and stops as necessary when a student's residence has changed due to McKinney-Vento considerations. This is done discreetly and privately to ensure that the student and family's personal circumstances are kept confidential consistent with FERPA. Should a student require transportation beyond the districts' 20 mile perimeter, the Transportation Manager will work with the district of residence and/or community based contacts to arrange for transportation. Allocations will be committed in the district budget annually to support this service in anticipation of possible need. Title I funds may also be considered as well as necessary and appropriate.

School Based Meals: Students identified and deemed eligible for services, supports and protections under McKinney-Vento will be designated eligible for participation in Federal, State, or local food programs. The District Homeless Education Liaison will collaborate with Food Services personnel to ensure timely if not expedited access to participation in Federal, State, or local food programs.

Supplies/Fees: Students identified under McKinney-Vento will be provided with the necessary school supplies, including but not limited to supplies needed to access their Career Technical Program (e.g.: uniforms, tools, etc.) and/or athletics/extracurricular programs (e.g.: waiver of athletic fees; support with Skills USA travel or conference fees, etc.). Furthermore, students will be advised of post-secondary planning opportunities and eligibility for fee waivers for post-secondary applications (e.g., FAFSA). Allocations will be committed in the district budget annually to support this service in anticipation of possible need. Title I funds may also be considered as well as necessary and appropriate.

Access to School-Based Support Services: Collaborative efforts will be made to provide identified students with appropriate school-based supports. This will primarily be facilitated by the school based counselors and/or Assistant Principals consistent with the District Curriculum Accommodation Plan (DCAP).

Dispute Resolution

In the event that ENSATSD determines that it will deny a student's continued enrollment or right to enroll in the school selected by the parent/guardian/unaccompanied minor, ENSATSD will comply with the notice and dispute resolution process established by DESE.

Family and Community Collaboration

The District Homeless Education Liaison or designee will provide proper and necessary outreach to parents/guardians, caretakers and/or unaccompanied youth of identified students consistent with FERPA and McKinney-Vento guidelines. The District Homeless Education Liaison or designee will review the student and family's rights. Furthermore, the District Homeless Education Liaison or designee will remind parent/guardians, caretakers and/or the unaccompanied youth that ENSATSD will not require residency verifications from host families to meet residency requirements otherwise expected to ensure proper school and/or CTE program enrollment.

The District Homeless Education Liaison or designee will also offer the following:

Access to Health Insurance: Families will be offered information to access Mass Health as needed and appropriate.

Access to Shelter Resources: Families will be offered information to access Shelter resources as needed and appropriate.

Access to Community Based Supports: When appropriate, the District Homeless Education Liaison or designee may help facilitate referrals to community based social service agencies.

To identify a student eligible for support and intervention consistent with the McKinney-Vento Act,

contact: Sandra Goldstein, MSW, Guidance Director
ENSATSD District Homeless Education Liaison
sgoldstein@essextech.net (978) 304-4700

Should a concerns regarding ENSATSD's implementation of this policy arise, please forward a written statement to:

The Office of the Superintendent
Essex North Shore Agricultural and Technical School District
562 Maple Street
Hathorne, MA 01937

For more information see also:

MA Department of Elementary and Secondary Education <http://www.doe.mass.edu/mv/haa/>

-McKinney-Vento Homeless Education Assistance Act Education of Homeless Children and Youth Program

-McKinney-Vento Homeless Education Assistance - Advisories

MA Department of Elementary and Secondary Education <http://www.doe.mass.edu/sfs/foster/>

-Educational Stability for Students in Foster Care

1. "Best interest of the child" shall be determined utilizing the guidance provided in G-2: "In determining a child or youth's best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian, or unaccompanied youth."

**ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL
DISTRICT**
HATHORNE, MA



ESSEX TECHNICAL
HIGH SCHOOL

School Emergency Operations Plan

Essex Technical High School

School Building: 565 Maple Street, Hathorne, MA 01937

Administrative Offices: 562 Maple Street, Hathorne, MA 01937

JUNE 2017

Materials for this manual were adopted with permission from the Northeastern Massachusetts Law Enforcement Council, Stars Tool Kit.



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APPROVAL AND IMPLEMENTATION



In order to execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may only be made under the direction of the Principal or the Superintendent-Director -Director.

This SEOP is developed pursuant to Commonwealth of Massachusetts Section 363 of Chapter 159 of the Acts of 2000, as enacted by the State Legislature, and conforms to the National Incident Management System (NIMS) and all applicable Homeland Security Presidential Directives.

This plan supersedes any previous versions.

Superintendent-Director-Director/Authority

Date

I. INTRODUCTION



PURPOSE OF THE PLAN

The purpose of the School Emergency Operations Plan (SEOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the district, school, its employees, and students. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found at any of our schools.

Each year, the School Administration shall review and certify that the plan is current and accurate. This must be done with the School Level Crisis Response Team at the beginning of each school year.

The school Superintendent-Director must meet with the police and fire chief to formulate or review a school-specific Emergency Operations Plan at the beginning of each school year as required by Section 363 of Chapter 159 of the Acts of 2000 in Massachusetts General Laws.

This plan provides teachers, staff, students, parents, and other members of the community with assurances that the district and school has established guidelines and procedures to respond to incidents/hazards in an effective way.

In addition to this plan, Essex Technical High School has created and implemented a Functional Annex of procedures titled the Flip Chart for School Safety, which will be made available in all classrooms and offices.

The School Emergency Operations Plan is one component of the Comprehensive Emergency Management Plan. The additional components to the Comprehensive Emergency Management Plan are:

- Floor Plans that are unique to each floor of the building
- Site Plans that includes all building property and surrounding property
- Emergency Contact Information Sheet specific to the school
- Emergency Medical Plan
- Bullying & Harassment Plan

RECORD OF DISTRIBUTION

The district has filed a copy of the entire School Emergency Operations Plan with each law enforcement agency and fire department with jurisdiction over the school buildings, the emergency medical services, and Emergency Management Agency that support the school. A list of organizations that have been provided a copy of the plan follows:

The SEOP consists of 6 components:

- Introduction
- Situation Overview
- Organizational Roles and Responsibilities
- Functional Content
- Recovery and Mitigation
- Plan Administration

This plan has been shared with:

- Danvers Police Department
- Essex County Sheriff's Office
- Danvers State Police Troop
- Danvers Fire Department
- Cataldo Emergency Medical Service
- Lahey Behavioral Services

SCOPE OF THE PLAN

The SEOP provides guidelines and procedures for dealing with existing and potential school incidents. The plan outlines the expectations of school staff and students, as well as providing authority for personnel to enact the plan, in whole or in part, in the event of an emergency affecting the school community. The plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the school will use to prepare for, mitigate, respond to, and recover from school emergencies.

PLAN OVERVIEW

The SEOP consists of 6 components:

- Introduction
- Situation Overview
- Organizational Roles and Responsibilities
- Functional Content
- Recovery and Mitigation
- Plan Administration

PLAN ACTIVATION

In order to provide an effective response to an emergency or incident, this plan and its sections may be activated in part or in whole, as necessary, by the administration of the district and/or school, and with the consultation of police and fire department representatives.

ORDER OF SUCCESSION

IN THE EVENTS OF AN EMERGENCY ALL STAFF INVOLVED IN THE SCENE WILL TURN RADIO TO CHANNEL 2.

In The Event Of An Emergency The Following Order Of Succession Will Serve As The Model For Essex Technical High School.

Principal – when out of the building the Principal will designate an AP as the “person in charge”

Assistant Principals- for student emergencies the AP that is assigned to the student or location of the building will serve as the point person; unless absent then the first AP to arrive will control the emergency.

CTE Directors – will be third in succession and take point to secure safety in any CTE area related emergencies.

The Guidance Director will be responsible for ensuring social/emotional needs are addressed for students/staff members.

The Facilities Manager will take point in all building related emergencies and coordinate with the Principal/AP; additionally will secure that there are no potential risks to the area of the emergency.

The Grounds Manager will ensure that all emergencies that involve outside buildings/grounds/animals will secure the area and work with the Principal/AP to address the emergency.

The Superintendent will serve as the media relations contact, unless otherwise directs the Community Relations Coordinator to serve this role.



BUILDING INFORMATION

Classes take place inside and outside of the building, as well as off campus. In addition to traditional classes, our campus is also used for other events and gatherings such as: indoor sporting events, outdoor sporting events, community meetings, gatherings in common areas such as library, gym, cafeteria, and auditorium. This SEOP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

SCHOOL POPULATION

A. General Population

Current enrollment at Essex Technical High School is approximately 1440 high school students. The students are presently supported by a staff and faculty consisting of:

- 163 Teachers and Specialists
- 14 Administrators
- 22 Office/Support Staff
- 16 Instructional Assistants
- 11 Cafeteria Staff
- 22 Maintenance, Farm and Custodial Staff
- 42 Transportation, Drivers, Mechanics

B. Functional Needs Population

The district is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- Limited English Proficiency
- Blindness or Visual Disabilities
- Cognitive or Emotional Disabilities
- Deafness or Hearing Loss
- Mobility/Physical Disabilities (Permanent and Temporary)
- Medically Fragile Health (Including Asthma and Severe Allergies)

The school's current enrollment of students and staff with functional needs will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted in the student information system and a list of students that require additional

assistance and along with their schedules is located in the Principal's Jump bag (orange box). All administrators will be provided with these lists as well.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is available in the Principal's office and the nurse's office.

PLANNING LIMITATIONS

It is the policy of the district that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the district will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

OUTSIDE DEPENDENCIES

During or after an incident, many of the products and services used to meet the daily needs of the district may not be available. Alternate sources for products and services will be utilized. Included below are identified critical products and services and their alternate source.

Identify important outside dependencies and how their loss will be replaced or substituted.

The administrative team and the crisis team will be responsible for considering catastrophic responsive plans for recovery and maintenance of educational services or farm related services.

III. ORGANIZATIONAL ROLES AND RESPONSIBILITIES



This section provides an overview of organizational functions, as well as the roles and responsibilities of school faculty and staff, students, parents, first responders, and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

In a major emergency or disaster the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone with unique training and skills qualified to handle such emergencies, usually an emergency responder agency with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The district will use the following system to manage incidents; examples used include Incident Command System (ICS), NEMLEC STARS (where applicable), City/Town Emergency Management Team, District Level Emergency Management Team, School Level Crisis Response Team, and Crisis Recovery Team.

Until non-school emergency responders arrive on-scene, the Principal, or designee is responsible for activating the SEOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The Principal may delegate the authority to direct all incident activities to a senior staff member. This position may be called the designated School Incident Commander and should be the person most qualified to manage the specific type of incident.

Contacting First Responders

The following methods will be used to contact first responders:

- Office Phone
- Portable Radio
- Personal Cell Phone
- Other

EXPECTED ACTIONS OF FIRST RESPONDERS

When an incident occurs at a school; local police, fire, and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.
- Take any other actions as identified by first responders as necessary to mitigate the incident.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition command to that Incident Commander and move to serving within the incident command structure.

EXPECTED ACTIONS OF SCHOOL ADMINISTRATION, FACULTY, STAFF, STUDENTS AND PARENTS

Senior Administration/Superintendent-Director

Senior administration/leadership are responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues and finding necessary resources for the School Incident Commander.

RESPONSIBILITIES INCLUDE:

- Provide guidance on district policy to School Incident Commander.
- Help resolve any issues or conflicts identified by the School Incident Commander.
- Identify and find necessary resources within the school district that have been requested by the School Incident Commander.
- Participate in Unified Command if/when established.
- Perform additional duties, as appropriate.

Principal or Designee

While the Principal retains the overall responsibility for the safety of students and staff, he or she may delegate certain duties to manage the incident. This allows the Principal to focus on policy-level activities and interface with other agencies and parents. The Principal shall coordinate between the Superintendent-Director's office and the School Incident Commander.

Principal or Designee

The Principal may retain incident command or delegate it to another staff member.

EXPECTATIONS INCLUDE:

- Assume overall direction of all incident management activities based on procedures outlined in the SEOP.
- Take steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determine whether to implement incident management protocols established in the SEOP (i.e. Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown, Enhanced Lockdown (ALICE), Reunification, etc.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.
- Keep the senior administration, Principal and other officials informed of the situation.
- Transfer command when first responders arrive on scene.
- Participate in Unified Command if established by the Incident Commander.
- Perform additional duties, as appropriate.

Teachers/Substitute Teachers/Teaching Assistants/Classroom Aides/ School Mental Health Providers

EXPECTATIONS INCLUDE:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols established in the SEOP.
- Initiate as directed or in the absence of direction determine whether to implement incident management protocols established in the SEOP (i.e. Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown, and Enhanced Lockdown (ALICE), etc. Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in the SEOP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing/extra students/staff to the Incident Commander.
- Obtain first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.
- Provide mental health services as needed.
- Perform additional duties, as appropriate.

School Secretary/Office Staff

EXPECTATIONS INCLUDE:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the Principal.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Account for visitors, contractors and non-teaching staff by a designated school emergency team member.
- Responsible for bringing "Go-Kit" including hard copies of class rosters, emergency contacts, reunification materials, and "do not release" dismissal documentation (i.e. non-custodial parent). Two "Go-Kits" are located in the Bunker and the Rigid Orange Lock Box across from the main entrance.
- Perform additional duties, as appropriate.

School Nurse/Health Care Provider

EXPECTATIONS INCLUDE:

- Responsible for bringing medical "Go-Kit", which may include AED.
- Transport medications.
- Provide medical documentation.
- Provide for the safety of essential medical records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the Principal.
- Monitor radio emergency broadcasts.

Food Service/Cafeteria Workers

EXPECTATIONS INCLUDE:

- Use, prepare, and serve food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.
- Perform additional duties, as appropriate.
- In the event that food services are not available the Principal or designee will assume responsibility for determine appropriate actions.

Students

EXPECTATIONS INCLUDE:

- Cooperate during emergency drills/exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.
- Perform additional duties, as appropriate.

Parents/Guardians

EXPECTATIONS INCLUDE:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning any incident, early and late dismissals, and other related release information.
- Do not impede the response of school and public safety officials to any emergency by unnecessarily overloading phone banks, parking and/or gathering in and around school grounds and roadways leading to the campus that will impede emergency access in any way, or otherwise contribute to the delay of care of students and faculty.
- Encourage parents/guardians to keep all contact information/dismissal information current.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.
- Understand their roles during a school emergency, as defined by the school administration (do not call or come to the school/evacuation site until directed to do so).
- Perform additional duties, as appropriate.

EXPECTED ACTIONS OF FACILITIES AND BUILDING OPERATIONS PERSONNEL

EXPECTATIONS INCLUDE:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Commander informed of school conditions.
- Perform additional duties, as appropriate.

EXPECTED ACTIONS OF PUBLIC INFORMATION OFFICER

EXPECTATIONS INCLUDE:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Develop materials for use in media briefings.
- Provide regular updates to media and school community.
- Coordinate media communications.
- Provide only information that has been approved for release by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the Principal/Superintendent-Director.
- Perform additional duties, as appropriate.

EXPECTED ACTIONS OF STUDENT TRANSPORTATION PERSONNEL

EXPECTATIONS INCLUDE:

- Supervise the care of students if incident occurs while students are on a bus.
- Transfer students to new location when directed.
- Prior to any event have a pre-established plan for transportation services.
- Maintain awareness of conditions of school and school grounds when dropping off students, so as to not introduce them to harmful situations
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention.
- Maintain communication with transportation director and school to report hazardous conditions as needed.

IV. FUNCTIONAL CONTENT



The following functional content provides common protocols and procedures that are implemented and referenced within the individual hazards listed within this plan and are threat specific. Each functional content area has been customized to fit the district and/or school's needs, capabilities, and unique circumstances. (refer to the example of a flip chart that can be edited for your use in the companion document on the companion website).

To become familiar with these functional situations, staff and students will participate in drills and, if necessary, additional training.

911 EMERGENCIES

All adults in the building are empowered to call 911 without anyone's permission. Call 911; stay on the line until released by Public Safety Personnel and it is safe to do so.

- You may need to dial your local police department directly, if using a cell phone, (978) 774-1212.
- Identify yourself, providing school and confirming address.
- Identify the nature of the incident and specific location.
- Indicate number of victims, if any, and specify staff, students or both.
- Provide any other relevant information.
- If the call is initiated from any area other than the main office, the main office should be notified immediately.
- Main office will designate a person to meet responding police/fire/EMS units: designate a specific door.
- Incident command procedures will be utilized.
- If appropriate, the Incident Commander will summon the Incident Management Team.

If possible use landline phone before cell phone if both are equally available. During power outages the FAX machine should be disconnected and the emergency analog phone plugged in and used for emergency calls (these are located in the Technology server room). Keep local police, fire, and EMS emergency numbers in your cell phone. This will give you a direct line to local help. If you call 911 from your cell phone you may be connected to the state police and then they will connect you to the local emergency responders; this can delay response time by a few moments – remain on the line and wait until the state police dispatcher connects you to the appropriate agency.

