ALL-HAZARDS

SCHOOL SECURITY

AND

SAFETY PLAN

Dorothy C. Goodwin Elementary School

July 1, 2014

Version 1.0

2014-2015

All-Hazards School Security and Safety Plan

The Dorothy C. Goodwin Elementary Schools is committed to the safety and security of students, faculty, staff, contractors and visitors on its campus. In order to support that commitment, the School System has conducted an all-hazards review of its schools' emergency prevention, protection, mitigation, response and recovery procedures relevant to natural and human caused disasters.

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

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

SIGNATORY PAGE

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

Frederick A. Baruzzi, Superintendent

Randall Walikonis, Board of Education

Susan Muirhead, School Principal

Fran Raiola, Emergency Management Director

David Dagon, Fire Chief

Sergeant Richard Cournoyer, State Trooper Officer in Charge

Robert Miller, Local Public Health Director

Dr. Greg Shangold, Local Emergency Medical Services Director

Fran Raiola, Local Fire Marshal

SCHOOL EMERGENCY TEAM PLANNING MEMBERS
School Security and Safety Committee Members
Safe School Climate Committee Members

Rich Cournoyer, Police	Fran Raiola, Emergency Services
Susan Muirhead, Principal	Jillene Woodmansee, Parent
Shamim Patwa, School Psychologist	Steve Dean, Teacher

This team meets the requirements of Public Act No. 13-3. 1.

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

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

RECORD OF CHANGES

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

RECORD OF DISTRIBUTION

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

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A. INTRODUCTION

1. Authority

This Plan has been drafted to meet the school security and safety plan standards established under Public Act No. 13-3 Section 86, providing an all-hazards approach to emergencies at public schools. These standards can be found in this Plan at Section H, References. Each year, the board of education will review the Plans for its schools, update them as necessary, and file them with the Connecticut Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security ("DESPP/DEMHS"). Legal authorities include:

- Connecticut General Statutes Section 10-231 ("Fire drills. Crisis response drills");
- Connecticut State Fire Prevention Code Regulations Section 20.2.3.1.2;
- Public Act 13-3, An Act Concerning Gun Violence Prevention and Children's Safety, Sections 86, 87, 88;
- Connecticut General Statutes Section 28-7, Local Emergency Operations Plans.

2. Purpose

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

3. Mission and Goals

The mission of the Goodwin Elementary School in an emergency/disaster is to:

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

The goals of the Goodwin Elementary School are to:

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

4. Explanation of Terms

a. Acronyms

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

b. Definitions

(1) **Emergency Public Information (EPI)**
This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

(2) **Emergency Situation**
As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

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

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

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

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

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

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

(4) **Disaster**

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

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

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

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

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

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

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

(5) **Hazard Analysis**

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

(6) **Hazardous Material (Hazmat)**

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

(7) **Inter-local Agreement/Mutual Aid Agreement**

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

(8) **Standard Operating Procedures (SOP)**

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

B. CONCEPT OF OPERATIONS

1. Objectives

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

2. General

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

b. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation. Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills, conducted pursuant to Section 10-231 of the Connecticut General Statutes. In accordance with Public Act 13-3, Section 86, the Mansfield Board of Education will annually submit reports to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) by July 1st of each year regarding types, frequency, and feedback related to the fire drills and crisis response drills. The report shall be submitted to the DEMHS Regional Coordinator for the region in which the school is located.

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

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

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

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

g. All district and site personnel should be trained in ICS. The School Principal, or a designated person, shall ensure that a short (approximately one hour) overview of NIMS and ICS will be provided to school staff at the beginning of the year.

h. Local emergency management and first responders operate under NIMS and the ICS. It is therefore critical that school districts work with other components of local government to comply with NIMS and ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. The Goodwin Elementary School recognizes that staff are often the first responders during an emergency. Adopting NIMS will enable staff to respond more effectively to an emergency and enhance communication between staff and emergency responders. The Goodwin Elementary School will work to become NIMS compliant. NIMS compliance for school districts includes the following:

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

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

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

- IS-200: ICS for Single Resources and Initial Action Incidents
- IS-700: NIMS, An Introduction
- IS-701: Introduction to Multi-Agency Coordination

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

- IS-800.B: National Response Framework, An Introduction
- ICS 300 Intermediate Incident Command System

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

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

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

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

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

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

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

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

3. Operational Guidance

(a) Initial Response

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

legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **<u>However, at no time will school officials transfer responsibility for student care.</u>**

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

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

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

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

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

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

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

(b) Notification Procedures

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

(2) In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lock down, secure school or a shelter in place incident in

progress, the building shall be evacuated. In the event that a lock down, secure school or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

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

(c) Training and Exercise

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

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

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

(3) Substitute teachers or teachers who join the staff during the school year shall receive a basic orientation regarding this Plan, as well as a fact sheet on how to respond to various emergency situations. (See Action Guides pp. 39-44.)

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

(5) The Goodwin Elementary School will plan for monthly Fire (emergency egress and relocation) drills (two are recommended in the first 30 days of school). In the event of inclement weather the drill will be rescheduled to be completed prior to the end of the month. A minimum of three crisis response drills will be conducted during each school year or once every three months. These drills can be scheduled in place of every third monthly Fire (emergency egress and relocation) drill. The School is encouraged to plan an exercise involving local first responders and emergency management during the school year. The types of drills and exercises will be determined by the School in collaboration with local public safety, emergency

management, and public health officials. Under Public Act 13-3, local public safety officials will evaluate, score, and provide feedback on these drills.

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

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

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

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

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

(e) Source and Use of Resources

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

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

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

4. Incident Command System

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

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

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

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

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

(b) The EOC is generally responsible for:

(1) Providing resource support for the incident command operations.

(2) Issuing community-wide warning.

(3) Issuing instructions and providing information to the general public.

(4) Organizing and implementing large-scale evacuation.

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

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

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

(1) Isolating the scene.

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

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

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

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

(6) Requesting additional resources from the EOC.

6. Activities by Phases of Emergency Management

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

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

(1) Hazard Analysis

(2) Identifying hazards

(3) Recording hazards

(4) Analyzing hazards

(5) Mitigating/preventing hazards

(6) Monitoring hazards

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

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

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

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

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

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

(1) Providing emergency equipment and facilities.

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

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

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

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

(6) Revise plan as necessary.

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

(e) **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment. If a disaster occurs, Goodwin Elementary School will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic physical and

psychological needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris

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

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

7. Emergencies Occurring During Summer or Other School Breaks:

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

(a) Institute School Messenger to disseminate information to School Security & Safety Committee members and request a meeting of all available members. The phone trees will be located in Appendix 2, and Appendix 15 of this plan.

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

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

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

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

C. SITUATION AND ASSUMPTIONS

1. Situations

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

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

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

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

2. Building Information

(a) The school is made up of 1 building.

(b) The school consists of a main campus located at 321 Hunting Lodge Road.

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

3. Hazard Analysis

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

(1) Local police officer;

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

(3) Teacher at school;

(4) Administrator at school;

(5) Mental health professional;

(6) Parent or guardian;

(7) Any other person the board of education deems necessary.

(b) As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, local public health, emergency management, school custodian or property manager, local emergency management director,

information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, student council president (for a high school), food service director, and/or transportation coordinator.

(c) The Mansfield Board of Education in meeting the requirements under Public Act 13-3, Section 88, shall conduct a security and vulnerability assessment for each school at least every two years. The assessment may be conducted by trained members of the School Safety and Security Committee. The information gathered during the assessment will be incorporated into this school security and safety plan.

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

(e) Appendix 18 provides a summary of the natural and human-made hazards that could affect the school, surrounding neighborhood and community. More detailed information may be provided by the Assessment Tool located in Appendix 19. See also Appendices 16, 17, and 20.

