Critical Response and School Emergency Management Guide
And Site-Based Emergency Safety Plan

Prevention – Preparedness – Response – Recovery
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Prevention / Preparedness / Response / Recovery
This manual follows the guidelines of the Maryland State Department of Education for emergency planning and preparedness. It has been prepared by the City Schools’ Department of Health and Safety, with support from the Office of School Police. Reviews and edits are made each year for improvements and ease of use for school administrators. For questions or concerns, feel free to email AAWatson@bcps.k12.md.us.
**Developing the School Emergency Plan**

The Principal is responsible for supervising, monitoring, and organizing the development of the school safety plan. Further, the Principal is responsible for arranging a faculty/staff meeting within one month of the beginning of the school year to review the school’s plan and update staff regarding new procedures.

These directions are designed to provide a practical step-by-step approach to developing and implementing a School Emergency Safety Plan. They address issues from team formation through submission of the plan via the Teacher Student Support System (TSS).

1. The first step in creating the School Emergency Safety Plan is selecting and assigning the Emergency School Safety Management Team. The team should represent the diverse training and expertise of the school community. The School Emergency Safety Management Team is to develop (or update) a School Emergency Safety Plan to include:
   - Clearly defined staff roles/responsibilities (a School Emergency Safety Management Team, Incident Command System, etc.).
   - Procedures for emergency evacuation, administering first aid, etc.
   - Setting up “Command Post(s)”.
   - Student and staff accounting and release procedures.
   - Selection of Assembly Areas.
   - Guidelines for communication with the media.
   - Establishing primary and backup methods for communication (within school, with Central Office, and with parents and community).
   - Establishing process for securing crime scenes and isolating witnesses.

2. Therefore, after the team is formed, the next step is for each team member to review this manual in its entirety.

3. Next, to develop the written site-based plan, access the online School Site-Based Emergency Safety Plan template. The online template can be found on the Department of Health and Safety webpage of www.baltimoreschools.org. The Site-Based Emergency Safety Plan template is a Word document that can be saved (“save as”) on the school administrator’s personal hard drive, edited, and updated as needed. Gather appropriate information as instructed and develop the Site-Based Emergency Safety Plan in draft form, enter all required information. Review, and then finalize.

4. The completed Plan must be uploaded via TSS to the “School Emergency Safety Plans” folder (instructions for uploading are provided on the Health and Safety web page and the safety plan template). Floor plan, if not already incorporated
into the Plan (usually by inserting them into a hard copy and scanning them to create a PDF), must likewise be uploaded. The Principal, School Police, and Health & Safety will access all school plans via TSS.

5. Next, the School Emergency Management Safety Team should conduct a presentation at a faculty/staff meeting to update the entire staff regarding system-wide emergency procedures, use of Critical Incident Response Team (CIRT) Emergency Management Protocols, School Emergency Safety Management Team assignment and specific roles, etc.

Updates

- The school emergency safety plans must be updated prior to the opening of each new school year, and as needed to reflect changes that may affect how actions are taken.

- The Plan must reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.
Pre-Planning the School Emergency Safety Plan

Forming the School Emergency Safety Management Team: The school principal or his/her designee is responsible for overseeing the formation of the School Emergency Safety Management Team and is the designated leader. Certain positions in the school lend themselves to team membership. Those include counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

Depending on the size and needs of the school, the School Emergency Safety Management Team could have any number of staff ranging from approximately 5 to 11, depending on the size of the facility. Although these staff members make up the formal School Emergency Safety Management Team, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care.

Suggested steps for Team formation

1. Principal or his/her designee communicates with all staff identifying specific needs, and requesting volunteers to serve on the School Emergency Safety Management Team.
2. Principal or his/her designee creates list of interested staff, making sure all major areas of need are addressed, including:
   - Physical/medical needs
   - Emotional/mental health needs
   - Students and staff with special needs
   - Staff from all areas of the building (different floors, wings, outbuildings, etc)
   - Staff with knowledge of transportation needs
   - Staff with knowledge of the building floor plan, locks, fire alarm, HVAC, intercom, etc.
   - Staff with ability to convey information to the media
   - Staff with knowledge of community resources
3. A meeting is held with potential team members to discuss what will be expected for team membership.
4. Principal or his/her designee follows up with all staff to update on Team formation, and to fill in areas where deficits exist (Note: Although an individual may seem “perfect” for a role, no one should be required to have a primary
position on the School Emergency Safety Management Team if he/she does not feel capable of fulfilling his/her duties in time of need).

5. An initial meeting is held to formally establish the School Emergency Safety Management Team, and to begin the process of developing the School Emergency Safety Management Plan.

6. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.

7. Hold regular team meetings throughout the school year (every 1-2 months) to review protocols and ongoing issues as they arise (may include local, state, or national issues that may affect the school).

8. Set dates to conduct orientation, review, update, of the Plan.

Practicing the Plan - Levels of Practice and Exercise

Training: Once an Emergency Management Response Plan is completed, all personnel need to be trained. The Federal Emergency Management Agency (FEMA) recommends that this training be:

- Informal
- Not a simulation
- Includes a discussion of Roles and Responsibilities
- Introduces related Policies, Procedures, Plans, and Responsibilities

Conducting Drills: It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. There are typically four ways to accomplish this goal:

1. Drill
   - An informal discussion of simulated emergencies.
   - May test a single component or function of the Emergency Management.
   - Response Plan (for example, a “lock-down” drill).
   - May only involve one or more supporting agency.

2. Tabletop Exercises
   - An informal discussion of simulated emergencies.
   - No time pressures.
   - Low stress.
   - Useful for evaluating plan and procedures.
   - Helpful to resolve questions of coordination and responsibility.
3. Functional Exercise
   - An informal discussion of simulated emergencies.
   - Policy and coordinated personnel will practice all or part of the Emergency Management Response Plan.
   - More stressful and realistic simulation of real life situations.
   - Usually takes place in “real time.”
   - Emphasizes the emergency functions of the Emergency Response Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
   - School’s Emergency Response Team is activated.

4. Full-Scale Exercise
   - Takes place in “real time.”
   - Employs real people and equipment, some from the district and some from community resources that would be anticipated to support the school in crisis.
   - Coordinates many agencies and functions, both internal and external to the district.
   - Intended to test several emergency functions, either concurrently or in sequence.
   - Could involve activating an emergency operation center (EOC).
   - Produces High Stress.
## School Emergency Safety Management Team – Examples of Roles and Responsibilities

The Principal, as Incident Commander (IC) is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

*Required members at all levels (elementary, middle, high).

<table>
<thead>
<tr>
<th>Title</th>
<th>Role and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander: Principal or AP</td>
<td>Develop school’s plan and manage emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed. Establish Command Post; coordinate information with Incident Commander (School Police, Baltimore City Police/Fire, or other first responder agencies). Document activities and work in concert with Central Office protocol.</td>
</tr>
<tr>
<td>Public Safety Liaison: School Police Officer or Teacher</td>
<td>Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside first responder agencies assigned to an incident and school principal; assist in accessing services when the need arises; document activities.</td>
</tr>
<tr>
<td>Student and Staff Accounting Coordinator and Disability Coordinator</td>
<td>Develop a student and staff accounting and release plan (accounting from individual teachers a Student Accounting and Release Plan to the Command Post); implement plan in an emergency; document activities. Identify and maintain listing of students and staff with disabilities. The Disability Coordinator must know who the students and staff are with disabilities and what needs they may have in the event of an emergency. This area should also be made aware if there are visitors with disabilities in the building or on site.</td>
</tr>
<tr>
<td>Facility Access Coordinator: Chief Custodian</td>
<td>Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc.); coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities.</td>
</tr>
<tr>
<td>Nurse/AED Site Coordinator</td>
<td>Establish medical triage with staff trained in first aid, and CPR; provide/oversee care given to the injured; distribute supplies (gloves, bandages, etc.); request additional supplies from Critical Incident Team; establish and main first-aid supply box. Develop plan to ensure students’ medications/treatments are managed; document activities.</td>
</tr>
<tr>
<td>Parent Liaison: PTA President</td>
<td>Communicate with parent groups and parents on the Release Plan; work with the Student Accounting Coordinator to properly identify parents and adults identified as emergency release personnel.</td>
</tr>
<tr>
<td>Counseling Coordinator: Guidance Counselor</td>
<td>Work with teams/resources to provide and access psychological first-aid services for those in need; access Trauma Teams and local/regional providers for ongoing crisis counseling for students, staff, and parents; document activities.</td>
</tr>
<tr>
<td>Communications Coordinator: Librarian</td>
<td>Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document activities.</td>
</tr>
<tr>
<td>Supplies Coordinator: Teacher/Cafeteria Manager</td>
<td>Establish and maintain “School Emergency Safety Management Team Toolbox” (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities.</td>
</tr>
<tr>
<td>Transportation Coordinator: AP or Teacher</td>
<td>Establish emergency transportation of students and staff through established procedures; coordinate location for pickup.</td>
</tr>
</tbody>
</table>
Checklist for Plan Development

Under the direction of the principal or his/her designee, each school is to complete the following according to its unique needs and circumstances.

- Have each School Emergency Safety Management Team member become familiar with this School Emergency Safety Plan and The Emergency Procedures Safety Manual
- Create a School Emergency Safety Management Team “Toolbox” using checklist provided
- Adopt Visitor Screening Policy consistent with school board policy
- Adopt General Dismissal Procedures consistent with school board policy
- Review the Emergency Response Protocols; make necessary modifications for school-specific needs (using feedback from Staff Surveys and Emergency Team input, local or district phone numbers and titles, etc.)
- Review and update Evacuation Sites - Fire evacuation location as well as secondary locations at 500 feet.
- Lockdown plan for each room of building
- Review and update Severe Weather Safe Area for each room of building
- Establish a schedule and procedures for orientation, training, and practicing each of the Universal Responses.
- Upload a copy of the School Safety Plan to TSS.
- Place a copy of the Plan in the School Emergency Management Safety Plan folder/binder.
- Place a copy of Plan in Emergency Toolbox.

Checklist for School Emergency Safety Team “Toolbox”

Each School Emergency Safety Management Team is to develop a “toolbox” to have available during an emergency. Items in the toolbox should not be used for anything other than emergencies and preparedness training activities. A member of the School Emergency Management Safety Team should be assigned to keep the toolbox updated (change batteries, update telephone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency. A member of the School Emergency Safety Team is responsible for getting the toolbox to Evacuation Command Posts and Parent Reunification Areas.

- Staff should have with them cell phones, and laptops if possible, to communicate with other staff and departments.
- Copies forms completed in the development of the School (Site-based) Emergency Safety Plan (Students Needing Assistance, forms, etc.).
- Blueprints of the school building and grounds (including utilities, location of exits, evacuation routes, and assembly areas).
- Caution tape.
• Directional placards (for parents, media, etc.)
• Schedule (Master).
• Electronic copy (disk, flash drive – format in Excel) student accounting – names, telephone numbers, date of births.
• Student cards (including emergency contact for parents).
• Faculty/staff cards (including emergency contacts).
• Telephone directory of local numbers, lists of district personnel’s phone, fax, and cell numbers, and lists of other emergency phone numbers.
• First-aid kit and gloves – Triage Coordinator will bring to emergency station (meds/neb).
• Flashlights.
• Boards and markers.
• Paper, such as legal pads and ballpoint pens.
• Keys.
• Megaphone.
• Radios, two-way, with spare batteries.
• Vests (colored) to identify school emergency team members.
• Other (lists as necessary)

The School Emergency Safety Plan Template

Using the information that the School Emergency Safety Management Team gathered in the planning stage, create the plan using the template posted on the Health & Safety webpage. Reach the Health & Safety page via http://www.baltimorecityschools.org. Once there, select “Health & Safety.”

The Plan must contain the following:
• Cover Page – completed
• School Emergency Safety Management Team Assignments
• School Emergency Safety Plan Tentative Annual Schedule for Faculty/Staff Training
• Outdoor Assembly Areas and Command Post Locations
• Alternate Building Location (walking distance)
• Alternate Building Location (requiring transport)
• Student Accounting Release and Reunification Procedures
• Staff Skills Inventory
• Students/Adults Needing Special Assistance
• Classroom, Building, and Community “Hazard Hunt”
• Survey of Emergency Control Valves/Switches
• School Floor Plans/Maps which indicate locations of all utility cut-offs*
• School Site Plan and Floor Plans which indicate locations of all Routes of Evacuation*

* To integrate copies of utility location plans, site plans and floor plans into the template you will need to print a hard copy of your finished template and insert them by hand. Scan the resulting document to PDF and upload to TSS (instructions follow).
To develop the written site-based plan, access the online School Site-Based Emergency Safety Plan template. The online template can be found on the Department of Health and Safety webpage of www.baltimorecityschools.org. The Site-Based Emergency Safety Plan template is a Word document that can be saved (“save as”) on the school administrator’s personal hard drive, edited, and updated as needed. Gather appropriate information as instructed and develop the Site-Based Emergency Safety Plan in draft form, enter all required information. Review, and then finalize.

The completed Plan must be uploaded via TSS to the “School Emergency Safety Plans” folder (instructions for uploading are provided on the Health and Safety web page and the safety plan template). Floor plan, if not already incorporated into the Plan (usually by inserting them into a hard copy and scanning them to create a PDF), must likewise be uploaded. The Principal, School Police, and Health & Safety will access all school plans via TSS.

**Insert your completed Site-Base Emergency Safety Plan. Attach to your safety plan,**

- **Facility Site Plans**, mark outside assembly areas.

- **Facility Floor Plans**

  *Note, each occupied room and area must be posted with a floor plan illustrating the primary and secondary evacuation routes for that area.*

School Site-Based Emergency Safety Plan for School Year 2018-19

Section 1 School Safety Plan Template SY1819.docx

Download individual link from Health and Safety website or City Schools Blackboard, complete all sections, review, sign, scan, and upload in City Schools Blackboard to TSS (SY 2018-19 Emergency Safety Plans).

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School #:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>School Address and Zip Code:</th>
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<table>
<thead>
<tr>
<th>Geographic Location:</th>
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<table>
<thead>
<tr>
<th>Number of Floors:</th>
<th>Number of Exits:</th>
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<table>
<thead>
<tr>
<th>Building Size:</th>
<th>Site Size:</th>
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<tbody>
<tr>
<td>sq. ft.</td>
<td>acres</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students:</th>
<th>Number of Staff Members:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Number of Students Needing Special Assistance – Physically Disabled or Other Special Needs:</th>
<th>Number of Adults Needing Special Assistance – Physically Disabled or Other Special Needs:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Are there provisions in place to ensure emergency evacuation - Yes or No</th>
<th>Is this a co-located (shared) site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes or □ No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>If no, explain:</td>
<td>If no, explain:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this a co-located (shared) site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes or No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List the schools that share space with your specific school program and total population by staff and students for each co-mingled school program.</th>
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<tbody>
<tr>
<td>School #:</td>
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<td>School #:</td>
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<td>School #:</td>
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<td>School #:</td>
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</tbody>
</table>

Note: Principals and Assistant Principals must share a completed copy of their site-based safety plan with each co-mingled (share) school program in his/her building.

<table>
<thead>
<tr>
<th>Principal Signature:</th>
<th>Cell Number:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Assistant Principal Signature:</th>
<th>Cell Number:</th>
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</table>
School Emergency Safety Management Team Assignments

In general, Incident Command System (ICS) or School Emergency Safety Management Team roles should be logical, reasonable parallels to day-to-day work assignments. Complete the form below to reflect your School Emergency Safety Management Team assignments. Descriptions of roles and responsibilities for each assignment are provided in forming the School Emergency Safety Management Team. Each school leader is responsible for supervising, monitoring and organizing the development of their site-based safety. The team should represent the diverse training and expertise of the school community. The School Emergency Safety Management Team is to develop (or update) a School Emergency Safety Plan to include:

- Clearly defined staff roles/responsibilities (a School Emergency Safety Management Team, Incident Command System, etc.).
- Procedures for emergency evacuation, administering first aid, etc.
- Setting up “Command Post(s)”.
- Student and staff accounting and release procedures, to include persons with disabilities.
- Selection of Assembly Areas.
- Guidelines for communication with the media.
- Establishing primary and backup methods for communication (within school, with Central Office, and with parents and community).
- Establishing process for securing crime scenes and isolating witnesses.

Principals and the assigned School Emergency Safety Management Team are responsible for arranging a faculty/staff meeting within one month of the beginning of the school year to review the school’s plan and update staff on emergency procedures.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name and Position</th>
<th>Room #, Cell #, Intercom #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander (Principal and Assistant Principal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Safety Liaison / School Resource Officer/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student and Staff Accounting Coordinator and Disability Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Facility Coordinator / Chief Custodian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse/AED Site Coordinator:</td>
<td></td>
<td></td>
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<tr>
<td>Parent Liaison: PTA President</td>
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<tr>
<td>Counseling Coordinator / Guidance Counselor</td>
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<tr>
<td>Communications Coordinator / Librarian/Language Arts</td>
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<td></td>
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<tr>
<td>Supplies Coordinator / Teacher/Cafeteria Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Coordinator / Assistant Principal/Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested Checklist for School Emergency Safety Team “Toolbox”

Each School Emergency Safety Management Team is to develop a “toolbox” to have available during an emergency. Items in the toolbox should not be used for anything other than emergencies and preparedness training activities. A member of the School Emergency Management Safety Team should be assigned to keep the toolbox updated (change batteries, update telephone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency. *A member of the School Emergency Safety Team is responsible for getting the toolbox to Evacuation Command Posts and Parent Reunification Areas.*

Staff should have with them cell phones and laptops, if possible, to communicate with other staff and departments.

- Copies of all forms completed in the development of the School Emergency Safety Plan (Students/Staff Needing Assistance, forms, etc.).
- Floorplans of the school building and grounds (including utilities, location of exits, evacuation routes, and assembly areas).
- Caution tape.
- Directional placards (for parents, media, etc.)
- Schedule (Master).
- Electronic copy (disk, flash drive – format in Excel) student accounting – names, telephone numbers, date of births.
- Student information (attendance and emergency contact for parents).
- Faculty/staff cards (including emergency contacts).
- Telephone directory of local numbers, lists of district personnel’s phone, fax, and cell numbers, and lists of other emergency phone numbers.
- First-aid kit and gloves. Triage Coordinator will bring to emergency station (meds/neb).
- Flashlights.
- Boards and markers.
- Paper, such as legal pads and ballpoint pens.
- Keys.
- Megaphone.
- Radios that are two-way, with spare batteries.
- Vests (colored) to identify school emergency team members.
- Other
Provide Meeting and Debriefing Dates with School Staff and Students
Fire Drills and Emergency Drill Exercises During School Year 2018-19

- Follow the SY 2018-19 Annual Schedule for Drills – (Fire Drills, Bus Evacuations, and Emergency Exercises).

- Principals with multiple school programs, which are housed in more than one building (such as Schools 105, 421, etc.), must conduct drills in each building.

- Schools in co-located (shared) sites, must coordinate schedules for conducting drills and emergency exercises.

- Each completed drill must be entered in the online verification log School Drill and Emergency Evacuation Log. The log will be reviewed by District Office staff, who will monitor to ensure annual compliance.

- Conduct debriefings with all students and staff, to include students and staff with disabilities (and the assisting adults) to determine what worked or did not work in terms of fully executing the drill.

- If a student or staff is unable to fully participate in a drill, the drill can be differentiated or modified for students, staff, and visitors with disabilities. For example, some participants may complete the full drill while others may complete the drill up to a certain point based on their abilities.

**School Year 2018-19 Annual Drill Schedule**

<table>
<thead>
<tr>
<th>September</th>
<th>Within the month: 1) Conduct one Fire Drill and 2) Conduct Lockdown Drill, Alert Status/Reverse Evac Drill, and Shelter-In-Place (combine the three drills).</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Within the month: 1) Conduct the Fall Bus Evac (schedule all buses assigned to the school) and 2) Conduct One Fire Drill and Emergency Evacuation Drill (combine the two drills).</td>
</tr>
<tr>
<td>November</td>
<td>Within the month: Conduct one Fire Drill.</td>
</tr>
<tr>
<td>December</td>
<td>Within the month: Conduct the Severe Weather Drill and Drop-Cover-and Hold Drill (combine the two drills).</td>
</tr>
<tr>
<td>January</td>
<td>Within the month: Conduct One Fire Drill – Month is optional for “schools with fully automatic sprinkler systems,” see below.</td>
</tr>
<tr>
<td>February</td>
<td>Within the month: Conduct One Fire Drill – Month is optional for “schools with fully automatic sprinkler systems,” see below.</td>
</tr>
<tr>
<td>March</td>
<td>Within the month: 1) Conduct One Fire Drill and 2) the Spring Bus Evacuation (schedule all buses assigned to the school).</td>
</tr>
<tr>
<td>April</td>
<td>Within the month: Conduct One Fire Drill.</td>
</tr>
<tr>
<td>May</td>
<td>Within the month: Conduct One Fire Drill.</td>
</tr>
</tbody>
</table>

1) Fire Drills – School Buildings w/Fully Automatic Sprinkler Systems – Five Required for the SY and Two by December 30. In SY 2018, conduct fire drills as illustrated. In SY 2019, schedule and conduct the two remaining fire drills anytime from January through May 2019.

Assembly Area (Outdoors)

Command posts and assembly areas are locations that all team members know ahead of time. Each command post has primary importance, secondary is the availability of communication links, and third is easy access for staff and emergency responders. Identify an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school, and the command post should be nearby.

- Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material; water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc. These locations should correspond to the evacuation areas (at least 300-500 feet from the building).

- Schools that share facilities must plan for evacuations that accommodate both schools. In some instances, it will be necessary for an entire campus to evacuate at the same time.

Each school site will identify two command posts and two assembly areas for the school. Two posts on the exterior, one to be used during normal evacuation, and a second location at least 300-500 feet from the school, if possible. Finally, identify a command post for the school at the walking distance alternative building location. If you are evacuated to a central location requiring transportation, the command post will be identified by district office staff. Note, students and staff with disabilities should be included in all drill exercises, unless through consultation with the parent, medical provider, school nurse, and/or other school staff members, it is determined that the risk of a drill is outweighed by the student’s/staff’s health or safety needs (e.g. one who is medically fragile). It is critical that students with disabilities and the adults responsible for their safety practice emergency procedures prior to drills so they are aware of what will take place in the event of an emergency or drill. The Disability Coordinator must know who the students and staff are with disabilities and what needs they may have in the event of an emergency. This person should also be made aware if there are visitors with disabilities in the building or on site.

Assembly Area 1:

- Command Post Location for Incident Commander (Principal):

  First-Aid Area:

  - Student Assembly Areas (by class, grade, level, or team, etc.)

Assembly Area 2:

- Command Post Location for Incident Commander (Principal):

  First-Aid Area:

  - Student Assembly Areas (by class, grade, level, or team, etc.)

- Place copies of floor plans and evacuation routes, highlighted as appropriate, in the actual plan section of the guide, and post throughout the building.

- Reference section pertaining to Student Accounting and Release procedures.
Alternate Building Locations

Walking Distance

In inclement weather, or if your building and surrounding area needs to be evacuated, it may be necessary to move students to an Alternate Building Location rather than using the Standard Outdoor Assembly Areas. Identify an Off-Site, Alternate Building Location within walking distance from the school.

Schools that share facilities must coordinate planning. Be sure to identify locations that can accommodate either one school program or both programs. In some instances, it will be necessary for an entire campus to evacuate at the same time.

- Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.

<table>
<thead>
<tr>
<th>Alternate Building Location:</th>
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</thead>
<tbody>
<tr>
<td>Name of Alternate Building Location:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Total Facility Occupancy:</td>
<td></td>
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<tr>
<td>Telephone Number at the Location:</td>
<td></td>
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<tr>
<td>Lead Contact:</td>
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</table>

<table>
<thead>
<tr>
<th>Secondary Alternate Building Location:</th>
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<tbody>
<tr>
<td>Name of Alternate Building Location:</td>
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<tr>
<td>Address:</td>
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<tr>
<td>Total Facility Occupancy:</td>
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<td>Telephone Number at the Location:</td>
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<tr>
<td>Lead Contact:</td>
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</table>

Secure the School Emergency Safety Management Team “Toolbox,” and have it available. The toolbox should be portable and readily accessible. A member of the School Emergency Safety Team is responsible for getting the toolbox to Evacuation Command Posts and Parent Reunification Areas.

Requiring Transport

District Office teams will coordinate and plan for transporting students and staff to an alternate building location requiring transport.

Secure the School Emergency Safety Management Team “Toolbox,” and have it available, see page 11. The toolbox should be portable and readily accessible. A member of the School Emergency Safety Team is responsible for getting the toolbox to Evacuation Command Posts and Parent Reunification Areas.
Student Accounting, Release and Parent Reunification Procedures

Secure the School Emergency Safety Management Team “Toolbox, see page 11,” and have it available. The toolbox should be portable and readily accessible. A member of the School Emergency Safety Team is responsible for getting the toolbox to Evacuation Command Posts and Parent Reunification Areas.

Each school needs to establish a specific plan for Student Accounting and Release. Describe how your school will account for students and staff in the building in the event of an evacuation.

All students and staff need to have emergency information on file. Only parents, relatives, or friends listed on the Emergency Card will be allowed to take a student during an emergency. These adults are to show identification and sign out the student using the Student Release Form (see Appendix). When exiting the building, teachers must carry their grade books, student attendance sheets, and emergency card information. A staff roster and visitor sign-in sheet are to be available to take during an evacuation.

1. List below steps or procedures staff will take to ensure student and staff accounting (e.g., teachers report to team leader, who reports to a member of the School Emergency Safety Management Team, who reports to principal):

- 
- 
- 
- 
- 

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency:

- 
- 
- 
- 

-
Staff Skills Inventory

The School Emergency Safety Management Team should identify staff with special skills that can be used in case of an emergency response skill.

I. Emergency Response:
   Please check and list staff members who have training in the following areas and indicate their level of training.
   - First Aid
   - Hazardous Materials (Science Chemicals)
   - CPR/AED
   - Counseling/Mental Health
   - Emergency Medical
   - Incident Debriefing

   Explain or clarify items checked, if needed:
   E.g. Joe Smith, CPR certified and volunteer firefighter.

II. Special Considerations:
   Please check and list special skills or resources necessary in an emergency situation. Identify key staff members who have training in the following areas:
   - Multilingual, list language(s)
   - Experience with disabilities
   - Knowledge of community resources

   Other knowledge or skills: E.g. Joe Smith, teaches 7th grade Spanish.

III. COMAR Regulations
   Automatic External Defibrillators Required for Middle and High Schools

   Does your school have AEDs – □ Yes or □ No?
   If yes, list the locations.

   Date Purchased, approx. 1) 2)
   Who are your AED Participants? 1) 2)
   AED Model Type 1) 2)
   AED Serial Numbers 1) 2)

   Note: COMAR Title 13A, Section 7-425 requires all Middle and High Schools to have AEDs on site and present at all school-sponsored athletic events. Reference the Appendix Section, Policies and Regulations, for City Schools’ AED Program Requirements. Schools must register its AEDs with the Maryland Institute for Emergency Medical Services Systems (MIEMSS) at Maryland AED Registry – [http://marylandaedregistry.com](http://marylandaedregistry.com)
Students and Adults Needing Special Assistance

Effective July 1, 2018, emergency plans must include students with IEPs and 504 plans (provide attachments, if necessary). Such plans should be shared with all staff that may be with the student throughout the day (not just the classroom teacher).

The School Emergency Safety Management Team should maintain a master list of students and staff needing special assistance in the event of an emergency (make copies of this sheet as necessary).

Students and staff with disabilities should be included in all drill exercises, unless through consultation with the parent, medical provider, school nurse, and/or other school staff members, it is determined that the risk of a drill is outweighed by the student’s or staff’s health or safety needs (e.g. one who is medically fragile). It is critical that students with disabilities and the adults responsible for their safety practice emergency procedures prior to drills so they are aware of what will take place in the event of an emergency or drill.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Teacher</th>
<th>Type of Disability</th>
<th>Location of Student / Teacher</th>
<th>Assistance Needed and Individuals to Provide Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Assistance Needed:</td>
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<td>Assistant 1:</td>
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<td>Assistant 2:</td>
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<td>Assistant 1:</td>
</tr>
</tbody>
</table>
Classroom Building and Community

“Hazard Hunt”

Identify circumstances unique to its school/campus/facility/community that may present unique risks to persons or property. These may include materials used in classes and in the building (for example: hazardous chemicals used by custodians and science teachers – provide locations and room numbers), potentially troublesome evacuation routes. Community issues: dangers due to geographic location, proximity to potentially hazardous buildings in the community (for example, close proximity to train tracks, industrial sites, factories, airport, jails/juvenile facilities, rivers, streams, etc.).

<table>
<thead>
<tr>
<th>Potential Hazard</th>
<th>Locations</th>
<th>Action Taken (or planned) to Mitigate the Hazard, if possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td></td>
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<td>Contact:</td>
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<td>Contact:</td>
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</tbody>
</table>

Contact:
A copy of this document and corresponding floor plan, must be Posted in the Main Office and the Custodian’s Office.