BOMB THREATS

PURPOSE:

Districts should be prepared for handling the most common form of threat to schools such as bomb threats. These threats have evolved from simple notes on bathroom walls to electronic threats through social media and so called “swatting” incidents. These threats are always challenging to determine both the level of threat and validity of the threat. They also contribute to the anxiety of school districts as to what level of response is needed in each situation.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Notify local police and fire.
- Establish a note taker that documents: persons present, what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined, by the Principal.
- Notify the Superintendent-Director or designee.
- Follow the specific directions of the police, fire and bomb squad officials.
- Based on guidance from the threat assessment team, decide on appropriate action or combination of actions:
 - Search: The scope of the search is dependent on the threat assessment.
 - Shelter-in-place: partial or full.
 - Evacuation: partial or full.
- Communicate and update staff as soon as possible.
- Communicate and update parents as soon as possible.
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish counseling plan to assist student, parent, and staff as needed.
- Implement and develop an aftercare plan for the next day.
- Use of electronic devices should only be used when absolutely necessary and never in close proximity to the device in cases of a bomb scare; consult your local/regional bomb squads for further advice and instruction.
- Control building access.
- Inspect delivered and/or incoming parcels.
- Safeguard confidential material.
- Utilize electronic surveillance.

- Have building floor plans for first responders to help with searches.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate

Threat Assessment

Low Risk Threats

- The threat is vague and indirect.
- Information in the threat is inconsistent, implausible or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered instead of delivered (i.e. a threat written on a wall).

Medium Risk Threats

- The threat is direct and feasible.
- Wording in the threat suggests that the perpetrator has given some thought to how the act will be carried out.
- Threat may include indications of a possible place and time.
- No strong indication that the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.
- Indication that the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat (e.g. "I'm serious!" or "I really mean this!").

High Risk Threats

- The threat is direct, specific, and realistic and may include names of possible victims, specific time or location of the device.
- The perpetrator provides his/her identity.
- Threat suggests concrete steps have been taken toward carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim(s) under surveillance.

Searching the Building

All Risk Levels:

- Always conduct a search.
- Search common areas first (hallways, cafeteria, gym, bathrooms, library).
- Search exterior areas second.
- Search team should include police/fire/school officials.

Medium Risk

- Search more controlled areas, such as classrooms.

High Risk

- Search additional locked and controlled areas, such as the roof and utility areas.

Suspicious vs. Unattended Items

- An unattended item is not automatically a suspicious one. Circumstances make an item suspicious, such as: out of context, making a noise, visible wires or placement witnessed.

If a Suspicious Item Is Found

- Do not touch, tamper with, or move the item.
- Immediately report item to the unified command.
- Public safety controls the scene if a suspicious item is found.
- Refrain from using radio communication in close proximity to the suspicious item.

School Personnel

- School personnel are in the unique position to know their classroom/workspace more familiarly than first responders; therefore they will most likely recognize items out of place more readily than outsiders.
- When search is initiated by Site Decision-Maker(s), make a quick and complete visual scan of the workplace and any other common areas assigned.
- Conduct a 360 degree visual scan of your room for anything unusual.
- If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the Site Decision-Maker(s).

Shelter-in-Place/Evacuation Decision Tree

It is important not to reward threatening behavior, so unless a threat assessment warrants evacuation, consider search, shelter-in-place, or limited evacuation alternatives first.

- Consider shelter-in-place and conduct a search for a low risk threat.
- Partial evacuation depends on the specificity of the threat (if the threat specifies an area, can evacuate just that area).
- Full evacuation – when a suspected item is located, or there is a high-risk threat.

When Evacuation Is Initiated

- Never pull the fire alarm unless there is a fire. Other means should be used to communicate the evacuation.
- Everyone should take their personal belongings with them when possible.
- Evacuate to a safe and controlled area.

Continuing Actions After Evacuation

- Debrief with emergency services and assist in coordinating further actions.
- Take accountability and report.
- Open media, medical and family areas and provide regular briefings.
- Police/fire/school officials coordinate what can be released publicly. Often the specifics of a threat may need to be kept quiet to aid the investigation and to prevent copycats.
- As appropriate, determine reoccupy, or dismiss action. Time of day and specificity of the threat may dictate this decision. Be cautious about dismissing school as this may reward the threatening behavior.
- School and public safety officials communicate with parents.

TEACHER/STAFF:

- Conduct a 360-degree visual scan of your room for anything unusual.
- If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object by dialing zero (0).
 - Do not touch, tamper with, or move the item.
 - Refrain from using radio communication in close proximity to the suspicious item.
- If a SHELTER-IN-PLACE, refer to the shelter-in-place section.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Principal or designee of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the reunification section.

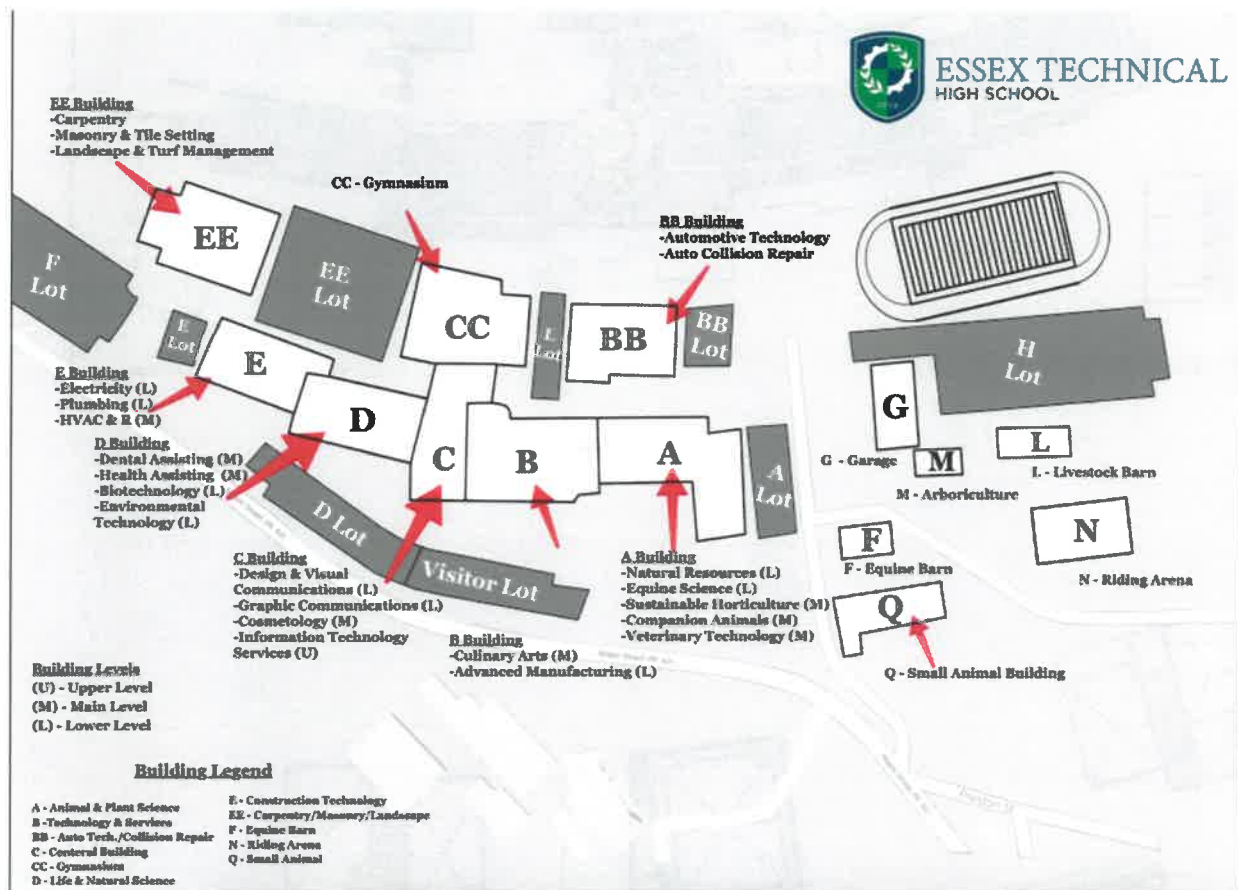
THE SUPERINTENDENT-DIRECTOR OR DESIGNEE:

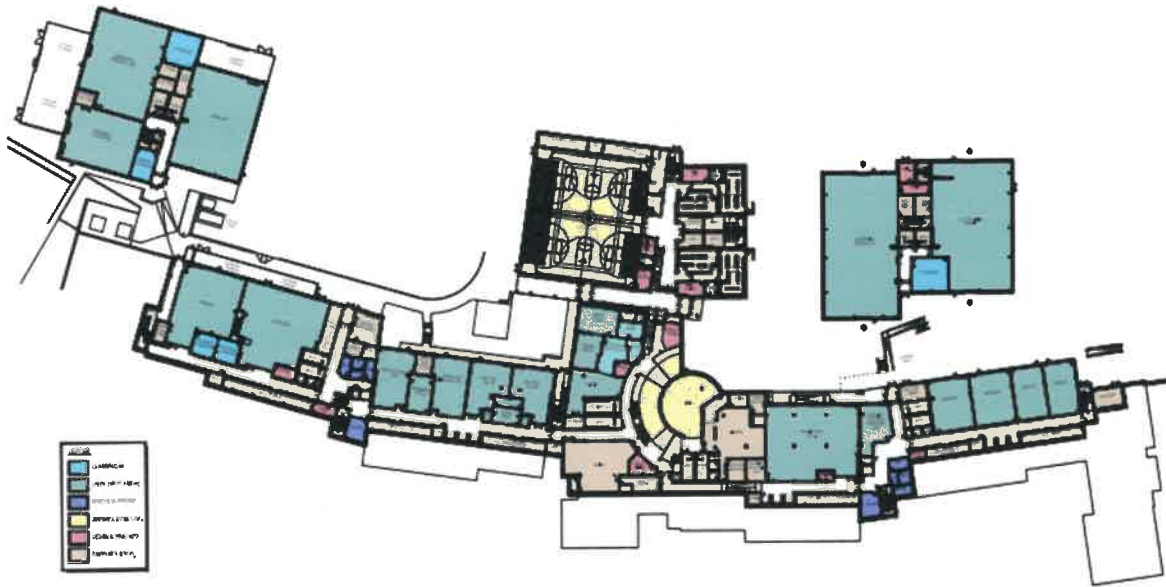
- Coordinate the media effort with the appropriate city/town departments.
- Notify the school committee.
- Consult law enforcement officials, who will determine when the school can resume normal activities and communicate the information to parents and the public.
- Send information home as soon as possible (by mass communication and/or letter) with the Superintendent-Director or his/her designee approval.

ADDITIONAL INFORMATION:

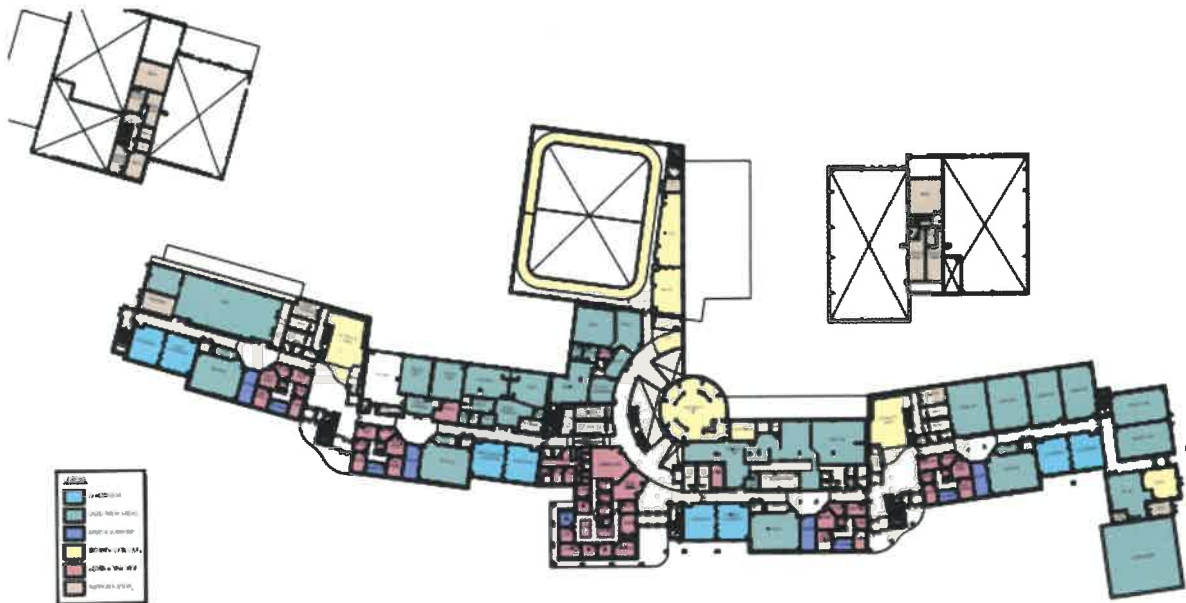
- Do not touch light switches, lockers, or close windows or doors.
- Restrict the use of telephones.
- Any decision concerning the dismissal of students is the prerogative of the Superintendent-Director or his/her designee.

BUILDING MAP





Lower Level Floor Plan



Main Level Floor Plan



Upper Level Floor Plan

BULLYING/HARASSMENT

PURPOSE:

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences. We are committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Essex North Shore Agricultural and Technical School District is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student or member of the District staff, including but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, farm and grounds worker, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students, or by a member of the District staff, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of the school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, and/or photo-electronic or photo-optical system including, but not limited to, electronic mail, internet communications, instant messaging, or facsimile communications. Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Definitions Note: Massachusetts law defines bullying, cyber-bullying, hostile environment, retaliation, “perpetrator,” and “victim.” Essex North Shore Agricultural and Technical School District will use the terms “aggressor” (instead of perpetrator) and “target” (instead of victim).

“Aggressor” is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, farm or grounds worker, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, who engages in bullying, cyber-bullying, or retaliation.

“Target” is a person against whom bullying, cyber-bullying, or retaliation has been perpetrated.

“Hostile environment” is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education and staff’s workplace. Page 2 of 4

“Retaliation” is any form of intimidation, reprisal, or harassment directed against a student or staff member who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Prohibition Against Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected. For the purposes of this Policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying. Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased, or used by the District;
- In rental facilities used by the District; or
- Through the use of technology or an electronic device owned, leased, or used by the Essex North Shore

Agricultural and Technical School District. Bullying and cyber-bullying are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the District if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of the school or District.

Prevention and Intervention Plan The Superintendent-Director-Director or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with District stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians, consistent with the requirements of this Policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan shall be reviewed and updated at least biennially. The Bullying Prevention and Intervention Plan shall apply to students and members of the District staff including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, farm and grounds workers, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals. The Principal is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan.

Reporting Students and staff who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. The District will have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, farm or grounds worker, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, students, staff or members of the community, are encouraged to report an incident of bullying as soon as possible. A member of the school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the Principal, an Assistant Principal, or one of the Title(s) VI & IX Coordinators. Investigation Procedures The Principal, Assistant Principal, or Title VI & IX Coordinator shall promptly investigate the report of bullying, using a Bullying Report form, which may include interviewing the alleged target, alleged aggressor, staff members, students, and/or other witnesses. Appropriate strategies will be implemented to protect the target and witnesses during the investigation. The investigation shall include an assessment of the alleged target's need for protection, along with the creation of a safety plan to restore a sense of safety for the alleged target. Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying. If the investigator determines that bullying has occurred, he/she shall promptly contact the parents or guardians of the student who has been the target and the parents or guardians of the student(s) who has been the aggressor. Additionally, the Principal shall take appropriate corrective and disciplinary action and, if it is believed that criminal charges may be pursued against the aggressor, the Principal shall consult with the school's liaison to the police department and the Superintendent-Director-Director to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified. The investigation shall be completed within fifteen (15) school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this Policy was found, and whether corrective or disciplinary action have been implemented. At a minimum, the investigator shall contact the

parents or guardians as to the status of the investigation on a weekly basis. Disciplinary actions for students or staff members who have committed an act of bullying or retaliation shall be implemented in accordance with District disciplinary policies. Each investigator shall document any incident of bullying that is reported per this Policy and a file shall be maintained by the Principal and/or Title(s) VI & IX Coordinators. A monthly report shall be provided to the Superintendent-Director-Director. Confidentiality shall be maintained to the extent consistent with the District's obligations under law. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance & Aggressor Assistance

The Essex North Shore Agricultural and Technical School District shall provide counseling or referral for appropriate services, including guidance, academic intervention, and protection, to students and staff members affected by bullying, as necessary. Training and Assessment Ongoing training shall be provided to school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all grade 9 to 12 students. Publication and Notice Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan shall be provided to students and their parents or guardians in age-appropriate terms. Annual written notice of the Bullying Prevention and Intervention Plan, including the duties of faculty and staff, shall be provided to all school employees. The Bullying Prevention and Intervention Plan shall be posted on the Essex North Shore Agricultural and Technical School District website.

References: • Massachusetts Department of Elementary and Secondary Education (DESE) Model Bullying Prevention and Intervention Plan Legal References: • Title VII, Section 703, Civil Rights Act of 1964, as amended • Federal Regulation 74676, issued by EEO Commission • Title IX of the Education Amendments of 1972 • 603 CMR 26.00 • M.G.L. 71:37O • M.G.L. 265:43; 43A • M.G.L. 268:13B • M.G.L. 269:14A Cross References: • Harassment and Discrimination • Prohibition of Hazing • Student Discipline Regulations Approved: April 11, 2017

District Responsibilities: Each year, the district shall...