4. Assumptions

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

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

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

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

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

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

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

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

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

4. Limitations

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

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Limitations Organization

(a) **General**

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

(b) **Executive Group**

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

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

Under Public Act No. 13-3, Section 87, the School Security and Safety Committee must include the following members at a minimum:

(1) Local police officer;

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

(3) Teacher at school;

(4) Administrator at school;

(5) Mental health professional;

(6) Parent or guardian;

(7) Any other person the board of education deems necessary.

As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan. Trained members of this committee may perform or assist with assessments and analyses. Members of the committee might also include the chief executive officer (CEO) of the municipality, the superintendent of schools, local public health, emergency management, school custodian or property manager, local emergency management director, information technology manager, and/or school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president (for a high school), food service director, and/or transportation The committee develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates school based planning activities and recruits additional members of the School Security and Safety Committee. The school security and safety committee members are listed in Appendix 15. See Activities, p. 28, below.

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

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

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

(e) **Volunteer and Other Services**

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

2. Assignment of Responsibilities

(a) **General**

(1) For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 1 with the ICS Organizational Chart.

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

(b) **Executive Group Responsibilities**

(1) **The District Superintendent:**

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

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

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

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

e. Authorize implementation of emergency preparedness curriculum.

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

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

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

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

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

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

(2) **The District Emergency Management Coordinator**

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

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

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

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

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

f. Request assistance from local emergency services when necessary.

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

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

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

j. Prepare and maintain a district resource inventory.

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

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

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

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

o. Encourage incorporation of emergency preparedness material into regular Curriculum.

p. Ensure that copies of the school plans are filed with the district superintendent and local Emergency Management office.

q. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.

r. Assist with creation of Reference Kit for First Responders for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency. See Appendix 11.

(3) **Local or Regional Board of Education**

Under Public Act 13-3, the local or regional board of education is responsible for:

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

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

(4) **The School Principal**

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

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

c. Keep Mansfield School Board informed of emergency status.

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

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

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

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

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

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

1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
2. Appoint monitors to assist in proper evacuation.
3. Ensure that all exits are operable at all times while the building is occupied.
4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
5. Act as School Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

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

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

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

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

d. Recommend training for the school staff and students.

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

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

g. Provide information to staff, student and community on emergency procedures.

h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

i. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way. Reference appendix 1.

1. <u>Facility evacuation</u> - An Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place. (Note: Review staff qualifications for different assignments using information compiled in Appendix 1.)
2. <u>First aid</u> - A First Aid team will be trained to provide basic first aid to injured students and/or staff.
3. <u>Search and rescue</u> – In most cases, a Search and Rescue team trained in search and rescue operations will conduct this work. Under the direction of a trained team, committee members may perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for first responders.
4. <u>Utility Shut-off</u> - The utility shut-off team will be trained to provide utility and mechanical unit shut-off if necessary.
5. <u>Damage assessment</u> - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

(6) **Teachers will:**

a. Prepare classroom emergency packet (see Appendix 10).
b. Participate in trainings, drills and exercises.
c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
e. Maintain order while in student assembly area.
f. Verify the location and status of every student. Report to the School Incident Commander or designee on the condition of any student that needs additional assistance.
g. Establish a buddy system for students and teachers with disabilities.
h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

(7) **Technology/Information Services will:**

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

(8) **Transportation will:**

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

(9) **Bus Drivers:**

a. Communicate any suspicious activities or emergency situations to the building principal and/or proper authority.

b. Supervise the care of students if a hazard occurs while students are on the bus.

c. Transfer students to a new location when directed.

d. Execute assignments as directed by the School Incident Commander or ICS supervisor.

e. Transporting individuals in need of medical attention.

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

Assist as directed.

(11) **Students:**

a. Cooperate during emergency drills and exercises, and during an incident.

b. Be responsible for themselves and others in an incident.

c. Understand the importance of not being simply a bystander by reporting situations of concern.

d. Develop situational awareness (e.g. natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures).

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

(12) **Parents/Guardians:**

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

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

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

d. Understand their roles during a school emergency.