**SURVEY OF EMERGENCY CONTROL VALVES/SWITCHES**

<table>
<thead>
<tr>
<th>School Name and #:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address and Zip Code:</td>
<td></td>
</tr>
<tr>
<td>Date Prepared:</td>
<td></td>
</tr>
</tbody>
</table>

Below give the locations of the emergency valves/cut-offs for the following systems:

<table>
<thead>
<tr>
<th>CONTROL VALVES/SWITCHES</th>
<th>LOCATION</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAIN GAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. MAIN WATER</td>
<td></td>
<td></td>
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<tr>
<td>3. ELECTRICAL PANELS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. FIRE ALARM SYSTEM</td>
<td></td>
<td></td>
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<tr>
<td>5. SPRINKLER SYSTEM</td>
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</tr>
</tbody>
</table>
This guide is designed to assist schools (and administrative offices) in the development of individually-tailored emergency management safety plans. It offers a method for creating an emergency management safety plan to meet specific local needs. Since each school has unique resources and unique risks, each need an emergency management safety plan suited to its unique circumstances. However, the template is the same for all schools.

New “best practices” for handling emergency situations become available each year, and new emergency situations emerge over time. Therefore, this guide should always be considered a “working document” and after initial completion, it should be updated on a regular basis.

**Step 1 – Preparedness**

Preparedness is the process of deciding what you will do in the event of an emergency, *before* the emergency occurs. Preparedness involves the coordination of efforts between the school system, individual schools, and the community at large.

**School/District Safety Assessment**

One way to begin planning is to form a System Support Team to conduct a school and district safety assessment, which calls for a self-appraisal of major areas which affect school safety. Examples of these areas include geographic location of buildings; proximity of potential hazards such as factories, mines, or waterways; district availability of buses for possible evacuation, etc. Resources include existing safety plans; security and safety-related system policies; floor plans of buildings; maps of local evacuation routes; school crime reports; known safety and security concerns; logs of police calls for service; student and faculty handbooks; disciplinary files and input of safety concerns. The Federal Emergency Management Agency (FEMA) describes this process as “planning for all types of disasters.”

**Comprehensive School Safety Planning**

Once the school safety assessment is complete, a comprehensive planning process can be initiated. These efforts will be most successful when they involve the community’s “major stakeholders”: Ideally, those included on a System Support Team and other community representatives.

Just as schools reflect their communities, they must work with those communities to proactively address the individual needs of their school. “Major stakeholders” could include the chief executive officer, law enforcement, parents and students, health and welfare representatives, business leaders, mental health providers, juvenile justice representatives, city and county government, church leaders, department corrections, office of emergency management, the fire department, emergency medical services, and the media.

**School Plans**

Individual school safety plans should be preventative in nature. This would include instituting proactive solutions to mitigate identified safety concerns found as a result of a school assessment. School emergency safety management plans should include Incident Command Structure, roles and responsibilities of emergency management team members, and emergency
protocols to follow for emergency situations. Each school’s plan should reflect the school’s unique characteristics and needs.

Interagency Plans
The Interagency Team should develop a district-support plan that details intervention strategies and the roles and functions of support personnel available to schools. The System Support Team would assist in the coordination and allocation of additional resources designed to backup the school when the need exceeds its day-to-day resources. The Interagency Team should have a roster of system-level personnel who are available to assist schools in a variety of ways, including assisting with telephone calls and parent notifications, status reporting, media briefings, etc., when an emergency situation occurs. Additional consultants and resource team members would be drawn from law enforcement, fire and rescue, disaster and emergency management, the media liaison, etc.

Step 2 – Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means “doing what you planned to do.” In this phase, school systems mobilize resources needed to handle the emergency at hand.

Mitigation
Mitigation refers to actions taken to reduce the adverse effect of an emergency. Mitigation measures can be implemented before an emergency, during emergency, or in recovery from an emergency. Following a school safety assessment conducted in the preparedness phase, mitigation measures can be taken to eliminate hazards that have been identified. In the response phase, mitigation is the process of implementing the emergency management protocols detailed later in this guide. In the recovery phase of an emergency, mitigation measures are those interventions designed to reduce the psychological or emotional impact of a traumatic event.
Emergency Management Protocols
A broad range of emergency situations is identified in the emergency management protocols sections of this guide. For each event listed, there are specific actions to be taken to appropriately handle the given situation. Depending on the type of emergency, protocols may remain under the domain of the school, may require assistance from the System Support Team, or may necessitate a coordinated community-wide response. Additionally, as indicated, protocols use consistent language in implementation of Universal Emergency Response Procedures, as described below.

Universal Emergency Response Procedures
Universal Emergency Response Procedures refers to a set of clear directives that may be implemented across a number of situations. For example, evacuation is a procedure that may apply to such emergencies as fire, bomb threat, or interior gas leak. Personnel throughout the building would not necessarily need to know what the emergency at hand is – they simply need to know to evacuate once a decision has been made.

Other Universal Emergency Response Procedures include:

- Evacuation
- Alert Status (also called Reverse Evacuation)
- Shelter In Place
- Drop, Cover, & Hold
- Severe Weather/Safe Area
- Lockdown

The advantage of having a small set of universal procedures is its simplicity. With Universal Emergency Response Procedures in place, staff can learn to follow specific directions without having to learn extensive protocols for dozens of different emergency situations.

Step 3 – Recovery

Recovery is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events.

Understanding “Critical Incidents”
The term “critical incident” is used to describe events that overwhelm an individual’s capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems, and behavioral changes. Critical Incident Stress Management (CISM, Everly & Mitchell, 1999) is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services enhance and complement the delivery of traditional mental health services.
Immediate vs. Ongoing Recovery
It is essential to understand recovery at two distinct levels – immediate and ongoing. Immediate support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of major trauma are in a state of shock, and at this time basic human needs of food, shelter, and clothing are often a primary focus. Long-term recovery needs may not be readily apparent, and for many, ongoing support will be needed. Ongoing recovery refers to support provided to some individuals for weeks, months, or years following a tragic event.

Assessment, Crisis Intervention, and Support
Children and their parents, faculty, staff and administrators, public safety personnel and the larger community are all impacted by tragic events and will benefit from immediate and ongoing support. For some traumatic events the in-school Student Support Services personnel may be adequate to provide immediate and ongoing recovery services. Emergencies that affect a small number of people may be well served by crisis counseling and recovery from a Traumatic Loss Team, local community mental health providers, employee assistance programs and similar services.

For large-scale emergencies, however, services such as triage, assessment, outreach, and crisis intervention are best delivered on a system basis through a trained rapid response network. For large-scale disasters, site-based personnel normally assigned these functions are now victims / survivors themselves. The Trauma Teams’ network professionals provide a structured, immediate first response system to support the system in need. Site-based personnel will be called on to provide the ongoing support services once the immediate crisis has passed. Their effectiveness will be strengthened if needed support is afforded to them during the early days of recovery. Recognizing the impact of critical incident stress on all schools and school system staff members while supporting outreach efforts will ensure that “quality care” of the school’s most valuable resource, its personnel, is a priority.

City Schools is working throughout the city to assist in building regional capacity to support schools and their communities in preparedness, response, and recovery.
Levels of Emergencies

It is essential to understand and be prepared for a range of situations from school-based events such as an allergic reaction, to community-wide disasters such as tornados. The information below illustrates different levels of emergencies, and the following page describes in greater detail the possible impact of community-level disasters on individual schools.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Definitions</th>
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</thead>
<tbody>
<tr>
<td>Level I</td>
<td>A Level I emergency is a site-based event affecting only that site and most often requires no outside assistance at that site to manage the emergency. However, the site-based administrator may use some Central Office personnel or resources (for example, the school system’s Crisis Management Team). If the Level I emergency is extreme (hostages, shots, biohazards), the site-based administrator should follow Level II directions.</td>
</tr>
<tr>
<td>Level II</td>
<td>A Level II emergency is a local event having an impact on more than one site or having a large-scale community impact, such as a major fire, civil disturbance, hostage situation, or widespread power outage. A Level II emergency may also be an event that only affects one site, but the magnitude of the emergency requires the support of the Critical Incident Response Team (CIRT). Depending upon the magnitude of the event, the increased resources and expertise needed to manage the event, and its impact on individual sites, site emergency plans shall be implemented by the site administrator, as the CIRT’s key staff and section leaders are being assembled.</td>
</tr>
<tr>
<td>Level III</td>
<td>A Level III emergency is a community or region-wide event affecting multiple sites such as an earthquake, chemical/biological-related incidents, or any incident having a collateral impact on Baltimore City. Site emergency plans shall be implemented and the City Schools’ Critical Incident Response Plan shall be fully activated to coordinate system-wide response efforts.</td>
</tr>
</tbody>
</table>

Note: At the time that a Level II or III emergency is being declared in the school system, Baltimore’s Emergency Operations Center (EOC) may be activated to coordinate the response.
Understanding the Impact of Large-Scale Disasters

Depending on the scope of an emergency, schools must be prepared to rely on their own resources because assistance from others may be delayed. Remember, for a large-scale event such as an earthquake or tornado, the same disaster that affects your school will also affect the surrounding community. The list below offers insights into the possible effects of a larger disaster (adapted from the Federal Emergency Management Agency’s [FEMA] “Multi-Hazard Program for Schools,” 1999).

Experts advise that schools (and everyone else) may be on their own for three days or more following a catastrophic disaster. A large disaster may result in:

- Widespread telephone outage
- Road blockages and damage to roads and bridges
- Gridlock or congestion of roadways
- Loss or damage to utility systems
- Damage to local dams, especially earth fill dams
- Chemical or electrical fires
- Release of fuels and hazardous materials
- Flash flooding

Injuries and death may be caused by falling objects, fires/smoke inhalation, release of hazardous materials, flying debris, roof collapse, flooding, and landslides.

The disaster that affects you also affects the community.

Fires, spills, damaged buildings, and search and rescue operations will overwhelm normal emergency response forces including police departments, fire departments, and emergency medical services.

It is important for school staff to develop personal and family emergency response plans because school personnel may have moral and legal responsibilities at school should a disaster occur. The family should anticipate that a staff member may be required to remain at school following a catastrophic event.
Elements of Emergency Management and Preparedness

Communication: Plans should have established lines of internal communication (i.e., within the school), and external communication (e.g., with the system office and community). Plans should include provisions for after-hours communication (telephone tree) and alternate means of communication if telephone lines are disabled.


Incident Command System (ICS): A nationally recognized organizational structure designed to handle Management, Operations, Logistics, Planning, and Administration and Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operation.

Interagency Team: Initially, the Team directs the process of adapting this guide to reflect local conditions. Ongoing, the Critical Incident Team serves to assist the schools when an emergency occurs and the need exceeds the school’s resources.

Leadership: The importance of strong leadership cannot be overstated. Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement system and school-based plans. At the system level leadership should come directly from the CEO, at the school level, from the principal.

Mitigation: Any action taken to reduce the adverse effects of an emergency. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency.

Practice: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulation or drills.

Preparedness: The process of system and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Recovery: The process of assisting with physical, psychological, and emotional trauma associated with experiencing tragic events. Recovery during an emergency can address immediate short-term needs, while ongoing recovery can last for months or years.

Response: The implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety, and well-being of individuals in the school community.
School Emergency Safety Management Plan: The modified version of this guide tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes Emergency Management Team assignments, emergency numbers, protocols, etc.

School Emergency Safety Management Team: School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The Team develops the Plan to meet individual school needs and implements the plan should the need arise.

Universal Emergency Response Procedures: A set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, Drop, Cover, and Hold, and Lockdown.

Training: Training is important on at least three levels: 1) Team training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (e.g., severe weather training, threat assessment training, or Critical Incident Stress Management training); and 3) awareness training for all staff (e.g., Universal Emergency Procedures).
Moral and Legal Responsibilities for Emergency Preparedness

- Schools are a vital community resource.
  - School personnel have a moral and legal responsibility to all students in their care.
  - Your school is responsible for students during day-to-day operations.
  - After a disaster, your school may serve as the gathering place for hundreds of people who live or work nearby.

- In most cases, teachers and staff members will be required to remain at school until they are released by the principal or CEO.
  - This responsibility to students in a disaster should be covered in each individual’s employment contract.
  - This policy recognizes the school’s obligation to keep students safe.
  - Just as school staff members will rely on other members of the community to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to care for children in their charge.

- Staff members should have a family emergency plan; the plan should anticipate that the school staff member must stay at school.
  - Knowing your family is prepared and can handle the situation will enable you to do your job professionally.
  - Remind your family that if the telephones are not working, you will be unable to call them.
  - If the telephones work, tell them you will wait an hour or two to keep the lines open.

- Ideally, the school plan should include a rough prioritization of which teachers and staff members might be released first (such as those with small children at home).

- Staff members who live alone or a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

(Adapted from the Federal Emergency Management Agency’s (FEMA’s) “Multi-Hazard Program for Schools,” 1999.)
Critical Incident Stress Management (CISM)

Critical Incident Stress Management services (CISM, Everly & Mitchell, 1999) are designed to promote emotional and psychological resilience following a critical incident. Whether an event is an act of violence, a sudden death, or a large-scale disaster, those involved often experience stress reactions. These reactions can affect employees, students, parents, emergency responders, police, witnesses, and the families of these individuals.

Impact
The stress reactions experienced following a critical incident can include insomnia, depression, anger, headaches, ulcers, and a host of other manifestations. These conditions often translate into higher rates of absenteeism and turnover, as well as lower school and job performance.

CISM
Much of this suffering and loss can be reduced if the affected individuals receive CISM from experienced counselors in the hours, days, and weeks following a traumatic incident. CISM uses both crisis intervention and educational processes targeted toward mitigating or resolving the psychological distress associated with a critical incident. CISM services include pre-crisis consultation, briefings, individual consultation, group debriefings and defusing, organizational consultations, referrals, etc.

The purpose of CISM techniques is to provide students, school employees, and others affected by an event with the opportunity to express their thoughts and feelings about what happened and how it was handled.

Depending on their developmental level, children have different coping skills for dealing with traumatic events and memories of those events. Adolescents can often use discussion formats, while younger children may require involvement and use of nonverbal means of communication. Whether using verbal or nonverbal communications, the intent of CISM is to help activate and enhance an individual’s problem-solving and crisis-solving skills.

(Adapted from the “Guide for Preventing and Responding to School Violence,” International Association of Chiefs of Police, 1999, used by permission.)
Introduction to the Incident Command System (ICS)

Every complex job needs to be organized and emergency management in schools is no exception. The Incident Command System (ICS) is becoming the nationwide standard for emergency management, preparedness, and response. The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters, and is currently in use by many agencies across the country.

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day job to a similar function to address that emergency. For example, in an emergency the principal will become the “Incident Commander.”

Division of Labor
The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. Main divisions of ICS are: Management, Operations, Logistics, Planning/Intelligence, and Administration/Finance.

In simple terms:
- Management is in charge
- Operations makes it happen (by “doing”)
- Logistics makes it possible (by “getting”)
- Planning/Intelligence makes it rational (by “thinking”)
- Administration/Finance makes it fiscally accountable (by “recording”)

Span of Control
Another concept of ICS is Span of Control. This structure dictates that no one person should be in charge of more than seven other people. The optimum number is five, unless a large number of people are all performing the same function; for example, one person might be in charge of ten teachers, who are all caring for students.

Common Terminology
One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

Incident Command in Schools
In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the principal assumes control or management responsibility and activates others as needed. For relatively small incidents, the principal may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions.
Roles and Responsibilities of Organization Chart

Incident Commander: Establishes command, works to protect life and property, directs overall management of emergency response activities.

Planning: In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident and status of resources.

Operations: On a school campus, most staff will be assigned roles under Operations. Operations is responsible for care of students and carrying out response activities according to established Universal Emergency Procedures and Emergency Management Protocols.

Logistics: Is responsible for communications, as well as securing and providing needed materials, resources, services, and personnel. This section may take on a major role in extended emergency situations.

Administration/Finance: Sometimes overlooked, Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal “disaster area” may be declared.
My Role in an Emergency

The following is an outline of roles and responsibilities for staff during an emergency. The Emergency Management Team has specifically assigned roles during an emergency and will access the System Support Team in accordance with your school’s individualized plan.

Personnel Guide

All Staff
All staff should prepare family members that they may be required to remain at school to assist in an emergency situation.

Critical Incident Team
The Critical Incident Team’s role is to support the school when the need exceeds the resources of the school to handle a situation.

1. Provide guidance regarding questions that may arise.
2. Direct additional support personnel, including District Support Team members as needed.
3. Monitor the emergency situation and facilitate major decisions that need to be made.
4. Provide a district contact for release of information to the media.

Principal/Facility Director
The principal shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Determine whether to implement Universal Emergency Procedures (evacuation; alert status (or reverse evacuation); shelter in place; severe weather/safe area; drop, cover, and hold; lockdown).
3. Activate the Emergency Management Team.
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.).
6. Maintain a line of communication with the CEO’s Office and/or System Support Team.
Teachers
Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary. School backup staff should be trained and certified in first aid and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to Student Accounting and Release.
7. Assist as directed by the principal.

Counselors, Social Workers, Psychologists
Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary (under direction of nurse or designated first aid backup).
4. Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the Emergency Management Team leader.
7. Assist as directed by the principal.

School Nurses
1. Provide first aid or emergency treatment as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal.

Custodians
1. Survey and report damage to principal.
3. Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.
School Secretary
1. Answer telephones and assist in receiving and providing consistent information to callers.
2. Provide for the safety of essential school records and documents.
3. Assist as directed by the principal.

Food Service/Cafeteria Workers
1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
2. Assist as directed by the principal.

Bus Drivers
1. Supervise the care of students if an emergency occurs while children are on the bus.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow procedures as directed by your transportation policy for emergency situations.
Preparedness

Introduction to Emergency Management

The Challenges Facing Schools Today

Historically, schools have been relatively well-prepared for emergency situation such as fires and severe weather. When a fire alarm is heard, schools understand the need to evacuate buildings. They know the procedures for calling 911 to report a fire and they know to seek shelter in the event of a severe weather warning.

Conversely, the recent wave of school shootings and other forms of interpersonal violence has stunned the country and uncovered a need for preparedness for a much broader range of emergencies. National attention has focused on school violence in communities throughout the country.

Further, although schools may have established procedures for dealing with many emergency situations, most do not have these protocols collected in a coordinated, concise manner. More so than ever before, schools are faced with ongoing challenges to be prepared for a wide range of emergency situations ranging from medical emergencies to threats of violence, from severe weather to chemical release, and from sexual abuse to kidnapping.

Facing the Challenges

With this guide, Baltimore City Public Schools (City Schools) provides guidelines for its schools and surrounding communities to address school emergencies. Standard procedures are provided for emergency situations to provide schools with a foundation for planning and a framework for action should an emergency situation arise. The guidelines contained in this guide provide a step-by-step model for individual schools to develop their own School Emergency Management Safety Plan.

For the purpose of this guide, an emergency is defined as “a sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school population.”

City Schools operates nearly 200 school programs and generally operates with three broad goals:

- To improve achievements for all students.
- To maintain a safe and orderly learning environment in every school.

To achieve these goals, schools in Baltimore City must provide a safe, orderly learning environment for every child and every school.
This guide provides protocols for emergency situations so that schools and surrounding communities can quickly and adequately restore the school climate to optimal learning conditions. The restored, strong, supportive environment will again promote high student achievement.

In summary, this guide is presented in four broad sections:

- Preparedness and Communication
- Critical Incident Response Planning
- Protocols (Emergency Response)
- Site-based (School) Emergency Management Safety Plan
Communication

Communication: When an Emergency Has Occurred

Communication is a critical part of emergency management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement, key Central Office departments, and other emergency services is necessary for effective response. School Board members must be kept informed and updated by the CEO or designee. Information must be transmitted to Central Office and to other affected schools. And finally, the media must be informed and kept updated through the Office of Communications.

After an Emergency
The principal will need to notify staff of an event or emergency and keep them informed as additional information becomes available and as plans for management of the situation evolve.

The Telephone Tree
A telephone tree is a simple, widely-used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Building Chain of Command (Principal or Incident Commander). Then link him/her to several on the Emergency Management Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated.

The Morning Faculty Meeting
An early, but brief faculty meeting provides the opportunity to give accurate, updated information about emergency event/situation itself and to review with staff procedures for the day, including the availability of intervention resources.

The End-of-Day-One Faculty Meeting
A brief, end-of-day-one meeting provides the opportunity to review day one of an emergency, to update information, and to plan for day two. Misinformation or rumors can be addressed before staff members go home or into the community where they are likely to be asked about the situation.
Communication: Dealing with Rumors

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon often present in emergencies – rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts people speculate. Rumors create a negative perception of the school’s ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. They are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or are speculating about) will be passed on. A faculty/staff meeting should be held before staff members go home so that what is (and is not) known can be clearly communicated.

2. Clerical staff who answers the telephone at the school and at the Central Office must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information which is circulating so they can help correct misinformation. Designating a few persons to answer calls helps control the circulating of misinformation.

3. Use of key communicators in the community will also combat rumors. A telephone tree or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

4. The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

5. After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may also be helpful in restoring the community’s confidence in the school’s ability to manage emergencies and to provide a safe environment.

Communication: Technology

Technology can be a very effective tool for communication during an emergency. Common tools include the following:

1. Telephone: It is recommended that schools should have at least one unpublished number. Check with the telephone company to see if there are unused lines in the school’s control panel that can be activated. Use standard jacks and mark them clearly so emergency personnel can find them.

2. Intercom systems: Ideally, systems should include teacher-initiated communications with the office and use a handset rather than a wall-mounted speaker. Instructions for use of the intercom system should be posted near the controls in the office area.
3. Bullhorns and megaphones: Battery-powered megaphones can be effective for communication in an emergency. One should be part of the school’s emergency toolbox. Procedures governing storage and use will help ensure availability.
4. Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff should be trained to operate the two-way radio.
5. Computers: Existing computers 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, Central Office, other schools in an affected area, and possibly for other agencies.
6. Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
7. Cellular telephones: These telephones may be the only tool working when electric service is out; they are useful to staff who may be en route to or from a site.
8. Alarm systems: Bells or buzzers that may be sounded in different ways to signal different types of emergencies – for example, fire severe weather, or special alert (with instructions to follow).

Communication: Strategies with Parents and Community

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

1. Inform parents about the school’s emergency plan, its objectives, and the need for it: such information can be included in a school newsletter or other informational materials prepared for parents.
2. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of an emergency.
3. Develop materials that may be needed, including:
   - Drafts of letters to parents informing them of what happened.
   - Information regarding possible reactions of their child and ways to talk with them.
   - How the school and school system are handling the situation.
4. Develop a list of community resources that may be helpful to parents or helpful to the school in the event of an emergency.
5. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

Communication: Sharing Information with Parents

In the event of an emergency, parents have very specific information needs. First, parents want to know that their children are safe; then, parents want to know the details of the emergency situation, to know how it is being handled, and to know that the children will be safe in the future. The first reactions are likely to involve fear. Upon learning of an incident at the school,
parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. Anger is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of an emergency or disaster:

1. Tell parents exactly what is known to have happened. Do not embellish or speculate.
2. Implement the plan to manage telephone calls and meet with parents who arrive at school.
3. Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

In the event of an incident that involved damage or destruction, an open house for parents and other members of the community to see the school restored to its “normal” state helps everyone get beyond the emergency.

**Communication: With Media**

Most news people are sensitive in reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- Identify a single information source. During an emergency or crisis situation at a school, it is imperative that City Schools speaks with one voice as a district. All communications related to such situations must therefore be coordinated with the district’s communications department.
- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all employees to refer all information and questions to the Media Liaison or Information Official.
- If the emergency is a death, consult with the deceased student/staff member’s family before making a statement.
- Insist that reporters respect the privacy rights of students and staff.
- Advise students of the school’s student media policy.
- The school should decide what to say, issue a statement, and answer questions within the limits of confidentiality.
- Remind employees that only designated spokesperson are authorized to talk with news media.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school’s/system’s good record.
• Speak to reporters in plain English – not in “educationese.”
• If there is involvement with a criminal case, work in conjunction with the law enforcement spokesperson.
• Don’t try to “kill” a story; don’t say “no comment”; don’t speculate; don’t try to blame anyone for anything.

• When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
• Contact System Support Team to regularly update.
• Delay releasing information until facts are verified and the school’s position is clear; prepare statements about the situation in advance to read (avoid ad-libbing).
• Assign sufficient staff to handle telephones and keep a log of calls and personal contacts.
• Express appreciation to all persons who helped handle the emergency.
Critical Incident Response Planning

Introduction

Purpose
The purpose of this Critical Incident Response Plan (CIRP) is to provide emergency preparedness and response instructions, information, and guidelines to protect the safety and well-being of students and staff at the time of an emergency. This plan is to address those emergencies whose scope meets the parameters of Level II and III emergencies as defined in this plan. Emergencies involving only a specific site are designated as Level I and should be managed according to that site’s emergency plan. The school system’s Critical Incident Response Team (CIRT) would not be activated in site-specific emergencies. However, Level I emergencies may use the Central Office staff for additional resources, if appropriate.

A standardized plan has been developed for all school sites to promote coordinated preparedness measures and integrated emergency response procedures. The plan must be adapted to the capabilities and special needs of each site. Therefore, where appropriate, differences in the needs and requirements of the different school levels are addressed throughout the plan. The CIRT assignments will be distributed annually or when any changes occur.

Police, fire and/or criminal investigate processes may supersede the Critical Incident Response Plan.

Objectives
1. Protect the safety and welfare of students and staff.
2. Provide for a safe and coordinated response to emergency situations.
3. Protect the system’s facilities and property.
4. Enable the system to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for interface and coordination between sites, Baltimore City Public Schools (City Schools) Critical Response Team, the Police/Fire Departments, and the City’s Emergency Operations Center (EOC).
Scope
This plan encompasses all schools and addresses a broad range of potential major emergencies. Such incidents may include major fire, earthquake, hazardous materials spills, widespread power outage, escapees from detention centers, and similar events affecting more than one site.

Authority
The Critical Incident Response Plan is promulgated by the CEO and is implemented at the time of a disaster at the direction of the CEO or his/her designated alternate. Site Emergency Plans are implemented by school principals upon the occurrence of an emergency incident or when directed by the CEO. Each principal is authorized and directed to implement his or her school site emergency plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of disasters. Any site-based administrator has the authority to directly notify the School Police when Level II or III emergencies occur. Police Department and/or Fire Department emergency procedures will supersede any site-based plan.

Notification
In the event of a Level II or III Critical Incident, the site-based administrator is to notify the CIRP Leader (CEO) by calling the School Police, or 911. State “This is (your name, title, school, or office) and I have a Level II or III at (location). I can be reached at (telephone number).” The School Police will be responsible for notifying the CEO or his/her designee. The site-based administrator will be the key contact person. If the site-based administrator is unable to notify the CEO or the School Police, the Police/Fire department first responders will use their radios to notify the Safe Schools Liaison who will in turn notify the CEO and the School Police.

Procedures
The City Schools has established certain procedures governing emergency preparedness and response that relate directly to this plan. These include:

- The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and employees.
- In the event of a major disaster during school hours, school will not be dismissed without the express approval of the CEO or his/her designee. Until released to parents or their preauthorized representative, students will remain under the supervision of school authorities.
- If parents or guardians come to the school and properly identify themselves, their students will be released.
- Since the City School’s staff is expected to assist in post-disaster care of students, arrangements for the care of one’s own family should be prearranged in order to permit discharge of this emergency responsibility.
- Each school and office will have a site-based emergency plan with a designated Site Coordinator (the principal) who shall supervise the planning and implementation of the
Plan. An alternate Site Coordinator shall be named to serve in the event of the absence of the Site Coordinator.
- The Baltimore City Police Department will designate an appropriate liaison to the school system that will be based at the designated Command Center.
- Designated Command Center is established by the Site Coordinator (the principal).

Critical Incidents and Assumptions
Critical Incidents that have some degree of probability of occurring include:

- Medical Emergencies
- Fire
- Explosion/Bomb Threat
- Hazardous Materials/Chemical Spill
- Civil Disturbance
- Assaults
- Utility/Failure
- Hostage Situation

Assumptions inherent in the school system’s response to any disaster include:

- All emergencies are reported to the CEO’s Office and to the appropriate Executive Director.
- School/office sites may implement their respective Emergency Plans independent of the City Schools CIRT.
- Depending on the severity and scope of the incident, and its impact on individual sites, the Site’s emergency plans will be partially or fully activated, as deemed necessary by the Site Emergency Coordinator.
- When a Level II or III emergency is declared, the City Schools’ policies and procedures outlined in this plan become effective.

Emergency Recovery
Emergency Recovery is the process of implementing the organization’s policies, procedures, and actions to resume the organization’s normal operation after an emergency has ended or as soon as possible and practical during the emergency. Part of being prepared for an emergency is being able to quickly rebound from an unwelcome event to resume normal operations. Advance planning will make recovery less difficult and more efficient. This effort will translate into fewer losses and shorter down time.