- Provide all staff members with written notice of the bullying policy.
- Provide students and parents/guardians with written notice of the relevant, student-related sections of the bullying policy in age-appropriate terms and in the languages, which are most prevalent in the district.
- Provide age-appropriate instruction on bullying prevention in each grade through an evidence-based curriculum.
- Provide professional development to build the skills of all staff members to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to:
 - Developmentally appropriate strategies to prevent bullying incidents
 - Developmentally appropriate strategies for immediate, effective interventions to stop bullying incident
 - Information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying
 - Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
 - Information on the incidence and nature of cyber-bullying, and
 - Internet safety issues as they relate to cyber-bullying.
- Inform parents and guardians about:
 - The bullying prevention curriculum of the school district

- How parents and guardians can reinforce the curriculum at home and support the school district
- The dynamics of bullying, and
- On-line safety and cyber-bullying.

In addition, the district shall...

- Institute a policy regarding internet safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet and notify the parents or guardians of all students attending the school of the policy.
- Include the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in Individualized Education Plans for children with a disability that affects their social skills development and for children who are vulnerable to bullying, harassment or teasing because of the child's disability.

Administrative Guidelines and Procedures:

The Principal of each school is responsible for the implementation and oversight of the bullying policy at his or her school, including the following guidelines and procedures.

- Students, parents, and other witnesses will report incidents of alleged bullying or retaliation to any staff member, orally or in writing, in a timely manner. Reports may be made anonymously though no disciplinary action may be taken against a student solely on the basis of an anonymous report.
- Staff members who witness or are informed of alleged bullying or retaliation will report the incident to the Principal or assistant Principal right away and complete a Student Disciplinary Referral form by the close of the school day (or by the following morning should the incident happen during an after-school activity). If an assistant Principal receives the report, s/he will immediately inform the Principal.
- If a staff member is a possible victim of bullying or retaliation, s/he will be notified immediately if s/he has not initiated the report him/herself.
- Any Principal or assistant Principal who receives a report of alleged bullying or retaliation would complete an investigation of the alleged incident within 24 hours of having received the report, including meeting(s) with involved students and witnesses.
- If the incident includes a possible criminal offense, the Police Department will be notified immediately.
- If the allegations of bullying or retaliation are substantiated, the Principal or assistant Principal will determine the appropriate disciplinary response, which may include mediation, detention, suspension (in or out-of-school), or expulsion. The Principal or assistant Principal will also complete an Incident Report detailing: 1) his/her findings, 2) the disciplinary response, 3) actions that will be taken to prevent further acts of bullying or retaliation, and 4) the procedures and supports that will be used to restore a sense of safety for the victim, as necessary. The Principal or assistant Principal will

attach any related Student Disciplinary Referral form that s/he has received to his or her Incident Report.

- The student(s)' parents or guardians will be immediately notified of the incident and the disciplinary response.
- Repeated incidents of bullying by a student will result in more severe disciplinary actions.
- Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action, which may include a warning, detention or suspension (in or out-of-school).
- If any perpetrator of bullying is a staff member, appropriate disciplinary actions will be taken and may include a reprimand, suspension or termination depending on the severity of the incident.
- If an incident of bullying or retaliation involves students from more than one school in or outside the district, the school district or school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.
- If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the district, the Police Department should be contacted immediately.

CHEMICAL ACCIDENT - OUTSIDE OR INSIDE THE SCHOOL

PURPOSE:

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants and industry or laboratory spills. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

SPECIFIC SCHOOL INFORMATION:

Currently, every building has a comprehensive list of chemicals that are used in each building such as cleaning supplies, chemistry lab, art room, etc. These chemicals are all used and stored on school grounds as required by established federal and state mandates. The school's maintenance team, custodian or designated staff must inspect stored chemicals twice a month.

The District maintains a relationship with the DPD and DFD and will continue to communicate with them in regards to any information that could subject the school to a chemical or hazardous materials spill. All chemicals onsite are listed and maintained/updated yearly through the use of SDS binders in each CTE area.

RESPONSIBILITIES:

PROCEDURES FOR AN EXTERNAL CHEMICAL OR HAZARDOUS SPILL:

The Principal will determine the need to activate the SEOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

PRINCIPAL OR DESIGNEE:

- Call 911 and notify local law enforcement, emergency responders and board of health.
- Enlist the School Level Crisis Response Team to assist with the needs of the emergency.
- Determine what procedures should be activated, such as an EVACUATION, REVERSE EVACUATION and SHELTER-IN-PLACE and refer to the corresponding section.
- School Administrators will make an announcement to notify staff and students. Decontamination equipment and personal protective equipment are located in the nurse's office and maintenance area.
- If outside, students and staff might have to move to the nearest interior safe area.
- Relocate students and staff from any mobile classrooms in to the building.
- Notify custodial and buildings & grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.

- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Notify the Superintendent-Director of the status and actions taken and keep him/her updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet and/or other means of information.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.
- Disseminate information about the incident and follow up actions such as where students/school has relocated and institute REUNIFICATION procedures, if needed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency responders.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Move students away from immediate vicinity of danger.
- Close windows.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- If a REVERSE EVACUATION, refer to the reverse evacuation section.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Principal or designee of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

PROCEDURES FOR AN INTERNAL CHEMICAL OR HAZARDOUS SPILL:

The Principal will determine the need to activate the SEOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

PERSON DISCOVERING THE SPILL:

- Alert others in immediate area and leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Principal/teacher/safety officer or call 9-1-1, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.

PRINCIPAL OR DESIGNEE:

- Call 911 and notify local law enforcement, emergency responders, and board of health.
 - Provide the following information:
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases).
 - Injuries, if any.
- Enlist the School Level Crisis Response Team to assist with the needs of the emergency.
- Determine what procedures should be activated, such as an EVACUATION, REVERSE EVACUATION and SHELTER-IN-PLACE and refer to the corresponding section.
- If outside, students and staff might have to move to the predetermined outside relocation area.
- Students and staff from any outside classrooms may be able to stay in their building.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."
- Notify custodial and buildings and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify the Superintendent-Director of the status and actions taken and keep him/her updated of any significant changes.
- Activate internal and external communications plan.
- Consider monitoring radio, television, Internet and/or other means of information.
- Activate an EVACUATION, refer to the evacuation section.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.

- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.
- Disseminate information about the incident and follow up actions such as where students/school has relocated and institute REUNIFICATION procedures, if needed.
- Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency responders.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material to Incident Commander.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag.
- Treat any injuries along with first responders.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.

- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by Mass Communication and/or letter).

CHILD ABUSE/NEGLECT – REPORTING PROCEDURES

PURPOSE:

Occasionally, school personnel find themselves in a difficult situation with students reporting incidents in their lives. The student may report that are being abused physically, emotionally, and/or sexually. It is this vehicle that school personnel have to report such cases to authorities. Staff should always let the school guidance counselor/ social worker know of the situation and to talk with the child and investigate more. The guidance counselor/social worker will then report this to the building Principal and a decision of reporting the incident is made at this time.

Failure to report identified or suspected child abuse is punishable by law as a misdemeanor in the Commonwealth of Massachusetts. (MGL c.119, s21, s 51A)

Be aware of confidentiality issues and take appropriate precautions.

ACCUSATION INVOLVING A STUDENT'S FAMILY MEMBER.

PRINCIPAL OR DESIGNEE:

- Notify police (In accordance with district policy and if applicable depending the level of significance of the allegation).
- Report child abuse/neglect to the Department of Children and Families immediately by phone, and by writing not more than 48 hours, by submitting a state 51A "Report of Child(ren) Alleged to be Suffering from Abuse or Neglect" form. The initial report must be made by phone and followed with a notification in writing and completion of the state mandated 51A form.
- Notify Superintendent-Director of Schools.
- Notify parents/guardians, if deemed appropriate and safe, that a report has been filed with the Department of Children and Families.

ACCUSATION AGAINST SCHOOL PERSONNEL:

PRINCIPAL OR DESIGNEE:

- Notify police (In accordance with district policy and if applicable depending the level of significance of the allegation)
- Report child abuse/neglect to the Department of Children and Families immediately by phone, and by writing not more than 48 hours, by submitting a state 51A "Report of Child(ren) Alleged to be Suffering from Abuse or Neglect" form. The initial report must be made by phone and followed with a notification in writing and completion of the state mandated 51A form.

- Notify parents/guardians
- Notify Superintendent-Director
- Inform the identified staff member of the accusation. The accused has the opportunity to have a union member present if s/he chooses to do so.

COMMUNICATIONS AND NOTIFICATION

PURPOSE:

Communication is a critical part of incident management. This section outlines a communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by hard copy and/or electronic and location: in main office and/or the Orange Lock Box for emergency operations.

PROCEDURES:

COMMUNICATION BETWEEN SCHOOL OFFICIALS AND STAFF MEMBERS:

- School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve.
- The following practices will be utilized to disseminate information internally when appropriate:

Telephone: Phone calls from school administration to staff and faculty may be used when direct communication is necessary.

E-mail System: An e-mail system is available to provide those who are registered to receive messages with updates during an incident.

School E-mail: When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.

Mass Notification System: Connect Ed

Staff Meetings

Bullhorns and megaphones: A battery-powered bullhorn can be utilized to address students and staff who are assembling outside the school.

Two-way radio: All staff will be trained to understand how to operate the two-way radio.

Computers: A wireless laptop computer will be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area and the district Superintendent-Director. IT & Network Administrator will post information such as

school evacuation, closure or relocation on the homepage of the school and district website.

Fax machines: Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.

Alarm systems: All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

Whistles: Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

Public Address System: A PA system may be used to distribute information of a threat or hazard situation to a large crowd at a school.

EXTERNAL COMMUNICATIONS:

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will receive clear and concise messages from the school about the incident, what is being done and the safety of the children and staff.

COMMUNICATION WITH PARENTS:

Before an incident occurs, the school will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident.
- Information will be included in a school newsletter, website, presentation delivered at Back-to-School event, etc.
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.
- Be prepared with translation services for non-English speaking families and students with limited English proficiency.

In the event of an incident, the school will:

- Disseminate information; such as via text messages, e-mail, radio announcements, hotline, etc. to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation. Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Keep parents informed about when and where school will resume.

After an incident, administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible. The following practices may be utilized to disseminate information externally when appropriate:

- **Mass Communication System**
- **Social media:** Social media may be used to disseminate information of a hazard or threat situation to students, parents, and the surrounding community.
- **Standard telephone:** The school has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area and the district Superintendent-Director. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school and district website.
- **Fax machines:** Possible uses include: off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, release forms and authorizations.
- **School e-mail:** When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.

CRISIS COMMAND CENTER

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

Outside/Alternative Location:

- Call Facilities/Maintenance Director, or equivalent, to set up command center if one is to be established outside of the school setting. This could be either just outside the school or in a separate location away from the school, dependent upon the nature of the emergency.
- Bring the “Go-Kit” with you to the new Command Center.
- Utilize the Emergency Lock Box located in the parking lot across from the main entrance of the school.

Inside of the School:

The Principal's Office is designated as the Crisis Command Center located inside the building; additional materials are located in the Orange Rigid box located outside the main entrance . It holds:

- Detailed building floor plans.
- Master keys to all areas of the school.
- Class lists.
- Student and staff emergency contact information.
- Names and phone numbers of Safety Response Team members and Crisis Recovery Team members.
- Phone numbers of local medical and social service agencies.
- Phone numbers of school offices, departments, and personnel.
- School Emergency Operations Plan Manual.

CUSTODY PROCEDURES

RESPONSIBILITIES:

- Principal/designee will maintain a current file of legal documents pertaining to appropriate students in compliance with the current custody law.
- Through the use of Legal Alerts in the Aspen Management System the classroom teacher(s), nurse, assistant Principal, guidance counselor, social worker and office administrative assistant connected with the child in question should have a copy of the document/s limiting his/her contacts.
- Never release a child to a parent/guardian that is not authorized on the student emergency contact card in the student information system.
- There should be no communication with the non-custodial parent (parent without physical custody) until/unless official paperwork stating otherwise has been filed with the school.
- The Principal/designee will request support from the Police Department if needed.

DEATH OF A STUDENT OR STAFF MEMBER

PURPOSE:

The school district has designed the following planned response to the death of a student or staff member because of accident or illness. This protocol also takes into account that the death may have occurred off-site or on campus. This protocol is not a chronology of actions. Rather, it is a planned response highlighting the steps to be addressed in a timely manner, as appropriate for each individual situation. This plan addresses the needs of both staff and students in coping with such an event. While it is important to recognize and deal with the death of a student/staff, we must be careful not to sensationalize such an event. Every effort should be made to maintain as normal a routine as possible.

RESPONSIBILITIES:

THE PERSON MAKING THE DISCOVERY:

- Anyone who becomes aware of a student death should notify the Principal/director.

PRINCIPAL OR DESIGNEE:

- If on-site, contact police and fire.
- Principal should attempt to verify the death by confirming with police on scene, following up with police in the event the victim was transported to a hospital, or in the event death occurred off campus - the family of the deceased.
- Call together the School Level Crisis Response Team and the Crisis Recovery Team. Each school should have a telephone list or chain in place. This list should be updated regularly and placed in this manual. Each school should have a mechanism to contact faculty and staff.
- Consider requesting STARS Crisis Recovery Team for additional personnel, if a NEMLEC member community (this must be done through local NEMLEC Chief of Police) and LAHEY/Behavioral Health Services.
- Coordinate/initiate notification of staff and set up a meeting at the earliest time possible to ensure that all personnel have the same accurate information and so they may lend each other support.
- Contact the bereaved family to extend sympathy. She/he should ask about information that the family is willing to share with the students and school personnel. In the case of a student, permission from the parents must be obtained before information is shared.
- Contact authorities to obtain accurate information about the death of a student including name, time, place and manner of death (if appropriate).
- Prepare a written statement to faculty and students. Depending on the situation, the Principal may choose to prepare two statements – one to be read to the students and one for the teachers explaining what happened, giving suggestions on how to handle grief reactions, what reactions to look for, what to do or say, etc.
- With the assistance of the School Level Crisis Response Team, should draft a letter to parents of all children. This letter, signed by the Principal, should contain the same information that was shared with staff and students. The letter will inform the parents of what the school has done and will be doing to assist students in dealing with this matter. The letter should encourage the parents to be in touch with the school if they have particular concerns about their child's response to the situation. This letter will be sent home with the children to their families on the same day the crisis is addressed in the school.
- Convene School Level Crisis Response Team as soon as possible and when time allows, prior to the opening of school to make appropriate plans for the day.
- Ensure that all students are notified by the prepared announcement read by individual homeroom/classroom teachers stating the facts as known before the first period of the day or as soon as possible. A public address system or a large assembly should not be utilized to make this announcement unless absolutely necessary. Notification is done in order to dispel any rumors and allay any fears. Upon request, an assigned crisis team

member may be present in the classroom with the homeroom/classroom teacher. Out of respect for the family and for other legal considerations, no additional information beyond the announcement may be shared.

- Ensure that media requests are referred to the Superintendent-Director, or their designee, who will be the only official spokesperson for the central office.
- Establish media staging areas so they are kept away from the school setting, but allowed to do their jobs. Teachers and students will be reminded that they need not respond to inquiries from the press or others.
- Consider contacting local police chief to activate NEMLEC STARS Crisis Recovery Team to help when local staffing and capabilities are over-loaded or lack experience in response strategies.
- Consider counseling periods for after school hours (including weekends) to counsel parents or students during the first 48 hours following a major event.
- Convene faculty/staff briefings. They should be called together at the beginning and/or end of the school day for a brief meeting. Here, available information will be shared as appropriate. If significant information is received during the day that needs to be shared, a meeting will be arranged for faculty and staff as soon as possible. Faculty must have a chance to briefly absorb and deal with information before being expected to share it with students. The information also should be shared with cafeteria personnel, custodial staff, bus drivers, etc. If the tragic incident occurs when school is not in session, other appropriate means of mass communication can be used to share information with staff. Remind staff to not talk with media and others about the event.
- Ensure that if any student in the school has been absent due to a close relationship with the deceased, the School Level Crisis Response Team will work with teachers to welcome him/her back and alert students to the need for sensitivity.
- Safeguard that the utmost sensitivity is used in handling the deceased's belongings. If the death is potentially related to criminal activity, the police having jurisdiction over the crime should be consulted prior to accessing and/or removing any belongings. This includes electronic devices, voicemails, e-mails, etc. The Principal or designee should remove the personal belongings and then give them to the family when appropriate. The family's wishes should be considered.
- Prepare to offer guidance relative to funeral arrangements. In general, students participation in funerals is an individual decision and under the supervision of parents.
- Convene a brief faculty meeting at end of the school day to discuss how the day went. Warning signs of depression and suicide should be reviewed. Staff will be updated on pertinent information. A designated member(s) of the School Level Crisis Response Team should update staff members who are unable to attend the meeting.
- To the extent possible, facilitate a normal daily routine to be carried out that includes continuing the educational process to ensure a stable and secure environment for students.
- Permit staff members and students to attend the funeral that wish to do so. Existing procedures for dismissal/absence should be maintained. Necessary arrangements will be made so that faculty who want to may attend. Faculty and student participation in

wakes and/or funerals memorial services is on an individual basis. Student participation should be under parental supervision using normal early release/dismissal policies.

- Remove the student/staff member from electronic communications home, class rolls, e-mail list, phone answering machine, and mailing list.
- Debrief with the team at the conclusion of the event.