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

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

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

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

d. Appoint additional staff to assist as necessary.

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

E. DIRECTION AND CONTROL

1. General

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

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

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

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

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

2. Emergency Facilities

Incident Command Post (ICP)

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

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

3. Continuity of School Administration

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

(1) Principal

(2) Superintendent

(3) Adjacent Principal

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

F. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

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

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

2. Reports

(a) Initial Emergency Report

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

(b) Situation Report

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

(c) Other Reports

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

3. Records

(a) Record Keeping for Emergency Operations

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

(b) Activity Logs

The ICP and the district office (See Appendix 6) shall maintain accurate logs recording key response activities, including:

(1) Activation or deactivation of emergency facilities.

(2) Emergency notifications to local emergency services.

(3) Significant changes in the emergency situation.

(4) Major commitments of resources or requests for additional resources from external sources.

(5) Issuance of protective action recommendations to the staff and students.

(6) Evacuations.

(7) Casualties.

(8) Containment or termination of the incident.

4. Incident Costs

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

5. Emergency or Disaster Costs

For major emergencies or disasters, the school participating in the emergency response shall maintain (See Appendix 6) detailed records of costs for emergency operations to include:

(a) Personnel costs, especially overtime costs

(b) Equipment operations costs

(c) Costs for leased or rented equipment

(d) Costs for contract services to support emergency operations

(e) Costs of specialized supplies expended for emergency operations

(f) These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the federal government.

6. Preservation of Records

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

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

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

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

G. PLAN DEVELOPMENT and MAINTENANCE

Plan Development and Distribution of Planning Documents

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

2. Distribution of Planning Documents.

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

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

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

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

(a) The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the school security and safety committee.

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

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

H. REFERENCES

All Hazards School Security and Safety Plan Standards, January 2014

By law (Public Act 13-3), each school's plan must meet these standards, developed by a state/local working group of the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security in consultation with the Department of Education:

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

2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities

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

3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee provided that the following requirements are met:

Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person the board of education deems necessary, such as a custodian or property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, and school nurse. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director;

4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to the Department of Emergency Services and Public Protection (DESPP), based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 9, below;

5. The school security and safety plans shall be made an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS under Connecticut General Statutes Section 28-7;

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

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score, and provide feedback on fire drills and crisis response drills. The board of education shall annually submit a report to the DEMHS Regional Coordinator by July 1st of each year regarding types, frequency, and feedback related to the fire drills and crisis response drills. This report will provide an opportunity for the development of best practices and lessons learned;

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

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

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

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

12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Template, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to have each school plan achieve the objectives outlined in the Plan Template.

ADDITIONAL REFERENCES:

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

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

10. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools. http://sema.dps.mo.gov/docs/programs/Planning,%20Disaster%20&%20Recovery/LEOP%20Planning%20Documents/All-Hazard%20Emergency%20Planning%20Guidance%20-%20Nov%202010.doc
11. The Los Angeles Unified School District Model Safe School Plan provided the initial framework for this All-Hazards School Security and Safety Plan Template.
12. Fairfax County Public Schools Crisis Management Workbook, August 2013 http://www.fcps.edu/fts/safety-security/publications/cmw.pdf
13. Emergency Operation Plan for Schools in Connecticut State Police Jurisdictions, Connecticut State Police Emergency Services Unit.
14. Connecticut Technical High School System – School Safety Response Guide 2008
15. Lynn Mass Public Schools – School Emergency Operations Plan, Marsh USA Inc., 2005
16. Farmington CT—Sample Letters and Sample Teacher's Emergency Packet
17. School Crisis Prevention and Intervention—The PREPaRE Model, NASP Publications. Stephen Brock, Amanda Nickerson, Melissa Reeves, Shane Jimerson, Richard Lieberman and Theodore Feinberg.
18. National Clearinghouse for Educational Facilities' Safe Schools Facilities Checklist

Other Useful References:

1. http://safeandsoundschools.org/
2. http://iloveuguys.org/