Criteria
This plan goes into effect based upon the following criteria:

- CIRT team has completed the short-term emergency intervention.
- Loss results if school closure is more than three (3) days.
• Construction work and/or the relocation of students is required.
• Special request is made by the insurance adjuster, by the CEO, or by the Pool representative.

Members of the Recovery Team

Recovery Coordinator
• The Recovery Coordinator would usually be at the Executive Director level.
• The Recovery Coordinator initiates the recovery efforts and calls the Recovery Team together.
• The Recovery Coordinator reports on progress of recovery efforts.
• The Recovery Coordinator reconvenes the CIRT team to manage re-occupancy and return to a normal operation-based schedule developed by the Recovery Team.

Team Recorder
• Review of coverage issues and questions.
• Review of loss and restoration of operations.
• Evaluation of whether to repair, replace, and if replacement is chosen, whether to replace on the same or another site.
• Evaluation/estimate of time needed for repair/replacement.
• Review of salvage issues.
• Review of bidding/procurement procedures.
• Subrogation potential and preservation of evidence.
• Workers compensation issues.
• Inventory of property at facility.
• Identification of additional personnel/services needed.

Auxiliary Services
• Risk Manager
• Distribution Services representative
• Insurer
• Adjuster
• Pool representative
• Fiscal Services
• Purchasing representative
• Accounting representative

Facilities
• Site reconstruction representative
• Contract Maintenance representative
Health and Safety

- Environmental representative
- Safety review representative

Legal Counsel (as needed)
Information Technology Representative
Building Administrator

The Recovery Team works concurrently with CIRT team to meet ongoing emergency recovery needs.

Restoration of Normal Operations and Re-occupancy

The Recovery Coordinator works with the Recovery Team to designate the timeframe for restoration of normal operations and re-occupancy. The Recovery Coordinator convenes CIRT Team to manage transition of students and staff to original or permanent new location.
Response Protocols


Introduction
Universal Emergency Response Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal as Incident Commander, will decide which Universal Emergency Response Procedures to implement, based on the situation.

The basic procedures that can be utilized in responding to various emergencies:
• Evacuation Procedures for Buildings/Evacuation of individuals with disabilities
• Alert Status (also known as Reverse Evacuation)
• Lockdown Procedures
• Shelter in Place
• Severe Weather / Safe Area Procedures
• Drop, Cover, and Hold

Universal Emergency Warning and Notification Procedures
Call 9-911 if necessary. Assess life and safety issues.

Notifying Staff and Students
If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the PA announcement, sounding of bell (fire alarm), or word of mouth by the Communication Coordinator or other School Emergency Safety Management Team members.

Use code words in the warning only for “lockdowns.” Codes should be used in situations when immediate notification is necessary, but the safety of students and staff may be compromised if everyone in the school building knows of the emergency. For example, a hostile intruder may panic if the Principal announces the intruder’s presence over the PA system. The codes will inform personnel of the lockdown and appropriate actions. The code is as follows:

City-wide Code System:
• “All Clear” - Return to Normal Activity.
• If immediate action is not required, notify staff at a meeting before or after school hours. Teachers will debrief students during class unless an assembly or announcement over the PA system is preferred.
### Emergency Telephone Numbers

<table>
<thead>
<tr>
<th>Critical Response Numbers:</th>
<th>Telephone #</th>
</tr>
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<tbody>
<tr>
<td>Ambulance, Police, Fire</td>
<td>911</td>
</tr>
<tr>
<td>School Police</td>
<td>410-396-8588</td>
</tr>
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<table>
<thead>
<tr>
<th>Offices:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer/Chief of Staff</td>
<td>410-396-8805</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>410-396-8805</td>
</tr>
<tr>
<td>Chief Operating Officer</td>
<td>410-396-8721</td>
</tr>
<tr>
<td>ILED Offices</td>
<td>443-642-3904</td>
</tr>
<tr>
<td>School Supports</td>
<td>443-642-4527</td>
</tr>
<tr>
<td>Facilities Maintenance &amp; Operations</td>
<td>410-396-8721</td>
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<tr>
<td>Health and Safety</td>
<td>410-396-8721</td>
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<tr>
<td>Student Transportation Services</td>
<td>410-396-8721</td>
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<table>
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<tr>
<th>External Agencies:</th>
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</thead>
<tbody>
<tr>
<td>Animal Control</td>
<td>311</td>
</tr>
<tr>
<td>Telephonic Language Interpretation Services</td>
<td>1-877-963-7466, account 13015</td>
</tr>
<tr>
<td>Baltimore City School Health Services</td>
<td>410-396-4966</td>
</tr>
</tbody>
</table>

Additional Numbers (list, as necessary)

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Critical Incident Response

Introduction

The purpose of Baltimore City Public Schools’ (City Schools) Emergency Safety Plan is to provide emergency preparedness and response instructions and guidelines to protect the safety and well-being of students and staff at the time of an emergency. It has been developed to promote coordinated preparedness measures and integrated emergency response procedures. It provides for the interface and coordination with City Schools’ Critical Incident Response Team (CIRT), the Police/Fire Departments, and the City’s Emergency Operations Center (EOC). It allows for the orderly conversion of pre-designated school sites to shelters when necessary.

City Schools Emergency Safety Plan encompasses all schools and provides standardized responses that address a broad range of potential major emergencies. Such emergencies may include fire, threats, large-scale student disturbances, earthquake, hazardous materials spills, power outages, escapes from detention centers, and similar events.

It addresses emergencies at three levels, which are categorized as follows:

• Level I – A site-based event affecting only that site and most often requiring no outside assistance at that site to manage the emergency.

• Level II – A local event having an impact on more than one site or having a large-scale community impact.

• Level III – A community or region-wide event affecting multiple sites.

A Site-based Approach: Because there are differences in the needs and capabilities at different grade levels and each site has varying requirements, the City Schools’ Emergency Safety Plan must be adapted to each location. This Unit provides guidance for the development of the site-based School Emergency Safety Plan.

Authority to Implement: School Emergency Safety Plans are implemented by school principals upon the occurrence of an emergency incident or when directed by the CEO. Each principal is authorized and directed to implement his/her school site emergency plan, or take such other action as may, in his/her judgment, be necessary to save lives and mitigate the effects of disasters. Any site-based administrator has the authority to notify the CEO (or designee) or School Police directly when Level II or III emergencies occur. Police Department and/or Fire Departments’ emergency procedures and/or criminal investigative processes will supersede any site-based plan.
Emergencies involving only a specific site are designated as Level I and should be managed according to that site’s School Emergency Safety Plan. City Schools’ Critical Incident Response Team (CIRT) would not be activated in site-specific emergencies. However, schools experiencing Level I emergencies may use the Central Office staff for additional resources, if appropriate.

When a Level II or III critical incident occurs, the Principal will take to the command center copies of the affected school(s) emergency plan(s) to facilitate coordination and communication. The CIRT Assignments will be distributed annually or when any changes occur to all schools and offices.

Notification: In the event of a Level I, II, or III Incident, the site-based administrator is to notify the School Emergency Safety Team. If the Principal, now the Incident Commander, deems the incident a Level II or III Critical Incident, the CERP Leader (CEO) or designee is to be notified by calling the School Police. If no answer, call 911. State: “This is (YOUR NAME) and I have a Level II or III at (LOCATION). I can be reached at telephone number (NUMBER).”

The protocols in this section are procedures to be implemented when specific site-based emergencies and/or serious disruptions arise. The administrative staff and School Emergency Safety Management Team will need to make early judgments regarding the seriousness of a developing situation and the steps to be taken until assistance arrives.

In reaching decisions about possible steps to be taken the following factors should be considered:

- The safety of students and faculty
- The extent of injury to person(s)
- The amount of property damage involved
- The effect of the incident on the school/site and its activities
- The circumstances of the event

The protocols are based upon planning that has already occurred and the operation of your School (Site-based) Emergency Management Safety Plan.
<table>
<thead>
<tr>
<th>Key</th>
<th>Alert Status <em>(aka Reverse or Reverse Evacuation)</em> – When there’s police activity or other situation going on in the neighborhood around the school building.</th>
</tr>
</thead>
</table>
|     | • Threat outside the building  
• Bring everyone inside and lock all doors and windows (do not chain doors).  
• Post staff at entrances to the building.  
• Only allow authorized individuals to come in or go out. |

<table>
<thead>
<tr>
<th>Key</th>
<th>Lockdown – When there’s a potential danger inside or outside the school building, including a possible armed or threatening person in the building or nearby.</th>
</tr>
</thead>
</table>
|     | • Threat or danger inside the building  
• Move immediately to nearest classroom or secured area.  
• Turn out all lights.  
• Lock all doors and windows.  
  ○ If possible, immediately cover doors and windows.  
• Have everyone sit on the floor, away from doors and windows.  
• STAY QUIET!  
• Pay attention |

<table>
<thead>
<tr>
<th>Key</th>
<th>Evacuation – When it is safer to be outside the building, such as when there is a “fire, gas leak, chemical spill, or bomb threat.”</th>
</tr>
</thead>
</table>
|     | • If bomb threat, do not use cellphones and two-way radios; they may activate an explosive device.  
• Stay away from suspicious objects (unattended bags, etc.).  
• Use the safest route closest to the nearest emergency exit; stay alert for hazards (water on floors, etc.).  
• Move quickly, but calmly in an orderly fashion.  
• Do not stop to find belongings and don’t carry things with you.  
• Go to the designated emergency assembly area. |

<table>
<thead>
<tr>
<th>Key</th>
<th>Shelter In Place – When there’s a gas leak or chemical spill outside the building.</th>
</tr>
</thead>
</table>
|     | • Move students into classrooms or spaces not affected by smells or odors.  
• Close windows and doors.  
• Close or cover classroom ventilation systems.  
• Seal the gap between the bottom of the door and the floor using coats, blankets, or rugs, if necessary. |
### Universal Evacuation Procedures

The following emergency evacuation procedures are listed on the chart below. These procedures are further defined in subsequent pages. In each procedure, inform students in age-appropriate language.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
</tr>
</thead>
</table>
| **A. Evacuation**  
(for use when conditions outside are safer than inside) | When announcement is made or alarm sounded:  
- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous).  
- Do not use cellphones. If bomb threat, they may activate an explosive device.  
- Stay alert and do not make contact with suspicious objects (such as, unattended bags, etc.).  
- Assist those needing special assistance.  
- Do not stop for student/staff belongings or carry things.  
- Go to designated outside emergency assembly area.  
- Take attendance; according to Student Accounting and Release procedures.  
- Wait for further instructions. |
| **B. Alert Status (aka Reverse Evacuation)**  
(for use in securing access to the building, usually a community emergency event) |  
- Secure the facility by locking all doors and windows. (Do not chain any doors.)  
- Inform staff of “Alert Status”  
- Inform students in an age-appropriate language.  
- Post staff at all entrances of the building.  
- Only authorized individuals will be allowed to enter or exit.  
- Conduct classes and activities within the building in a normal manner. |
| **C. Lockdown**  
(for use to protect building occupants from potential dangers in the building or outside). When the announcement is made: |  
- Students are to be cleared from the halls immediately report to nearest available classroom or secure area.  
- Assist those needing special assistance  
- Close and lock all windows and doors and do not leave for any reason  
- Cover all doors and windows  
- Move away from all doors and windows, move students to interior walls, and sit on floor  
- Shut off lights - • BE QUIET!  
- Wait for further instructions  
- Take Attendance – students and staff in the classroom  
- Move students into classrooms or spaces not affected by the outside odors.  
- Assist those needing special assistance.  
- Close or cover ventilation systems.  
- If necessary, close and tape all windows and doors and seal the gap between bottom of the door and the floor using coats, blankets, or rugs  
- Take attendance. |
D. Severe Weather Safe Area
(for use in severe weather emergencies, such as tornado)
When announcement is made or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Do not stop for student/staff belongings
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take attendance; according to Student Accounting procedures
- Assist those needing special assistance
- Close all exterior and interior doors, as well as windows.
- Go to the inside wall of the room away from the windows. Squat on the floor next to a wall or get under desks/furniture by squatting or lying prone on the floor, face down.
- Remain in safe area until the “all clear” is given.
- Wait for further instructions

D1. Drop, Cover and Hold (for use in earthquake or other imminent danger to building or immediate surroundings)

- Leave windows and interior doors open during an earthquake.
- When the command “Drop” is made:
  - DROP – to the floor, take cover a) under a nearby desk or table, b) in narrow halls, c) interior wall or inside doorway and crouch and face away from windows.
  - COVER - your eyes by leaning your face against your arms
  - HOLD - on to the table or desk legs, and maintain present location/position
  - Assist those needing special assistance
  - Wait for further instructions

If outdoors, move quickly away from building and overhead electrical wires.

- Lie flat, face down, and wait for shocks to subside.
- Do not attempt to enter building until authorized to do so.
- Do not light fires or touch fallen wires.
Evacuation Procedures for Buildings

Situation Description
For emergency conditions that dictate the relocation of all building occupants to locations outside the building – fires, gas leaks, hazard chemical spills and releases within a building, and bomb threats.

Evacuations should be conducted in an orderly manner, with no running and no talking to minimize confusion and to allow for orders to be heard. The principal or principal’s designee acting as the incident commander shall be the primary point of contact for emergency responders.

Evacuation Preparation
Building evacuation plans should be designed in such a manner as to evacuate an entire building as quickly and as safely possible. Evacuation routes should:

• Take advantage of protective features (fire walls, fire doors, etc.).
• Avoid high hazard areas such as kitchens, boiler rooms, and open stairwells.
• Avoid cross traffic.

Post building evacuation floor plans in all occupied areas (each classroom, office, lounges, cafeteria, gymnasium, auditorium, etc.). These floor plans should identify the following:

• Primary evacuation route for exiting the building from the posted classroom or office. Secondary evacuation route should also be identified in case the primary route is blocked.
• If all building exits are not accessible to individuals with mobility impairments, posted floor plans should identify the route to the nearest accessible building exit.
• Where applicable, routes to Areas of Rescue Assistance should be identified for disabled individuals.

Immediate Response
1. Activate the building’s fire alarm system at nearest fire alarm pull station (or initiate the secondary evacuation warning protocol, if alarm is not functional).
2. Students, under the supervision of teachers, should evacuate the building immediately, using the designated evacuation routes, areas of refuge, and exits (use secondary route if primary route is blocked or hazardous). Teachers should close classroom doors after the last student has left the room.
3. Assist those individuals needing special assistance in exiting the building using the pre-arranged plans for evacuating individuals with disabilities.
4. Students and teachers should go to their designated evacuation locations. Do not stop for student/staff belongings.
5. Secondary evacuation locations of at least 300-500 feet are to be pre-determined for all students and staff. When instructed by the principal/incident commander or emergency responder, students and staff will move to the 300-500 feet location.
6. Assigned staff member should check restroom, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is evacuating the building. Provide assistance to those individuals needing special assistance in exiting the building.
7. Contact 9-911 to alert emergency responders that the building’s alarm system is sounding, the building is being evacuated, and that follow-up calls will be made once the nature of the emergency is known. Do not remain in the building to make follow-up telephone calls. Baltimore City emergency responders will be dispatched to the building.
8. Administrative staff members and custodians shall report to the designated command post area outside the building. Command posts should be located near the main vehicular entrance to the building or another pre-determined location arranged with the local fire officials.
9. Do not operate any light switches or electrical outlets.

Items to remove from building upon evacuation
1. Designated administrative staff member shall exit building with emergency toolbox that contains emergency cards for all students and staff members. Faculty and staff rosters and visitor sign-in sheets.
2. Each teacher’s daily attendance record.
3. Students’ medications and medical treatments.

Follow-up Response
(Once safely outside, execute the following procedure):
1. Administer first-aid, if necessary.
2. Teachers must take roll once their class has reached the outside assembly area and report to the designated student/staff accounting coordinator the names of any missing persons.
3. Designated administrative staff member(s) shall determine that all staff members and visitors are accounted for and report findings to the designated student/staff accounting coordinator.
4. Custodians shall report to the command post to assist emergency responders with gaining access to the building and any other building-related information.
5. Those individuals with knowledge of the nature of the emergency shall report to the command post to provide information to the incident commander/principal so follow-up calls can be made to 911.
6. No one should re-enter the building until cleared by the Baltimore City emergency responders or School Police.
7. Individuals may not re-enter the building until notified by the principal/incident commander. Follow-up notifications should be made using the specific emergency incident protocols once the nature of the emergency has been determined.
Evacuation of Individuals with Disabilities

Situation Description
Individuals with disabilities who are self-sufficient under normal circumstances may have to rely on the help of others in an emergency. The quick, safe, and efficient evacuation of an entire school during an emergency can only be accomplished through careful planning, preparation, practice, and input from emergency responders. When planning, and implementing your building’s emergency evacuation plan, incorporate the following procedures to address any special needs of individuals with disabilities.

Procedures
1. Organize an Evacuation Committee: Identify an in-school team that will be charged with developing your site-specific emergency evacuation plan for students, employees, and/or visitors with disabilities. This team must include at least one building administrator. Other suggested team members include:
   - Employees with disabilities.
   - Students with disabilities and/or their parents or guardian.
   - Staff members trained and/or experienced in working with individuals with disabilities such as:
     - School nurse
     - Physical therapist
     - Special education teacher
     - Guidance counselor
     - Teacher(s)
     - Clerical staff member(s)
     - Students (secondary schools)
     - Building service worker(s)
     - Any staff members trained as an EMT or firefighter.

2. Consult with experts for assistance: Consult with the experts from the following agencies for assistance with developing your school’s emergency evacuation plan:
   - Fire department or emergency medical personnel – 410-396-6182
   - School Police (City Schools) – 410-396-8588

   Other suggested contacts include:
   - Commission on Disabilities – 443-984-3170
   - Department of Facilities – 410-396-8670
   - Local hospitals (trauma centers)

3. Identify all accessible exits (means of egress): Identify all accessible means of egress from your building. An “accessible means of egress” consists of,
   a. Accessible Exit Access Route
      Route of travel that is level or has ramps for all change in elevations (does not require the use of stairs, steps, or elevators).
Route of travel must have a firm, stable, and slip-resistant surface. Route of travel must provide a minimum of 36” wide clear space. Route of travel must provide a minimum of 80” clear head room.

b. Accessible Exit Door
Door provides at least 32” clear opening.
Door has accessible handle/hardware (shape that is easily grasped with one hand and does not require tight pinching or twisting of the wrist to operate, e.g., lever handles, push type mechanisms, or U-shaped handles).
Threshold does not exceed ¼” bevel in height.
Door has 18” of clear wall space adjacent to the door handle.

c. Accessible Exit Discharge
Same criteria as “Accessible Exit Access Route” above.
Contact the Department of Facilities at 410-396-8670 to assist in inspecting your facility to determine which building exits are accessible.
Update your posted floor plan diagrams that identify emergency exit routes to include accessible routes to the nearest accessible exits.

4. Identify “Areas of Rescue Assistance”
Areas of rescue assistance are interior building spaces with direct access to an outside exit, where individuals who are unable to exit the building on their own may remain temporarily in safety to await further instruction and/or assistance in evacuating during an emergency. These safe points of rescue may include a portion of a stairway landing within a smoke-proof enclosure, rooms protected by smoke, flame-resistant doors, and any other fire-safe areas approved by the appropriate fire department officials. Please note that even in single-story buildings with limited accessible exits, areas of rescue assistance should be identified in case the accessible exits are blocked or obstructed during an emergency.

- Contact fire department officials to inspect your facility and determine the most appropriate locations for areas of rescue assistance.
- Designate backup or secondary areas of rescue assistance in the event that the emergency renders the first area unavailable.

5. Identify Individuals Requiring Assistance to Evacuate
- Identify all students and staff members assigned to your faculty that may require assistance to evacuate your building during an emergency.
- Document the names and locations of these individuals under the appropriate section of your building emergency plan. This information will be made available to local emergency responders.
6. Determine Assistance Needed

- Determine what special assistance is required for all students and staff members to safely evacuate your building. Allow affected students, their parents or guardians, affected staff members to have input into determining the most appropriate assistance to be provided. Determine the number of people you will need to provide the necessary assistance.
- Document the assistance needed under the appropriate section of your building’s emergency plan. This information will be made available to local emergency responders.

Listed below are some general examples of the types of assistance that may be required:

**Assistance for Individuals who are Visually Impaired**
Assign appropriate person(s) the responsibility to assist visually-impaired individuals to the nearest exit and to the safe assembly point, outside the building. This person should be instructed never to grab the arm of the visually-impaired person, but to allow that person to hold onto their arm or elbow as they make their way to the exit. Verbal instructions and information should be given as they travel to safety.

**Assistance for Individuals who are Hearing Impaired**
Assign appropriate person(s) the responsibility to assist hearing-impaired individuals to the nearest exit and to the safe assembly point, outside the building. This person should be instructed to get the attention of the hearing-impaired person by touch and eye contact to alert them that an emergency exists. It may be appropriate to have pre-written notes available which explain the existence of an emergency and the need to evacuate the building.

**Assistance for Individuals who are Mobility Impaired**
Prepare schedules and classroom assignments that allow individuals with mobility improvements to be located in proximity to the accessible exits and/or the areas of rescue assistance. Institute any other scheduling changes that will increase the safety of evacuations.

If accessible exits are not available, assign an appropriate person(s) the responsibility to accompany the mobility-impaired individual to the nearest area of rescue assistance. It may be necessary to clear the exit route for debris so that the person with the mobility impairment can maneuver the route. Untrained individuals should never attempt to transport someone up or down stairs. Unless imminent life-threatening conditions exist in the immediate area, once in the area of rescue assistance await the assistance of trained emergency responders to evacuate the building.
**Assistance for Individuals with Special Medical Needs**
Assign an appropriate person(s) the responsibility to assist individuals with special medical needs with evacuating any special equipment and/or apparatus needed. Personal medications will be removed from the building by the school nurse and taken to the prearranged Command Post.

7. **Training and Accountability**
   Inform staff members of their responsibilities for assisting with the evacuation of disabled individuals. Consider the nature and degree of the disabling condition when determining the most appropriate staff members to assist.

   **For Students:**
   In an emergency, the responsibility for assisting the disable student should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

   For example, the other students receiving instruction from the teacher assigned to assist the disabled student will be escorted from the building by a teacher from an adjoining classroom. That teacher shall get/provide a list from the other class to be used for roll call, in order to ensure that all persons have evacuated the building. If more than one student requiring assistance is assigned to the same location at the same time, more than one person will most likely need to be assigned the responsibility for assisting the students.

   **For Employees:**
   The responsibility for providing evacuation assistance for an employee should be assigned to the staff member working closest to the disabled employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.
For Visitors:
The responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given the unpredictability of visitors, those assisting visitors may not be able to evacuate the visitor on their own. In such cases, the staff member should assist the visitor to an area of rescue assistance and seek assistance from other staff member(s) or from professional rescue personnel.

- Assign an administrative staff member to inform any emergency responders (e.g., fire fighters, police, etc.) of the number, identity, and locations of any disabled individuals that could not be evacuated from the building. Representatives of the schools and emergency responders should meet at a prearranged Command Post.
- Assign an administrative staff member to inform any emergency responders (e.g., fire fighters, police, etc.) of the number, identify, and locations of any individuals that require special medical attention. Representatives of the school and emergency responders should meet at a pre-arranged Command Post.
- Assign backup staff members for each of these responsibilities.
- Those individuals who will carry out special duties for assisting in the evacuation of others must be provided training on the assistance they will need to offer.
- When staff members are required to lift and carry others, they must be trained in proper lifting and carrying techniques. Untrained persons should never attempt to transport or move persons up or down stairs.

8. Practice Emergency Evacuation Procedures
When conducting your periodic emergency evacuation drills, incorporate all aspects of your evacuation plan for assisting those with special needs. During these drills, it may not be advisable to evacuate all persons from the building, depending on their physical condition. In certain cases, the potential risk of injury to the person may outweigh the benefits of conducting the drill. Discuss these health or safety concerns with your local fire department representatives.

- Never use elevators, chair lifts, or any other system requiring electrical power in an emergency.
- In most cases, those individuals requiring evacuation assistance will delay exiting until their route is clear of traffic.
- Ensure that the appropriate staff members account for all building occupants immediately after notification that an emergency exists. The appropriate administrator should be informed immediately of anyone that cannot be accounted for.
- Ensure that the appropriate staff members assist individuals unable to exit the building independently to their predetermined “areas of rescue assistance” and assist them in exiting the building, when appropriate.
- Ensure that the appropriate staff member(s) required to assist individuals with evacuating the building remains with the individual until the emergency is over.
- Upon the arrival of emergency responders, ensure that an administrative staff member meets with the emergency responders (e.g., fire fighters, police, etc.) at a prearranged
Command Post with information on number, identity, and locations of all who are still within the building. Also, provide a copy of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

- Evaluate the effectiveness of each evacuation drill. Include input from all students and staff members involved in the evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss and review this evacuation procedure frequently with all staff members.
- Review and update your building’s evacuation plan.
Alert Status *(also known as Reverse Evacuation)*

**Situation Description**
For emergency conditions that dictate securing access to the building(s) be immediately limited and controlled. The emergency would be the result of a community situation that dictates a heightened state of alert to visitors, delivery persons, and others who desire access to the facility. This emergency would also limit student and staff access to outside areas such as sport fields, playgrounds, and court yards during the school days.

**Required “Alert Status” Procedures**
Alert Status is declared by the principal or the principal’s designee acting as incident commander. In most cases this will be the result of information received via telephone from the CEO or the Critical Incident Response Team (CIRT) as a result of a community engagement event.

- Secure the facility by locking all doors from the inside. Do not chain any doors.
- Inform staff of the alert status. Inform students in an age appropriate way of the heightened alert status. Secondary students may be informed by use of the intercom, where elementary students may need to have teachers explain the situation to each class.
- Secure all exits to the building. Post staff near the front entrance of the building to permit people with proper identification into the building to take care of their business as well as to exit and secure the entrance.
- Conduct classes and activities within the building in a normal manner.
- Check e-mail at least once each hour during the alert status for emergent bulletins from the CEO.
- Emergency bulletins will address areas such as athletic events or practices, field trips, band activities, and evening activities.
- Follow all directions communicated to you through the emergency bulletins.
- If a situation arises that requires evacuation of the facility, no one should leave the building (unless the danger is eminent) until emergency responders (fire and police) arrive on the site for security purposes during the alert status.
Lockdown Procedures

Situation Description
For emergency conditions that dictate securing the building to protect occupants from potential dangers occurring in the building or outside the building. The principal or principal designee acting as the incident commander shall be the only persons authorized to call for a lockdown.

Required Lockdown Procedures
- Using the intercom, a general announcement of “Code Red” should be made informing all students and staff members that the building will be under a “Lockdown/Stay Put” status until further notice.
- Assigned staff member(s) should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is evacuating to the closet classroom that has a teacher.
- Students in the Main Office, Guidance Office, Health Suite, Cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities shall remain at these locations under the direction of the staff present at the time.
- Provide assistance to those individuals needing special assistance.
- Close and secure windows and doors of classroom(s), pull down blinds, and turn off the lights.
- Students are to sit under their desks or tables away from any windows and doors.
- Shut off lights and do not leave room for any reason.
- Stay quiet and await further instructions.
- Office staff shall be responsible for locking front lobby doors and office doors. Building service workers shall check and verify that all exterior doors are securely closed and locked.
- An administrative staff member shall contact 9-911 to alert emergency responders that the building is under a lockdown and provide as much information as possible concerning the nature of the emergency.

Post Lockdown Procedures
Once the emergency is over and the safety of students and staff is no longer in threat, the following required procedures should be executed.
- Administer first aid, if necessary.
- Students should report to their assigned homeroom, and teachers must take roll and report to the designated student/staff accounting coordinator the names of any missing persons.
- Designated administrative staff member(s) shall determine that all staff members and visitors are accounted for, and report findings to the designated student/staff accounting coordinator.

Follow-up Notification: Follow-up notifications should be made using the specific emergency incident protocols based on the nature of the emergency.
Shelter-In-Place / Safe Area Procedures

Situation Description
In cases of severe weather, such as severe thunder storms and tornadoes, it may become necessary to relocate all building occupants to safe areas within the building to protect individuals from flying glass or other projectiles. The principal or the principal designee acting as the incident commander shall be the only persons authorized to relocate all building occupants to the severe weather safe areas. Determine the best shelter areas in your building. Use first floor interior hallways, restrooms, and other enclosed hall areas away from large glass areas or open rooms. If hallways are not suitable, use the inside wall of a room, or rooms on the opposite side of the corridor from which the storm is approaching. Do not use end rooms. The auditorium, gymnasium, cafeteria, or other large rooms are the least suitable as shelters. Free-span roofs can be blown away from this type of room and the walls may collapse. Diagram the building to determine which areas to use and the quickest way to get there.

Required Safe Area Relocation Procedures
- Using the intercom, a general announcement should be made informing all students and staff members that due to existing weather conditions, everyone must relocate to their predetermined severe weather safe areas until further notice.
- Assigned staff member(s) should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is relocated to the closest area. Students and staff either outside the building or in relocatable classrooms should move to an inside designated severe weather safe area.
- Provide assistance to those individuals needing special assistance.
- Do not stop for student/staff belongings. Take personal belongings only if they are at desks and will provide extra protection (e.g. large books, notebooks, or coats may be held over head and shoulders).
- Close all doors.
- Take position by crouching on knees, head down, with hands locked at the back of the neck, stay quiet and wait for further instructions.