SCHOOL LEVEL CRISIS RESPONSE TEAM:

- Identify potentially vulnerable faculty, staff and students and plan for how they will be informed privately of the situation. Examples of vulnerable people would include siblings, best friends, worst enemies, people with a similar illness or death in the family, and faculty with a child the same age of the child that died.
- If the death of a student or staff member occurs in the presence of others, these observers should be considered extremely vulnerable. The team should be particularly attentive to the needs of this group. When indicated, parents of these students will be contacted by phone and a referral to support services will be made at the parent's request.
- When considering commemoration, students should be a part of the process. This step should take place over a period of time.
- As students and staff begin return to their typical routines, the School Level Crisis Response Team should still be on alert for any potential delayed stress reactions. Staff members need to bring any student whose behavior changes after the death to the attention of the team. Keep in mind that staff members are equally vulnerable to grief and loss.
- The School Level Crisis Response Team will have a follow up meeting to assess how well this protocol responded to the needs of the local school community and to make any needed changes or additions.
- Prepare to offer guidance relative to funeral arrangements. In general, students participation in funerals is an individual decision and under the supervision of parents.
- Meet at the end of **each** day during the response for the crisis, and at least until the day after the funeral, to review school response, plan for the next day (including any additional information to be shared with students) and to discuss any students about whom they are concerned.
- Counseling areas should be set up by the counseling staff to assist any staff or students who want to discuss the death. Separate locations for staff and students should be maintained. Students should be escorted to and from designated counseling areas.
- Counselors designated to counsel students that are, or appear to be, in crisis or distraught mood should be located in a counseling center (pre-identified room).
- The School Level Crisis Response Team members should make themselves available to assist faculty who would like help in talking with students. One member of the team should follow the daily schedule of the deceased student/faculty member for the first day after the crisis to be available to students who were in the classroom with the student/faculty member.

- Provide an opportunity for students to discuss what has happened. Students are to remain in pre-established counseling area until the Principal or his/her designee determines they are ready to resume their schedules.
- Close friends of the deceased student/staff who seem upset should be monitored closely. Staff should alert members of the School Level Crisis Response Team about these individuals.
- Additional staff/counselors should be assigned to move about the building or campus to counsel groups of students not in crisis

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources. All media contacts should be held away from the school.
- Notify the school committee.
- Special attention should be given to those schools at which siblings of the deceased are enrolled. The Superintendent-Director should contact the Principal of schools that could be affected. This could include in district as well as private/regional schools.
- Notify staff when possible.

DEATH ON CAMPUS

PURPOSE:

A death on campus will be a very difficult situation to handle. Great care is to taken to protect staff and students from witnessing this event and its immediate aftermath. Whether this death is due to a medical emergency or injury, one can experience trauma from witnessing what has occurred.

RESPONSIBILITIES:

THE PERSON MAKING THE DISCOVERY:

- Contact School Nurse and/or 911.
- Secure the scene until administrator arrives (disturb as little as possible, limit access until police arrive).
- Contact Principal or designee.

NURSE:

- Report immediately to the scene with emergency medical bag.

PRINCIPAL OR DESIGNEE:

- Notify the Police/Fire Department.
- Secure the building and direct staff and students to remain in assigned areas until further notice (See Shelter-in-Place).
- Notify the Superintendent-Director or designee.
- Identify all witnesses and move them to the Principal's office, if possible (to the extent possible, witnesses should not talk with each other or anyone else).

- Document all statements made by witness(es); however, do not conduct interview with witness(es).
- Contact the School Level Crisis Response team to enlist the aid of additional staff.
- Ensure proper supervision in all areas.
- See Death of a Student/Staff Member for other vital plans.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Debrief with the team at the conclusion of the event.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- Notify staff when possible.

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT-DIRECTOR OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

EARTHQUAKE (DROP, COVER, HOLD)

PURPOSE:

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide exact location of the damage and/or fire/smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION; refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Establish a note taker to document who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Notify the Superintendent-Director and institute communications plan.

- Activate the School Level Crisis Team.
- Upon consultation with Superintendent-Director, fire department and law enforcement officials and, if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If safe return to the building once the "All Clear" is given.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

Indoor Procedure:

- Initiate the following action steps for themselves as well as students in their care:
 - Drop to the floor.
 - Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
 - Hold on to the table or desk until directed to stop.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Incident Commander/Principal of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

Outdoor Procedure:

- Initiate the following action steps for themselves as well as students in their care:
 - Move away from buildings, streetlights and utility wires.
 - Drop to the ground.
 - Cover their face and head with their arms.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Notify the Principal or designee of any injuries.

Moving Vehicle Procedure:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag.
- Treat any injuries along with first responders.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

EVACUATION

PURPOSE:

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, students and visitors can safely reach the evacuation location without danger (football stadium, or off-site location in the community).

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Convene School Level Crisis Response Team.
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants.
- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
- Encourage staff and students, through training, to recognize hazards that may impede safe egress through pre-identified routes and encourage them to make decisions to safely seek out alternate routes.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Gather headcount information from teachers on missing/extra staff and students.
- Monitor the situation and provide updates and additional instructions as needed.
- Report all injuries to the nurse and other medical personnel that may have responded to the scene, for assessment and/or treatment.
- Notify the Superintendent-Director that an evacuation of the school has occurred.
- During inclement weather, consider requesting buses to shelter students.
- Communicate when it is safe to reenter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.
- Prioritize evacuations with student populations during a controlled evacuation. Students/staff with disabilities will go first, followed by students in educational spaces, the staff that were not in classrooms.
- Communicate with parent/guardians as to what is happening and continue to update as necessary.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers if needed. (If the district has one, if not extra counselors/school psychologists may be helpful.)

- Meet with staff after school to make any updates that can be made at the time and plan a time to meet the next morning before school for any additional updates if needed.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Staff should not talk to the public or media about this event. Guide staff on what to say/what not to say to students and parent/guardians about the event.
- Develop a reentry plan for the next school day and aftercare program.
- Complete and file an incident report by the end of the school day.

TEACHER/STAFF:

- Instruct students to exit the building using the designated emergency exit routes or as directed by the Principal or designee. Emergency exit routes should be diagramed on the school floor plan drawing posted in each room by the door.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the Principal or designee at the time of the emergency and the evacuation, although when safety concerns observable by staff deem it necessary to choose an alternate route, will be followed by teachers and staff.
- Avoid downed power lines, open gas lines, and other unsafe conditions.
- Help those needing special assistance. Students and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Develop a reentry plan for the next school day and aftercare program for the same day.
- Follow district procedures regarding whether or not to close/lock classroom doors.
- Depending on the emergency, staff and students may be directed regarding personal belongings.
- Take class roster, Emergency Protocols Flip Chart, first-aid kit and other emergency supplies you may have with you.
- Go to the designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- Whether outside the building or inside the building evacuation location, check for injuries. Report any injuries to the Principal or designee.
- Account for all students. Immediately report any missing/extra or injured students/staff to the Principal or designee. Use the extra and missing staff/students form that is located with your class rosters.
- Unattached students should report to the nearest teacher.
- Wait for additional instructions.

Please note: That certain events may require that you ignore the fire alarms. Please pay attention to all announcements and situations and refer to your training to make a decision.

EVACUATION (OFFICE STAFF)

OFFICE STAFF:

Take "Go-Kit": (Includes but not limited to)

- School Emergency Operations Plan Manual
- Computer Laptop and/or iPad

Other Responsibilities:

- Take Attendance, Visitor Log, Late Sign-in Log, Dismissal Sign-out Log, Staff Sign-in/out Log
- Setup Command Center
- Account for all Staff and Students
- Communicate with Emergency Personnel
- Contact Parents by Electronic Means when Possible
- Determine Location of Restroom Facilities
- Provide Food and Water for Staff and Students with Disabilities/Illnesses

Evacuation Locations:

In the event of an evacuation of the building, initially all persons will evacuate to the predetermined on campus evacuation location. If the evacuation will be for a prolonged time, requires family reunification, or is due to weather or other considerations, the school will transport students and faculty to the one of the three predetermined off campus evacuation locations. It is recommended each school have a second and third site as a backup.

THE SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- Notify staff as soon as possible.
- Notify parents/guardians as soon as possible (by Mass Communication and/or letter).

Essex Technical High School has a memorandum of understanding with the Essex Sports Center and North Shore Community College and owns its own transportation to this site.

EVACUATION (REVERSE)

PURPOSE:

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.
- Convene School Level Crisis Response Team.
- Notify the Superintendent-Director of the situation.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.
- Notify the nurse with any injuries for assessment and/or treatment.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD or SHELTER-IN-PLACE.
- Debrief with the team at the conclusion of the event if needed.

TEACHERS/ STAFF:

- Immediately move students back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Teachers will take attendance and account for all students and report any missing students to the Principal or designee.
- Report all injuries to the Incident Commander/Principal.
- Wait for further instructions from the Principal or designee or from a public safety official.
- Monitor the main entries until the "All Clear" is given.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- Notify staff as soon as possible.
- Notify parents/ guardians as soon as possible (by mass communication and/or letter).

FIELD TRIP (CRISIS DURING)

PURPOSE:

When school staff personnel take students off campus there is a potential for an incident to occur at any time. This could happen where the field trip is taking place or back at the school setting. It is the responsibility of the person coordinating the field trip to contact the school of any incident. It is the responsibility of the Principal to contact the person coordinating the field trip if an incident has occurred at school and to inform the staff and students on the field trip of their next steps for returning to school or not.

RESPONSIBILITIES:

TEACHER/FIELD TRIP COORDINATOR:

- Attend to any medical needs if there are any injuries or complaints of pain.
- Notify the local Police/Fire Department or 911 if appropriate.
- Contact Principal or designee and provide update and actions being taken.
- Complete detailed incident report on return to school.
- DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT-DIRECTOR OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

PRINCIPAL OR DESIGNEE:

- Contact school Superintendent-Director or designee and provide update and actions being taken.
- Send school personnel to scene if appropriate.
- If incident is during non-school hours the Principal and Crisis Recovery Team may be called in to assist.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Convene School Level Crisis Response Team if appropriate.
- Contact parents with update and actions being taken.
- Notify staff when possible.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and faculty as needed. (If the district has one, if not extra counselors/school psychologists may be helpful.)
- Implement a plan for aftercare and the next school day.
- Debrief with the team at the conclusion of the event.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Notify the school committee if appropriate.

- Coordinate the media effort if appropriate.

FIGHTS

PURPOSE:

A fight can happen between students at any point. It is important that certain procedures occur to maintain the safety for all. Many schools have cameras available to be used to investigate the combatants and bystanders that may have contributed to the altercation.

RESPONSIBILITIES:

PERSON DISCOVERING THE FIGHT:

- When approaching the fight yell out combatants' name, identify yourself and order them to stop. Use "ladies" and "gentlemen" if names are not known.
- Advise spectators to disperse immediately.
- If physically intervening, approach the students from the side. Do not step between the combatants. Separate all combatants and refer them to an administrator.
- Ask for assistance from nearby staff members and the Restraint Team if needed.
- Notify the Principal or designee immediately or as soon as possible.

PRINCIPAL OR DESIGNEE:

- Ask the nurse to assess combatants and document any injury.
- If necessary, ask nurse to assess intervening teacher(s).
- Interview combatants, teachers, and bystanders and complete necessary paperwork.
- Review camera footage.
- Take appropriate disciplinary action.

FIRE/EXPLOSION

PURPOSE:

The district has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff is trained on how to respond in the event of a fire.

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

- Any staff/student/visitor discovering fire/smoke and/or explosion will activate the fire alarm and report the fire to the Principal, or call 911 if conditions require and/or injured are in need of medical assistance.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may reenter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide exact location of the damage and/or fire/smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- If safe and appropriate to do so, in the event of an explosion, direct designated staff to shut off utilities.
- Activate an EVACUATION; refer to the evacuation section.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the Superintendent-Director and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Upon consultation with Superintendent-Director, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If safe return to the building once the "All Clear" is given.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information or plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents, and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- After hearing the fire alarm and/or explosion activate an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas.

Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.

- Keep class together and wait for further instructions.
- Notify the Principal or designee of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

THE NURSE:

- Bring student emergency forms.
- Bring emergency medical bag.
- Treat any injuries along with first responders

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

FLOOD

PURPOSE:

The district has developed and put into place procedures that ensure there are procedures in place to protect staff/students and school property are protected in case of a flood.

The Massachusetts Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet and telephone. In the event of a flood, the Principal or designee will activate the SEOP.

The school public address system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios being used by the School Level Crisis Response Team, will serve as backup alerting/communication devices.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

Review circumstance and conditions and determine appropriate procedures to be activated.

Call or instruct staff to call 911 to notify local law enforcement, fire and emergency services of intent to evacuate in or out of the building, the location of the relocation site, the route and means to be taken to that site.

Determine if EVACUATION is required and can be safely done. Evacuation may mean moving staff and students to higher floors if leaving the building is not possible.

- Activate an EVACUATION; refer to the evacuation section.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the Superintendent-Director and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Enlist the School Level Crisis Response Team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet and media for flood information and report any developments.

- Update staff, administration and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the Superintendent-Director of the status and action taken.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Designate staff to take appropriate action to safeguard school property.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

TEACHER/STAFF:

- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes (due to building debris), to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Incident Commander/Principal of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

BUS DRIVER:

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Use cell phone to communicate with the transportation Manager or the Principal or designee.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag/"Go-Kit".
- Treat any injuries along with first responders.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/ guardians as soon as possible (by mass communication and/or letter).

GANGS/GROUP VIOLENCE

PURPOSE:

For school systems that have an issue with gangs and/or groups of students, it is important to have procedures in place to handle potential threats to the school setting. Working hand-in-hand and communicating with the local police department is imperative to staying ahead of any potential problems. This is especially important if an incident were to occur off site, after hours, or during the school day with the potential to carry over into the community after school hours.

RESPONSIBILITIES:**PERSON DISCOVERING THE INCIDENT:**

- Report all rumors of or acts of violence to the Principal or designee.
- Report strangers to the office.
- Report gang identifiers (clothing, signs, colors, street names) to the office.
- Immediately report acts of violence or rumors to the Principal or designee.

PRINCIPAL OR DESIGNEE:

- Notify the police, Superintendent-Director or designee.
- Work with and collaborate with police on identifying and preventing gang related issues in and around school setting.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Convene the School Level Crisis Response Team if necessary.
- If necessary, develop a reentry plan for the next day including the Crisis Recovery Team.
- Debrief with the team at the conclusion of the event if needed.

TEACHER/STAFF:

- If necessary, keep students in classes and away from crisis area.
- Take attendance.
- Wait for further instructions.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort.
- Notify the school committee.
- Notify staff as soon as possible.
- Notify parents/guardians (by phone, e-mail, text, and/or letter) as soon as possible.

GENERAL SECURITY

PURPOSE:

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building.

The school will encourage all staff, faculty and students to be an active participant in building security and to have crime prevention measures in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access.

- Badging system
- Cameras
- Tip-lines
- Security monitored entrance

RESPONSIBILITIES:**PRINCIPAL OR DESIGNEE:**

- Ensure that there is a security policy, including when school is not in session, to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the building to the office where they will sign in and out.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Make sure that the classroom door is able to be locked from the inside and is functioning normally daily.

- Ensure that the students are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions/observations, including those learned through social media or other electronic means, or persons to the main office.
- Report to the main office any conditions, concerns or problems that were reported to them.
- All visitors that you are responsible for must be escorted to and from your classroom/meeting.

OFFICE STAFF:

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.
- Make sure all visitors are escorted to and from the office by an employee of the school.

FACILITIES/MAINTENANCE:

- Maintain all doors, windows and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report any deficiencies or failures of the building security to the school Principal in a timely manner.
- Landscaping is addressed to ensure a clear line of site into and from the building.
- All outside doors are numbered, in sequential order, with large reflective numbers.

STUDENTS:

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.
- Report any security or safety concerns or unusual safety conditions to a staff or faculty member. (i.e., social media posts from other students of a potential threat to the school or people within the school.)
- Students will not permit or allow unauthorized persons to enter the building by opening any locked doors.

GENERAL RESPONSIBILITIES:

- All entrances are locked during hours of operation, including the main entrance.
- Students and staff are trained not to provide unauthorized access to the building.

HOSTAGE

PURPOSE:

The purpose of this section is to ensure that there are procedures in place to protect staff/students and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation.

Hostage situations always result in law enforcement being contacted immediately, and activated; it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

RESPONSIBILITIES:

A hostage situation involves one or more persons being held against their will by one or more individuals. The goal is to ensure safety of students, staff and others at the school and prevent the hostage(s) from being moved away from the school. All staff should be aware of what to do in the event of a hostage situation.

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or designee, school resource officer, or call 911 if unable to reach school authorities.

If school personnel or students are taken hostage:

- Listen to and report instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

PRINCIPAL OR DESIGNEE:

- Call 911 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and whether the school is in Lockdown or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Announce Lockdown or other procedure if conditions warrant.
- Ensure staff located outside are notified of the situation and are directed to move students away from the building to the outside assembly areas.

- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses in route to the school to an alternate location.
- Notify Superintendent-Director and activate communications plan.
- Give control of scene to police and hostage negotiation team.
- Ensure detailed notes of events are taken.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Teachers and staff will implement Lockdown or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the "All Clear" unless otherwise instructed to take other action by a law enforcement officer.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media.
- Notify the school committee.
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

IMPORTANT TELEPHONE NUMBERS

PURPOSE:

It is important to have phone numbers easily accessible and in one location for an emergency. In an emergency it is imperative to save time and have a response streamlined. In addition to the numbers below a district can add local numbers and contacts as they see fit. This could include city/town, school district and individual school contact and numbers.

IF IT IS NECESSARY TO CONTACT THE POLICE OR FIRE DEPARTMENT PLEASE NOTE:

REPORT:	WHO:	Name of the caller including title
	WHERE:	Name of school and location of emergency
	WHAT:	Explain the emergency situation
	WHAT:	Entrance to use

ALWAYS HANG UP LAST/WAIT FOR DISPATCHER TO DISCONNECT FIRST
REPORT ANY EMERGENCY CALLS TO THE PRINCIPAL

IF IT IS NECESSARY TO CONTACT THE POLICE OR FIRE DEPARTMENT PLEASE NOTE:

REPORT: WHO: Name of the caller including title
 WHERE: Name of school and location of emergency
 WHAT: Explain the emergency situation
 WHAT: Entrance to use

UTILIZING 911 ON THE SCHOOL PHONE SYSTEM WILL CONNECT TO EMERGENCY SERVICES AS WELL AS PROVIDE ADMINISTRATION NOTIFICATION THROUGH PHONE AND EMAIL

ALWAYS HANG UP LAST/WAIT FOR DISPATCHER TO DISCONNECT FIRST
 REPORT ANY EMERGENCY CALLS TO THE PRINCIPAL

AMBULANCE (LYONS)	978-774-1500
ATHLETIC DIRECTOR	X 3012
BOARD OF HEALTH	978 777-0001 x3095
BUSINESS MANAGER	X 7201
COUNTY SHERIFF	978 750-1900
ELECTRIC (DANVERS)	978 774-0005
FIRE (DANVERS)	978 774-2424
FIRE (MIDDLETON – FIELDS)	978 774-2466
GAS (NATIONAL GRID)	800-231-5325
HOSPITALS	
(BEVERLY)	978 922-3000
(SALEM)	978 741-1200
CHILDREN'S BOSTON	617-355-6000
TOWN MANAGER	978 777-0001 X 3069
MOBILE CRISIS UNIT	978 744-1585
(DPD MENTAL HEALTH COUNSELOR)	978 774-1213
POISON CONTROL	800-222-1222
POLICE (DANVERS)	978 774-1212
POLICE (MIDDLETON)	978 774-4424
STATE POLICE	
(DANVERS)	978 538-6060
SUPERINTENDENT-DIRECTOR	X 7101
TECHNOLOGY DEPARTMENT	X 1502, X 1504
TRAFFIC/LIGHT DIVISION	978 774-0005
TRANSPORTATION (KATHY RUSSO)	978 479-9120
PUBLIC TRANSPORTATION (MBTA)	617 222-3200
WATER & SEWER	978 762-0231

KIDNAPPING

PURPOSE:

This potential is a concern for anyone that is walking to or from school, walking to and from the bus stop, or while waiting for the bus. Bus drivers should be trained on looking for potential threats as well.

RESPONSIBILITIES:

PERSON WHO SUSPECTS OR WITNESSES THE KIDNAPPING:

PURPOSE:

- The person witnessing the suspected abduction notifies the Police and Principal immediately.

PRINCIPAL OR DESIGNEE:

Find out the following:

- Student's name and description including clothing worn that day by the student.
- Grade/homeroom/teacher.
- Address.
- Bus stop, bus driver and list of other students at the stop if abduction took place there.
- Names of friends and classmates.
- Try to determine the presence of strangers around the area where the child was seen last.
- Description of the abductor including clothing, physical characteristics, make and model of car, license plate.
- Have guidance/social worker and administration meet with students that are close to the missing student for support and to find any information about the disappearance of the student.
- Notify the police if not already contacted.
- Notify the student's parent/guardian.
- Notify the Superintendent-Director or designee.
- Convene the School Level Crisis Response Team.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers.
- Identify Public Information Officer.
- Prepare fact sheet and written communication for staff, parents, and public information officer. Remind staff to not talk with media and others about the event.

- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Develop a reentry plan for the next school day and aftercare program.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- Send information home as soon as possible (by mass communication and/or letter).
- Inform the staff as soon as possible.

LIGHTNING

PURPOSE:

While the probability of being struck by lightning is extremely low, the odds are significantly greater when a storm is in the area and the proper safety precautions are not followed. The following steps are recommended by the National Severe Storm Laboratory (NSSL) to mitigate the lightning hazard:

PROCEDURES:

- Be aware of National Weather Service-issued (NWS) thunderstorm watches and warnings, as well as the signs of thunderstorms developing nearby. A watch means conditions are favorable for severe weather to develop in an area; a warning means that severe weather has been reported in an area and for everyone to take proper precautions.
- Know where the closest safe structure or location is to the field or playing area, and know how long it takes to get to that safe structure or location.

Safe structure or location is defined as:

- Any building normally occupied or frequently used by people (i.e., a building with plumbing and/or electrical wiring that acts to electrically ground the structure). Avoid using shower facilities for safe shelter and do not use the showers or plumbing facilities during a thunderstorm.
- In the absence of a sturdy, frequently inhabited building, any vehicle with a hard metal roof (not a convertible or golf cart) and rolled-up windows can provide a measure of safety. A vehicle is certainly better than remaining outdoors. It is not the rubber tires that make a vehicle a safe shelter, but the hard metal roof, which dissipates the lightning strike around the vehicle. **DO NOT TOUCH THE SIDES OF THE VEHICLE!**
- Be aware of how close lightning is occurring. The flash-to-bang method is the easiest and most convenient way to estimate how far away lightning is occurring. Thunder always accompanies lightning, even though its audible range can be diminished due to background noise in the immediate environment, and its distance from the observer. To use the flash-to-bang method, count the seconds from the time the lightning is sighted

to when the clap of thunder is heard. Divide this number by five to obtain how far away (in miles) the lightning is occurring. For example, if an individual counts 15 seconds between seeing the flash and hearing the bang, 15 divided by five equals three; therefore, the lightning flash is approximately 3 miles away.

- Lightning awareness should be increased with the first flash of lightning or the first clap of thunder, no matter how far away. This activity must be treated as a wake-up call. The most important aspect to monitor is how far away the lightning is occurring, and how fast the storm is approaching, relative to the distance of a safe shelter.

SPECIFIC LIGHTNING-SAFETY GUIDELINES HAVE BEEN DEVELOPED:

- As a minimum, NSSL staff strongly recommend that by the time the monitor obtains a flash-to-bang count of 30 seconds, all individuals should have left your location and reached a safe structure or location. Athletic events may need to be terminated.
- The existence of blue sky and the absence of rain are not protection from lightning. Lightning can, and does strike as far as 10 miles away from the rain shaft. It does not have to be raining for lightning to strike.
- If no safe structure or location is within a reasonable distance, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize contact with the ground, because lightning current often enters a victim through the ground rather than by a direct overhead strike.
MINIMIZE YOUR BODY'S SURFACE AREA, AND MINIMIZE CONTACT WITH THE GROUND! DO NOT LIE FLAT! If unable to reach safe shelter, stay away from the tallest trees or objects (such as light poles or flagpoles), metal objects (such as fences or bleachers), individual trees, standing pools or water and open fields. Avoid being the highest object in a field. Do not take shelter under a single, tall tree.
- A person who feels his or her hair stand on end, or skin tingle, should immediately crouch, as described above.
- Avoid using the telephone, except in emergency situations. People have been struck by lightning while using a landline telephone. A cellular phone or portable remote phone is a safe alternative to landline phones, if the person and the antenna are located within a safe structure or location, and if all other precautions are followed.
- When considering resumption of an athletic or any other activity, it is recommended that everyone should ideally wait at least 30 minutes after the last flash of lightning or sound of thunder before returning to the field or activity.
- People who have been struck by lightning do not carry an electrical charge. Therefore, cardiopulmonary resuscitation (CPR) is safe for the responder. If possible, an injured person should be moved to a safer location before starting CPR. Lightning-strike victims who show signs of cardiac or respiratory arrest need emergency help quickly. Prompt, aggressive CPR has been highly effective for the survival of victims of lightning strikes.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

LOCKDOWN/ENHANCED LOCKDOWN (DENY ENTRY/ACTIVE SHOOTER/ INTRUDER)

PURPOSE:

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

An active shooter/intruder or armed assailant on school property involves one or more individual's intent to cause physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb, or other harmful device. An active shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

Schools are encouraged to carefully review and modify when necessary, their policies relative to lockdown/enhanced lockdown. For these response strategies to work their best, careful instruction and routine practicing and drilling must be part of the overall plan.

RESPONSIBILITIES:

- Any staff/student can call 911, identify the name and address of the school, describe the emergency, state the school is locking down, evacuating, etc., provide intruder description and weapon(s) if known, and identify the location of the school command post. Stay on the phone if possible to provide updates and additional information.

PRINCIPAL OR DESIGNEE:

- Make an announcement using the building public address system, 2-way radio, telephone, or megaphone, stating the nature of the emergency and any available information. When feasible, repeat the announcement.
- If safe to do so, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at or near the administration office, evacuate and/or lockdown/barricade and designate an alternate command post.
- Convene School Level Crisis Response Team. If the team cannot be assembled at this time do so after the "All Clear" is given.
- Determine appropriate enhanced lockdown procedure(s) (ALICE; Run, Hide, Fight; etc.). Training of all staff (substitutes, paraprofessionals, support staff) and students is key.

- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via predetermined phone, e-mail, radio, and/or texting mechanisms.
- Notify the Superintendent-Director's office, when safe to do so.
- Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
- Notify all those connected to student transportation en route to the school and redirect to a designated relocation site. This includes all those away from campus on a field trip.

WHEN THE "ALL CLEAR" IS GIVEN:

- After the active shooter/intruder(s) has been subdued, the Principal or designee in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The Principal or designee will notify officials at the relocation site of the EVACUATION and to activate REUNIFICATION protocols.
- The Principal or designee will request bus transportation or alternate transportation to the relocation site.
- Account for all students and staff at on-site or off-site locations.
- Notify parents/guardians.
- Support law enforcement follow up activities.
- Work with collaborating agencies, hospitals, EMS, Health & Human Social Service Agencies.
- Direct the recovery and follow up by:
 - Debriefing and providing support services for staff.
 - Reminding staff to refer all media to the Superintendent-Director.
 - Arranging for physical plant cleanup and repair.
 - Monitoring the short and long-term impact on staff and students.
- Implement reunification plans if necessary.
- Set up designated separate staging areas for media, parents, and injured persons away from each other and the school, if possible.
- Establish a counseling plan to assist students, parents, and staff.
- Develop a reentry plan for the next school day and aftercare program.

TEACHER/STAFF:

- If you are the first to note the presence of an armed intruder, immediately CALL 911, then notify the Principal or designee and implement enhanced lockdown procedures.
- If safe to do so, clear the hallway and bathrooms by your room, moving everyone into the classroom or bring them with you if evacuating.

- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have students remain in Lockdown until personally given the “All Clear” by the Principal or designee or a law enforcement officer in uniform.
- Lock your doors.
- Barricade if you can’t evacuate the building.
- Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Take attendance and be prepared to notify Principal or designee of missing students or additional students, staff or guests sheltered in your classroom.
- Do not place students in one location within the room. In the event that a shooter or intruder gains entry, students should consider exiting by running past the shooter/intruder.
- Staff should next observe their room for objects that are unusual or out of place. Please look high, medium, and low for any unusual object. The Principal's office or police are to be notified if you discover anything abnormal.
- Advise the students that there is an emergency occurring and to keep silent and calm.
- **Notwithstanding forthcoming changes in fire protocols, local districts are encouraged to have discussions with their fire chief regarding the response to a fire alarm during an active shooter incident.**
- Project a calm attitude to maintain student behavior.
- Allow no one outside or inside of the classroom until the Incident Commander gives the “All Clear” signal, and you feel it is safe to do so.
- Have food and water for students/staff with disabilities and other medical issues available in storage ahead of time.
- Staff and students should evacuate the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- Have a bucket, toiletries, and sanitary supplies in storage ahead of time. Establish a private area to use them for long-term situations.
- If an intruder enters and begins attacking, use counter strategies to distract and stop the assailant. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out by any means possible, and move to another location.
- If students and school personnel are outside of the school building at the time of an enhanced lockdown, teachers or other school personnel will move students to the designated off-site assembly location.

OFFICE STAFF:

- Follow the same enhanced lockdown procedures as in a classroom.
- When the “All Clear” is given a controlled evacuation will be used.

- Only if safe to do so, stay by the phones to wait for additional procedures from district office and Principal or designee.
- If safe to do so, remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the Principal or designee to establish the school command post

PLEASE NOTE:

If staff or students find themselves outside of a secure location, they should move to evacuate quickly or if unable to do so, secure them in a nearby room, closet, bathroom etc. It is important to listen to the announcements for the location of the intruder/threat, and move in the opposite direction. If in a bathroom and unable to flee, try and barricade the door and hide as best as possible (stand and crouch on toilet and keep door shut) or prepare to use counter techniques/throw what you can and run away.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

SAMPLE ENHANCED LOCKDOWN PROCEDURE:

ALICE Lockdown

ALICE is an acronym for the 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the ALICE response does not follow a set of actions you “shall, must, will” do when confronted with an Active Shooter. Your survival is paramount in this situation. Deal with known information and don’t worry about unknowns. You may use only 1 or 2 parts of the response plan or you may have to utilize all 5. In this type of incident, your perception is the reality and you will be deciding what the appropriate action for you to take is.

1) ALERT – Can be anything.

- Gunfire
- Witness
- PA Announcement
- Phone alert

2) LOCKDOWN – This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.

- Lock the door.
- Cover any windows in the door if possible.
- Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
- Barricade the door with anything available (desks, chairs, etc.).
- Look for alternate escape routes (windows, other doors).

- Call 911.
- Move out of the doorway in case gunfire comes through it.
- Silence or place cell phones on vibrate.
- Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
- Gather items to defend yourself (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room.

3) INFORM – Using any means necessary to pass on real time information.

- Given in plain language.
- Can be derived from 911 calls, video surveillance, etc.
- Who, what, where, when and how information.
- Can be used by people in the area or those who enter the area, to make common sense decisions.
- Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers.

4) COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

- Anything can be a weapon.
- Throw things at the shooter's head to disrupt their aim.
- Create as much noise as possible.
- Attack in a group (swarm).
- Grab the shooters limbs and head and take them to the ground and hold them there.
- Commit to your decisions when employing counter strategies.
- Run around the room and create chaos.
- If you have control of the shooter call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

5) EVACUATE – Remove yourself from the danger zone as quickly as possible.

- Decide if you can safely evacuate.
- Run in a zigzag pattern as fast as you can.
- Do not stop running until you are far away from the area.
- Bring something to throw with you in case you encounter the active shooter.
- Consider if the fall from a window will kill you or cause significant physical harm/death.
- Break out windows and attempt to quickly clear glass from the frame.
- Consider using belts, clothing or other items as an improvised rope to shorten the distance you would fall.
- Hang by your hands from the window ledge to shorten your drop.
- Attempt to drop into shrubs, mulch or grass to lessen the chance of injury.

SECONDARY ISSUES:

- Responding police will have their weapons drawn and ready for use. They may not know exactly who the shooter is and could confuse you for the shooter. Do not point at police. Just remain calm and follow any directions they may give you. You may be asked questions, patted down, and given orders to exit certain ways.
- Responding police are there to stop the active shooter as soon as possible. They will initially bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.
- Whenever possible, if you come into possession of a weapon, DO NOT touch, carry, or brandish it! Police may think you are the active shooter. If possible, flip a trashcan over put it under the trashcan. As a last resort, if you must remove the weapon, place it in a trashcan, and carry it out of the room. If you come across police, calmly tell them what you are carrying and why. Follow their commands.
- Be prepared to provide first aid. Think outside the box. Remember it may be several hours until the injured person can be safely moved. The actions you take immediately to treat them may save their life.
- If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, keeping people calm, etc.
- Discuss beforehand with people in your office or classes where you will meet up should you have to evacuate and make it a place easily accessible and far away from the scene.
- Talk to your students and co-workers beforehand to determine if they have any specialized training that could be useful in the event of an emergency.
- Consider strategic placement of these people in a classroom or office setting.
- Consider setting up classrooms and offices to make it harder for an active shooter to enter and acquire targets.

MEDICAL EMERGENCY

PURPOSE:

The purpose of this plan is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Direct staff to call 911, if necessary, and provide appropriate information to emergency responders.
- Send nurse or school staff (if there are multiple emergencies, or the nurse is not available, or not close to the emergency) with first responder/first-aid/AED training to the scene if this has not already occurred.
- Decide if the school needs to go into a shelter-in-place. If so, refer to the steps for this procedure.

- Assign a staff member/s to meet emergency medical service responders and lead them to the injured person.
- Consider assigning a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical and personal information from administrative records is sent to the hospital.
- Notify the Superintendent-Director.
- Notify the school counselor or Crisis Response Team and provide a brief description of the incident if the incident will require supporting staff and students who may need additional support following.
- Advise faculty and staff of the situation, as appropriate.
- Give the "All clear" message to the staff if the school went into shelter-in-place.
- Follow up with appropriate persons and determine if other procedures should be activated such as mental health services or crisis interventions.
- Develop a reentry plan for the next school day and aftercare program.
- Debrief with the team at the conclusion of the event if needed.