Required Safe Area Relocation Procedures
- Administer first aid, if necessary.
- Teachers must take roll once their class has reached the outside assembly area and must report to the designated student/staff accounting coordinator the names of any missing persons.
- Assigned administrative staff member(s) shall determine that all staff members and visitors are accounted for and report findings to the designated student/staff accounting coordinator.

Follow-up Notification: Follow-up notifications should be made using the specific emergency incident protocols based on the nature of the emergency.
Severe Weather and Natural Disasters / Safe Area

I. Earthquakes
Though rare, severe weather and natural disasters can take place anytime and consequently may affect, without warning, the school population’s safety. Preplanning for such events is necessary to protect students, staff, and building contents. Earthquakes occur without warning and few areas of the world, including Maryland, are free from the dangers that earthquakes bring. Flying or falling debris causes most injuries and/or deaths.

Procedures – Immediate Response (during the quake)

Indoors
- Stay indoors.
- Initiate “Drop, Cover, and Hold.”
  - Take cover under heavy furniture, desks, tables, or in narrow halls and interior doorways.
  - If in a room with no desks or furniture, get against inside wall or inside doorway and crouch.
- Leave doors open to minimize jamming if the building shifts.
- Do not attempt to run through building or outside due to risk of falling objects.
- Stay away from windows.

Outdoors
- If outdoors, move quickly away from building and overhead electrical wires.
- Stay away from utility poles and overhead wires.
- Lie flat, face down, and wait for shocks to subside.
- Do not attempt to enter building until authorized to do so.
- Do not light fires or touch fallen wires.

On Bus
- In/on a bus, stay in the bus. The driver should stop quickly and as safely as possible in an open area away from overpasses and bridges.

Follow-up Response (after the quake):
- Evacuate the building following building evacuation guidelines and standard student and staff accounting.
- Do not re-enter the building until it has been checked by authorities for structural damage, gas line leakage, and other possible utility disruptions.
- Notify the office of the chief operating officer during regular school hours and the School Police office after hours.
- Continue to maintain contact with the appropriate executive director, who in turn notifies and updates the chief executive officer.
II. Floods
When conditions dictate, assign someone to gather information via television, internet and the National Oceanic and Atmospheric Administration (NOAA) radios to determine if severe weather conditions are approaching your area. There are two types of flood alerts issued by the National Weather Service:

- The flood watch is issued when conditions are favorable for flooding in designated watch areas.
- The floor warning is issued when a flood is imminent or has been reported; protective measures should be taken immediately.

Procedures – Immediate Response
- If conditions warrant, contact the appropriate executive director to determine if students should be relocated to the pre-determined flood relocation site.

Procedures – Follow-up Response
- Notify the Facilities Department during regular school hours or School Police after hours to facilitate the removal of debris, fallen trees, fallen wires, or other facility damage.
- Contact the Department of Health and Safety for guidelines for cleaning water damage within 24 to 48 hours to prevent mold growth.

III. Tornadoes
Tornadoes are storms with tremendous speeds that can exceed several hundred miles per hour of whirling winds. When conditions dictate, assign someone to gather information via television, internet and the National Oceanic and Atmospheric Administration (NOAA) radios to determine if severe weather conditions in the form of tornadic activity are approaching your area. There are two types of Tornado Alerts issued by the National Weather Service:

- The Tornado Watch is issued when conditions are favorable for tornadoes to develop in designated watch areas.
- The Tornado Warning is issued when a tornado is imminent or has been sighted; protective measures should be taken immediately.

Procedures – Immediate Response
- Close all exterior and interior doors, as well as windows.
- Do not attempt to run through building or outside due to risk of falling objects.
- If there is no time to take shelter, go to the inside wall of the room away from the windows. Squat on the floor next to a wall or get under desks/furniture by squatting or lying prone on the floor, face down. Place a book over your head, if one is available.
Procedures – Follow-up Response
Notify the Facilities Department during regular school hours or School Police after hours to facilitate the removal of debris, fallen trees, fallen wires or other facility damage.

IV. Winter Storms
Intense cold, breakdown of transportation, hazardous road conditions and poor visibility are the major dangers of winter storms.

- When conditions of severe winter storms weather exist, monitor radio/televisions/internet for informative bulletins issued for Baltimore City Public Schools.

- Follow Baltimore City Public Schools cancellation, early dismissal, delayed opening and other announcements relative to snow and/or icy conditions.
Aircraft Emergency

Situation Description
The probability of an aircraft falling on or near a school building is extremely remote. But in case of an emergency involving an aircraft, the following should be accomplished to maintain safety and isolate the hazards.

Procedure
Aircraft Crash into Building
- Call 911.
- Move students away from the immediate vicinity of the crash.
- Implement the building evacuation procedure.
- Notify the principal/executive director.
- Student and staff should be assembled in areas as far from the crash scene as possible and should be up-hill and up-wind of the crash.
- Wait for instructions to re-enter the building.

Aircraft Crash Near the Building
- Call 911.
- Move students away from the immediate vicinity of the crash.
- Notify the principal/executive director.
- All students and staff should remain in the building.
- Any students or staff outside the building should move into the building.
- No evacuation should occur unless subsequent explosions or fire endanger the building.

Follow-up Response
- Notify the appropriate executive director.
- Notify the Facilities and Health and Safety Offices.
Bloodborne Pathogens Guidelines

Occupational exposure to blood and other potentially infectious materials poses a significant health risk because such materials may contain blood borne pathogens, including the AIDS, Hepatitis B and Hepatitis C Viruses. The Occupational Safety and Health Administration (OSHA) concluded that occupational exposure to blood borne pathogens could be minimized or eliminated through the development and implementation of bloodborne pathogen exposure control programs in the workplace. Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of the employee's duties.

- Wash your hands. Use soap and running water and rub your hands together for at least 15-30 seconds. Wash your hands after exposure to blood or body fluids, after using the bathroom, before handling food, before touching your eyes, nose, or mouth, and after you take off gloves.
- Wear gloves when in contact with blood or body fluids. If you come in contact with blood or body fluids, put on vinyl or latex gloves before handling the fluids. Plastic gloves, like the kind found in the cafeteria, do not provide protection.
- Try to avoid contact with blood. If you have cuts on your skin, cover them with a bandage. If someone is bleeding, encourage that person to apply pressure to his or her own wound or use a sterile compress.
- If you come in contact with blood, it is not an exposure if blood comes in contact with intact skin. For an exposure to occur, the blood and body fluids must enter the body through an opening in the skin, or through mucous membranes in the eyes, nose or mouth. If you are exposed, wash the area with soap and water. Flush eyes with water. Clean the wound with antiseptic cleaner. Bandage the wound securely.
- Report your contact to your supervisor immediately and go to the Mercy Hospital Employee Clinic for treatment. If after hours, go to Mercy Hospital Emergency Room, or the nearest hospital emergency room (follow workers’ compensation procedures).
- Dispose of soiled waste appropriately. Materials contaminated with blood or other body fluids (that will not leak if compressed) should be placed in a plastic bag and tied off. Sharp objects, such as needles, lancets, or other instruments, contaminated with body fluids must be placed in puncture-proof containers and disposed of properly. Sharps containers are available in the health room.
- Clean blood spills with appropriate virucide.
- Use disposable gloves. Clean spills with a virucide (cleaning agent that neutralizes or destroys a virus.)
Bomb Threat

Situation Description
All school and office personnel must be prepared to carry out plans for bomb threat incidents whenever they are instructed to do so. To be able to react effectively under any circumstances, all schools and office personnel must plan thoroughly. Faculty and staff must be familiar with the plans and know their responsibilities. Key personnel should receive all necessary instruction and training.

These guidelines indicate the course of action to be followed when a bomb threat is received. The guidelines are also intended to serve as a checklist, which may be used by the school or office administrator in the preparation of the school or office plan.

Also, while most bomb threats are received either directly or indirectly by telephone, they may arrive as written threats by mail or other means. In any case, the procedure for handling the threat will be the same. If the threat is by email, print a copy and save immediately.

Personnel in schools and offices should be familiar with these guidelines and with the school or office emergency plans. Otherwise, details of the guidelines and plans should be kept in confidence. They are not meant for general distribution and should not be published for that purpose.

Procedures: Cellular phones and walkie-talkies should not be used. They may activate an explosive device.

Building Administrator’s Action:
- Contact Baltimore City Police
- Contact School Police.
- Evacuate the building immediately by calmly announcing over the intercom: “There is a need to practice a fire drill and therefore immediately evacuate the building. Please follow building evacuation procedures and leave the building in a quiet and orderly manner.”
- In the event that a suspicious object is found, it should not be touched or moved.
- Warn others to stay away from suspicious objects and maintain at least 500 ft. clearance area.
- Contact the executive director for cooperative evaluation of the situation.
- When the police arrive, they are in command, and their orders are to be followed.
- Decisions on school closings will be made by the administrator and the executive director after consultation with the police.
- Institute student accountability procedures.
- Restrict personnel from the building until police approve access.
- If necessary, school-based administrator will assist police with inspection of the building.
• Assist police in the investigation of all leads.
• Check absentee list, class cuts, suspensions, student problems, and significant school activities (e.g., exams, pending athletic events).
• If necessary, assemble and supervise students who are to be transported home at prearranged area(s) outside of the school building.
• Reoccupy areas of the building after they have been searched and determined safe by the police.
• If students are to be dismissed or moved to another location, follow pre-determined plans from the school emergency plan.

Upon Receipt of a Bomb Threat by Phone
• Use telephone checklist (see Appendix for template form) for bomb threats and obtain as much information as possible from and about the caller.
• Listen carefully; do not interrupt.
• Try to write the entire message.
• Try to keep the caller talking.
• After completing the call hang up and immediately lift the receiver.
• Press *57 (call trace). Please note the *57 will only trace the last call received on that line immediately prior to dialing *57. Testing of the trace feature should be conducted quarterly.
• Listen for confirmation announcement and hang up.
• Notify an administrator immediately.

Upon Receipt of a Bomb Threat by Email, Fax, or other Form of Communication
• Preserve evidence.
• Make a hard copy immediately.
• Notify an administrator immediately.
Bus Accident

Situation Description
Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designed procedures for handling emergency situations. As a general rule, student safety and control is best maintained by keeping students on the bus during an emergency and/or impending crisis situation. If so doing does not expose them to unnecessary risk or injury. The decision to evacuate the bus must be a timely one.

A decision to evacuate should include consideration of the following conditions:

- Is there a fire or danger of fire?
- Is there a smell of leaking fuel?
- Is there a chance the bus could be hit by other vehicles?
- Is the bus in the path of a sighted tornado or rising waters?
- Are there downed power lines?
- Would removing students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines?
- Would moving students complicate injuries such as neck and back injuries and fractures?
- Is there a hazardous spill involved? Sometimes, it may be safer to remain on the bus and not come in contact with the material.

Mandatory Evacuations – The driver must evacuate the bus when:

- The bus is on fire or there is a threat of a fire.
- The bus is stalled on or adjacent to a railroad highway crossing.
- The position of the bus may change and increase the danger.
- There is an imminent danger of collision.
- There is a need to quickly evacuate because of a hazardous material spill.

The following protocol is intended to outline steps to be taken by school personnel should an accident occur at the scene:

- Call 911, if warranted.
- Call School Principal.
- School Staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- School staff at the scene of a bus accident will move all uninjured students to a location that is a safe distance from the accident.
The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school.

Principal, Team:
- Notify district support team, Central Office.
- Ascertain the names of any injured students and the nearest location of any medical treatment facility.
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available.
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate.
- Complete appropriate documentation.

Additional steps for our school facility (in any):
**Child Missing/Kidnapped**

*Child Missing/Kidnapped: Act immediately if a child is missing.*

Procedures - Principal Should Immediately

- Call the police.
- Initiate and follow building lockdown procedures.
- Contact the custodial parent(s).
- Contact the Executive Director, who in turn, notifies the CEO.
- Obtain witness statements and sequester the witnesses for police interview.
- Cooperate with police. Be prepared to provide the child’s full name, date of birth, height, weight, and any unique identifiers such as eyeglasses, braces, and what the student was wearing and report when he or she was last seen. Provide photograph if one is available.
- All media communications are directed by the district’s Office of Communications.

Principal should follow the steps referenced below if abduction is suspected

- Confidentially and discreetly send notice to all teachers informing them of the situation.
- All teachers should be instructed to take attendance and report missing students to the office.
- Instruct the custodian to cordon off the area of the building in which the alleged kidnapping occurred. Staff members should guard the scene until police arrives.
- After police consultation, identified staff members should make a sweep of the building. Custodial staff should accompany staff members to locked areas of the building, such as closets and the boiler room.
- Share with the police data from the student’s family and emergency card.
- Periodically update the Executive Director and/or CEO.

Follow-up Response- Principal ensures that the following steps are taken

- Be forthright, honest, and establish good communication with parents about the incident. Formulate take home letter about the incident with the Executive Director, Office of Communications, Legal Counsel, Police, and the CEO of schools.
- Follow set existing procedures for dismissal.
- Consult with the Office of Related Services to develop a follow-up plan to deal with children and staff members’ concerns.
- Contact appropriate parties as needed when the child is located.
Classmate Tragedy

The following is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class. Also, consult with the Office of Related Services to develop a follow-up plan to deal with children and staff members’ concerns.

Example: Death of a friend or family member
- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- What could you say that might help him/her know you care? Guide students’ responses towards helpful comments and away from less helpful comments.
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

When a Grieving Classmate Returns – First Words:
- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, “hello,” “welcome back.” “I am glad to see you,” or something similar.
- The brave might even say: “I missed you,” “I’m sorry to hear about your _____’s death.”
- Even braver friends might make statements like, “It must be incredibly tough to have your ______ die.”
- Other options include: write a brief note or card, call, etc.
- If your classmate cries, that is ok; you did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class:
- Offer to provide past notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate’s attention span will probably vary for several weeks).
- Give the classmate your telephone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the telephone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work.

Some Don’ts:
- Don’t shun the student, speak to them.
• No cliché statements (e.g., “I know how you feel” when nobody knows the unique relationship the classmate had with the deceased).
• Don’t expect the person to snap back into the “old self.”
• Don’t be surprised if classmate seems unaffected by the loss, everybody has his/her own way of grieving.
• Don’t be afraid to ask appropriate questions about the deceased, like “what did you and your _______ enjoy together?” (People often like to talk about the people they grieve).
• Just because the classmate may seem to be adjusting to school again, don’t assume the grieving has stopped, nor the need for comfort and friendship.
Dismissal Procedures (General)

These procedures apply to regular dismissal (or routine early dismissal), NOT release procedures during an emergency. Emergency release procedures will need to be determined at each school according to geographic area, roadways, alternate sites available, etc.

Points to consider:

- Students must be released according to the written instructions provided by the custodial parent/guardian.
- Instructions must be requested at the time the student registers/enrolls for the school year and shall include:
  - Student’s regular mode of transportation at the end of the school day.
  - A list of persons, in addition to the custodial parent/guardian, who are authorized to pick up the child from school.
- Any deviation from the authorized release process must be approved by the principal/designee prior to the student departing school in another manner.
- It shall be the responsibility of the custodial parent/guardian to notify the school in writing if release instructions are to be revised. If written instructions are not provided to the school, the student will only be released to ride home on the assigned bus or with the custodial parent/guardian.
- If the student is to be picked up early, the parent/guardian or designee must report to the principal’s office and sign for the student’s release.
- Each school shall maintain a daily entry/exit log of students signing in late or signing out early and shall require proof of identification from individuals (visual identification by an employee, driver’s license, picture identification, etc.) to assure that they are authorized to pick up the student.
- Those students who are not on record as being under the care or control of a parent/guardian may sign for their own dismissal.

Exceptions: A student may be released to a person with lawful authority to take custody of the student; e.g., a police officer with a warrant. In such cases, the student’s parent shall be notified at the earliest opportunity. In addition, the Board authorizes emergency release of students for illness or other bona fide reasons, as determined by the principal.
Emergency Intervention (General)

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- Take a deep breath; don’t panic; verify information.
- Activate school’s Emergency Management Team, Incident Command System (ICS), activate and assign duties as needed.
- Public safety liaison (overall safety conditions of school)
  - Student account coordinator (student accounting and release)
  - Facility access coordinator (monitors site utilities)
  - Triage coordinator (first aid, CPR, and medical)
  - Media liaison (coordinates media access)
- Notify and request assistance from the Critical Incident Response Team to:
  - Assist with planning for a response and implementing protocols.
  - Provide recovery support to students.
- Set up a Command Post for communication and emergency management.
- Bring “emergency toolbox” to Command Post (inside or outside).
- Hold emergency all-staff meeting (before and/or after school day):
  - Advise staff of the known facts and provide written statement(s).
  - Support their concerns and emotions.
  - Outline schedule for the day; modify day’s schedule, if needed.
  - Identify resources available to teachers and students.
- Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements.
- Inform closest friends of the affected student and provide support.
- Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- Notify Board members as appropriate.
- Expand span of Incident Command System as needed; deactivate ICS when activities are completed.
- Review and implement “recovery” activities.
- Document actions taken; secure records as legal documents.
Fire Emergency

Situation Description

Fire is an ever-present emergency. It may originate within the building or threaten from the outside. Fires can result from a variety of causes, ranging from carelessness to arson. Regardless of the size of the fire, the building must be evacuated and 9-911 called. The fire department must be notified of all fires.

Procedures – Immediate Response

- Follow the Evacuation Procedures for buildings.
- Call the fire department.

Follow-up Response

- Notify the School Police Office.
- Notify the appropriate executive director.
- Notify the Department of Facilities during regular school hours, or contact School Police after hours.
- If possible, extinguish small fires using proper fire extinguishers.
- Assist emergency responders, if necessary.
- Provide written reports to the executive director and Health and Safety within 24 hours after the occurrence of a fire.

Include

- Names of persons with knowledge of the incident.
- Time discovered and location in the building.
- Cause (if known), and amount of damage to the building contents.
Follow-up to Emergencies / Critical Incidents

The following information may be useful in the days and weeks following an emergency. Long-term follow-up procedures are also listed.

The Day After: Workday Two of Emergency Management
Convene Emergency Response Team and faculty/staff members to update them on any additional information/procedures.

1. In case of death, provide funeral/visitation information.
2. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
   a. Coordinate counseling opportunities for students.
   b. Announce ongoing support for students with place, time, and staff facilitator.
   c. Provide parents with a list of community resources available to students and their families.
3. Convene District Support Team to assist with debriefing.
   a. Assess system-wide support needs, and develop planned intervention strategies.
   b. Discuss successes and problems.
   c. Discuss things to do differently next time (After Action Reporting).
4. Allow staff the opportunity to discuss their feelings and reactions to the incident. The Emergency Response Team should provide a list of suggested readings to teachers, parents and students (i.e., handouts later in this chapter).
5. Develop a process for screening and registering volunteers.
6. Develop a process for inventorying district and donated supplies.

Long-Term Follow-up and Evaluation
1. Amend Emergency Response Protocols if needed. The After Action Reporting process is very helpful in this area. This strategy is designed to identify and record perceived strengths and weaknesses in the overall activities that were offered.
2. Write thank-you notes to people who provided support during the emergency.
3. Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.
Hazardous Materials Spills or Releases

Situation Description

Chemical spills and other accidental releases of hazardous materials can occur either within a school building (or on school grounds) or somewhere in the surrounding school community. In either case, the hazardous materials may pose a potential health and safety hazard to the general school population. All schools should be prepared to respond to hazardous material accidents. The appropriate response to be taken depends upon the nature of the accident.

Hazardous Materials Incident Occurring Inside the School Building

Many of the chemical products and materials found within our buildings have physical characteristics that pose potential health hazards. If such chemicals are released or spilled within your building, information must be obtained on the hazards associated with the chemical. The immediate response to be taken should be proportional to the hazards posed by material, the quality of the material released, and the location within the building of the chemical release.

Procedures – Immediate Response

- Do not attempt to clean up a spill unless you have been properly trained to do so.
- Isolate the immediate area of the spill or release.
- Seek information from product label and/or material safety data sheets (MSDS) on recommended cleanup procedures.
- In the absence of information concerning the nature of the hazards associated with the spilled or released material or proper cleanup procedures, contact 911 for assistance from trained hazardous material responders.
- Based on the nature of the spill or release incident (the hazard posed by the material or the lack of information concerning the hazardous material), it may be necessary to evacuate the building to protect the safety and health of students and staff.

Follow-up Response

- Notify the executive director of the situation and actions taken.

Hazardous Materials Incident Occurring Outside the School Building

Fire and/or police officials will contact a school when an incident involving hazardous materials may affect the health and safety of a school population. There are two basic responses to addressing this type of emergency: sheltering students and staff inside following the Shelter-in-Place Procedure, and evacuating the school to a safer location following the Evacuate and Relocation Procedure. Emergency personnel will make the determination if the school students and staff need to evacuate the school or if sheltering them in place is the appropriate response.
Procedures – Immediate Response

- Follow the direction of the fire/police department officials to either execute the Evacuate and Relocate Procedure or the Shelter-in Place Procedure.

Follow-up Response

- Notify the appropriate executive director.
- Notify the Office of Transportation.
Hostage Situation

Situation Description

All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following should be accomplished to maintain the safety of all students and staff.

Procedures – Immediate Response

- Call the police department.
- Implement the School Emergency Plan.
- Follow Lock Down Procedures as outlined in the School Emergency Plan.
- Call the CIRT leader.
- Follow police direction.
- Goal is to de-escalate the situation.
- Try not to allow additional hostages to be taken.
- Compartmentalize (contain) situation to one area if possible; try not to allow the situation to go mobile.
- Verbal communication utilizing active listening skills are crucial to de-escalation.

Follow-up Response

- Follow CIRT team direction.
Mail Handling of Suspicious Letters of Packages

All staff who handle mail should wear gloves (latex or vinyl). If possible, mail should be sorted in a separate room to decrease the potential number of staff exposed in the event of a spill from a suspicious package or envelope.

Situation Description
According to the US Postal Service and recommendations from the Centers for Disease Control, suspicious envelopes/letters or packages that are discovered in a building should not be moved or touched. Letters and packages with the following characteristics should be considered suspicious:

• Excessive postage.
• A handwritten or poorly-typed address.
• Misspellings of common words.
• Oily stains, discolorations, odor, or crystallization on envelope or wrapper.
• No return address.
• Excessive weight.
• Lopsided or uneven envelope.
• Protruding wires or aluminum foil.
• Excessive wrapping materials, such as tape, string, etc.
• Ticking sound.
• Unusual markings, such as “Personal” or “Confidential.”

Handling Suspicious Unopened Letter of Package

1) Do Not:
   • Touch, open, or move,
   • Shake or empty the contents of the envelope or package.
   • Remove the covering of the envelope or package.

2) Do:
   • Call 9-911.
   • Leave the room.
   • Close the door or section off the area. Keep others from entering.
   • Wash your hands with soap and water.
   • Isolate all of the people who were in the room or area when the letter or package was recognized and make a list of their names.
   • Provide the list to law enforcement and public health officials.
If Powder from a Suspicious Envelope or Package has Spilled Out:

1) Do Not:
   • Try to clean up the powder.
   • Smell, touch, or taste the substance.

2) Do:
   • Call 9-911.
   • Cover the spilled contents immediately with anything (clothing, paper, and trashcan).
   • Leave the room and close the door or section off the area.
   • Keep others from entering.
   • Notify the building services staff to shut down and isolate the ventilation system in any affected areas.
   • Wash your hands with soap and water.
   • Remove any heavily contaminated clothing as soon as possible. Place it in a plastic bag or other container that can be sealed. Give the contact clothing to emergency responders.
   • Shower with soap and water as soon as possible. Do not use bleach or other disinfectants on your skin.
   • Isolate all of the people who were in the room or area when the letter or package was recognized and make a list of their names.
   • Provide the list to law enforcement and public health officials.

The area or room should not be entered until clearance is obtained from law enforcement and public health officials.
Medical Emergencies

Situation
Medical emergencies may occur in the school building, on school property, on school buses, during a field trip and other school-sponsored events during the school day or after-school hours. Medical emergencies include any event that requires first-aid, cardiopulmonary restriction (CPR), and/or emergency backup to ensure the safety and health of the person(s) involved. Schools and offices are responsible for ensuring that access to any emergency equipment, including automatic external defibrillators (AEDs), is provided during the school day, at athletic events and at school-sponsored events taking place after the school day.

Staff Actions
- Report accident to principal; call 911 if warranted.
- Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, AED, etc.), until trained Emergency Medical Services arrives.
- For relatively minor events, have students taken to office or school clinic for assistance.

Principal Actions
- Provide appropriate medical attention, call 911 if warranted.
- Complete appropriate documentation.
- Contact appropriate persons for follow-up services if needed (parents, guardians, relatives, Central Office support).

Procedures – Schools
- Each school should have a school nurse/aide and another individual designated as the first aid/CPR and AED backup. In the event of an emergency, also call 911.
- Each school should have a method to alert identified and trained personnel needed to provide care in the event of a medical emergency.
- In most cases, the school nurse is the designated CPR liaison.
- Any medical emergency needs to be reported to the appropriate administrator and the proper documentation completed.

The athletic director must include in the school’s athletic emergency plan items that address accessibility of the AED unit and CPR kit at all scheduled practices and events that occur on school property, as well as system for communication. The athletic director is responsible, in concert with the Central Office of Athletics and Scholastics, for the periodic checks and inspections of AED/CPR equipment.
Procedures – Offices

- Each office must designate a person(s) to be responsible for maintaining a first aid toolbox, whose location must be made accessible to all staff.
- Each office should have a method to alert identified and trained personnel needed to provide care in the event of a medical emergency.
- In the event of an emergency and where there is no staff member trained in first aid, emergency medical services should be called if needed.
- Several people must be trained in CPR and one person in the high schools should be designated as the AED site coordinator.
- All medical emergencies must be reported to the designated person in charge of the building and the appropriate documentation needs to be completed.
Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions

- Call 911.
- Call the Poison Control Center Hotline 1-800-222-1222.
- Administer first aid directed by poison information center.
- Notify principal.
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. (Material Safety Data Sheets).
- School official to notify parents.
- In the event of a staff member who has been poisoned, school official should notify spouse or next of kin.
- Seek additional medical attention as indicated (this should precede notification of next of kin).

Preventive Measures

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training.
- Provide staff with information on possible poisonous materials in the building.
- Make sure that Product Safety Data Sheets (formerly Material Safety Data Sheets) are present.

Additional steps for our school facility (in any)
School Disturbances

(VIOLENCE, RIOTS, SIT-INS, LARGE SCALE FIGHTS)

Situation Description
The following information is a guide for school-based personnel in developing, discussing, and disseminating information at each school a set of emergency procedures that can be effectively implemented in the event of school disturbances (e.g., violence, sit-ins, riots, large scale fights).

The effective implementation of a set of emergency plans to deal with school disturbances rests upon preparedness. All faculty and staff must be knowledgeable of the plan and understand their individual roles. While prudence dictates that we prepare for all eventualities, our focus must always remain on preventive measures.

To maximize student safety and staff efficiency as well as minimize disruption to the normal school program, emergency procedures, within the above guidelines, need to be developed and tailored to the specific school in which they are to be implemented. Procedures need to be updated and reviewed with faculty and staff as necessary.

The faculty and administration should establish rapport with students and provide an open atmosphere to encourage discussion of grievances and problems. The administration must be aware of local situations that may generate civil disturbances within the school through outsiders moving into student groups and inciting student participation.

- Institute your school’s site-based emergency plan.
- Contact School Police for assistance.
- Document events chronologically as thoroughly as possible. Such factual information as witnesses’ name, times of incidents, etc., maybe important.
- Notify the Office of Communications as quickly as possible for advice, since publicity or notoriety is often an objective of organized demonstrations.
- Avoid verbal and physical confrontation with demonstrators.
- Attempt to keep all communication channels open with demonstrators or disruptive groups.
- Inform assembled persons of the applicable laws and the Board of Education policy, which provides that any activity not authorized and/or which interferes with normal operation of a public school, will not be permitted and may result in suspension.

Direct disruptive students to return to class and provide them a reasonable amount of time to do so. If students do not go to class, warn them that they may be suspended and will be considered trespassers. Call parents if the situation requires the removal of the students. Inform parents of arrested students immediately. Minimize student exposure to disruption.
Student Threat Management Process

Situation Description
The following information is a guide on responses to verbal or written threats of student(s) toward self, other students, staff, or the school. Often threats of harm are made by students at moments of anger, frustration, or when challenged. Administrators, with the help of Student Support Services staff, particularly the school psychologist, must assess the threat(s). Threats will be classified into low, medium, or high levels. Each level has specific indicators and responses. Student and staff safety is always paramount in this process.