TEACHER/STAFF:

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Assess the seriousness of the injury or illness.
- Call the school nurse or if a life threatening emergency have someone call 911 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately notify the Principal or designee.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, direct someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.
- If the school is placed in a shelter-in-place refer to that section and follow steps listed.

NURSE:

- Respond to the emergency and bring the medical "Go-Kit".
- Update the Principal or designee as needed.

SUPERINTENDENT-DIRECTOR:

- Notify the school committee. if appropriate.
- Coordinate the media effort with the appropriate resources. if necessary.
- Notify the staff when appropriate.
- Notify parents/guardians (mass communication and/or letter) when appropriate.

MENTAL HEALTH FIRST AID AND RECOVERY**PURPOSE:**

Mental health and recovery supports are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff and their families may benefit from a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

RESPONSIBILITIES:**PRINCIPAL OR DESIGNEE:**

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Parents and guardians will be offered information on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff should do the following immediately after a serious injury or death and/or major incident involving a staff member and/or student:
 - Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
 - Issue prepared statements for media, parents and other community inquiries.
 - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.
 - Set up crisis centers and designate private rooms for private counseling and consider including outside mental health professionals to assist with grief.
 - Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. In the event that a teacher feels uncomfortable, the district should provide support. Any students who are exhibiting unusual behaviors or raise concerns should be referred for counseling.
 - Restore regular school functioning as efficiently and as quickly as possible.
 - In the first hours and days after a major incident, offers of help and goods will probably be plentiful; be mindful of what you actually need and accept. Develop a plan to manage the logistics of the donations.

- Designate a place for staff, students, and community members to leave well-wishes, messages and items.
- Debrief with the team at the conclusion of the event if needed.

TEACHER/STAFF:

- Seek counseling services if experiencing difficulty coping with the incident.
- If comfortable, provide stress reduction during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules, within reasonable limits and with input from mental health professionals.
- Have handouts for staff, students (if appropriate and age appropriate) and parents/guardians on childhood reactions to death and trauma given their developmental age.

OTHER SPECIAL PROCEDURES:

HOSPITAL/FUNERAL ARRANGEMENTS:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. Staff and students may attend the funeral to provide support for the family and bring closure to the incident. Schools should plan for possible high absenteeism of students and staff.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

POST-INCIDENT PROCEDURES:

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials.
- Prepare for anniversary and other important dates, such as court dates, motions, jury selection, verdict, appeals, etc.
- Debrief with the team at the conclusion of the event if needed.

MISSING STUDENT

PURPOSE:

A missing student could be because of a kidnapping, custody issue, suicide, an accident on the way to or from school, or runaway situation. It is very important to be able to communicate with staff during non-school hours, as staff may have important information about the missing child.

Often a student has decided to visit a friend's house without telling the parent/guardian and knowing this information can help to prevent an overreaction.

RESPONSIBILITIES:

PERSON WHO SUSPECTS THAT A CHILD IS MISSING:

- Immediately notify the Principal or designee.

PRINCIPAL OR DESIGNEE:

- Assign school supervisors to begin a search of the building and grounds if the student is missing at school.
- Call transportation if the student normally takes some form of transportation provided by the school and the student went missing while en route to, or from school.

Find out the following:

- Student's name and description including clothing worn that day by the student.
- Grade/homeroom/teacher.
- Address.
- Bus stop, bus driver and list of other students at the stop.
- Names of friends and classmates.
- Try to determine the presence of strangers around the area where the child was seen last.
- Notify the student's parent/guardian.
- Notify the Superintendent-Director or designee.
- Have guidance/social worker and administration meet with students that are close to the missing student for support and to find any information about the disappearance of the student.
- If determined that the student is in fact missing, notify the police and assist as needed.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Convene the School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers. (If the district has one, if not, extra counselors/school psychologists may be helpful.)
- Identify Public Information Officer.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Develop a reentry plan for the next school day and aftercare program.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- Notify parents/guardians (by mass communication and/or letter) as soon as possible.
- Notify staff when possible.

OUT-OF-CONTROL STUDENT

PURPOSE:

A staff well trained in restraint and de-escalation can help to defuse situations quickly and without causing a major response. A reminder that Massachusetts has a restraint law that requires documentation, observation, and administration involvement during a restraint. Make sure that all paperwork is readily available and reported to the Department of Education as needed.

Current Restraint Trained Staff: (2017-18)

- Emily Pontes, Student Supervisor
- Dan Connors, Guidance Counselor/ Football Coach
- Joel Spruance, Induction Supervisor

RESPONSIBILITIES:

TEACHERS/STAFF:

- Notify the Principal or designee.
- Ask other staff for help until administrator, Restraint Team, BCBA, and/or counselor arrive.
- Assure the safety of other students and staff.
- Try to isolate the out-of-control student either by removing him/her in an escort to a "quiet room"/office or by removing the other students from the area.
- Keep a safe distance from you and the out-of-control student, but close enough to intervene if needed.
- Remain calm and speak in a slow, calm voice.

GENERALLY, PHYSICAL RESTRAINT SHOULD NOT BE USED. HOWEVER, PHYSICAL RESTRAINT MAY BE USED ONLY TO THE EXTENT NECESSARY TO ENSURE THE SAFETY OF THE STUDENT AND/OR OTHERS.

Certain actions can escalate undesirable behavior. Do Not:

- Use threats, even when threatened.
- Threaten with police or legal action.
- Laugh or joke with the out-of-control person.

After the incident:

- Complete an incident report as soon as possible, including a Restraint Form if appropriate.

PRINCIPAL OR DESIGNEE:

- Call the Restraint Team, Board Certified Behavior Analyst (BCBA) and Guidance/Social Worker(s) if necessary.
- Make certain the situation is under control and that everyone is safe and secure.
- Notify Mobile Crisis Unit if it is determined to hospitalize the student. The parent/guardian must give this permission and must be present for this to happen.
- Notify police if appropriate.
- Notify parent.
- Notify Superintendent-Director or designee if appropriate.
- Notify staff if appropriate.
- Develop a reentry plan for the next school day and aftercare program if needed. A reentry meeting with the student, parent/guardian and administration is appropriate to map out how to proceed from this point on.
- Debrief with the team at the conclusion of the event if needed.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Notify the school committee. if appropriate.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

RAPID ASSESSMENT OF A THREAT

PROCEDURES:

ASSESSMENT OF INFORMATION/RAPID ASSESSMENT:

When information is received that indicates a threat, potential threat or other hazard, the Principal or designee, along with other necessary persons or resources will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continue to monitor the potential threat or hazard.

- Determination that the information requires activation of the SEOP or a portion of the SEOP.

School officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:

- Public media or news sources.
- National Weather Service or other reliable weather information source.
- Social media sources.
- Direct communication with local Emergency Management Agency or public safety agencies.
- Information received by school teachers, staff, students or parents.

All information, assessment activities and decisions taken by school officials will be documented.

- Debrief with the team at the conclusion of the event.

REUNIFICATION

PURPOSE:

The Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- After consulting with an Emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Move students to the reunification site if separate from where they are presently located. Have local school nurse/social workers/guidance counselors and school psychologists, as well as plenty of district counselors present for staff and students.
- Follow predetermined procedures for releasing students.
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the district office to send personnel to staff the reunification site(s).

- Request support from local law enforcement.
- Acquire the “Go-Kit” from the main office if not already in possession and have it delivered to the reunification location. This will hold all of the signage, registration materials, class and staff lists, writing utensils, emergency vests, bullhorns, and other equipment needed for a smooth transition of students and staff to their families.
- Follow predetermined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.
- Debrief with the team at the conclusion of the event.

REUNIFICATION SITE LEADER:

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site.
- Use mental health/crisis response staff to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Establish parking area for responding staff to assist in the reunification process and for parents and staff family members. Police will coordinate.
- Set up a media staging area and notify the media liaison of the location. Have a police presence at this site for crowd control. Give updates as much as possible and away from the event.
- Establish the student/staff staging area for all students and staff inside the reunification site. School Adjustment Counselors, school psychologists, guidance counselors should be present to meet the needs of any mental health issues by staff or students.
- Work with the school nurse for all medical needs during the reunification process. Paying special attention to the needs of diabetics and students requiring medication.
- Food and water should be brought in for all staging areas. This includes the following: check-in, students and staff area, reunification area, location for family that has deceased/hurt/missing staff or students, and press.
- Establish a parent check-in area with signage and a visible presence of police and a minimum of three School Adjustment Counselors, guidance counselors/school psychologists present. The area should be inside or away from where parents can see their children.
- Signage above the tables for easy identification and signage directing people to the check-in area.
- Tables set up to give room for grade level signs.
- Grade level/alphabetical signs are taped to the tables or secured on the ground and the parent lines form to the right side of the sign to allow a clear sight line.
- A minimum of 6 check-in staff should be stationed here validating ID's, custody, and completing reunification cards. (1 secretary, nurse, and a minimum of 4 staff.)
- A Minimum of 5 greeters should be responsible for helping people get into lines to check-in and then be directed to reuniting area.

- Be sure to check identification of family members picking up students. Only release students to authorized persons after checking proof of identity and signing a reunification card. It is imperative that the registration desk has all documents needed to determine the custody of the child. Emergency contact information, restraining orders, divorce agreements, and Department of Children and Families custody, etc.
- Establish a reuniting area. This should be separate from where the students are located and a distance from the check-in site. Police and a minimum of 3 social workers/guidance counselors/school psychologists to check-in site.
- A minimum of 2 greeters is here to help runners and delivery of students.
- A minimum of 10 runners is needed to retrieve the students.
- Runners escort the students between the student/staff staging area and the parent/guardian reuniting area. Tear in half the registration form so that the parent/guardian and the school have proof of the child leaving and whom they left with.
- Parent/guardians are to bring registration sheet with them to the reuniting area that will be found in the "Go-Kit".
- Establish a private counseling location with a minimum of 6 crisis recovery counselors to meet with parents and students that need assistance. Police should also be in this location for support.
- Direct/escort staff, from the check-in table, to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents. This escort should give the parent/guardian/family members any information about their family member.
- Upon reuniting with the family members instruct parents/guardians to leave the site to make room for others once they have signed out their student.
- Staff will also have a check out procedure when they are dismissed from the scene. Use a staff roster to determine the dismissal of staff and account for each person.

TEACHER/STAFF:

- Keep all of students together and report to the student/staff staging area.
- Keep a current class list and administration will transport any students that may not be in your class back to his/her original teacher. Present a copy of this list to administration when arriving. Also, hand administration your extra and/or missing staff/students lists at this time.
- If students are with a specialist/nurse/interventionist/guidance/etc. when the event takes place, those staff members will bring the students back to their classroom teacher at the relocation area immediately after the evacuation of the school. If this is not possible (teacher is compromised or unavailable), then this staff member should remain with the students at the reunification site.
- If students are at lunch/recess the classroom teachers should report to their original group of students at the relocation area immediately after the evacuation of the school to acquire his/her students before moving to the relocation site. Teachers "on cafeteria duty" are to escort the students outside their relocation area for evacuations.
- Once a runner has come for your student please note that the student has been dismissed on your attendance sheet.

- All available/unassigned staff should report to the parent/guardian reunification check-in area for assignment.
- Ensure special needs students and staff is assisted. Request help if needed of the reunification site commander. Paying particular attention to students that have sensory, emotional, and behavior challenges. Extra support staff may be needed for these students and a separate and quieter location may be needed if possible.
- Follow the instructions of the reunification site commander or designated staff and/or assist in staffing the site.

FIRST RESPONDERS:

- Maintain crowd/traffic control.
- Accept custody of unclaimed students.

REUNIFICATION LOCATIONS:

- Reunification locations should be established prior to an event and have at least two more alternative locations.
- The reunification location(s) could be provided to both parent and child at the beginning of each school year, along with a letter describing the reunification process, to ensure proper meeting and pickup location.

THE SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Inform all other schools of the situation and notify family members of students and staff that may be in other schools. Provide counseling for those individuals.
- Notify the school committee.
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students and staff of the district. Also post any information on the district's website.

SCHOOL BUS ACCIDENT

PURPOSE:

Bus accidents can happen during the normal transporting of students to and from school as well as during field trips. When on a field trip it is important to follow these steps and bring a copy of this section, along with the field trip section while you are off-campus.

RESPONSIBILITIES:

BUS DRIVER:

- Notify the police of accident and location.
- Verify the facts (who, what, where, when, how) and attempt to determine who has been injured, extent of injuries and hospital.

- Notify dispatcher of the accident and the location.
- With police and EMS approval, the bus will proceed to the planned destination.
- If unable to return to the school, follow the directions of emergency personnel.
- Make a list of all students and staff who are on the bus, if anyone was injured, and/or where/who the injured individual/s is/are released to.

IF A STAFF MEMBER IS PRESENT:

- Seek medical evaluation and treatment if needed.
- Verify the facts (who, what, where, when, how) and attempt to determine who has been injured, extent of injuries and hospital.
- Notify Principal.
- Do not discuss the situation with the public or release any information to the media. The Superintendent-Director or designee is responsible for all communication with the public and media.

DISPATCHER:

- Notify the Principal of accident and location.

PRINCIPAL OR DESIGNEE:

- Notify the Superintendent-Director or designee.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Convene School Level Crisis Response Team if appropriate.
- Notify the school nurse.
- Report to the scene if appropriate.
- Notify parents/guardian of student(s) involved utilizing the prepared list of student contact information.
- Identify public information officer.
- Prepare fact sheet and written communication for staff, parents and public information officer. Remind staff not to talk to the media about the event and refer all questions to the Superintendent-Director.
- Implement Reunification Plan if necessary.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Complete an accident report and forward to the Superintendent-Director.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers if needed.
- Develop a reentry plan for the next school day and aftercare program.

SCHOOL NURSE:

- Meet the school bus on arrival at the school.
- Immediately assess all students and the school staff aboard for possible injuries or complaints.
- Act as a resource person for emergency personnel.
- Dismiss students presenting signs of injuries or complaints not requiring emergency transport to a parent or other person identified on the emergency form; document any treatment and/or recommendations provided to the caregiver.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

SEVERE WEATHER/TORNADO

RESPONSIBILITIES:**PRINCIPAL OR DESIGNEE:****When a Severe Weather/Tornado Watch has been issued:**

- Activate the School Level Crisis Response Team.
- Monitor NOAA Weather Stations (National Weather Service, Weather Channel or local television news stations).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP, COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

When Severe Weather/Tornado has been issued for the school's location or Severe Weather or a Tornado has been spotted near school:

- Announce SHELTER-IN-PLACE alert signal.
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "DROP, COVER and HOLD" positions until the danger passes.

- Direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Relocate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."
- After the storm has passed, and it is safe to do so, assess each floor of the school for damage and/or injuries using the School Level Crisis Response Team. Document damage and where injured are. Have the nurse and emergency medical responders attend to all injured parties.
- If an EVACUATION, refer to the evacuation section.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

- Prepare fact sheet and written communication for staff, parents and public information officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP, COVER and HOLD" procedures with students.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- IF a REVERSE EVACUATION, refer to the reverse evacuation section.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Notify the Principal or designee of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag/"Go-Kit."
- Treat any injuries along with first responders

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

SEXUAL ASSAULT

PURPOSE:

A sexual assault may include such crimes as indecent assault and battery, rape, rape with force, rape and abuse, assault with intent to rape, and unnatural and lascivious acts (on or off school grounds). Police should be immediately called to investigate so that school personnel do not jeopardize the investigation.

IMPORTANT INFORMATION:

- Once an incident is determined to be a sexual assault, the Principal will call the Police Department and the Department of Children and Families will investigate.
- **Do not interview the victim, this should be conducted by a trained sexual assault investigator.**

RESPONSIBILITIES:

PERSON WHO WITNESSES AN ASSAULT OR TO WHOM THE ALLEGED ASSAULT WAS DISCLOSED:

- Immediately notify the Principal or designee of the alleged assault.

PRINCIPAL OR DESIGNEE:

- Seek medical evaluation by school nurse.
- Contact local police.
- Preserve all evidence, do not touch or disturb.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Convene School Level Crisis Response Team, as appropriate.
- Contact Superintendent-Director.
- Identify public information officer.
- Victim should remain with appropriate (same gender) adult.
- Contact the parent/guardian.
- If appropriate, school professional will accompany victim to the hospital.
- Prepare fact sheet and written communication for staff, parents and public information officer.
- Offer counseling or referral to victim and family.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Remind staff not to talk to the public or media about this event. Help staff on what to say/what not to say to students and parent/guardians about the event.

- Consider filing a Child Abuse and Neglect Report (51A) with the Department of Children and Families in accordance with District policy.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers. (If the district has one, if not, extra counselors/school psychologists may be helpful.)
- Develop a reentry plan for the next school day and aftercare program.
- Complete and file an incident report by the end of the school day.

MANAGING THE ALLEGED ASSAILANT:

Keep the assailant out of the sight of the victim and his/her family.

- Preserve all evidence, do not touch or disturb.
- If alleged assailant is a student, notify his/her parents/guardians.
- Follow school policy regarding student discipline and proper questioning procedures.
- Offer counseling or appropriate referrals for assailant and family.

SCHOOL NURSE:

- Assess the person for emergency medical treatment.
- Contact guidance/social worker.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- Notify staff as soon as possible.
- Notify parents/guardians as soon as possible (by mass communication and/or letter), if appropriate.