Procedures – Immediate Response
- Administrator learns of verbal or written threat of harm to self, others, or property made by student.
- Administrator investigates and gets written statements.
- Level of threat is determined immediately by administrator with input from school counselor, school psychologist, school social worker, and School Police, where appropriate. Administrator may consult with Coordinator of Guidance/Counseling Services, Coordinator of Psychologist Services, and/or Specialist of Social Work Services as needed.

I. Low Level of Threat is Determined
Threat: Stated in vague or general manner
Often reflects anger, frustration, lack of hope, or distrust;
Does not include a specific target other than self;
Does not specify concrete steps to carry out threat;
Developmentally inappropriate or unrealistic.

- Administrator consults with school counselor, school psychologist, and/or school social worker regarding:
  o the needs of students;
  o involvement of the student’s parents;
  o Identification of appropriate referral resources.
  o Pupil personnel worker and school nurse are involved as needed.
  o Consultation is provided to school staff regarding strategies for managing low level threats.
  o Student is referred to Student Support Team for educational planning as needed.

II. Medium Level Threat is Determined
Threat: Clearly stated;
Uncertain about specific targets of threat;
Lacking in capacity or resources to act on threat;
Lacking in concrete steps taken to carry out threat;
Suggestive of attention-seeking behavior;
Could continue or escalate if not addressed.

- Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:
  - Administrator determines who is to contact students parents;
  - Appropriate referral resources are identified and offered to parents;
  - Parents of intended victims are notified as needed.

- Pupil personnel worker and school nurse are involved as needed.
- Disciplinary actions are determined by the principal.
- Student is referred to Student Support Team for educational planning as needed.
- Administrator may consult with Police at 9-911. Patrol officer may investigate and refer.

III. High Level Threat is Determined

Threat: Clearly stated;
Targeted to specific individuals or property;
Identifies behaviors that can realistically be carried out;
Implies that concrete steps have been taken to carry out threat.

- Call Police at 9-911
- Administrator ensures that the following steps are taken:
  - Student remains under administrative supervision
  - Administrator contacts Executive Director for the appropriate area
  - Police are consulted regarding time frame of notifying parents
  - Parents of students making threat are notified and brought to school
  - Parents of student threatened are notified
  - Risk Management and School Police are notified when a staff member is threatened and it is deemed by administrator and patrol officer to be a “High level” threat.
- Administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, other, or property.
  - School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property
  - School psychologist is to be involved in the emergency assessment
  - Appropriate referral resources are offered to parents
  - Follow-up support is offered to intended victim(s).
- Pupil personnel worker and school nurse are involved if needed
- Disciplinary actions are determined by the principal.
- Student is referred to Student Support Team for educational planning as needed.
Technology Outages and Threats

Telephone, Network, Internet, Email or Enterprise Application Outage

Situation Description

Report all phone network, internet, Email or enterprise application outages by contacting the Call Center at 443-642-3000 or by emailing onecall@bcps.k12.md.us.

Phishing attacks are attempts to steal personal information, such as usernames and passwords. They are usually launched via email, with messages that can appear to come from legitimate email accounts that are actually fraudulent.

Procedure – Immediate Response

Here are some tips to share with staff to help them recognize phishing and protect their personal information and the district's email system:

I. Password Security – Keeping your password secure is important for every City Schools staff member.

   • Never share usernames, passwords, or personally identifying or financial information (e.g., Social Security numbers or banking information) by email.
   • If you receive an email that requests this sort of information, do not respond. (City Schools' IT staff will never ask you to provide log-in information by email.)
   • You should always use a password that you can easily remember, your password should comprise of at least 8 characters, including upper and lower case letters, numbers and symbols.
   • Never share your password with anyone or ask them to access any City Schools’ Network services on your behalf.
   • Do not write down your password.
   • Always log out of your workstation each time you leave your location.

II. Electronic Messages

   • Do not open messages or attachments in messages from unknown senders, and do not click on links in these messages.
   • Check the sender's email address. Sometimes, the sender's name may be familiar or seem legitimate, but the email address is unknown or suspicious.
   • Look for fraudulent links.
     o Roll your mouse over the link in the message, and look at the URL that shows on your screen.
     o If it doesn't match the URL in the message text or points to an unfamiliar or suspicious website, do not click the link.
**Terrorism: Chemical, Biological, and/or Radiological Incidents**

**Situation Description**

For incidents involving either chemical, biological or radiological agents the two emergency response procedures followed are: Shelter-in-place (conditions inside are safer than outside) or evacuation (conditions outside are safer than inside). The response procedure used will be dependent on the nature and location of the incident.

- A chemical incident defined as the release of toxic industrial chemicals and/or other agents that are capable of causing bodily harm or death.
- A biological incident is defined as the release of bacteria, viruses, and/or toxins that are capable of causing bodily harm or death.
- A radiological incident is defined as the release, exposure to, and/or dispersal of radioactive materials that are capable of causing bodily harm or death.

**Procedure – Immediate Response**

In response to a suspended incident, the below actions are to be followed.

- Determine which emergency response to activate and follow your school’s emergency plan.
- Call 9-911.
- Contact the CIRT Leader.
- Take steps to shut down the HVAC system.
- Any students/staff outside of the building are to be immediately brought into the building if sheltering-on-place. They are to be kept in an isolated part of the building to avoid further contamination of the building occupants.
- Direct students/staff that are in relocatables to remain there. Take steps to shut down outside air ventilation.
- Follow directions from CIRT and emergency responders.
- Keep accurate documentation through the school the school nurse regarding any students/staff with medical complaints.
Threat Management Process for Employees/Visitors

Situation Description
The provision of a safe school and workplace is essential to well-being of students and staff. Threats may originate within the school system or from the outside. The Baltimore City Public Schools does not tolerate violent, abusive, threatening, harassing or intimidating acts from employees and/or members of the public.

Violence includes but is not limited to:
- Physical attacks that inflict injury or harm to persons or property.
- Threats of violence either directed or reported by others.
- Behaviors that cause a reasonable fear or intimidation response in others.

Workplace violence may also include oral or written statements, gestures, or expressions that communicate a direct or implied threat of harm.

The following categories are defined in State law as violations:

- Willful disturbance of school activities – A person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of any institution of elementary, secondary, or higher education.

- Molesting or threatening students or school personnel – A person may not molest or threaten with bodily harm any student, employee administrator, agent, or any other individual lawfully on the grounds or in the immediate vicinity of any institution of elementary, secondary, or higher education.

- Carrying or processing deadly weapon upon school property – No person (exception law enforcement officers in the regular course of their duty or security guards hired by the school system) shall carry or possess any rifle, gun, knife, or deadly weapon of any kind on any public school property.

Individuals that engage in these behaviors may be removed from Baltimore City Public Schools property and are subject to disciplinary action (employees) up to and including termination, criminal prosecution.

Commonly referred as the “Trespass Statute,” the law gives schools principals as well as other designated school officials the authority to deny certain individuals access to school property.

Denial of access to school grounds – The principal of any public institution of elementary, secondary or higher education, or a person designated in writing by the principal may deny access to the buildings or grounds of the institution to any of the following persons:
- Is not a bona fide, currently registered student, or staff or faculty member at the school, and who does not have lawful business to pursue at the school; or
- Is a bona fide, currently registered student at the school and been suspended or expelled from the school, for the duration of the suspension or expulsion; or
- Acts in a manner that disrupts or disturbs the normal educational function of the school.

In order to be consistent throughout the City Schools the form letter for instituting the Trespass Statue should be completed.

Procedures – Emergency Response
A situation is an emergency when:
- An employee suffers physical injury
- There is an immediate threat of physical harm or property damage
- There is a weapon present (implied, concealed, or displayed).
- Call School Police at 9-911
- Follow police direction.

Procedures - Follow-up Response
- Preserve and maintain evidence and collect appropriate documentation.
- Provide for communication plan to staff and appropriate others if necessary.
- Provide debriefing, or support services through Employee Assistance Program or Traumatic Loss Team, if necessary.

Procedures - Non-emergency Response
A situation is a non-emergency when an employee is fearful of suffering harm in the work place but there is no immediate danger.

- Inform employees that threats, or threatening, or abusive or intimidating behavior needs to be reported.
- Administrator/supervisor will contact Risk Management (410-545-3983) to activate Workplace Incident Response Team.
- After hours, contact School Police (6-8588) to activate Workplace Incident Response Team.
- Cooperate with Workplace Incident Response Team investigation and provide appropriate documentation.
- Assist with implementation of Workplace Incident Response Team response plan.
- Encourage employees who have obtained a restraining or protective order listing City Schools locations to notify their administrator/supervisor.
Utility Failures

Electric Power Failure
Interruptions in electrical power services may occur at any time due to high winds, ice storms, falling tree limbs, vehicles hitting utility poles, and new construction in the surrounding area. Electric power failures may result in the loss of refrigerated food supplies or the creation of a potential fire hazard.

Procedures - Immediate Response
- Check that students are calm and safe.
- Facilities personnel (custodian or building operations manager) should follow the pre-arranged shutdown procedure to ensure that all three-phase electrical equipment is shut down and turned off.
- Notify the school’s education building supervisor or Facilities.
- Notify the appropriate Executive Director if power is expected to be off for an extended period of time or if the length of time of the power outage is unknown.
- Distribute flashlights, if necessary.
- Evacuate the building using BUILDING EVACUATION PROCEDURES, if there is any threat to the safety of students or staff.
- Relocate students from rooms without windows and/or direct outside ventilation.
- Keep refrigerated food storage unit close.

Procedures – Follow-up Response
If food preparation was in process and utilities remain out for a period of time, verify safety of food by contacting the Office of Food and Nutrition Services.

Heating Oil Spills
All spills of heating oil, no matter how small, must be treated as a potential environmental emergency and handled by trained personnel.

Procedures – Immediate Response
- Notify the school’s education building supervisor or Facilities, or after hours contact the School Police to have trained City Schools environmental personnel respond to the incident.
- Absorbent material should be put down immediately on the floor to block the oil spill from moving into floor drains, storm drains, or sanitary sewer lines. Use whatever material is at hand, e.g., sawdust, rags, sand, dirt, or special oil absorbent materials, if available.
Procedures – Follow-up Response
Residue and/or contaminated absorbent materials should be placed in plastic bags for proper disposal by trained environmental personnel.

**Major Pipe Burst**
Flooding from a broken pipe may cause extensive damage to property and building fixtures and endanger students and staff if not properly controlled. Flooding from a pipe or pipes is the most apparent hazardous, but electrical hazards and asbestos exposure from damaged pipe insulation maybe also present danger to students and staff members.

Procedures – Immediate Response
- Facilities/custodial personnel should isolate the pipe break by shutting off the appropriate supply valve. If the pipe break cannot be quickly isolated, the main water valve to the building should be closed.
- Notify the school’s education building supervisor, Facilities, or after hours contact the School Police.
- Shut off electricity to the affected area, if necessary.
- Relocate articles that maybe damaged by water, if necessary.
- If flooding occurs, evacuate the building following the Building Evacuation Procedure.

Procedures – Follow-up Response
Contact Department of Health and Safety for guidelines for cleaning waste damage within 24 to 48 hours to prevent mold growth.

**Natural Gas Leaks**
All gas leaks, no matter how small, should be treated as a potential explosion hazard. Most school buildings have some natural gas service provided. Leaks are typically detected by smelling the strong odor associated with natural gas. If a student or a staff member reports a gas odor, investigate with the Custodian.

- Procedures – Immediate Response
  - Follow the building evacuation procedures.
  - Notify BGE at 410-396-685-0123.
  - Notify the school’s education building supervisor or Facilities.
  - Notify the appropriate Executive Director.

Procedures – Follow-up Response
- Notify the appropriate Executive Director.
- Notify the school’s education building supervisor or Facilities.
Water Main Break
Breaks in the municipal water distribution system may lead to interruption of the water supply to a school building. These breaks can lead to school closures due to lack of basic sanitation and supply of water for various pressure vessels. Schools and offices cannot be in session if no water is available within a reasonable period of time.

Procedures - Immediate Response
- Notify the school’s education building supervisor or School Police.
- Notify the appropriate Executive Director if water service is expected to be interrupted for an extended period of time or if the length of time of the interruption is unknown.
Weather Emergencies

**Watches**
Indicate that conditions are right for development of a weather hazard. Watches cover a larger area than Warnings. Watches usually have lead times of approximately 1-2 hours (tornado or thunderstorm), 3-12 hours (flash flood), and 12-36 hours (river flood or winter storm).

**Warnings**
Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings usually have lead times of approximately 30 minutes or less for thunderstorm type events, and 6-18 hours for river floods and winter storms. The Weather Channel should be programmed on hand held radios. If electricity were lost, weather information would still be available.

**Advisories**
Issued when weather is expected to disrupt normal routines, but is no expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.). Advisory lead times are the same as Warnings.

Upon issuance of a Watch or Advisory Principal, Team:
- Activate appropriate members of Emergency Response Team to be alert for possible change in weather status.
- Monitor weather reports for change in conditions.

Upon Issuance of a Warning Principal, Team:
- Implement Severe Weather Safe Area procedure.
- All students and staff shall proceed to designated safe areas.
- Remain quiet to hear further instructions.
- Occupants of portable classrooms shall move quickly to the main building to designated shelter areas.
- Follow standard student accounting and reporting procedures.
- Occupants of shelter areas shall remain in that area until the “all clear” is given.
- In the event of building damage, students shall be evacuated to safer areas of the building or from the building.
- If evacuation occurs, do not re-enter the building until given the “all clear.”

Additional steps for our school facility (in any):
Weapons

Situation Description

Weapons are not permitted on school grounds. Weapons are any item that can inflict the bodily harm such as a rifle or gun (loaded or unloaded, operable or inoperable), switchblade knife, hunting knife, star knife, razors including straight or retractable razor, nunchaku, spiked glove, spiked wrist band, or any mace derivative, tear gas device, or pepper spray product. Students bring weapons for a variety of reasons. Usually they forget they have them in their pockets, book bag, coat, or car. Students may bring weapons for protection as a result of being threatened. All reports of weapons are to be taken seriously and handled by administrators with police support.

Procedures

If immediate danger exists or for firearms:
- Call 9-911.
- Notify administrator.
- Initiate School Emergency Plan and Team and determine appropriate Emergency Response.
- Remove students and staff from the area around student with weapon or are where weapon is thought to be stored.

If individual has the weapon visible or displayed:
- Remain calm; avoid sudden moves or gesture
- Try to remove all other staff/students from the area
- Do not attempt to take the weapon from the individual
- Using a calm and clear voice, instruct the individual that he or she needs to place the weapon on the ground
- Use the individual’s name while talking to him or her
- Try not to raise your voice – but, if this becomes necessary, do so decisively and with clarity.

If information is received that a weapon is on an individual:
- Do not approach or confront person suspected of having a weapon in a classroom or crowded area
- Call 9-911, when assistance is needed (required for all firearms)
- Make every effort to keep your eyes on person suspected of having a weapon until the police arrive. It is best to have the police officer at the school prior to confronting the person suspected of having a weapon.
- If possible remove individual from vicinity of other persons.
If weapon in a locker or in a backpack:
  • Prevent access
  • Call 9-911, when assistance is needed by administration (required for all firearms)
  • Administrators and police together will determine on whom and how the search will be conducted
  • Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need-to-know basis

Procedures – Follow-up Response
Appropriate disciplinary actions are to be taken which include suspension and/or possible submission to the School Board for expulsion.
Workplace Violence

*(TELEPHONE & PHYSICAL THREATS)*

Situation Description

The provision of a safe school and workplace is essential to the well-being of students and staff. There are two types of situations that must be considered: (1) telephone threats and (2) immediate physical threats. Threats may originate in-house or from outside of the school system.

**Telephone Threats**
- If a threat is made over the phone, dial *57 to record the call with the telephone company’s nuisance office.
- For any threat of physical harm to self or others, call School Police at 9-911.
- Implement appropriate site-based Universal Emergency Response Procedures
- Notify the appropriate Executive Director.
- Cooperate with police investigation and provide any information that may assist in resolving the problem.

**Physical Threats**
- Call 9-911.
- Activate site-based Emergency Safety Plan and Management Team (Incident Command System).
- Implement appropriate site-based Universal Emergency Procedures.
- Have site specific supplemental information available.
- Once police arrive, work cooperatively with police department team.
- Continue Emergency Safety Plan procedures until situation is resolved.

**Follow-up Response**
- Assist with police investigation and protect crime scene investigation.
- Working with appropriate offices or CIRT, provide notification to parents and guardians.
- Debrief staff and provide access to support.
- Arrange for site, if necessary.
- Plan for resumption of school activities and recovery procedures.
- Contact area Traumatic Loss Team.
### Emergency Attendance Sheet

**Teachers and staff:** In the event a Universal Emergency Response is ordered, please complete the following information sheet now. It will be collected or requested; wait for directions on the collection process.

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Room #</td>
</tr>
<tr>
<td>Type of Class:</td>
</tr>
<tr>
<td>Total Number of Individuals in Room or with Teacher: Students only</td>
</tr>
</tbody>
</table>

- [ ] Evacuation
  - Once completed, hold up asked for collection.
- [ ] Lockdown
  - Once completed, wait until asked for by Incident Commander or designee.
- [ ] Severe Weather
  - Once completed, wait until for by Incident Commander or designee.

**Other:**

<table>
<thead>
<tr>
<th>Names of individuals, including adults in classroom or with reporting teacher NOT scheduled to be there:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals missing from room or assigned teacher:</td>
</tr>
</tbody>
</table>

**Injuries (if any) or medical situations requiring attention:**

| Teacher Signature: | Date: |
Emergency Student Release Form

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Grade:</td>
<td>Student’s Age:</td>
</tr>
<tr>
<td>Student’s Cell Number:</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name:</td>
<td></td>
</tr>
</tbody>
</table>

Requester’s Signature (person picking up the student):
Print Name

Destination: Telecommunication Number:
Proof of Identification Shown (describe and list i.e. Driver License #):
Requester’s Home Address:
Relationship to Student:

Date: Time:

Staff Member Approving Release – Title and Signature:
Print Name:

If the person requesting release is not listed on the Parental Permission for Student Release Form, release of the student will be denied until direct parental contact has been made.

Student’s Status:

☐ Present
☐ Receiving First Aid
☐ Absent
☐ Evacuated to emergency department
☐ Missing

Additional Emergency Release List for Parents

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s) Name(s):</td>
<td>Parent(s) Signature:</td>
</tr>
<tr>
<td>Parent(s) Contact Telephone Numbers:</td>
<td></td>
</tr>
</tbody>
</table>

Parent: List names of individuals allowed to pick up your child in case of an emergency:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Phone number:</th>
<th>Relationship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Phone number:</td>
<td>Relationship:</td>
</tr>
<tr>
<td>Name:</td>
<td>Phone number:</td>
<td>Relationship:</td>
</tr>
<tr>
<td>Name:</td>
<td>Phone number:</td>
<td>Relationship:</td>
</tr>
</tbody>
</table>

It is important for you to send the completed form back as soon as possible. Your child’s teacher will keep this with his or her emergency kit, and it will only be used in emergencies.

Thank you so much for taking the time to complete this form and returning it to your child’s teacher!
# Telephone Checklist for Bomb Threats

<table>
<thead>
<tr>
<th>Name of Operator</th>
<th>School Name and Number</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

**Ask:**
- When will it go off? ____________ Certain Hour: ____________
- Time Remaining: _______
- Where is it located? ____________ Building: _______________________
- Area: _______________________

Did the caller appear familiar with the building by the description of the bomb location? Yes___/ No___
Did the caller state a reason or “cause” for the bomb? Yes___/ No___ If yes, state what was said:

---

## Caller’s Identity

| Male ☐ | Female ☐ | Approximate Age ________________________________ |

## Voice Characteristics

| Loud ☐ | High Pitched ☐ | Accent ☐ | Soft ☐ | Other ____________________________ |
| Deep ☐ | Raspy ☐ | |

## Language

| Calm ☐ | Coherent ☐ | Rational ☐ | Deliberate ☐ |
| Abusive ☐ | Angry ☐ | Incoherent ☐ | Irrational ☐ |
| Emotional ☐ | Laughing ☐ | |

## Speech

| Slow ☐ | Distinct ☐ | Stutters ☐ | Nasal ☐ |
| Disguised ☐ | Fast ☐ | Distorted ☐ | Slurred ☐ |
| | | Other ____________________________ |

## Background Noise

| Quiet ☐ | Voices ☐ | Traffic ☐ | Airplanes ☐ |
| Street ☐ | Bedlam/Chaos ☐ | Music ☐ | Animals ☐ |
| Trains ☐ | Mixed ☐ | Office Machines ☐ | Party Atmosphere ☐ |
| | | Factory Machines ☐ | |
| | | Other ____________________________ |

## Origin of Call

| Local ☐ | Long Distance ☐ | Booth ☐ | Inside the Building ☐ |

## Call Trace Used

Yes ☐  No ☐
Sample Trespassing Letter

[USE SCHOOL LETTERHEAD]

[Month, Day, Year]

[Trespasser]
[Street Address]
[City, Maryland, xxxxx]

RE: NOTICE TO DENY ACCESS TO BALTIMORE PUBLIC SCHOOL BUILDINGS AND/OR GROUNDS

Dear [Trespasser]:

As Principal of [Name of School], I am responsible for the health and safety of all of the students, faculty, and staff of the school. It is imperative that a safe and orderly learning environment be provided. Your behavior on [Date] at [Specific Location on School Property] was disruptive and disturbing to the normal educational function of this school.

In accordance with the authority granted to me as Principal of [Name of School] by Section 26-102 of the Education Article of the Annotated Code of Maryland, you are hereby advised that your access to the buildings and grounds of [Name of School] is denied until further written notice.

If you believe that you must personally visit [Name of School] for any reason, you are directed to contact me personally by telephone at 410-xxx-xxxx to receive my permission. A determination of each request will be made on a case-by-case basis. However, if a visit authorized and a disruption occurs, the authorities will be called immediately.

Please be advised that in accordance with Section 26-102(d) of the Education Article, a person found guilty of violation of the trespass provision is subject to a fine not to exceed $1,000.00/or imprisonment not exceeding six months.

Very truly yours,

[Name], Principal
[Name of School]

C: School Police
    Executive Director
ADMINISTRATIVE REGULATION

BALTIMORE CITY PUBLIC SCHOOLS

AUTOMATED EXTERNAL DEFIBRILLATOR PROGRAM

I. Purpose

A. The purpose of this administrative regulation is to provide instructions in the proper use and management of Baltimore City Public Schools’ (“City Schools”) Automated External Defibrillator (“AED”) Program. The Program is applicable to all schools, including charter and contract schools.

B. An AED is used to treat victims who experience sudden cardiac arrest (“SCA”). SCA occurs when the electrical impulses of the human heart malfunction causing ventricular fibrillation, a condition that will result in sudden death unless appropriately treated. The most effective treatment for ventricular fibrillation is the administration of an electrical current (shock) to the heart by a defibrillator such as an AED. The treatment must be delivered within a short time to be effective. The objective is to provide immediate, advanced care to a victim until emergency services arrive.

C. AEDs are only to be applied to victims who are unconscious, and without pulse, signs of circulation and normal breathing. Use of an AED is a link in the “chain of survival” as defined by the American Heart Association, which also includes cardio-pulmonary resuscitation (“CPR”).

II. Definitions

A. AED Participant – A person who has successfully completed an educational training course and subsequent refresher trainings in the operation and use of an AED and CPR as required by the EMS Board.

B. AED Program – The plan, procedure and system used to make automated external defibrillation available to public middle and high school facilities in the event a person experiences cardiac arrest pending arrival of emergency services. Maryland law requires that each local school board develop and implement such a program.

C. AED Program Coordinator – The individual who has central AED Program responsibility in City Schools.

D. AED site – A public middle and high school in City Schools that meets the requirements of the EMS Board for providing automated external defibrillation.
E. **AED Site Coordinator** – The individual who has responsibility for implementing and administering the AED Program at a specific AED site and who has successfully completed an educational training course and subsequent refresher trainings in the operation and use of an AED and CPR as required by the EMS Board.

F. **Automated external defibrillator** ("AED") – A medical heart monitor and defibrillator device that:

1. is cleared for market by the federal Food and Drug Administration;
2. recognizes the presence or absence of ventricular fibrillation ("VF") or rapid ventricular tachycardia;
3. determines, without intervention by an operator, whether defibrillation should be performed; and
4. on determining that defibrillation should be performed, automatically charges and either:
   a. requires operator intervention to deliver the electrical impulse; or
   b. automatically continues with delivery of the electrical impulse.

G. **Cardiopulmonary resuscitation** ("CPR") – An emergency medical procedure for a victim of cardiac arrest that consists of chest compressions.

H. **Emergency Medical Services** ("EMS") **Board** – The State Emergency Medical Services Board is an 11-member, Governor-appointed Board that has licensing and certification authority over all levels of Maryland EMS providers.

I. **Event (code) summary** – The electronic report of an AED operation produced by an AED.

J. **Maryland Institute for Emergency Medical Services Systems** ("MIEMSS") – An independent state agency governed by an 11-member EMS Board that through statute and regulation has worked to formalize the administration, regulation and operation of the statewide EMS system.

K. **Middle schools** – For the purposes of this Administrative Regulation, a middle school is classified as any of the following configurations:

1. traditional, stand-alone middle schools;
2. extended elementary schools (K-8);
3. elementary/middle schools; or.

4. any other configuration of school which includes grades 6-8.

L. **MIEMSS approved training program** – An organization, business, association, or agency that has been approved by MIEMSS to provide AED training for individuals who will operate the device at registered AED facilities.

M. **On-site** – On the grounds of a public middle or high school in City Schools.

N. **School-sponsored athletic event** – An interscholastic or intramural sporting event that takes place on-site at a public middle or high school, including practices and scrimmages.

### III. Guidelines

#### A. Program Requirements

1. City Schools requires at a minimum that:

   a. 1 (one) AED will be provided on-site for use at each school-sponsored athletic event;

   b. 1 (one) AED Participant shall be present at each school-sponsored athletic event;

   c. 1 (one) AED will be available on-site and maintained in the main office; and

   d. 1 (one) AED Participant shall be present on-site at each middle and high school during the regular school day.

2. City Schools must possess a valid certificate from the EMS Board to conduct the AED Program. Each middle and high school in City Schools must implement the City Schools AED Program on a site-specific basis and must comply with the rules, regulations, and policies that the EMS Board determines are applicable.

#### B. Roles and Responsibilities

1. **AED Program Coordinator** – The Department of Health and Safety shall serve as AED Program Coordinator. Duties of the AED Program Coordinator will include:

   a. regular review and revision of the AED Program as required;

   b. monitoring the effectiveness of the AED Program;
c. maintaining the AED Program certificate(s) issued by MIEMSS in a place where it is readily available; and

d. instituting remedial action as necessary to resolve any issues of AED Program compliance.

2. AED Site Coordinator – Each principal or school-based administrator and athletic director holding equivalent office shall designate a CPR and AED-trained AED Site Coordinator. The AED Site Coordinator shall:

a. coordinate the AED training for school-based AED Participants;

b. implement and administer the AED Program at the school;

c. contact and collaborate with the closest jurisdictional EMS operational program to help EMS respond appropriately to emergency calls;

d. implement the quality assurance and maintenance program as described in this document for each AED at the school;

e. provide an appropriate orientation and training to the operation, maintenance, and location of the school’s AED(s) to AED Participants at that school;

f. ensure that there are at least three (3) AED Participants assigned per school;

g. ensure that all AED Participants at the school maintain certification in CPR and AED use;

h. maintain required records related to training and certification;

i. inform school-based staff of identity of AED Participants through distribution of current AED Participant lists;

j. inform school-based staff of the location of AEDs;

k. if an AED is used, contact the AED Program Coordinator within 24 hours to ensure the required forms and data are sent to MIEMSS;

l. be sure to refurbish and return the AED to service; within 48 hours of each use;

m. maintain a file with specifications/technical information sheets for each approved AED model;
n. maintain records related to testing/proper functioning of AEDs and the presence of required equipment; and

o. obtain follow-up maintenance and replacement as needed if an AED or supplies are used.

3. AED Participants – At least three (3) AED Participants must be assigned for each AED site.

The following staff at each middle and high school must be trained as AED Participants:

i. Athletic directors, physical education teachers, and all coaches; and

ii. Assistant Principals, teachers and/or additional staff that shall be identified by the individual school administration (principals or designee) to ensure that at least one AED Participant is present at each school-sponsored athletic event and at least one AED Participant is present at all times during the regular school day.

b. If the transfer, retirement, or other departure of an AED Participant causes the number of assigned AED Participants to fall below three (3), then a replacement staff member must be selected and trained as an AED Participant as soon as possible, but no later than thirty (30) days from the date of employee departure.

c. Note: MIEMSS recommends that the number of AED Participants on-site be sufficient to permit the provision of AED care within 5 minutes of an incident.

C. Training and Certification

1. Each AED Participant must complete training adequate to provide CPR and AED service and in the event of an emergency, must participate only to the extent allowed by their training and experience. Training must be completed before assuming responsibilities at school-sponsored athletic events.

2. Initial Training – AED Participants must complete initial training as follows:

a. Initial CPR and AED training will be provided to AED Participants by middle and high school physical education teachers, vendors supplying the AEDs (or other persons) who are affiliated with the American Red Cross or other nationally recognized program, and who are approved to instruct AED and CPR training in accordance with the approved curricula of that program.

b. The AED Site Coordinator at each school will be responsible for insuring that training takes place. Training will include, but is not be limited to:
i. assessment of the unconscious person to determine if cardiac arrest has occurred and the appropriateness of applying an AED;
ii. safety precautions that enable the responder to use the AED without jeopardizing the safety of the patient, the user, or other individuals;
iii. recognizing that the electrical shock has been delivered and that the defibrillator is no longer charged;
iv. the use of CPR support in conjunction with the AED as appropriate; and
v. the responsibility to continue care until the arrival of EMS staff.

3. Annual Recertification – All AED Participants will complete an annual AED recertification as part of their CPR recertification.

4. The AED Site Coordinator will maintain up-to-date records (AED Participant Training Form (Addendum 1) to ensure that AED Participants have met all requirements for initial and subsequent refresher training in CPR and AED use.

   a. Documentation of CPR/AED training for AED Participants includes:

      i. date of initial training (both AED and CPR);
      ii. date(s) of subsequent refresher training; and
      iii. current recognition from a MIEMSS approved AED training program.

   b. All records must be kept in the school’s Main Office throughout the school year (from July 1st through the end of each school year), then forwarded to the AED Program Coordinator).

5. The AED Site Coordinator shall make each AED Participant aware of the immunities available under Maryland law with regard to their participation in the AED Program. An AED Participant is not civilly liable for any act or omission if:

   a. the AED Participant acts in good faith while rendering automated external defibrillation to a person who is a victim or reasonably believed by the AED Participant to be a victim of a sudden cardiac arrest;

   b. the AED Participant provides the aid or assistance in a reasonably prudent manner; and

   c. the automated external defibrillation is provided without fee or other compensation.

D. Location of AEDs

   1. The school principal/designee will determine the location of AEDs in his/her building; however, the following requirements shall apply:

      a. one (1) must be housed on-site in the main office;
b. one (1) must be available for use at each school-sponsored athletic event;

c. the selected location should allow the device to be easily seen by staff; and

d. the location of the AED(s) should provide optimal accessibility and allow
staff to retrieve the device outside of normal school hours if necessary.

2. Once locations have been selected, the AED Site Coordinator must identify each
AED on a floor plan clearly indicating the AED(s) locations. A copy of this floor
plan must be maintained on-site in the main office and must be available for
inspection.

3. After school hours, the AED may be moved from its designated location by an
AED Participant. If removed from its storage location, the AED must be signed
out. Information regarding the person responsible for it, the time it was removed,
the location to which it has been taken, and the estimated time that it will be
returned must be left in the storage location. (AED Sign Out Sheet - Addendum 2)

4. The host school will be responsible for providing an AED for school-sponsored
athletic events.

5. City Schools is not responsible for providing or ensuring access to AEDs or AED
services to organizations that use the school buildings after regular school hours.

E. Equipment Checks and Maintenance

1. AEDs that are compatible with local EMS emergency response equipment shall
be used. The AED Site Coordinator must ensure that the following equipment is
available at all times:

   a. two (2) sets of defibrillator chest pads;

   b. disposable gloves;

   c. extra battery set, if the AED uses replaceable batteries other than long life
   lithium batteries;

   d. cables (if the AED has removable cables);

   e. Maryland Facility AED Report Form for Cardiac Arrest, instructions to report
   use of an AED (Addendum 4; and

   f. a ready-to-use AED kept in a closed, intact case with no visible signs of
damage that would interfere with its use.
2. Because most reported AED malfunctions result from failure to perform user-based maintenance of the AED, it is required that the AED Site Coordinator at each AED site adhere to these requirements for maintenance, inspection, and repair of AEDs:

a. all manufacturers’ guidelines for maintenance, inspection and repair of the AEDs will be adhered to and documented;

b. batteries and pads will be replaced at the required intervals and pads will be replaced after any use;

c. a weekly visual inspection of all AED units will be conducted, this includes weekly inspection of the AED and associated equipment, restocking of equipment as needed, replacement/recharging of batteries as needed, and inventory and restocking of any required equipment;

d. the visual inspection will include observation by the AED Site Coordinator of the “OKAY” message in the handle of each AED unit (if this message is not observed, call the AED Program Coordinator immediately to have the unit replaced or repaired);

e. following use of emergency response equipment, all equipment shall be cleaned and/or decontaminated as required; and

f. verification of the weekly inspections shall be recorded on the AED Safety Inspection Record (Addendum 3), and kept in the school’s Main Office throughout the school year (from July 1st through the end of each school year), then forwarded to the AED Program Coordinator.

3. In addition to the AED Inspection Record, documentation of all necessary equipment maintenance, repairs, inspections, etc., is required. For quality control purposes, the following records must also be kept in the school’s Main Office throughout the school year (from July 1st through the end of each school year), then forwarded to the AED Program Coordinator..

a. a log showing the dates of performance of manufacturer-recommended maintenance, as well as the name of the company performing the maintenance; and

b. repairs performed on the AED, as well as the date and name of the company performing the repairs.
F. Use of the AED

1. The AED should be used on any person (age 8 or above) who displays ALL the symptoms of cardiac arrest. The AED should be placed on the victim only after the following symptoms are confirmed:
   a. victim is unresponsive;
   b. victim is not breathing, or is breathing ineffectively; and
   c. victim has no signs of circulation such as pulse and coughing, or movement.

2. The AED Participant must strictly comply with the directions automatically provided by the unit.

3. It may also be necessary to provide prompt basic life support such as CPR in conjunction with AED use.

4. It is essential to notify “9-1-1” immediately when an AED is used at a City Schools AED site.

5. The AED Participant responding to the emergency should immediately assign someone to meet the responding EMS aid vehicle and to direct EMS personnel to the location of the medical emergency. Upon their arrival, the EMS staff assumes care and responsibility for the victim.

G. Reporting

1. The AED Site Coordinator must submit a report for each incident in which an AED is operated or there was an AED response, even if the AED was not discharged. The AED Site Coordinator must use the “Maryland Facility AED Report Form for Cardiac Arrests” (Addendum 4) for this report. Include any event (code) summary, recording, or tape created by the AED. Submit a copy of the report to:
   a. the office of the State EMS Medical Director (MIEMSS) by fax (the fax number is indicated on the form) and City Schools’ Department of Health and Safety;
   b. the local jurisdictional EMS operational program, if “9-1-1” is accessed; and
   c. if the AED fails when operated, the AED Site Coordinator will submit the U.S. Department of Health and Human Services Med Watch FDA Safety Information and Adverse Event Report - FDA Form 3500 (Addendum 5) to the federal Food and Drug Administration, the EMS medical director, and City Schools’ Department of Health and Safety.
H. Post-Event Review and Quality Assurance Program

1. A review shall be conducted to learn from the experience following each use of an AED including the completion of the Maryland Facility AED Report Form for Cardiac Arrest. (Addendum 4)

2. The AED Program Coordinator shall conduct and document the post-event review.

3. All key participants in the event shall participate in the review, including the AED Participant(s) who responded with and/or utilized the AED and the AED Site Coordinator.

4. City Schools Legal Department must be notified of the planned review so that Legal Counsel may be afforded the opportunity to attend the review session if they so elect.

5. Included in the review may be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing.

6. The AED Program Coordinator will maintain a copy of the post-event review summary for seven (7) years.

I. Compliance

1. AED sites are expected to meet all AED Program regulatory requirements in order to provide the safest environment possible for everyone. It is essential that records are efficiently maintained and that equipment is kept in a constant state of readiness.

2. AED Site Coordinators must be identified annually in each school’s site-based emergency safety plan. In addition, the location of each AED, training dates, inspection dates, and whether the AED was used within a 12-month period must be provided with the emergency safety plan.

3. The AED Program Coordinator shall review these records for compliance with all training and certification requirements and that each AED in the City Schools is in a state of readiness.

4. The AED Program Coordinator may conduct random inspections to monitor compliance with Program requirements.
IV. References

A. Legal Authority

COMAR 30.06.01-.05
The school crisis response Action Plan Packet will outline the basic steps the school team should take during a school crisis. You are encouraged to adapt it to best meet the needs of your school and situation. Please refer to the Blackboard “Crisis” site under Social Work. The following document is a guide and it does not need to be submitted. The Crisis Team Report (see last page) and responder sign-in sheet must be submitted to the clinical managers.

What’s Included?

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<tr>
<th>What's Included</th>
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<td>Role and Responsibilities of the Crisis Team Leader</td>
<td>1-2</td>
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<td>School Crisis Response Checklist &amp; Action Plan</td>
<td>3-5</td>
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<td>Sign-in Sheets</td>
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<td>Sample Scripts for School Personnel</td>
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<td>Sample Letters for Parents</td>
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<td>Handouts</td>
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<td>School-Based Activities</td>
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<td>Evaluation Checklist</td>
<td>29</td>
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<td>Report of Crisis Intervention</td>
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<td>Debriefing the Responders</td>
<td>31-32</td>
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<td>Taking Care of Yourself</td>
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The school crisis response packet has been structured into three meetings. These meetings will allow the school crisis team to engage in various levels of triage, ultimately resulting in the identification of students and staff members who need crisis intervention and support.
Role and Responsibilities of the Crisis Team Leader

1. The Team Leader is typically the school social worker or school psychologist who is assigned to the school that is requesting a Crisis Team. The District Office supervisor who calls responders will ascertain if the school social worker or school psychologist is to be designated as the Team Leader.

2. When a crisis team is requested, the first calls made by clinical supervisors at District Offices are to school-based social workers and school psychologists. The Team Leader is identified at this time. As clinical supervisors call additional responders, they are given the Team Leader's name. When clinicians report to the school, they will ask for the Team Leader.

3. The Team Leader checks email prior to the Crisis Team arriving to learn any facts not previously known, i.e. the facts of the incident, the listing of responders who will be arriving and this one page description of the Team Leader role (Role and Responsibilities of the Crisis Team Leader).

4. The Team Leader begins his/her role as liaison to the principal or designee. Meet with the principal if at all possible (call or email if it is after hours or a week-end) to review all known information and propose or develop a crisis response plan of intervention.

5. The Team Leader follows this acronym to convey a sense of leadership:
   
   **BE CALM:**
   - Be: Before you act, be sure you get the facts.
   - C: Call for help as needed, communicate the instructions, and collaborate with others.
   - A: Anticipate what could happen next and adjust the plan accordingly.
   - L: Listen and learn what is needed.
   - M: Manage the crisis and maintain the responders (be the coordinator of the response.)

6. Collaborate with the principal around the following items:
   
   - Determine the details of the crisis.
   - Assess the severity of the event, the number of individuals affected and the anticipated reactions of students and staff.
   - Identify the necessary locations for various interventions.....a room for students who are distraught and need individual or small group counseling, a space for responders to be available for staff, and a debriefing/meeting/lunch location.
   - Remind the principal he/she may want to remove personal items from a student’s desk or locker to save for parents/guardians. It is recommended that possessions be kept in an appropriate container, rather than a trash bag.
   - Establish how you will maintain contact with the principal or designee. If you have a cell phone, that may be the best option.
   - If the crisis involves a student death, consent by the guardian(s) should be granted before the school community is informed. Determine who will contact the family. At that time, permission may be requested to share funeral information when known. Guardians may also identify other needs and concerns.
   - Determine if any concrete items are needed such as mural paper for writing on if you are in a h.s. or drawing paper if you are in an elementary school. You may need tissues and snack items.
   - Is there a greeter available for the front door if needed?
   - Discuss expectations for managing the media.

7. Inform the front office staff of whom to expect, the arrival time and where to send those arriving. Be sure the office staff understands your role as liaison between responders and principal and if possible, provide your cell number so you can be reached at any time during the day.

8. Hold a planning meeting when most of the responders have arrived. Encourage the principal or designee to attend. Include Network staff if they are present in the building. Facilitate the meeting. Ask the principal to explain the facts of the crisis. Reach a consensus on the planned interventions. A large assembly or overhead announcement is not advised. Classroom visitation in teams is usually recommended in the case of a student or staff member death with more distressed students being escorted to a counseling area such as the library or clinician’s office. School based staff most familiar to the student body may be identified to work with the classroom(s) most affected. Support for staff should be posted or distributed so that teachers and staff are aware of how to access grief counseling that day.
9. Facilitate the meeting so that it is time limited. Some responders will be very experienced and will have sound recommendations, while others may be new. Distribute a list of classrooms/teachers and prioritize those classrooms in need of more intense intervention. Pair up responders if the plan is to go to classrooms so that a more experienced clinician is with a newer clinician. Do not send interns into a classroom alone. Formulate a plan for those students who are very distressed. Be sure students are escorted to the counseling area rather than permitted to wander the halls, as this can quickly lead to chaos and the purpose of the crisis team is to restore order.

10. Inform responders that they should maintain a list of those students who may require follow-up counseling. Select a debriefing time and place for later on in the day.

11. As Team Leader, you coordinate the response, assign tasks to responders and bring problems to the attention of the principal. You may want to remove yourself from providing direct interventions, and serve as a “floata,” moving about the building to monitor the situation, identify needs and serve as a resource.

12. Notify your immediate supervisor at District Offices if you feel there is a need for more responders or responders to come the following day.

13. Responders should not be dismissed unless the principal approves.

14. Ideally, all responders will be at the debriefing meeting. Team Leader will assign the Debrief of Responders. This is a time to observe demeanor, collect information and process the events of the day. If any responder is particularly upset, this should be noted and confidentially relayed to your immediate supervisor so that a follow-up call at minimum can result in support offered to the responder.

15. Determine if other interventions are needed (i.e. who else knew the student or staff member who may need support).

16. Thank responders and dismiss them.

17. A mid-day call to your supervisor to provide a status update is appreciated. Absolutely required is an email by 4 p.m. if possible. Take some time after the crisis to collect your thoughts and send a well-written, concise email to your supervisor. Clinical supervisors typically forward the Crisis Report email to Directors who may forward it to others including Dr. Thornton. That being said, please use good grammar, provide factual, objective, and positive information on the crisis response. Identify the responders, the interventions the team provided, the availability of counselors, your observations of the general school climate, important information learned such as siblings/family members in other school and future anticipated needs. Copy your principal. The one page Report of Crisis Intervention should be provided within 2 working days.

18. Monitor and report to your supervisor in the days to come any additional needs you learn about or observe. For example, a follow-up team may be needed after a funeral.

19. Take care of yourself and contact your supervisor if you would like to talk about this event and your feelings. Your input is always appreciated for ways to improve the Crisis Team Response.

20. Your efforts and involvement are greatly appreciated. Thank you.

Clinical Supervisors/Related Services

July, 2015
FIRST MEETING

TIMING

Before the school day begins.
If the crisis happens during the school day, the meeting should occur as soon as possible.

RECOMMENDED CRISIS TEAM MEMBERS
(including site based assigned staff and support crisis team members)

☐ School Administrator(s)  ☐ School Police  ☐ School Psychologist(s)
☐ School Counselor(s)  ☐ School Nurse  ☐ Outside Mental Health Agency
☐ School Social Worker(s)  ☐ Other

ACTION STEPS

1. Identify: Team Leader __________________________  Note Taker __________________________

2. Determine when and how information will be disseminated to staff, students, and parents/guardians.

Note: An announcement should not be made over the public address system as a means of communicating a death, nor in an assembly.
A more personal approach would be to visit the classrooms with pairs of counselors.

<table>
<thead>
<tr>
<th>Communication Plan</th>
<th>Who is responsible for development?</th>
<th>Method of delivery</th>
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<tbody>
<tr>
<td>Parents</td>
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<td>Staff</td>
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3. Develop a list of at-risk students/staff based on the descriptors listed below:
- Students/staff who witnessed the crisis incident.
- Siblings, cousins, close friends, girlfriends/boyfriends, ex-girlfriends/boyfriends, teammates, coaches, homeroom/division teachers, etc.
- Students/staff who recently experienced a death/shooting/any other experience that might trigger emotional responses.
- Targeted classrooms/individuals: ________________________________

4. Determine which staff member(s) will be responsible for following up with the above mentioned students/staff. It may be necessary to speak with at-risk students prior to the script being read.
Staff member(s) name(s): ________________________________________

5. In the case of a student or staff fatality, determine which staff member(s) will follow the student/teacher schedule to provide extra support.
Staff member(s) name(s): ________________________________________

6. Identify a room for crisis support, such as the library or other room designated by the Team Leader. In some instances more than one room may be needed. Tissues, water, paper, pens, and markers should be made available. Use the student sign-in sheet found on page 5 to track which students have been seen.
Crisis team members should be assigned to cover the room at all times.

Room coverage: ________________________________________________
Room Number(s): ______________________________________________

7. Set a tentative time and place to hold the SECOND MEETING.
SECOND MEETING

TIMING

Midway through the crisis response.

ACTION STEPS

1. Develop a list of students/staff that have not yet been seen, but were referred since the first meeting.

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2. Develop a list of additional groups that need debriefing (clubs, sport teams, etc.):

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3. Determine which staff members will be responsible for following up with individuals or groups identified in steps one and two.
   Follow-up coverage: ____________________________________________

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4. Consult with the Principal, upon request, to review materials that will be sent out to parents/guardians.

5. Plan for school dismissal. Discuss media or security concerns with the Principal, if applicable.

6. Set a tentative time and place to hold the THIRD MEETING.
THIRD MEETING

TIMING

At the end of the school day or the end of the day’s Crisis Response.

ACTION STEPS

1. Develop a list of students, staff and/or families who need additional follow-up services.

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2. Identify community agencies which can provide outside emergency services: (See Bereavement Resource Guide)

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3. Discuss and plan for level of coverage needed for the following day(s):

   | |
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4. Discuss the school’s plan for supporting the family and participating in the funeral/memorial: *

   | |
   | |
   | |
   | |

5. Discuss and plan for long-term coverage. These considerations include anniversaries, graduation, etc.:

   | |
   | |
   | |
   | |

6. Evaluate the effectiveness of the Crisis Response (page 29).

* Suicide Crisis Response requires a special set of considerations.

TIP: Your school Crisis Team knows your school best.
Take time to anticipate concerns or needs not reflected in the above steps
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<th>No.</th>
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### Crisis Response Student Sign-In Sheet
For individual students who attend the overflow room.

<table>
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<tr>
<th>Student Name</th>
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A NOTE TO TEACHERS:

You are being asked to read this script to the students in your classroom at/during ______ (insert time or period). The “script” system is used in place of a loudspeaker or auditorium announcement in order to best manage and control reactions. It is important that the information be shared in contained settings and that it comes from a familiar source. You know your students best, and you are capable of determining if their response or reaction will require additional assistance. You are not expected to provide this assistance. It is not necessary to read the below script word for word, you can share the information in a manner that seems natural to you. However, the script is available for you in the event that you are having difficulty coming up with the appropriate language. Either way, keep the information you initially provide brief and simple, sharing all important facts to avoid speculation. Keep in mind the cognitive or emotional level of the students in your classroom and make adjustments as necessary. You are also not expected to be unaffected by the current crisis. If you do not feel comfortable addressing your students, please contact the main office so that alternate arrangements can be made. Thank you.

**Student/Staff Fatality: High School Population**

**SCRIPT:**

It is with much sadness that I inform you that your classmate and/or a valued staff member at our school (insert name) died due to (insert cause of death) on (insert day/date). Our thoughts are with (his/her) family during this difficult time. This death is sure to raise many emotions, concerns, and questions for the entire school. In order to help us cope with this tragic news, social workers, psychologists, counselors, as well as members from the BCPSS Crisis Team are available to talk with students and staff members. They are located in Room #_______ and you are encouraged to seek them out as needed.

**Student/Staff Fatality: Elementary School Population**

**SCRIPT:**

It is with much sadness that I tell you that your classmate and/or a valued staff member at our school (insert name) died due to (insert cause of death) on (insert day/date). Our thoughts are with (his/her) family during this difficult time. Each of us might react differently to this news. There are adults in the building today that are available to talk to you about any feelings you might be having. They are located in Room #_______. Please tell me if you would like to talk with somebody today.
NOTA PARA MAESTROS/AS (A Note to Teachers):

Les pedimos que lean este guion a los estudiantes en su aula a la/durante _________ (inserte hora o periodo). Este guion será usado en vez de un anuncio en un auditorio o por altoparlante para mejorar manejar y controlar emociones. Es importante que la información sea compartida por alguien familiar y en escenarios contenidos. Usted conoce a sus estudiantes y es capaz en determinar si sus reacciones requieren asistencia adicional. No están obligados de provenir esa asistencia. No es necesario leer el guion palabra por palabra; puede compartir la información en una manera que sea natural para usted. Sin embargo, el guion está disponible en el caso que tenga dificultad en buscando lenguaje apropiado. De cualquier manera, mantenga la información breve y simple para empezar, compartiendo todos los hechos importantes para evitar especulaciones. Tenga en mente el nivel intelectual y emocional de sus estudiantes y haga cambios necesarios. No se espera que usted no sea afectado por la crisis. Si no se siente cómodo/a en hablar con sus estudiantes, por favor comuníquese con la oficina principal para hacer arreglos alternativos. Gracias.

Fatalidad de Estudiante/Personal: Escuela Secundaria
Student/Staff Fatality: High School Population

GUION:
Es con gran tristeza que les informo que su compañero de clase y/o valuado miembro de nuestra escuela (inserte nombre) murió debido a (inserte causa de muerte) el (inserte fecha o día). Nuestros pensamientos están con su familia durante este tiempo difícil. Es seguro que esta muerte traiga muchas emociones, preocupaciones, y preguntas para la escuela. Para ayudarnos enfrentar esta trágica noticia, los trabajadores sociales, psicólogos, y miembros del equipo central de crisis estarán disponibles para hablar con estudiantes y personal. Ellos estarán en el salón _____ (inserte numero) y les alentamos que vayan a donde ellos cuantos lo necesiten.

Fatalidad de Estudiante/Personal: Escuela Primaria
Student/Staff Fatality: Elementary School Population

GUION:
Es con gran tristeza que les digo que su compañero de clase y/o valuado miembro de nuestra escuela (inserte nombre) murió debido a (inserte causa de muerte) el (inserte fecha o día). Nuestros pensamientos están con su familia durante este tiempo difícil. Cada uno de nosotros reaccionaremos diferente a esta noticia. Hay adultos en el edificio hoy disponible para hablar con ustedes acerca de cualquier sentimiento que tengan. Ellos están en el salón _____ (inserte numero). Déjenme saber si quisieran hablar con alguien hoy.
Date

Dear Parents / Guardians and Community Members:

It is with deep sadness that we inform you about a recent death in our school community. On (insert date), (insert name) died due to (insert cause of death) that occurred on (insert address if known) at (insert time if known). NOTE: Only include details to the extent that it is necessary to decrease speculation and share accurate information. Our thoughts are with (his/her) family during this difficult time. This death is sure to raise many emotions, concerns, and questions for the entire school, especially our students.

The Baltimore City Public Schools’ Crisis Team was at the school today to provide counseling and support to students and staff members. These individuals may be in the building over the next several days to assist our school community. Our own counselors, social workers, and psychologists will work closely with this team and then continue to be available for students who need ongoing services. Also, we have enclosed some information on what parents and caregivers can do to help their child.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

We are saddened by this death and will do everything we can to help you and your student.

Sincerely,

Principal
Date

Dear Parents / Guardians and Community Members:

It is with deep sadness that we inform you about a recent death in our school community. On (insert date), (insert name,) a valued member of our staff, died due to (insert cause of death) that occurred on (insert address if known) at (insert time if known). NOTE: Only include details to the extent that it is necessary to decrease speculation and share accurate information. Our thoughts are with (his/her) family during this difficult time. This death is sure to raise many emotions, concerns, and questions for the entire school, especially our students.

The Baltimore City Public Schools’ Crisis Team was at the school today to provide grief counseling and support to students and staff members. These individuals may be in the building over the next several days to assist our school community. Our own counselors, social workers, and psychologists will work closely with this team and then continue to be available for students who need ongoing services.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

We are saddened by this death and will do everything we can to help you and your child.

Sincerely,
Fecha

Estimados padres/guardianes y miembros de la comunidad:

Es con gran tristeza que les informo de una reciente fatalidad en nuestra comunidad escolar. El (insert date), (insert name), (staff/student name) murió debido a (insert cause of death) que ocurrió en (insert address if known) a la/s (insert time if known). NOTE: Solo incluya detalles en la medida necesaria para disminuir especulación y compartir información correcta. Nuestros pensamientos están con la familia de (insert name) durante este tiempo difícil. Esta fatalidad es seguro que traiga con ella muchas emociones, preocupaciones, y preguntas para todos, especialmente nuestros estudiantes.

El Equipo Central de Crisis estuvo en la escuela hoy proviniendo consejería y apoyo emocional a los estudiantes y personal. Es posible que ellos regresen en los días siguientes para ayudar a nuestra comunidad. Nuestros propios consejeros, trabajadores sociales, y psicólogos trabajaran en colaboración con el equipo y después continuarán haciéndose disponible para esos estudiantes que tengan necesidad de servicios adicionales. También hemos incluido sugerencias en que pueden hacer en casa para ayudar a sus hijos y familias.

Detalles de los servicios funerarios serán anunciados cuando estén disponible. Les recomendamos que acompañen a sus hijos si ellos desean asistir. Si los servicios ocurren durante horas escolares, estudiantes necesitaran permiso de sus padres/guardianes para salir del edificio.

Estamos entristecidos por esta fatalidad y haremos todo posible para ayudarlos a ustedes y sus estudiantes.

Sinceramente,
Death and Grief: Supporting Children & Youth Tips for Teachers and Parents


Death and grief within a school community can affect anyone, particularly children and adolescents. Reactions will vary depending on the circumstances of the death and how well known the deceased is both to individual students and to the school community at-large. Students who have experienced the death of a family member or someone close to them will need particular attention. It is important for adults to understand the reactions they may observe and to be able to identify children or adolescents who require support. Grief reactions among children and adolescents are influenced by their developmental level, personal characteristics, mental health, family and cultural influences, and previous exposure to crisis, death, and grief.

<table>
<thead>
<tr>
<th>Grief Reactions of Concern</th>
<th>Elementary Level</th>
<th>Middle and HS level</th>
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<tbody>
<tr>
<td>Preschool Level</td>
<td>Elementary Level</td>
<td>Middle and HS level</td>
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<tr>
<td>• Decreased verbalization</td>
<td>• Difficulty concentrating or inattention</td>
<td>• Flashbacks</td>
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<tr>
<td>• Increased anxiety (e.g., clinginess, fear of separation)</td>
<td>• Somatic complaints (e.g., headaches, stomach problems)</td>
<td>• Emotional numbing or depression</td>
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<tr>
<td>• Regressive behaviors (e.g., bedwetting, thumb sucking)</td>
<td>• Sleep disturbances (e.g., nightmares, fear of the dark)</td>
<td>• Nightmares</td>
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<td>• Repeated telling and acting out of the event</td>
<td>• Avoidance or withdrawal</td>
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<tr>
<td></td>
<td>• Withdrawal</td>
<td>• Peer relationship problems</td>
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<tr>
<td></td>
<td>• Increased irritability, disruptive behavior, or aggressive behavior</td>
<td>• Substance abuse or other high-risk behavior</td>
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<tr>
<td></td>
<td>• Increased anxiety (e.g., clinging, whining)</td>
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<td></td>
<td>• Depression, guilt, or anger</td>
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Please, refer to a school clinician or outside counseling if you observed the following:

• Severe loss of interest in daily activities (e.g., extracurricular activities and friends)
• Disruption in ability to eat or sleep
• School refusal
• Fear of being alone
• Wish to join the deceased
• Severe drop in school achievement
• Suicidal references or behavior
Tips for Adults Supporting Grieving Children and Youth

How adults in a family or school community grieve following a death will influence how children and youth grieve. When adults are able to talk about the loss, express their feelings, and provide support for children and youth in the aftermath of a loss, they are better able to develop healthy coping strategies.

**Adults are encouraged to:**

- Talk about the death. This gives children permission to talk about it, too.
- Ask questions to determine how children understand the death, and gauge their physical and emotional reactions.
- Listen patiently. Remember that each person is unique and will grieve in his or her own way.
- Be prepared to discuss the death repeatedly. Children should be encouraged to talk about, act out, or express through writing or art the details of the death as well as their feelings about it, about the deceased person, and about other changes that have occurred in their lives as a result of the death.
- Give children important facts about the event at an appropriate developmental level. This may include helping children accurately understand what death is. For younger children, this explanation might include helping them to understand that the person’s body has stopped working and will never again work.
- Help children understand the death and intervene to correct false perceptions about the cause of the event, ensuring that they do not blame themselves or others for the situation.
- Provide a model of healthy mourning by being open about your own feelings of sadness and grief.
- Create structure and routine for children so they experience predictability and stability.
- Take care of yourself so you can assist the children and adolescents in your care. Prolonged, intense grieving or unhealthy grief reactions (such as substance abuse) will inhibit your ability to provide adequate support.
- Acknowledge that it will take time to mourn and that bereavement is a process that occurs over months and years. Be aware that normal grief reactions often last longer than six months, depending on the type of death and proximity to the child.
- Take advantage of school and community resources such as counseling, especially if children and youth do not seem to be coping well with grief and death.
Death and Grief: Supporting Children & Youth
Tips for Children and Teens Grieving Friends and Classmates


Seeing a friend try to cope with a death may scare or upset children who have had little or no experience with death and grieving. Below are suggestions teachers and parents can provide to children and youth to deal with this “secondary” grief:

- **Provide children with age-appropriate guidance for supporting their peers.** Help them decide what to say (e.g., “Steve, I am so sorry about your father. I know you will miss him very much.”)