SHELTER-IN-PLACE

PURPOSE:

A Shelter-in-Place provides safe areas for students, guests, and faculty within the building during an emergency, such as a medical emergency, police activity near the school building, a weather event, power outage, a chemical spill, HAZ-MAT incident, or by order of a public safety official. Safe areas may change depending on the nature of the emergency. In certain

situations, as determined by administration and/or public safety, students and staff may be permitted to move around inside the school. There should be no exit from or entry into the building.

Often, districts erroneously use a Lockdown for everything that can occur in an all-hazards approach to school safety. Many school systems alter the name, but still include the Lockdown term. The district will notify occupants of a shelter-in-place using plain language and including information about the nature of the emergency when appropriate.

PRINCIPAL OR DESIGNEE MAY:

- Verify the need for a Shelter-in-Place based upon the emergency situation.
- Convene School Level Crisis Response Team if appropriate.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the Principal.
- Make an all-school announcement stating that we are in a shelter-in-place situation until further notice. Have staff check their electronic communications for further information if it is not necessary to announce instructions or the situation over the PA system.

Either by PA or electronic communication, inform the staff whether it is permissible to:

- Keep teaching or prepare for a different response to the emergency.
- Allow students to access the restroom, nurse, etc.
- Provide interventions.
- Stay in classrooms and secure classroom doors.
- Change to other classrooms or academic locations.
- Move to the cafeteria when it is time to do so.
- Ensure that all individuals are in place, or need to be moved to a safe location away from the emergency.
- Assign staff to secure specified and pre-assigned areas to monitor conditions.
- Recognize the need to be ready for contingencies such as changing to a Lockdown and/or evacuation.
- Provide instructions and updates to staff via the PA or through electronic communications.
- Notify the Superintendent-Director.

IF IT BECOMES NECESSARY TO EVACUATE:

- Follow the procedures for evacuating the building and any other pertinent instructions.

WHEN THE “ALL CLEAR” IS GIVEN, THE PRINCIPAL OR DESIGNEE MAY:

- See that emergency medical care is provided.
- Account for all students and staff on-site or off-site locations.
- Notify parents/guardians.
- Support law enforcement follow up activities.

- Work with collaborating agencies, hospitals, EMS and Health and Human Social Service Agencies.
- Convene the Crisis Recovery Team to establish a counseling plan for students/parents/staff if needed.

Direct the recovery and follow up by:

- Debriefing and providing support services for staff.
- Arranging for physical plant cleanup and repair.
- Monitoring the short and long-term impact on staff and students.
- Develop a reentry plan for the next school day and aftercare program for the same day.

TEACHER/STAFF:

- On notification of a shelter-in-place condition, teachers should check hallways in the immediate vicinity of classroom and admit any students or staff.
- Staff should secure their classrooms and account for all assigned students. You do not have to have students sit away from windows or pull the shades or shut-off lights unless instructed to do so.
- Staff may be able to release students to change classes or receive interventions during the event. The Principal or designee will make an announcement if it is possible during the shelter-in-place.
- Staff should next observe their room for objects that are unusual or out of place. Please look high, medium, and low for any unusual object.
- Advise the students that there is some type of emergency occurring. Please continue to teach your classes as normal.
- Take attendance and prepare a list of missing/extra and students/staff in the room. Prepare to take this list with you if and when you are directed to evacuate.
- If there is a phone in your classroom you may be instructed not to use it.
- Project a calm attitude to maintain student behavior.
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
- You may need to remain in the room until a member of the School Level Crisis Response Team or Police Officer comes to the room with directions or an announcement is made with further instructions.
- Classes held outside are to move into the building for safety after a member of the School Level Crisis Response Team has told you that it is possible to do this. Please radio/call the office as to your location and any missing/extra students/staff.
- Nurse/Interventionists/Guidance/Social workers listen to the announcements and read any e-mails to determine if you continue with normal operations of your position.
- Have food and water for students/staff with disabilities and other medical issues available in storage ahead of time.
- Have a bucket, toiletries, and sanitary supplies in storage ahead of time. Establish a private area to use them for long-term situations.

MAINTENANCE STAFF:

Monitor predetermined positions.

- Work with and keep the Principal updated.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Notify the school committee. if appropriate.
- Coordinate the media effort with other resources. if appropriate.

SUICIDE INTENT, ATTEMPT, OR POSTVENTION

PURPOSE:

The district is ready to provide assistance to all staff, including mental health staff, on what to do when someone is having thoughts, attempts, or has completed a suicide. The information below will be vital to all on how to handle such cases.

In the case of attempted or completed suicide, it may be helpful to refer to the following sections of the SEOP: Death of a Student or Staff Member or Death on Campus. One important aspect of dealing with cases such as this is the extreme private nature of the cause of death. The district should respect the family's wishes in relation to the cause of hospitalization or death.

RESPONSIBILITIES:**SUICIDAL IDEATION:****THE STAFF MEMBER INVOLVED:**

- Send someone for help or call for assistance. Guidance counselor/social worker/school nurse/administrator. If able to walk to guidance/social worker, acquire coverage for your classroom.
- Remain calm; remember the student is overwhelmed and confused as well as ambivalent.

WHAT NOT TO DO:

- Don't leave the student alone and don't send the student away.
- Don't minimize the student's concerns or make light of the threat.
- Don't worry about silences; both you and the student need time to think.
- Don't fall into the trap of thinking that all that the student needs is reassurance.
- Don't lose patience.
- Don't promise confidentiality – promise help and privacy.
- Don't argue whether suicide is right or wrong.

PRINCIPAL OR DESIGNEE:

- Respond to the location of the student if needed.

GUIDANCE COUNSELOR/SOCIAL WORKER OR DESIGNEE:

- Complete Suicide/Attempt Risk Checklist.
- Encourage the student to talk. Listen! Listen! Listen! And when you respond, reflect back what you hear the student saying. Clarify, and help him or her to define the problem, if you can.
- Clarify some immediate options (i.e. school and/or community people who can help).
- If feasible, get a contract for safety.
- Be mindful of confidentiality with students over 18.
- Consider involving your local emergency mental health evaluators/services
- Involve parents for decision-making and follow-through and provide for ongoing support and management of care (including checking regularly with parents and teachers).

ADDITIONAL INFORMATION:

- Prior to returning to school, the student should present written documentation from a mental health professional indicating that it is safe for the student to return to school. This information should be shared with the Principal during a reentry meeting. The student also must schedule an appointment with the appropriate guidance counselor/social worker.

ATTEMPT:

PERSON WHO BECOMES AWARE OF THE ATTEMPT:

- Be directive. Tell the student, "Don't do that; stand there and talk with me." "Put that down." "Hand me that." "I'm listening."
- Mobilize someone to inform an Administrator/Guidance/Social Worker and call 911.
- Clear the scene of those who are not needed.
- Look at the student directly. Speak in a calm, low voice tone. Buy time. Get the student to talk.
- Listen. Acknowledge his or her feelings, "You are really angry." "You must be feeling really hurt."
- Secure any weapon or pills; record the time any drugs were taken to provide this information to the emergency medical staff or police.
- Stay with the student; provide comfort.
- As soon as feasible, secure any suicidal note, record when the incident occurred, what the student said and did, etc.
- Ask for a debriefing session as part of taking care of yourself after the event.

What to avoid:

- Don't moralize ("You're young, you have everything to live for.")
- Don't leave the student alone (even if the student has to go to the bathroom).
- Don't move the student.

PRINCIPAL OR DESIGNEE:

- Notify the fire department for ambulance, if not previously done.

- Notify Guidance/Social Worker, if not already done.
- The Principal or designee should contact parents to advise them of the situation and to direct the parent where to meet the youngster.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Convene School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers.
- Develop a reentry plan for the next school day and aftercare program.
- Debrief with the team at the conclusion of the event if needed.

GUIDANCE COUNSELOR/SOCIAL WORKER:

- Assist the nurse and Principal.
- Relieve the person who found the student.
- Organize and provide care to staff and students as needed.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Notify the mayor and school committee, if appropriate.
- Notify the impacted staff, if appropriate.
- Notify impacted parents/guardians, if appropriate.

SUICIDAL ASSESSMENT -- CHECKLIST

*(To be administered only by a trained mental health professional)**

Student's Name: _____ Date: _____

Interviewer: _____

(1) PAST ATTEMPTS, CURRENT PLANS, AND VIEW OF DEATH

Does the individual have frequent suicidal thoughts? Y N

Have there been suicide attempts by the student or significant others in his or her life? Y N

Does the student have a detailed, feasible plan? Y N

Has s/he made special arrangements as giving away prized possessions? Y N

Does the student fantasize about suicide as a way to make others feel guilty or as a way to get to a happier afterlife? Y N

(2) REACTIONS TO PRECIPITATING EVENTS

Is the student experiencing severe psychological distress? Y N

Have there been major changes in recent behavior along with negative feelings and thoughts? Y N

(Such changes often are related to recent loss or threat of loss of significant others or of positive status and opportunity. They also may stem from sexual, physical, or substance abuse. Negative feelings and thoughts often are expressions of a sense of extreme loss, abandonment, failure, sadness, hopelessness, guilt and sometimes inwardly directed anger.)

(3) PSYCHOSOCIAL SUPPORT

Is there a lack of a significant other to help the student survive? Y N

Does the student feel alienated? Y N

(4) HISTORY OF RISK-TAKING BEHAVIOR

Does the student take life-threatening risks or display poor impulse control? Y N

* Use this checklist as an exploratory guide with students about whom you are concerned. Each yes raises the level of risk, but there is no single score indicating high risk. A history of suicide attempts, of course, is a sufficient reason for action. High risk also is associated with very detailed plans (when, where, how) that specify a lethal and readily available method, a specific time and a location where it is unlikely the act would be disrupted. Further high-risk indicators include the student having made final arrangements and information about a critical, recent loss. Because of the informal nature of this type assessment, it should not be filed as part of a student's regular school records.

AFTER ASSESSING SUICIDAL RISK – CHECKLIST:

1. As part of the process of assessment, efforts will have been made to discuss the problem openly and without judgment with the student. (Keep in mind how seriously devalued a suicidal student feels. Thus, avoid saying anything demeaning or devaluing, while conveying empathy, warmth and respect.) If the student has resisted talking about the matter, it is worth a further effort because the more the student shares, the better off one is in trying to engage the student in problem solving.
2. Explain to the student your responsibility for breaking confidentiality in the case of suicidal risk. Explore whether the student would prefer taking the lead or at least be present during the process of informing parents and other concerned parties.
3. If not, be certain the student is in a supportive and understanding environment (not left alone/isolated) while you set about informing others and arranging for help.
4. Try to contact parents by phone to:
 - Inform about concern
 - Gather additional information to assess risk
 - Provide information about problem and available resources
 - Offer help in connecting with appropriate resources

Note: if parents are uncooperative, it may be necessary to report child abuse and neglect after taking the following steps.

5. If a student is considered to be in danger, only release her/him to the parent or someone who is equipped to provide help. In high-risk cases, if parents are unavailable (or uncooperative) and no one else is available to help, it becomes necessary to contact local public agencies (i.e. children's services, services for emergency hospitalization, local law enforcement). Agencies will want the following information:
 - Student's name/address/birthdate/social security number
 - Data indicating student is a danger to self (see Suicide Assessment – Checklist)
 - Stage of parent notification
 - Language spoken by parent/student
 - Health coverage plan if there is one
 - Where student is to be found
6. Follow up with student and parents to determine what steps have been taken to minimize risk.
7. Document all steps taken and outcomes. Plan for aftermath intervention and support.
8. Report child abuse and neglect if necessary.

SUICIDE POSTVENTION:

- Mobilize the Crisis Recovery Team.
- Assess the suicide's impact on the school and estimate the level of postvention response.
 - Will students learn of the death and find the loss a coping challenge? If so, estimate the number of students who may require postvention.
- Notify other involved school personnel.
 - District office
 - Other affected school sites
 - Staff member at the school(s) affected by the death
- Contact the family of the suicide victim.
 - Express sympathy, offer support, verify facts and identify survivors.
- Determine, with the surviving family, what information to share about the death.
 - Report verified information only. Directly attack rumors. Do not provide excessive detail.
- Determine how to share information about the death.
 - Do not sensationalize, glorify or vilify.
- Identify students significantly affected by the suicide and initiate a referral mechanism.
 - Assess physical and emotional proximity to the suicide.
- Conduct a faculty planning session.
- Walk through the suicide victim's class schedule. Meet separately with the suicide victim's teachers/close friends/siblings/dating partner/other impacted individuals, including students with whom the victim did not get along. Remove student from student database and mass communication systems.
- Conduct daily planning sessions with Crisis Recovery Team.
- Memorials.
 - Plan for funerals and other memorial activities. Be sure that school memorials do not romanticize or sensationalize the death.
- Debrief the postvention response.
- All media responses should be directed to the Superintendent-Director or his/her designee.

AT-RISK STUDENT INTERVENTION CHECKLIST:

Students potentially impacted by a contagion effect, and could be considered for the at-risk checklist after a suicide attempt or completion:

- Rumors and myths that are widespread and damaging.
- Police action/emergency services witnessed by students.
- Attempt survivor's/victim's friends requesting intervention.
- Information providers/recipients informed not to repeat information elsewhere.
- Steps taken to protect attempt survivor's/victim's right to privacy.

- Action taken to quell rumors.
 - School Level Crisis Response Team member closest to attempt survivor/victim meet with friends to determine support needed.
 - Space provided on site for identified peers to receive support services.
 - School reentry procedures followed.
- All records related to incident and services provided stored in confidential file.

SUSPECTED DRUGS/ALCOHOL

PURPOSE:

If a student is suspected of being under the influence of a controlled substance s/he should be properly dealt with in a timely fashion. The health and safety of the staff and students is important as well. If the person suspected of being under the influence of a drug or alcohol is a staff member, then other considerations must be followed as well.

RESPONSIBILITIES:

PERSON SUSPECTING A VIOLATION OF THE DRUG/ALCOHOL POLICY:

- Report all suspicions of drug or alcohol possession, use, and/or distribution to the Principal or designee immediately.
- If unable to reach a school administrator, send a sealed note to the office clearly addressed: IMMEDIATE ATTENTION OF AN ADMINISTRATOR.
- Continue to observe person until help arrives.

PRINCIPAL OR DESIGNEE:

- Take the appropriate disciplinary action consistent with school policy, education reform and any other pertinent laws.
- Notify the police if the individual is in possession and/or under the influence.
- Convene School Level Crisis Response Team if appropriate.
- Notify the parent/guardian of any involved student.
- Notify the Superintendent-Director or designee.
- Debrief with the team at the conclusion of the event if needed.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee. if appropriate.

TERRORISM THREAT

PURPOSE:

The district wants to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department and other public safety officials will confer on the situation. Designated school officials will work with the Local Police Department and agree to open or close schools.

RESPONSIBILITIES:

SCHOOL ADMINISTRATION:

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- Convene School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers if needed.
- The Superintendent-Director will use mass communication to contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for

implementing these decisions, timeline and other documentation as determined by the Principal.

- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be cancelled until further notice.
- If alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or released to parents pursuant to district policy.
- All after-school activities will be cancelled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of lockdown, SHELTER-IN-PLACE or other procedures are appropriate for the situation.
- REUNIFICATION procedures will be followed in order to coordinate the release of students.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

In the event of an actual terrorist attack, schools should follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (i.e. EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).

TEACHER/STAFF:

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material, explosion, fire, intruder, etc., to Incident Commander.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Notify the Principal or designee of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag/"Go-Kit."
- Treat any injuries along with first responders.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Coordinate the media effort with the appropriate resources.
- Notify the school committee.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS**PURPOSE:**

Universal precautions refer to the usual and ordinary steps all school staff needs to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms, such as Hepatitis B virus.

RESPONSIBILITIES:**TEACHER/STAFF:**

- Keep other students away from the exposure area.
- Report incident to the Principal.
- Report the incident to the school nurse immediately if anyone has come in contact with the fluids.
- Avoid physical contact with blood or other body fluids (use gloves).
- Obtain assistance from nurse for Follow up report.
- Notify custodian to clean area using Universal Precautions and appropriate disinfectant.

NURSE:

- When giving first aid, follow Universal Precautions Procedures
- Notify the Principal if not already notified.
- Provide appropriate follow up/assistance with necessary forms.
- Notify parent/guardian if necessary.

PRINCIPAL OR DESIGNEE:

- Notify nurse if not already notified.
- Notify the Superintendent-Director if appropriate.

MAINTENANCE:

Appropriate equipment, mops, buckets, germicide, hot water, hand soap, disposable towels and gloves must be readily available to staff members who are responsible for the clean-up of bodily fluid spills.

Standard precautions are used for all contact with blood and other body fluids, secretions and excretions, non-intact skin and mucous membranes. The precautions must be used at all times, regardless of a person's infection status or diagnosis. Standard precautions include:

1. Treat human bodily fluid and blood spills with caution.
2. Clean up spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to clean up.
4. Wear gloves (clean, non-sterile) when touching blood, body fluids, non-intact skin or contaminated items. Change gloves between patients and task, and *always* practice hand hygiene whenever gloves are removed. **Gloves are not a substitute for hand hygiene.**
5. Clean up blood or bodily fluid spills with the appropriate germicide, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with a fresh solution. Disinfect surfaces and equipment contaminated with blood or body fluids using a 1:10 solution of bleach for 30 seconds, or any EPA-approved disinfectant used according to manufacturer's recommendations. Bleach solutions should be mixed on a routine basis in an opaque bottle, **clearly marked**.
6. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surface parts of the body. Be especially careful not to touch your eyes before washing up. Soap and water will kill HIV.
7. Clean up other body fluids spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.
8. Dispose of infectious waste (anything contaminated with blood or body fluids) in a leak-proof sealable bag.

Adapted from the Universal Precautions for school setting, Massachusetts Policy Guidelines: Infants, Toddlers, and Preschoolers with HIV Infection/AIDS early Childhood Setting [June 1989] and MDPH: The Comprehensive School Health Manual 6/2011.

UNPLANNED EARLY RELEASE PROCEDURES

PURPOSE:

School may need to be released because of weather, or other reason at some point during the school day. It is important to remember certain things so that the school is not unnecessarily disrupted. In haste, certain important aspects to the dismissal could be overlooked so following the below procedures will help to provide a smooth and orderly dismissal.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Principal or designee will announce an Unplanned Early Release
- Wait until just before the bell and/or at the end of a class period. Notify staff and students of the reason and time of the dismissal.
- If classes are outside please notify them.
- Call cafeteria staff if leaving before lunch.
- Call the building maintenance supervisor.
- Use electronic forms of communication home to notify parents/guardians of the dismissal reason and time after notifying students and staff.
- Call all after school care partners.
- If the dismissal is only related to one school the building Principal/designee will call all transportation providers of the early dismissal.
- If the dismissal is only related to one school the building Principal/designee will call the Police Department to inform crossing guards of the early dismissal.
- If releasing due to an emergency, like a bomb threat, cars in the parking lot may not be able to be released with the students and staff. Other transportation arrangements will have to be made.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Notify all building Principals and athletic director
- Notify school committee.
- Notify the cafeteria director and have him/her inform the schools if leaving before lunch.
- Notify district transportation providers.
- Notify the Police Department; inform them and also the supervisor of crossing guards.
- Notify media outlets
- Use electronic communication to inform parents/guardians, only after each building has informed the staff and students in each building.

UTILITIES MALFUNCTION (Gas, Water, Steam, Electricity)

PURPOSE:

In an "All Hazards" approach to school safety we must consider a utilities malfunction as a possibility. Making sure that all are safe during a malfunction is also a priority, especially in the maintenance department as they typically respond to an issue. Great care needs to be taken when opening doors and entering where a hazard may occur. Training should be provided to members of the school community, as to how to handle each of these situations.

RESPONSIBILITIES:

PERSON DISCOVERING THE MALFUNCTION:

- Remove occupants from dangerous area.
- Report the malfunction immediately to the Principal or designee.

PRINCIPAL OR DESIGNEE:

- If it can be done safely, conduct an initial investigation, with maintenance staff, to ensure that there is no danger to building occupants.
- Secure the area if necessary.
- Convene School Level Crisis Response Team if appropriate.
- Notify the Supervisor of Buildings and Grounds or designee.

If danger exists:

- Initiate evacuation procedures.
- Notify Fire Department.
- Inform the Superintendent-Director of schools or designee.
- Debrief with the team at the conclusion of the event if needed.

TEACHERS/STAFF:

- Listen to announcements and follow procedures for Shelter-in-Place and/or Evacuation if instructed to do so.

When evacuating pay close attention to the announcements and make a decision as to the best evacuation route. **DO NOT** go through the danger zone when evacuating.

SUPERINTENDENT-DIRECTOR OR DESIGNEE:

- Notify the school committee. if appropriate.
- Coordinate the media effort with the appropriate resources. if necessary.
- Notify the staff when appropriate.
- Notify parents/guardians (by phone and/or letter) when appropriate.

VERBAL, WRITTEN, AND ELECTRONIC THREATS**PURPOSE:**

The district wants to make sure schools are ready to handle any verbal, written, and/or electronic threats. It has become very common for schools to deal with these threats and electronic threats are on the rise. The types of electronic threats are constantly changing and the vehicle of the electronic communication is also changing quickly. As the type of electronic communication changes it may be necessary to change what appears below. Threats can occur in or out of school. In today's world the school is now responsible for students 24 hours a day and 7 days a week. If the threat occurs outside of school hours and activities and it is brought into the school setting, the school is now responsible for handling it and dealing with discipline matters related to the threat.

PERSON DISCOVERING AND/OR RECEIVING ELECTRONIC OR PHONE THREAT:

- Notify Principal or designee.
- Notify police.

And additionally, consider the type of platform that the threat is delivered by:

Threat via and/or computer crime during school or school related activities (social media, e-mail, instant messaging, threats, child pornography, etc.)

- Do not turn computer off.
- Isolate computer: Do not allow anyone near computer or allow use of computer.
- Do not unplug computer.

Threat via phone, "Skype" or similar VOIP services, or left on voice mail:

- Keep caller on the line as long as possible.
- Record the call if possible.
- Identify call number on caller ID.
- Document date, time and duration of the call.
- Do not transfer the call or interrupt the caller.
- Attempt to determine if caller is an actual person or a computer generated voice.
- Respond using the Bomb Threat Checklist.
- If voicemail, preserve it. Do not delete or forward the voicemail.

Threat via e-mail:

- Save the e-mail, do not delete it.
- Do not forward the e-mail.

- Print, photocopy, take a screenshot, or photograph the e-mail.
- Obtain full e-mail header data via the original e-mail.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Verify threat: verbal, written or electronic.
- Notify police and cooperate with investigative efforts (i.e. coordinate with IT department to assist investigators in obtaining important IP address and data/visitors logs etc.).
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the Principal.
- Save the threat by printing, taking pictures, or make a copy if it is handwritten.
- Notify parents of students involved.
- If a "Hit List" is used, be sure to notify all parties on the list as well as parent/guardian for the individuals on the list.
- Contact local police.
- In the case of a third party report of a verbal threat, take a statement and appoint a staff member to remain with the reporting party.
- Convene School Level Crisis Response Team as appropriate.
- Contact Superintendent-Director and other schools in the district as necessary.
- Prepare fact sheet and written communication for staff, parents and public information officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Any student who knowingly makes a false accusation of a threat or retaliation of being accused of a threat shall be subject to disciplinary action, which may include a warning, detention or suspension (in or out-of-school).
- If any perpetrator of a threat is a staff/student member, appropriate disciplinary actions will be taken and may include a reprimand, suspension or termination depending on the severity of the incident.
- A restraining/stay-away order may be issued by the courts or school for parties related to the threat while the investigation continues or after it has been concluded.

TEACHER/STAFF:

- Any staff knowing of a threat must report it to the Principal.
- If a student needs to be "protected" or is upset, please escort the students to a guidance counselor, social worker, or administrator.
- The student making the threat, if in school when doing it, must be escorted to the office and, if possible, the confiscation of the threat. This threat should be handed over to the administration.

- If the threat is discovered outside of the school day, every attempt to contact school administration should be taken.

SUPERINTENDENT-DIRECTOR:

- Coordinate the media effort with the appropriate resources, if necessary.
- Notify the school committee, if necessary.
- The Superintendent-Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

V. RECOVERY AND MITIGATION



After the safety and status of staff and students have been assured and emergency conditions have abated, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

The district will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Assess physical security, data access and all other critical services (i.e. plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (i.e., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.
- Debrief with staff and prepare for the return to school when needed. Addressing the mental health needs of staff and students is a critical component to a successful recovery.

ADMINISTRATION, FINANCE, AND LOGISTICS

AGREEMENTS AND CONTRACTS

If a school's resources prove to be inadequate during an incident, the district will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are to remain on file in the School Department's Business Office.

RECORDKEEPING

Administrative Controls

The district 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 incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

ACTIVITY LOGS

- Staff assigned (the scribe) within the school will maintain accurate logs recording key incident management activities, including:
- Activation or deactivation of incident policies, procedures and resources.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

INCIDENT COSTS

School Finance and Administration staff is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs.
- Equipment operations cost.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

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 state and/or federal government.

PRESERVATION OF RECORDS

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student and staff files. The principle causes of damage to records are fire and water. Essential records should be protected and are maintained, in collaboration with the Superintendent-Director, business, and technology offices. These records should be stored in hard copy, protected from fire and water damage, and in an electronic format.

CONTINUITY OF OPERATIONS PLAN (COOP)

PURPOSE

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the district has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice. The SEOP anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a total long-term shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

RESPONSIBILITIES

School officials prior to an incident should determine delegation of authority and management responsibilities. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, who will perform the essential functions listed in Table 2 on next page.

ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

Superintendent-Director or Designee	<ul style="list-style-type: none"> • Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/ Building Administration	<ul style="list-style-type: none"> • Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students (out of district or into alternative schools). • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources and services required for continued operations. • Identify strategies to continue teaching (i.e. using the Internet, providing tutors for homebound students, rearranging tests). • Reevaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
School Secretary/Central Office Staff	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records). • Ensure redundancy of records (records are kept at a different physical location). • Secure classroom equipment, books, and materials. • Restore administrative and record-keeping functions such as payroll, accounting and personnel records. • Retrieve, collect, and maintain personnel data. • Provide account payable and cash management services.
Counselors, School Adjustment Counselors, and School Nurses	<ul style="list-style-type: none"> • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Work with available community-based resources to assure continuum of care.
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume.

SPECIFIC PROCEDURES

ACTIVATION AND RELOCATION

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal/School Decision-Maker will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

ALERT, NOTIFICATION AND IMPLEMENTATION PROCESS

The Principal/School Decision-Maker will activate the SEOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

RELOCATION SITES

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

ALTERNATIVE FACILITIES

For estimated short-term (2-14 days) payroll and personnel operations, the predetermined alternative facility will be announced by the Superintendent-Director if it is necessary to do so.

For a longer term relocation of operations and essential functions, alternative facilities are listed below:

This Primary Facility	Will be replaced by this Alternate Facility	Street Address	Contact Information
Personnel/Admin Offices	Smith Hall	562 Maple Street	(978) 304-4700 ext. 7102
	North Shore Community College	1 Ferncroft Road Danvers, MA 01923	(978) 762-4000

Under these conditions Essex Technical High School will communicate with local school districts, regional vocational school districts, and other appropriate resources necessary to ensure the Continuity of Operations.

For each alternate facility, the essential resources, equipment and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with school's backup data.

INTEROPERABLE COMMUNICATION/BACKUP SITES

As noted above, the predetermined facility will be used as a temporary alternate site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternate relocation sites have been identified as noted above.

VITAL RECORDS AND RETENTION FILE

Vital records are archived and/or retained on backup data systems stored as stated above. Vital records are electronic and hardcopy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

HUMAN CAPITAL MANAGEMENT

School personnel responsible for essential functions should be cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.
- Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

RECONSTITUTION

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

VI. PLAN ADMINISTRATION



APPROVAL AND DISSEMINATION OF THE PLAN

In developing the emergency management plan for each building, the administrator must involve community law enforcement, fire, and safety officials, parents of students who are assigned to the building and teachers and nonteaching employees who are assigned to the building. The emergency management plan should clearly identify the latest revision date and the names of individuals involved in its creation and/or revision.

REVIEW AND UPDATES TO THE PLAN

The administrator should update the comprehensive emergency management plan at least once every two years and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to the SEOP, the administrator has established a schedule for an annual review of planning documents. The basic plan and its functional content will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration.

The SEOP will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever the SEOP is updated, it is to be made available to first responders, Superintendent-Director, staff, as well as distributed in accordance with the guidelines stated above.

TRAINING AND EXERCISING THE PLAN

The district understands the importance of training, drills, and tabletop exercises in maintaining and planning for an incident. The district will conduct an annual emergency management test that includes relevant outside partners and contains at least one test of emergency situations or procedures contained in the plan determined by the district.

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, basic training and refresher training sessions will be conducted as needed for identified school personnel in coordination with local fire, law enforcement and emergency managers.

SEOP TRAINING MAY INCLUDE:

- Hazard and incident awareness training (including ALICE).
- Orientation to the SEOP provided.
- First-aid and CPR.

- Team training to address specific incident response or recovery activities such as, Family Reunification.
- Require team to enroll in online FEMA courses: ICS 100sca and IS-700, with support documentation to be required. At a minimum the following should complete these courses: the Superintendent-Director, assistant Superintendent-Director, Principals, assistant Principals, nurse/social worker/s, head custodian, school psychologist, and athletic director. Staff in a management position should also take, at a minimum; level 200. All staff also has the option of level 800. It is recommended that each school district has a designated “point person” to ensure compliance.

All courses are available for free at FEMA’s Emergency Management Institute:

- [IS-100.SCA: Introduction to the Incident Command System for Schools](#)
- IS-700.A: National Incident Management System (NIMS) An Introduction
- IS-200.B: ICS for Single Resources and Initial Action Incidents
- IS-800.B: National Response Framework, An Introduction
- For extra training certain personnel may be required to also take the ICS level 200 and 800 courses as well.

EMERGENCY PREPAREDNESS

The district will maintain a constant state of preparedness and readiness in the event that an incident or emergency occurs at the school. As part of our preparedness, the district will conduct drills and exercises. The purpose of these drills and exercises is to test the procedures identified in the SEOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the SEOP. This annual test will be coordinated with local first responder agencies and relevant persons to meet the statutory requirements.

Documentation of the emergency management test and all drills will be kept as required by law.

It is a requirement that all Massachusetts schools participate in **four** fire drills each year in cooperation with the fire department. In addition to these drills it is recommended that each school conduct at least **three** other drills during the year. These can include but are not limited to: evacuation, shelter-in-place, lockdown, intruder, environmental and hazardous material drills. It is also recommended that when the school is comfortable with doing these drills that they challenge staff to think for themselves and change the situations to include: during passing times, lunch, entering in the morning, dismissal, blocking hallways, blocking stairways and other such challenges. The Principal or designee will be responsible recording all drills on the official form and be submitted at the end of the year to the designated district person responsible for school safety. The forms are to be collected from each school in the district and kept on file.

All district staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

SCHOOL SAFETY PLANNING GLOSSARY

ALICE: A - Alert, L - Lockdown, I - Inform, C - Counter, E - Evacuation

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (1) causes physical or emotional harm to the target or damage to the target's property; (2) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (3) creates a hostile environment at school for the target; (4) infringes on the rights of the target at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

City or Town-Level Emergency Management Team: The team often consists of the school Superintendent-Director, police chief, fire chief, emergency management director and mayor/town manager. Larger districts with a separate Emergency Medical Services (EMS) department include the EMS director as a member

Crisis Recovery Team (CRT): The CRT is comprised of district mental health professionals. Team members offer support to students, faculty, staff, and families before, during and following a traumatic event. The Crisis Recovery Team includes school psychologists, social workers, adjustment counselors, guidance counselors, and other appropriately-trained officials from the district. Not all communities are large enough to staff this team but larger communities would benefit from having this important response team.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and Internet postings.

District Level Emergency Management Team: This school district level team consists of school Superintendent-Director, school Principals, police and fire representatives, facilities management, business manager, mental health and/or special education coordinators, transportation representative, food service representative, technology representative, media/communications person, professional educators, school safety coordinator (if applicable), and nursing supervisor or designee. This team oversees all aspects of a school district's emergency management process. It provides directives for the district's school level School Emergency Operations Plan (SEOP), including district-wide policies and procedures, as well as guidance on tailoring a plan to meet a school's particular circumstances.

Hazards: Hazards are defined as situations involving threats of harm to students, personnel and/or facilities. Hazards include, but are not limited to, natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property.

Incident Commander: The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for transfer or command and backup of resources.

Keyholder: The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

Key Knox Box: A Key Knox Box is a device where emergency access keys for the school facility are stored, and are accessible by local fire officials.

Lockdown: The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

National Incident Management System (NIMS): A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

Principal or Designee: The school should identify the individual at the building level, usually the Principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision-Maker may or may not serve as the Incident Commander during a critical incident or emergency. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident.

Private Counseling Area: This is a secluded and private location at the Reunification Site that will be used to deliver difficult news to the families of victims or missing students/staff.

Relocation Area: Is the “normal” location outside of the building that students will report to if they were participating in a fire drill or any other reason for an evacuation.

Reunification Site: The secondary location that the entire school relocates to if the school can no longer be used.

Reuniting Area: This is the location where the parents/guardians for the student will be reunited with his/her student. “Runners” are used to retrieve the student using the registration card that was given to them at the parent/ guardian registration table and escort him/her back to this location to be reunited with his/her parent.

School Incident Commander: The school official who has been designated by the School Decision-Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander will usually continue to operate within the overall ICS structure.

School Level Crisis Response Team: This school based team consists of the school Principal, assistant Principal, administrative assistant, teachers, paraprofessionals, school resource officer, nurse, school behavioral health professional, and maintenance staff. This team responds to any incident impacting the school and works with first responders to increase the effectiveness of the response and to enhance communications. The team also takes responsibility for developing and reviewing each individual school and/or district SEOP. The team plans, executes, and reviews drills and procedures. All team members are trained in the basics of the Incident Command System (ICS) to increase their capacity to work with first responders. Each School Level Crisis Response Team has a management structure to designate the roles of each member, including the person in command. Successive alternates are identified for each role.

Shelter-in-Place: A strategy used to keep staff and students in a secure location but the school day may be able to continue to operate.

Student/Staff Staging Area: This is the location where students and staff gather to wait to be reunited with his/her parent/ guardian. It is important that the students not be able to be in a secluded area until reuniting with his/her parent/ guardian.