- **Help children anticipate some changes in friends’ behavior.** It is important that children understand that their grieving friends may act differently, may withdraw from their friends for a while, might seem angry or very sad, etc., but that this does not mean a lasting change in their relationship. Explain to children that their “regular” friendship may be an important source of support for friends and classmates. Even normal social activities such as inviting a friend over to play, going to the park, playing sports, watching a movie, or a trip to the mall may offer a much needed distraction and sense of connection and normalcy.

- **Children need to have some options for providing support**—it will help them deal with their fears and concerns if they have some concrete actions that they can take to help. Suggest making cards, drawings, helping with chores or homework, etc. Older teens might offer to help the family with some shopping, cleaning, errands, etc., or with babysitting for younger children.

- **Encourage children who are worried about a friend to talk to a caring adult.** This can help alleviate their own concern or potential sense of responsibility for making their friend feel better.

- **Children may also share important information about a friend who is at risk of more serious grief reactions.** Parents and teachers need to be alert to children in their care who may be reacting to a friend’s grief over the death of a loved one. These children will need some extra support to help them deal with the sense of frustration and helplessness that many people are feeling at this time.
Bereavement Resource Guide

Roberta's House Grief & Loss Center

Contact: Family Service Case Manager
1900 North Broadway, Baltimore, MD 21213
410-235-6633

www.robertashouse.org

Through peer clinical and non-clinical support, education, empowerment, and community awareness, Roberta’s House offers free programs and services to low-income, school-age children and teens together with their families. Some special programs include:

Family Programs Helping parents/guardians understand and support their grieving children is an essential component of our family programs. The parents/guardians of the children work in groups sharing experiences and supporting each other through facilitated conversations. These conversations address the same themes that are being worked on with the children’s groups so that families return home and continue to reinforce what has been learned each week in their grief work. The parents or guardians are given information to help the children with their grief and answer their questions.

A Time of Sharing is a support group for individuals 18 years of age and older, who have recently lost someone close and seek to find meaning in their lives. The sessions are facilitated by professional counselors using a holistic view (mind, body and spirit) to guide one through the grieving process.

"Changing The Game” Reducing the Rate of Reoffending

Roberta's House holds Peer Support groups for high risk teens that have experienced multiple losses and has a history of offenses with the Office of the Administrative Courts in Baltimore City. The support groups are for both male and females ages 13-17 years of age. The mission is to empower young teens with the wisdom and understanding on how to transform their lives and create a productive purposeful life for themselves and society. Measuring progress and connecting with resources and reducing offending occurrences is a primary outcome. The program is a comprehensive program that is 24 weeks long; addressing loss, the absent parent, coping skills, developing a new outlook on life and creating a vision and mission statement and field trips. The program also provides job readiness after high school completion and guidance on preparing for college application entry.

The HOPE Project (Charlie’s Circle) is for women who have experienced a miscarriage, stillbirth, or the death of their baby. Come join a weekly group meeting to get support from people who understand what you are going through. The 10-week sessions will help mothers heal, and connect with others

Camp Erin the largest bereavement camp in the country, which is designed for children and teens ages 6-17 who have experienced the death of someone close to them. It is a 3 day-long experience filled with traditional, fun, camp activities combined with grief education and emotional support -- lead by grief professionals and trained volunteers. *Summer only.*

Bridging the Gap: “Homicide Survivors Transformation Project” is a comprehensive bereavement support program for adults who are victims of homicide in the Baltimore Metropolitan area. The program will identify the cultural uniqueness, stereotypes and gaps in services that impact the recovery and resiliency of African Americans as well as validate the development of additional needed support services. Programs will provide a holistic approach utilizing peer support, education, self-empowerment as well as linkages to other support services.
Roberta's House Community Workshops include:

- Survivors of Homicide, A Community's Approach
- Coping with the Stress of Grief
- Grief & The Caregiver
- Good Grief: The Natural Healing Process of Mourning and Recognizing Complicated Grief in Youth and their families
- Resiliency and the Cycle of Change
- Children and the Impact of Homicide
- Understanding the Survivor of Homicide
- Understanding Grief Counseling and When it is Needed
- Vicarious Trauma & Stress
- Communication & Listening Skills in Helping the Bereaved
- Compassion Fatigue...How to Avoid It
- The Impact of Caregiving
- How the Bereaved Child Heals & Six Essential Needs of a Bereaved Child

Family Bereavement Center: A Program of the State's Attorney's Office for Baltimore City

120 East Baltimore Street, 9th Floor
Baltimore, MD 21244
443-984-6000
http://baltimorecity.md.networkofcare.org/

The Family Bereavement Center offers coordinated services to family members of homicide victims in Baltimore City including: grief counseling, help with other agencies, information for burial assistance, clean-up of crime scene referrals, information pertaining to court proceedings, and court escort services. Our mission is to serve and comfort the family members of individuals murdered in Baltimore City.

Hours: Monday - Friday 8:30 - 4:30, evening hours available upon request

Area(s) Served: Baltimore City

Target Group: Family members of individuals murdered in Baltimore City

Fees: All services are offered at no charge.

Application Process: Call the main number for an appointment.

Eligibility Requirements: Someone in your circle, family or life was the victim of a homicide that occurred in Baltimore City.

Application Wait: 3 - 7 business days, depending on availability

Survivors of Suicide Baltimore Support Group

Church of the Redeemer/Women’s Council Room
Bereavement Resource Guide (continued)

**First Call for Help**

One North Charles Street, Suite 1300  
Baltimore, MD 21201  
410-637-1900  
http://baltimorecity.md.networkofcare.org/  

First Call for Help information provided by: Baltimore Mental Health Systems Inc.  
First Call For Help is a free, confidential service that connects callers with health and human services using the only statewide comprehensive information and referral directory in Maryland. The center is available 24 hours a day, seven days a week.

**Gilchrist Grief Services**

828 North Eutaw Street  
Baltimore, MD 21201  
Griefnet.org  

Provides individual counseling services and adult bereavement support groups.  
Provides online grief support groups 24-hours/day, 365 days/year. Members participate when they wish, not at a set time.

**Seasons Hospice Care Bereavement Groups**

*Sinai Hospital*  
Cancer Institute Conference Room  
2401 West Belvedere Avenue  
Baltimore, MD  
3rd Wednesday of each month from 6:30 – 8:00 pm

*Harbor Hospital*  
Baum Conference Room  
3001 South Hanover Street, Baltimore, MD  
2nd Wednesday of each month from 7:00 – 8:30 p.m.  
410-350-2563

*John Hopkins Bayview Medical Center*  
Care Center Conference Room/John R. Burton Pavilion  
4940 Eastern Avenue, Baltimore, MD  
1st Tuesday of each month/5:00 – 6:30 p.m.  
410-550-0291

**Stella Maris, Inc.**

2300 Dulaney Valley Road  
Timonium, MD 21093
Provides short-term individual grief support counseling as well as family counseling for anyone experiencing difficulty grieving the loss of a family member or someone special.

1 day camp on Saturdays offered quarterly. “Me Too” is for ages 5-11 and “Just Teens” is for ages 12-17. Day camp is $140 but sliding fee scale is available.

3 day week-end bereavement camp, offering therapeutic exercises and ways to heal and cope. Ages 8-18. There is no cost.

**Bereavement Resource Guide (continued)**

**Therapy Pets Unlimited, Inc.**

PO Box 43143  
Nottingham, MD 21236  
443-750-1541

**Black Mental Health Alliance**

200 E Lexington St., Suite 803,  
Baltimore, MD 21202  
(410) 338-2642  
[www.blackmentalhealth.com](http://www.blackmentalhealth.com)

The primary mission of the BMHA is to provide a forum and promote a holistic, culturally relevant approach to the development and maintenance of optimal mental health programs and services for African Americans and other people of color. Further, BMHA promotes appropriate mental health care, service delivery, provider networks, and theoretical understanding through culturally relevant approaches and models in education and consultation.

**Baltimore Survivors of Suicide Support Group**

Church of the Redeemer  
5603 N. Charles Street  
Baltimore MD 21210  
410-322-2000, 410-435-7333

A survivor facilitated support group for anyone who has lost a loved one to suicide. The organization provides support groups, information and resources, an e-newsletter and special events. Call for more information.
Center for Infant and Child Loss
University of Maryland
800-808-7437

Provides information and referrals for families who have lost an infant or child. Services include educational information, community outreach and peer support. For more information see the website.
infantandchildloss.org

Bereavement Resource Guide (continued)

CRISIS MENTAL HEALTH HOTLINE NUMBERS

Grief can sometimes lead to severe depression, anxiety or a mental health crisis, including suicidal thoughts. The numbers below may be reached 24-hours a day and have TDD capability for the deaf. If you or someone you love is having a mental health crisis and/or is suicidal, you may also call 911 or go to closest emergency department at your local hospital.

Maryland Hotline 800-422-0009
Anne Arundel County 410-768-5522
Baltimore City 410-931-2214
Baltimore County 410-752-7272
Calvert County 800-422-0009
Charles County 800-422-0009
Frederick County 301-662-2252
Howard County 410-531-6677
Montgomery County 240-777-4000
Prince George's County 301-927-4500
St. Mary's County 800-422-0009
Veterans Hotline 800-273-8255
Before activities are introduced:
1. Ask the group to share what they know or have heard about the death.
2. Share with the group information about the death provided from the administrative team.
3. Ask for clarity and understanding to maintain consistency of information shared.

Quick Assessment Tool

Faces Pain Rating Scale

0  1  2  3  4  5
No Hurt  Hurts Little Bit  Hurts Little More  Hurts Even More  Hurts Whole Lot  Hurts Worst

Consists of six cartoon faces ranging from a smiling face for “no pain” to a tearful face for “worst pain.”

Recommended Age: Children as young as 3 years.
ACTIVITY 1

Grades Pre K – 3rd

Body Pain

Place an X on the figure with a crayon where you feel your pain or sadness.
Response team will discuss and explore student’s feelings

Red is for feelings of angry
Brown is for feelings of tired
Blue is for feelings of sadness
Yellow is for feelings of calm, okay
Grades 1st - 3rd

Activity 1

Materials needed: paper plates, colored pencils, crayons or markers

Paper Plate/Plain Paper Activity:

- Using a paper plate or blank paper have students draw how they were feeling before the death of their peer.
- On the other side of the paper plate have students draw how they are feeling now.
- Response team will discuss and explore feelings of each student’s responses.

Activity 2

Materials needed: plain paper, crayons or markers

Drawing Activity:

- Fold a piece of paper in half.
- On one side, draw a picture of your class mate before the death.
- On the other side, draw a picture of how you will honor your class mate now.
SCHOOL-BASED ACTIVITIES

Grades 4th - 7th

Materials needed: plain paper, colored pencils, crayons or markers

Writing Activity

LETTER TO MY CLASSMATE

Have students write a note to the person who died. This note can be shared with the group and/or sent home to the parents.

Dear: __________________________________________;

(Name of person that died)

I am feeling _______________________________________
I remember when you ________________________________
The hardest part about your death for me is...

_________________________________________________________________________

My best time with you was

_________________________________________________________________________

If you were here right now, I would...

_________________________________________________________________________

Thank you for...

_________________________________________________________________________

I'm really sorry for...

_________________________________________________________________________

Things that I can do to help me feel better will be

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________
Grades 8th – 12th

Discussion

My Grief Rights

Someone you love has died. You are probably having many hurtful and scary thoughts and feelings right now. Together those thoughts and feelings are called grief, which is a normal (though really difficult) thing everyone goes through after someone they love has died.

The following ten rights will help you understand your grief and eventually feel better about life again. Use the ideas that make sense to you. Post this list on your refrigerator or on your bedroom door or wall. Re-reading it often will help you stay on track as you move toward healing from your loss. You might also ask the grownups in your life to read this list so they will remember to help you in the best way they can.

1. I have the right to have my own unique feelings about the death. I may feel mad, sad, or lonely. I may feel scared or relieved. I may feel numb or sometimes not anything at all. No one will feel exactly like I do.

2. I have the right to talk about my grief whenever I feel like talking. When I need to talk, I will find someone who will listen to me and love me. When I don’t want to talk about it, that’s OK too.

3. I have the right to show my feelings of grief in my own way. When they are hurting, some kids like to play so they’ll feel better for awhile. I can play or laugh, too. I might also get mad and scream. This does not mean I am bad, it just means I have scary feelings that I need help with.

4. I have the right to need other people to help me with my grief, especially grownups who care about me. Mostly I need them to pay attention to what I am feeling and saying and to love me. .

5. Have the right to get upset about normal, everyday problems. I might feel grumpy and have trouble getting along with others sometimes.

6. I have the right to have “grief bursts.” Grief bursts are sudden, unexpected feelings of sadness that just hit me sometimes—even long after the death. These feelings can be very strong and even scary. When this happens, I might feel afraid to be alone.

7. I have the right to use my beliefs about my god to help me deal with my feelings of grief. Praying might make me feel better and somehow closer to the person who died.

8. I have the right to try to figure out why the person I loved died. But it’s OK if I don’t find an answer. “Why” questions about life and death are the hardest questions in the world.

9. I have the right to think and talk about my memories of the person who died. Sometimes those memories will be happy and sometimes they might be sad. Either way, these memories help me keep alive my love for the person who died.

10. I have the right to move toward and feel my grief and, over time, to heal. I’ll go on to live a happy life, but the life and death of the person who died will always be a part of me. I’ll always miss them.
Activity 1

Mandala Activity

Materials needed: colored pencils, crayons or markers

Mandalas are good therapy tools as the crisis team engages with the student.

Encourage student to slow down and take their time, and ask them to pay attention to the sound of their breathing as they work. This should help with calmness. Ask the student to discuss the colors that were chosen during the engagement process.
Grades 8\textsuperscript{th} – 12\textsuperscript{th}

Activity 1

Mandala Activity

Materials needed: colored pencils, crayons or markers

Mandalas are good therapy tools as the crisis team engages with the student.

Encourage student to slow down and take their time, and ask them to pay attention to the sound of their breathing as they work. This should help with calmness. Ask the student to discuss the colors that were chosen during the engagement process.
Grades 8th – 12th
May also be used for Grades 4-7

Activity 2

Materials needed: paper, markers, flip chart

Straight Talk Activity

- Ask the group to share what they know or have heard about the death. Next have students share their feelings in words. Instruct students to make a personal list of their feelings on a blank piece of paper. Ask for volunteers to share their words aloud with the group. Team member(s) will write the student’s words on the flip chart and encourage open discussion with the group for clarity and understanding. Team member(s) consider the following as you review the list with the students:
  - The list can include negative or positive words
  - Brainstorm positive coping strategies
  - Address the negative feelings

- Have students discuss and develop a school plan to memorialize the person who died.

- Brainstorm the process and procedures before presented with administrator
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1.</td>
<td>Was the school’s phone tree activated?</td>
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<tr>
<td>2.</td>
<td>Was the staff informed in an appropriate and timely manner?</td>
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<td>3.</td>
<td>Was a Crisis Team planning meeting conducted as soon as the crisis information was received?</td>
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<td>4.</td>
<td>Was an all-staff meeting conducted to explain when to read the script and where support/counseling can be attained for staff and students?</td>
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<td>5.</td>
<td>Was a script prepared and distributed to all staff members?</td>
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<td>6.</td>
<td>Did the Team identify an overflow room and determine who would maintain coverage throughout the day?</td>
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<td>7.</td>
<td>Did the Team members receive Kleenex and art supplies to help students express their emotions and feelings?</td>
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<td>8.</td>
<td>Did a Team member reach out to the family to offer support?</td>
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<td>9.</td>
<td>Did the Team determine who would be following the deceased student or staff member’s schedule?</td>
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<td>10.</td>
<td>Did the Team identify particular students or groups of students/staff members who would be affected the most?</td>
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<td>11.</td>
<td>Was the School Security Officer(s) informed where to escort students demonstrating a strong emotional reaction to the incident?</td>
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<td>12.</td>
<td>Were psycho-educational groups conducted in the classrooms as needed?</td>
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<td>13.</td>
<td>Were students escorted/referred to the overflow room for individual and small group counseling?</td>
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<td>14.</td>
<td>Did the referred students sign-in once in the overflow room to document affected students for follow-up?</td>
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<td>15.</td>
<td>Was a mid-day Crisis Team meeting conducted to evaluate the response and determine what level of support is still needed?</td>
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<td>16.</td>
<td>Were additional classrooms identified that needed a psycho-educational group to be conducted?</td>
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<td>17.</td>
<td>Did the Team follow-up with the teachers of the affected classrooms to ensure that the class has stabilized?</td>
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<tr>
<td>18.</td>
<td>Did the Team create a letter to be sent home with the students and distribute it to the classroom teachers?</td>
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</table>
REPORT

REPORT OF CRISIS INTERVENTION

Directions: The Crisis Team Leader(s) complete & submit this form immediately following the crisis intervention.

School: ____________________________ Principal: ____________________________

Date of Incident: ________________ Date of Intervention: ________________

Social Work Crisis Team Leader: __________________________________________

Psychology Crisis Team Leader: __________________________________________

Nature of Crisis: _________________________________________________________

Responders - School-Based Team:

________________________________________________________________________

________________________________________________________________________

Responders - City-Wide Team:

________________________________________________________________________

________________________________________________________________________

Special Response Team:

________________________________________________________________________

________________________________________________________________________

How many students were seen? (approximately):

Individually __________ In Groups __________ In Classes __________

How many teachers & staff were seen? ______________________

How many parents and community members were seen? ________________

Briefly describe the intervention: _________________________________________

________________________________________________________________________

________________________________________________________________________

What went well? __________________________________________________________

________________________________________________________________________

What could have been handled differently? _________________________________

________________________________________________________________________

What other follow-up is needed? __________________________________________

(Please attach list of students/staff who need follow-up if not supplied to the principal or designee on day of response)

Recommendations for future Crisis Team response: _________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please return via email to Claudia Lawernce-Webb, Supervisor, Social Work Services at clawernce-webb@bcps.k12.md.us or you may send summary email day of incident and email or mail this form to District Offices, Room 211.
DEBRIEFING THE RESPONDERS

One of the occasionally and inadvertently neglected aspects of Crisis Response is the psychological needs of the team that was sent in to help others. Team members do not always realize the impact that the event has had on their own lives. By training and need, we tend to focus more on the people directly affected by the event, and less on ourselves. But the experience of a crisis or trauma response may take a toll on the helpers as much as those being helped. We experience an increasing variety of sad and traumatic incidents involving both students and staff in our greater school family. And while most of these professionals will know how to take care of themselves in the field, some may require assistance when they return to their own schools or home.

As noted in Item #11 in the Role and Responsibilities of the Crisis Team Leader, the Leader should avoid providing direct interventions. That way, as suggested, he or she can "monitor the situation, identify needs, and serve as a resource." At the first meeting, the Team Leader should explain the expectation that team members will attend a debriefing meeting at the end of the day. A smaller version of this meeting can take place with those responders who, depending on need, are allowed to leave earlier. As noted in Item #14, "This is a time to observe demeanor, collect information and process the events of the day. If any responder is particularly upset, this should be noted and confidentially relayed to your immediate supervisor so that a follow-up call at minimum can result in support offered to the responder." The Team leader should assign a moderator for the debriefing.

The goals of debriefing the response team include: preventing negative reactions such as stress, vicarious traumatization, compassion fatigue, and self judgment. And it is an opportunity to teach or reinforce skills for team members; and for maintaining perspective through a "practice what we teach" approach to self-care.

A variation of the model created by the International Critical Incident Stress Foundation (ICISF) is recommended. In this case, it includes three phases, REVIEW, RESPONSE, and REMIND/REFER.

REVIEW

The Review phase involves asking questions designed to cause team members to think about and discuss the events of the day and their part in it. Sample questions include:

- How did things go today?
- In what types of activities did you participate?
- How do you think you did?
- Were there any "oops" moments you experienced?
- What themes seemed to emerge?

The Debriefing Leader guides the discussion into what made the response experience so powerful for the team members. The Debriefing Leader attempts to provide positive feedback on the day's work, with the aim of validating member's reactions to the experience and, where necessary, providing guidance on handling their reactions.

RESPONSE

The Response phase works to elicit comments on the self-perception of the team members and any reactions they may be experiencing. Sample questions include:

- What is your most vivid memory of the day?
- Is there anything you said or did that you wish you hadn't?
- Is there anything you did not do that you wish you had?
DEBRIEFING THE RESPONDERS

- How has this experience affected you?
- What has been the most difficult part of this experience for you?

During this phase, the Debriefing Leader leads a discussion of the team's self-impressions. For example, if a member is blaming themselves for something, or is concerned that they did something wrong, it can come out in this phase. What typically follows is reassurance from other team members that no major or irreversible mistakes were made. This is also an opportunity for both the Debriefing Leader and the response team to reassure each other that every member has contributed to the process; and for a discussion surrounding ways in which problem issues can be handled in the future. It is an additional opportunity for the teaching of new techniques.

REMINDE/REFER

The Remind/Refer phase is the follow-up stage. At the same time as REVIEW and RESPONSE phases, the Team leader can ask these sample questions:

- Is there any follow-up to be done?
- What do you plan on doing to take care of yourself in the next 24 hours?
- Is there anything you need to help you "let go" of this experience?

Additionally, a follow-up telephone call is recommended, and is best done within the next day or two after the crisis event. It is designed to "check-in" on each team member, and to help them remember to do the same sort of things that we encourage the people we help to do. The call can be made by the Team Leader (although a discipline supervisor can substitute in this case). A sample question can include:

- What have you done to take care of yourself since the crisis response?

Team members who are experiencing negative effects can be encouraged to journal about their experience and/or lessons learned; or can be given other opportunities to talk with fellow team members in a structured way. Finally, for those in need of greater assistance, members can be referred to the Employee Assistance Program (EAP) (1-866-529-8063), available 24/7, 365 days a year, and provided by Beacon Health Options. Access can also be found online at www.achievesolutions.net/bcpss.

This structured approach is designed to provide assistance to the Crisis Response Team members and to help minimize the effects of the crisis situation. Helping those who are negatively affected recover as quickly as possible will prevent long-term effects, and will allow them to be able to go out again when their services are needed. It is important that those in the helping professions learn to take care of ourselves as well as we take care of others. *(See Taking Care of Yourself'suggestions)*
TAKING CARE OF YOURSELF

Adapted from the Crisis Response Handbook,
by William Steele
The Institute for Trauma and Loss in Children

- It is important, post-crisis event, to get enough rest, especially in the first weeks following.

- If you cannot sleep at night, take "cat" naps of 15 minutes to a half hour during the day.

- If waking up due to bad dreams, understand that they will eventually pass in time. Do comforting things, such as read a book, eat a snack, watch television, listen to music, write, do housework, etc.

- Avoid too much caffeine, alcohol, or other stimulants. Do not self-medicate. If a lack of sleep persists beyond 4-6 weeks, consult with a trauma specialist.

- Exercise is an excellent means to relieve some of the tension that a traumatic experience can create. You can go for a walk, walk the dog an extra time, do housework, or add additional minutes to your usual exercise routine.

- Pull back on making commitments to additional responsibilities for the first four weeks. For some, taking on additional responsibilities is thought to help them forget. However, it frequently has the result of draining energy and delaying the healing process. It can also intensify future reactions. For the same reason, it is best to refrain from making major decisions until you feel more stable.

- Be protective of yourself. It is acceptable to want to be by oneself, or to simply stay home with the family. You can eat whatever comfort foods you enjoy. Let friends and family know that they can help by taking care of themselves until you feel a little better.

- Expect that for up to 4-6 weeks after the event, new memories and reactions may emerge. This does not mean that things are getting worse; rather, newer memories usually mean that you are actually feeling more protected and are available to deal with them.

- Understand that your negative reactions need to be expressed and experienced by you in order for you to heal. For example, many people see the same horror movie multiple times so they can master the fear associated with seeing it for the first time. Traumatic dreams and intrusive thoughts and images repeat themselves in the same way. In most cases, they will become less upsetting and will occur less and less frequently by 4-6 weeks.

- Everyone responds differently. What affects one may not affect another in the same way. If any negative reaction continues beyond six weeks from the crisis event, it is likely that you need to talk to someone familiar with trauma. For City employees, the Employee Assistance Program (EAP) (1-866-529-8063) is available 24/7, 365 days a year. If you do not reach out for help, such reactions can become chronic and may create additional issues for you. You may become disoriented and disorganized, and act in ways that are foreign to you and those close to you.

- Finally, responding to crisis events may cause us to look at life differently. It can change the way we
**Option 1 – When the death has been ruled suicide**

I am writing with great sadness to inform you that one of our students, ________, has died. Our thoughts and sympathies are with [his/her] family and friends.

All of the students were given the news of the death by their teacher in [advisory/home-room] this morning. I have included a copy of the announcement that was read to them.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about his or her problems and how to solve them. Sometimes these disorders are not identified or noticed; other times, a person with a disorder will show obvious symptoms or signs. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance; we have a list of school and community mental health resources.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

The school will be hosting a meeting for parents and others in the community at [date/time/location]. Members of our Crisis Response Team [or mental health professionals] will be present to provide information about common reactions following a suicide and how adults can help youths cope. They will also provide information about suicide and mental illness in adolescents, including risk factors and warning signs of suicide, and will address attendees’ questions and concerns.

Please do not hesitate to contact me or one of the school counselors with any questions or concerns.

Sincerely,

**Principal**
Option 2 – When the cause of death is unconfirmed

I am writing with great sadness to inform you that one of our students, ________, has died. Our thoughts and sympathies are with [his/her] family and friends.

All of the students were given the news of the death by their teacher in [advisory/home-room] this morning. I have included a copy of the announcement that was read to them.

The cause of death has not yet been determined by the authorities. We are aware that there has been some talk about the possibility that this was a suicide death. Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful and unfair to ________ as well as [his/her] family and friends. We’ll do our best to give you accurate information as it becomes known to us.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance; we have a list of school and community mental health resources.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

Please do not hesitate to contact me or one of the school counselors with any questions or concerns.

Sincerely,

Principal
Option 3 – When the family has requested that the cause of death not be disclosed

I am writing with great sadness to inform you that one of our students, _______, has died. Our thoughts and sympathies are with [his/her] family and friends.

All of the students were given the news of the death by their teacher in [advisory/homeroom] this morning. I have included a copy of the announcement that was read to them.

The family has requested that information about the cause of death not be shared at this time. We are aware that there have been rumors that this was a suicide death. Since the subject has been raised, we want to take this opportunity to remind our community that suicide, when it does occur, is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about the problems in his or her life and how to solve them. Sometimes these disorders are not identified or noticed; other times, a person with a disorder will show obvious symptoms or signs.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance; we have a list of additional school and community mental health resources.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

Please do not hesitate to contact me or the school counselors with any questions or concerns.

Sincerely,

Principal
I. **PURPOSE:** Explain fire safety responsibilities of employees and site managers in City Schools.

II. **CITY SCHOOLS ESSENTIAL:** Protecting students, faculty and staff through minimizing the possibility of fires.

III. **GOVERNING POLICY/REGULATORY IMPLICATIONS:**
Each facility is required to have a Fire Safety and Evacuation Plan that is in accordance with the Baltimore City Building, Fire and Related Codes (2008 Edition) and Baltimore City Fire Department regulations.

IV. **IMPLEMENTATION GUIDELINES:**

Each City Schools facility must have Fire Safety and Evacuation Plan available in the main office of the facility for reference, review and inspection. The Evacuation Plan must include the site’s evacuation process for all occupants and a supplemental evacuation strategy for disabled persons. Compliance will be evaluated by the results of Baltimore City Fire Department inspections and the City Schools Department of Health and Safety.

A. **EGRESS DOORS**
During all periods during which building is occupied, egress doors must be readily operable for egress without the use of a key, special knowledge, or effort.

B. **FLAMMABLE AND COMBUSTIBLE MATERIALS**
Use of flammable and combustible liquids or fire rated materials and construction practices must comply with provisions of Baltimore City Building, Fire and Related Codes (2008 Edition) and be suitable for the assigned use in buildings and facilities.

C. **MAINTENANCE OF FIRE PROTECTION SYSTEMS**
All fire detection, alarm, and fire extinguishing systems must be maintained in an operative condition at all times, and must be replaced or repaired immediately where defective. Records of all systems inspections, tests, and required maintenance must be maintained on the premises for a minimum of one year and made available upon request.

D. **FIRE ALARM SYSTEMS**
All fire alarm systems must be installed, maintained, periodically inspected, and tested in accordance with Baltimore City Building, Fire and Related Codes (2008 Edition) The Baltimore City Fire Department is the agency designated to make the initial response to all emergencies that occur at the site. The Baltimore City Fire Department also makes the initial response to all requests for aide received at emergency telephone number 911.
City Schools Department of Facilities must be notified immediately at 410-396-8760 whenever emergency calls for fire response are requested for a BCPS facility.

E. EMERGENCY EVACUATION DRILLS
The following elements are important in all emergency evacuation drills.
1. Frequency: conduct at least two drills during the first two weeks at the start of the school year and eight additional drills per school year. Drills must include the complete evacuation of the facility.
2. Time: conduct drills at different hours of the day, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires.
3. Assembly Points: designate outdoor assembly areas that must be located a safe distance from the building being evacuated in order to avoid interference with fire department operations. The assembly areas must be arranged to keep each class separate to provide accountability of all individuals.

CONTACT INFORMATION:

Contact Department:
Alice Watson
AAWatson@bcps.k12.md.us
I. **PURPOSE:** Explain the prohibition on staff bringing chemicals, usually in the form of cleaning agents, pesticides, and air fresheners, into the workplace.

II. **CITY SCHOOLS ESSENTIAL:** Protect students, staff and emergency responders from the hazards of unidentified chemicals.

III. **GOVERNING POLICY/REGULATORY IMPLICATIONS:**

Under Federal Law (29 CFR 1910.1200) and State Law (Annotated Code of Maryland, Labor and Employment Article, Title 5, Subtitle 4), employees have both a need and a right to know the hazards and the identities of the chemicals they are exposed to when working. The introduction of unauthorized chemicals into the workplace circumvents this essential right and exposes all occupants to potential hazards.

IV. **IMPLEMENTATION GUIDELINES:**

A. Hazard Communication “Right to Know” training informs employees about the hazards of chemicals that they work with. This training, required by law, includes instruction on:
   1. Methods and observations to detect the presence or release of a hazardous chemical.
   2. Protective measures and emergency procedures.
   3. The hazard communication program developed by the employer.
   4. Understanding the labeling system and material safety data sheets.
   5. The location of information and how to request information if needed.

B. A key component of hazard communication is that employees be able to quickly find information on protective measures and emergency procedures. For this reason, each chemical provided by City Schools for employee use is listed on a Chemical Information List in the main office. This alphabetical list is of critical importance not only to building occupants in the event of an exposure, but to emergency responders, such as firefighters, who need to know exactly what chemicals are on-site and the locations of those chemicals.

C. Each chemical that is listed on the Chemical Information List has an accompanying Material Safety Data Sheet (MSDS). The MSDS, among other things, provides important information regarding the chemical nature, possible health consequences, and first aid procedures to take in the event of a harmful exposure.
D. These critical safeguards are undermined when chemical products such as household bleach, personal cleaning agents, pesticides, and air fresheners are introduced into the workplace by employees and are therefore prohibited. Please note that small quantity items such as cosmetics intended for personal use are exempt from this requirement.

Contact Information

Alice Watson, Director
443-642-4283
AAWatson@bcps.k12.md.us
PUBLIC USE OF BOARD SCHOOL FACILITIES

I. Purpose

Public school facilities in Baltimore City shall be devoted primarily to instructional programs and school-sponsored activities. However, the Baltimore City Board of School Commissioners (“Board”) recognizes that facilities paid for by the taxpayers of Baltimore City should be utilized to the fullest extent possible. Thus, the Board encourages the use of school facilities for community purposes in accordance with the Annotated Code of Maryland. The privilege of using school facilities must be in accord with this policy and the administrative regulation adopted by the Chief Executive Officer (“CEO”).

II. Definitions

A. Ballot question – A question appearing on an official election ballot as defined in Title 7 of the Election Law Article of the Annotated Code of Maryland.

B. Board’s school facilities (“school facilities”) – Buildings and grounds, parking lots, playing fields and fixed equipment located on real property and used to provide or support an educational program for students where the Board is responsible for maintenance, utilities (such as gas, water, sewage, electricity and trash removal) or any additional operating cost.

C. Campaign – To engage in activities designed to support or oppose a candidate, a ballot question, legislation or a political campaign.

D. Candidate – An individual who has filed a certificate of candidacy for election to a public or party office. This includes an individual, prior to that individual filing a certificate of candidacy, if a campaign finance entity has been established on behalf of that individual.

E. Day care – A for-profit or nonprofit licensed or government-sponsored child care program for which a fee is charged to the parent/legal guardian and which serves school age children on a regularly scheduled basis as a supplement to the parent's primary care of the child.

F. Educational activities – Programs or activities that provide instruction to students.

G. Facility use fee – Charges assessed by Baltimore City Public Schools (“City
Schools”) to recover the cost for the use of school facilities, inclusive of:

1. Application fee – Fee charged for wireless lease requests

2. Building fee – Fee charged to use school facilities through City Schools permits. Fees are determined by the CEO/designee.

3. Lease fee – Rate charged to lease City Schools space as determined by the CEO/designee.

4. Parking fee – Covers use of parking vehicles on approved City Schools lots. Parking rates are determined by the CEO/designee.

5. Staffing fee – Covers additional staffing for normal and overtime activities. All staffing fees are subject to CEO/designee approval.
   a. custodial services
   b. food services
   c. engineering
   d. school grounds
   e. school police

6. Surcharge fee (energy/maintenance) – Fee to cover additional operating costs not associated with other facility use fees, such as a turf fee.

H. Gambling – To stake or risk money, or anything of value, on the outcome of something involving chance.

I. Grantee – User to whom a grant is made.

J. Grantor – Property owner authorizing use of facilities.

K. Lessee – The party to whom a lease (right of possession) is given in return for consideration of rent.

L. Lessor – The party (usually the owner) who gives the lease (right of possession) in return for consideration (rent).

M. Meetings – Programs for disseminating information scheduled on a regular or occasional basis sponsored by organizations such as civic associations.

N. Nonprofit activities – Activities whose objective is to provide a community service
and that neither profit nor promote the personal gain of an individual or a group of individuals. Groups claiming nonprofit status may be required to provide a letter of determination from the Internal Revenue Service confirming their nonprofit status and/or a copy of their bylaws or incorporation papers.

O. **Nonprofit organization** – An organization, institution, association, society, club, and/or corporation that is exempt from taxation under 501(c)(3), (4), (5), (6), or (7) of the Internal Revenue Code (26 U.S.C. § 501 or any successor law).

P. **Operator run schools** – City Schools offers schools with "alternative governance," run under contracts or charters by "operators" outside the traditional district management structure. There are two (2) types of operator run schools:

1. **Charter schools** – Charter schools are public schools that students can choose to attend, regardless of where they live in the city. Each school has a charter, or contract, detailing its program, goals and methods of assessment. Charter schools have increased autonomy in decision making in many areas. In return, they are accountable to several groups for both academic results and financial and management practices: the authorizer that grants the charter, the parents who choose to send their children to the school and the public that funds them. Charter schools are also governed by Maryland Charter Law (Title 9 of the Education Article) and Board policy.

2. **Contract schools** – Contract schools are operated by private entities under contract with the Board to provide an additional education option for students. Current models of contract schools include transformation schools and innovation high schools.

Q. **Organized parent group** – A formal organization composed of parents, teachers, staff (and sometimes students) that is intended to facilitate parental participation in schools.

R. **Partisan** – Devoted to or biased in support of or opposition to a political party, group or cause.

S. **Performing arts activities** – Activities involving artistic and cultural forms of expression.

T. **Permit day** – Use of school facilities at a given place and time from one (1) hour to 24 hours.

U. **Recreation center** – Space under the jurisdiction of the Baltimore City Department of Recreation and Parks but leased by the Board pursuant to an agreement with the Mayor and City Council of Baltimore. Some of these recreation centers will be operated in conjunction with a community operational partner.
V. **Recreational activities** – Leisure programs or activities including sports.

W. **Political campaign** – An organized effort to influence the decision making process of voters in regard to the outcome of a primary, general or special election.

X. **Political party** – An organized group that is qualified as a political party in accordance with Title 4 of the Election Law Article of the Annotated Code of Maryland.

Y. **Space and use agreement** – An agreement by which the Board gives the right of possession of its real property to another entity for a specified period of time and for a specified consideration. City Schools offers the following types of space and use agreements:

1. **Charter and Contract School Lease Agreement** – Use of a City Schools property by school programs approved to operate under a contract, approved by the Board. Charter and Contract schools require a lease approved by the Board.

2. **Easements** – Rights extended to an entity by the property owner conveying/granting property access over an extended period of time. Easements typically run with the land and transfer with the property whenever the property is sold. Easements require Board approval.

3. **Leases** – Space and use agreements that are typically one (1) year or longer and requiring Board approval.

4. **Memorandum of Understanding (MOU)/Memorandum of Agreement (MOA)** – Use of school facilities that require additional language that speaks to specific roles and responsibilities of both Lessor/Lessee or Grantor/Grantee. MOUs and MOAs require the approval/signature of both the CEO and the Director of the Office of Materials Management for full execution.

5. **Permits** – School facility usage requests lasting from one (1) day to no more than one (1) year, or of a restricted use (i.e., community meetings, community basketball games). Permits are revocable at any time by the CEO/designee. Permits may be renewed for one (1) additional term only. Permits are issued and approved through the office of the CEO/designee.

6. **Right of Entry requests** – Use of property for school renovations or improvements, cabling or testing services from one (1) day to one (1) year, renewable. Right of Entries requires the approval/signature of both the CEO and the Director of the Office of Materials Management for full execution.

7. **Wireless Communication Leases** – Use of property for cellular communication
sites of one (1) year or more, typically on elevated exterior structures such as poles, rooftops and sides of buildings. Wireless agreements require the same approvals as leases for full execution.

Z. User(s) – Individual, agency, organization, or other legal entity utilizing public school facilities.

III. Policy Standards

A. Scope
   1. This policy applies to all public schools located in the Board’s school facilities, including operator run schools.

   2. Operator run schools that utilize the Board’s school facilities must obtain a space and use agreement unless an exemption is granted by the Board.

B. The user must be in compliance with federal, state, and local laws in admissions and in the operation of any activity. All non-school activities must be open to the public regardless of residence.

C. School facilities may only be used at times that will not interfere with regular school sessions and/or other bona fide educational activities and programs of City Schools.

D. School facilities may be used for educational, civic, social, religious, and recreational activities by nonprofit organizations for nonprofit activities. However, for-profit organizations may be permitted to use school facilities for nonprofit activities such as: athletic programs, fund-raising activities for charitable purposes, and employee-related activities. School facilities must be utilized in such a way so that the safety and security of students, teachers, staff and the general public are maintained.

E. School facilities are not available for:
   1. Private fundraising purposes.

   2. Any events that involve alcohol. The sale, transfer or consumption of alcohol is prohibited at all times on City Schools property.


F. Political Activities

   1. Approved political activities

      a. Elected officials are welcome to come into schools as part of their official responsibilities, and media may cover these visits. Visits from current elected
officials should be in an official capacity only, and not conducted as part of a political campaign.

b. Elected officials may appear in a school facility upon the invitation of the principal/designee for the purpose of instruction or the clarification of public issues as long as such activity is not prohibited as set forth in section III.F.2. immediately below.

2. Prohibited political activities

a. A user may not campaign or solicit support for or opposition against a political candidate on school facilities.

b. A user may not use school facilities to hold a campaign rally, fundraiser, meeting debate, forum or meeting.

c. A user may not use school facilities to campaign for or against any pending ballot question, legislation or partisan election issue.

d. A user shall not use a school facility as a backdrop for political activities, unless the user is not located on said school facilities.

G. Recreation Centers

The Board recognizes the value of operating recreation centers because of the opportunities they provide students before and after school hours. However, recreation centers that operate during non-school hours can result in additional operating costs being incurred by City Schools. The Board directs the CEO/designee to set forth procedures to recoup or recover the cost to operate recreation centers.

H. Facility-Use Fee

1. It is the Board’s determination that the legitimate interests of City Schools and the school community it serves merits the use of school facilities by the organizations listed below without the charge of a building fee or surcharge fee. All other facility use fees may apply as appropriate. The Board makes this determination without regard to race, color, creed, religion, national origin, sex, disability, age, and/or any other legally protected status:

a. Baltimore City Board of School Commissioners meetings and activities

b. City Schools meetings and activities

c. Any educational activity of City Schools

d. Formally recognized City Schools employee organizations
e. All regularly scheduled meetings of City Schools organized parent groups and City Schools organized parent group-sponsored activities

f. Baltimore City government and departments

g. Nonprofit organizations sponsoring events where an admission, participation fee, and/or monetary donation is not charged for admission, and voluntary donations are not accepted from those participating in the event.

2. Nonprofit, youth-oriented sports organizations are not subject to building fees, but are subject to certain surcharge fees, such as field lights.

3. Other than the exceptions set forth above, there shall be no waivers of any facility use fees for any user.

I. Prohibited items and activities in or on school facilities:

1. Firearms, weapons, or ammunition consistent with any related statutes and/or regulations

2. Parties, celebrations, recitals, etc., that are personal or private in nature. (This exclusion includes birthday, wedding, anniversary, and other similar activities.)

3. Car washes unless sponsored by City Schools, a City Schools organized parent group, or City Schools alumni organization.

4. The possession, use, or distribution of alcohol, intoxicants and/or controlled dangerous substances.

5. The use or sale of tobacco in any form at all times. The user has the responsibility for ensuring a tobacco-free environment during their use of the school facilities.

6. Balloon launches and other activities which result in the release of helium filled balloons into the atmosphere, including balloon bouquets and presentations.

7. Political activities as set forth above.

J. Annual Review of Fee Rates

The CEO/designee shall review all facility use fees on an annual basis.
IV. Compliance

The CEO/designee shall submit annual lease and permit activity reports to the Board no later than August 1. The annual reports will include total amounts billed and collected during each City Schools fiscal year, as well notification of changes in annual fees.

V. Legal and Policy References

A. Legal Authority

18 USC § 922(q)
Internal Revenue Code (26 U.S.C. Section 501)
§ 4-102, Md. Code Ann., Crim. Law

B. Policy References

Related Board Policies:
Replaces Board Rule(s): 801.01, 801.04, 801.05, 801.06, 802, 803, 804, 805, 806

C. Administrative Regulation References

FKA-RA
I. **PURPOSE:** School accident reports are crucial to City School’s ability to assess and, if necessary, defend claims made against it by students who suffer injuries. Students sometimes suffer injuries on school sites while engaging in activities that may or may not be authorized. They also sometimes suffer injuries while engaged in authorized activities away from the school site, such as at athletic events, field or bus trips, and on other educational excursions. Additionally, this form is used to observe patterns of accidents and to identify safety risks for possible intervention. Student accident reports are created in anticipation of litigation, are confidential and may not be disclosed.

II. **CITY SCHOOLS ESSENTIAL:** Safe, Supportive Learning Environment that Promotes High Achievement for Every Student.

III. **GOVERNING POLICY/REGULATORY IMPLICATIONS:**
School Board Rule 302.06 (Accidents: Each principal shall immediately report all accidents occurring in his/her school to the Chief Executive Officer or designee.)

IV. **IMPLEMENTATION GUIDELINES:**

- This form is not to be shared with parents/guardians, employees, or non-employees of City Schools.

- This form is created in anticipation of litigation and is confidential and not subject to dissemination.

- The new Student Accident Report Form must be completed electronically. The form is accessible on the City Schools ERP Portal, click on eForms. Print the Student Accident Report and then Submit.

- Only principals and assistant principals should complete the Student Accident Report Form.

- Accident forms must be completed within 24 hours of the injury.

- If a student is injured on the way to school, during school, or on the way home from school (even if not on school grounds), an accident report form must be completed when the incident meets one or more of the following:
  - Student misses a half-day or more of school;
  - Student sees a health care provider (including emergency department visits);
**Injuries that result from participation in interscholastic and intramural activities (any sport/practice/game sponsored by City Schools);**

- Injuries that result from field or bus trips or other educational excursions.

- Principals are responsible for ensuring that procedures are in place so that school accident reports are prepared when appropriate and as soon as possible after the accident occurs.

**Procedure**

When filling out an accident report, the principal/assistant principal must:

- Fill the report out completely, giving it as much information as possible.
- The adult witnessing the accident should assist the principal or assistant principal in completing the form.
- Get the names and addresses of all witnesses as this is especially important in cases of litigation.
- Parents and/or guardians of students should be contacted immediately.
- Accidents that occur during after-school activities should be handled by the teacher in charge and reported to the principal for electronic reporting within 24 hours.
- All serious or catastrophic accidents that require off-site medical attention should be immediately reported to our School Police Department.

Contact: Department of Health and Safety

AAWatson@bcps.k12.md.us
MEMORANDUM
October 2, 2014

To: All OSFM Staff, All Local Fire Marshals and Code Officials, Maryland State Department of Education, Maryland Center for School Security

From: Brian S Geraci, Maryland State Fire Marshal

Subject: Fire Emergency Egress Drills

Local School Systems across the State are currently required to participate in 18 Emergency Drills, 10 of which are Fire Emergency Egress Drills, 6 Emergency Preparedness Drills, and 2 Bus Evacuation Drills throughout the school year. Though extremely important, it has become a challenge to School Administrators to effectively and efficiently carry out these Drills and provide the needed instruction time to Students. The 2012 edition of the Life Safety Code, NFPA 101, section 14-7.2.3 & 15-7.2.3, (1) states that:

Not less than one (1) Emergency Egress Drill shall be conducted every month the Facility is in session, unless both of the following criteria are met:
(a) In climates where the weather is severe, the monthly emergency egress drills shall be permitted to be deferred.
(b) The required number of emergency egress drills shall be conducted, and not less than four shall be conducted before the drills are deferred.

The Life Safety Code also addresses other considerations that are essential to Life Safety in recognition of the fact that Life Safety is more than a matter of egress. Life Safety depends on additional safeguards to provide adequate egress time or protection for people exposed to fire. Based on the fact that School Emergencies have changed over the last several years, the Office of the Maryland State Fire Marshal must recognize the balance of Safety for School Students and Staff when it comes to all Hazards.

Recently I was approached by the Maryland Center for School Safety and the Maryland State Department of Education (MSDE) to see what steps could be taken to reduce the number of Fire Emergency Egress Drills. Based on those conversations the following amendment to NFPA 101, section 14-7.2.3, (1) & 15-7.2.3 (1) will be in effect in those jurisdictions in which the Office of the Maryland State Fire Marshal is the Authority Having Jurisdiction.

1) In Educational Occupancies (Grades K-12) that are fully protected by an Automatic Sprinkler System the total number of Fire Emergency Egress Drills will be five (5). Two out of the Five Fire Emergency Egress Drills will be conducted in the first Four months of the school year.
2) In Educational Occupancies (Grade K-12) that are not protected by a Full Automatic Sprinkler System the total number of Fire Emergency Egress Drills will be eight (8). Three out of the Eight Fire Emergency Egress Drills will be conducted in the first Four months of the school year.

3) All Local School systems will thoroughly document and record all Fire Emergency Egress Drills to include the date, time, and the total time taken to evacuate the entire Facility and any noted problems or issues associated with the Drill. These reports will be provided to the Maryland State Department of Education and upon the request of any Fire Official.

4) All Local school systems will thoroughly practice their Fire Emergency Egress Drills and MSDE required safety/emergency preparedness drills with fidelity.

In addition, the Maryland State Department of Education will reevaluate the number of drills they now require in an effort to reduce those numbers as well. These drills include 2 school bus evacuation drills and 1 singular lockdown, evacuation, reverse evacuation, shelter-in-place, drop, cover, and hold, and severe weather drill collectively for a total of 6 emergency preparedness drills. It is highly recommended that the remaining jurisdictions consider this amendment as well to ensure Fire Code Enforcement consistency throughout the State.

A formal request will be made to the Fire Code Review Subcommittee to consider this amendment when the 2015 Life Safety Code and NFPA 1 are reviewed later this year. Should anyone have any questions regarding this memorandum, please do not hesitate to contact me.
TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: May 21, 2013

SUBJECT: COMAR 13A.02.02.01-04 (AMEND)
Emergency Plans
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this action is to request that the State Board grant permission to publish amended regulations concerning emergency plans (ATTACHMENT I).

BACKGROUND/HISTORICAL PERSPECTIVE:

In October 2003, the Emergency Planning Guidelines for Local School Systems and Schools was developed and disseminated. The guidelines were recently revised (April 2013) to reflect current protocols and lessons learned. Feedback and suggestions were provided by the local superintendents of schools and other key stakeholders. A subsequent review of COMAR 13A.02.02.01-04, Emergency Plans, revealed that the regulation needs to be changed to conform to the revised guidelines and to emphasize the need to conduct annual drills.

EXECUTIVE SUMMARY:

The amended regulations were sent to the local superintendents of schools and the SEED School for review and comments. Carroll and Montgomery Counties recommended changes to the proposed regulations. The recommended changes were reviewed and evaluated by MSDE staff. Our responses and rationale are attached (ATTACHMENT II).

The following major changes are reflected in the amended regulations:

- Emergency plans for local school systems (LSSs) and schools must align with the Maryland State Department of Education Emergency Planning Guidelines for Local School Systems and Schools (April 2013);

- Additional definitions were added for clarity and ease of reference; and

- The types of drills were expanded to require LSSs and schools to practice for a broader range of emergencies.
.03 Incorporation by Reference.

The Maryland State Department of Education Emergency Planning Guidelines for Local School Systems and Schools (April 2013) is incorporated by reference.

.04 Emergency Plan.

A. In consultation with other health and safety officials in the local community, each local school system and the SEED School shall develop an emergency plan for all public school grounds to include maintenance, transportation, and central administration office under its jurisdiction that:

1. Deals with the contingencies of man-made, technological, and natural hazards;

2. Conforms to the requirements of this chapter; and


B. Each local school system and the SEED School shall ensure that:

1. Each school facility under its jurisdiction has a school emergency plan that meets the criteria outlined in the MSDE Emergency Planning Guidelines for Local School Systems and Schools (April 2013) and that a copy of each school emergency plan is on file at the central administration office.

2. A central administration emergency plan that meets the criteria outlined in the MSDE Emergency Planning Guidelines for Local School Systems and Schools (April 2013) is on file in each school grounds under its jurisdiction.

C. Each local school system and the SEED School shall develop and implement an annual schedule of drills for each school grounds within the system. In addition to fire drills, the following drills shall be conducted annually:

1. Evacuation
2. Shelter in place
3. Reverse evacuation
4. Lock down
5. Drop, cover, and hold
6. Severe weather

.05 Annual Certification.

By September 30th of each year, each local superintendent of schools and the Head of the SEED School shall certify to the State Superintendent that the requirements of this chapter are being implemented.
01 Scope.

This chapter sets forth the requirements for emergency plans that shall be developed and implemented by each local school system in Maryland.

.02 Definitions.

A. In this chapter, the following terms have the meaning indicated.

B. Terms Defined.

(1) "Local school system" means any of the 24 local public school systems and the SEED School in the State.

(2) "School emergency plan" means a plan for each public school grounds within the local school system that addresses mitigation, prevention, preparation, response, and recovery to an emergency including responding to:

(a) Violent or traumatic events on school grounds during regular school hours or during school-sponsored activities; or

(b) Events in the community that affect normal school functioning.

(3) "Central administration emergency plan" means a plan for each local school system and the SEED School that addresses mitigation, prevention, preparation, response, and recovery to an emergency including responding to:

(a) Violent or traumatic events on school grounds during regular school hours or during school-sponsored activities; or

(b) Events in the community that affect normal school functioning.

(4) "Drill" means a formalized exercise by which school system personnel, school staff, or students rehearse the plan or portions of the plan.

(5) "Mitigation" means a preventative action taken to reduce the loss of life or damage to property from all hazards.

(6) "Public school grounds" means local school system owned or leased buildings, the SEED School, and the land that surrounds the school building.

(7) "SEED School" means the residential boarding education program operated under the supervision of the Department.
Maryland State Department of Education's Response to Recommendations
Regarding COMAR 13A.02.02.01-.04, Emergency Plans

<table>
<thead>
<tr>
<th>Comments</th>
<th>MSDE Rationale</th>
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<tbody>
<tr>
<td><strong>.03 Emergency Plans</strong></td>
<td>Not Adopted</td>
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<tr>
<td><strong>B:</strong> Eliminate the requirement for local school systems to have a copy of the system level emergency management plan in each local school [Montgomery].</td>
<td>Local schools and staff should be aware of and have access to the local school system’s emergency plan as schools may be impacted by a system level emergency. Also, school level emergency plans should be aligned with the system level emergency plan.</td>
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<td><strong>C:</strong> Eliminate the requirement for evacuation drills as they are synonymous with fire drills [Carroll and Montgomery].</td>
<td>Evacuation and fire drills are different types of drills as differentiated in the MSDE Emergency Planning Guidelines for Local School Systems and Schools (April 2013).</td>
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<td><strong>C:</strong> The proposed regulation should not extend drill requirements to the maintenance, transportation, and central administration facilities of the local school system [Montgomery].</td>
<td>All local school system facilities should have an emergency plan and conduct drills as all school system facilities are subject to emergencies and are part of the public school grounds.</td>
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<td><strong>.03 Emergency Plans</strong></td>
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<td><strong>C:</strong> Eliminate Drop, Cover, and Hold drills as they are the same as Severe Weather drills [Carroll].</td>
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Technology Outages and Threats
Telephone, Network, Internet, Email or Enterprise Application Outage

Situation Description

Report all phone network, internet, Email or enterprise application outages by contacting the Call Center at 443-642-3000 or by emailing onecall@bcps.k12.md.us.

Phishing attacks are attempts to steal personal information, such as usernames and passwords. They are usually launched via email, with messages that can appear to come from legitimate email accounts that are actually fraudulent.

Procedure – Immediate Response

Here are some tips to share with staff to help them recognize phishing and protect their personal information and the district's email system:

I. Password Security – Keeping your password secure is important for every City Schools staff member.
   - Never share usernames, passwords, or personally identifying or financial information (e.g., Social Security numbers or banking information) by email.
   - If you receive an email that requests this sort of information, do not respond. (City Schools' IT staff will never ask you to provide log-in information by email.).
   - You should always use a password that you can easily remember, your password should comprise of at least 8 characters, including upper and lower case letters, numbers and symbols.
   - Never share your password with anyone or ask them to access any City Schools’ Network services on your behalf.
   - Do not write down your password.
   - Always log out of your workstation each time you leave your location.

II. Electronic Messages
   - Do not open messages or attachments in messages from unknown senders, and do not click on links in these messages.
   - Check the sender's email address. Sometimes, the sender's name may be familiar or seem legitimate, but the email address is unknown or suspicious.
   - Look for fraudulent links.
     - Roll your mouse over the link in the message, and look at the URL that shows on your screen.
     - If it doesn't match the URL in the message text or points to an unfamiliar or suspicious website, do not click the link.
ADMINISTRATIVE REGULATION

BALTIMORE CITY PUBLIC SCHOOLS

RESTRICTING OR EXCLUDING ACCESS TO SCHOOLS

I. Purpose

The purpose of this administrative regulation is to establish procedures for restricting (limiting) or excluding a visitor’s access to a school when it is necessary to ensure an effective and safe learning environment for City Schools’ students and staff.

II. Guidelines - General

A. Because parent and community involvement is critical to strong school communities, restricting access or exclusion should be rarely used and only in situations where other approaches are not expected to be effective in ensuring student and school safety. Restricted (limited) access should be attempted before exclusion unless the visitor has threatened the safety of staff, students or other school personnel, or otherwise willfully disturbed or prevented the orderly conduct of the activities, administration, or classes of the school. The principal of the school has the discretion to issue a warning letter (see KIA-RB Form 1) prior to restricting (limiting) a visitor’s access or excluding a visitor from the premises.

B. The principal of the school is responsible for ensuring that student and school safety are not compromised by the presence of a visitor in the school building or on its premises. Permission to visit the school may be denied if the principal believes the visit will disrupt the learning environment. Permission, once granted, may be rescinded if a visitor does not comply with the stated purpose of the visit or violates any City Schools policy or administrative regulation.

C. If the behavior of a visitor is disruptive to the school and undermines the learning environment, prevents the orderly conduct of the activities, administration, or classes of the school, involves illegal activity, or poses a risk to the safety of students or staff, the principal or Chief Executive Officer (“CEO”) may establish and enforce ongoing limitations on a parent’s or visitor’s access to the school premises. Pursuant to administrative regulation KIA-RA section III.F.7, in an individual circumstance, if the willful conduct of a visitor disrupts or disturbs the normal operation of the school or of an individual class, the school principal, the CEO, or a school police officer may require the visitor to leave the premises.
D. Calculating Time Period for Parents

1. The time period for restricted access or exclusion of a visitor who is a parent may not exceed 120 calendar days in length.

2. Upon expiration of the time period, which may occur over the summer break, the principal or CEO, whichever one established the initial restriction (limitation) or exclusion, may review the matter and make a determination, based on new or continuing violations, as to whether or not the restricted access or exclusion will be extended for an additional time period. If it is extended, the principal or CEO must provide new notification as set forth below.

3. If the parent’s child(ren) is returning to the same school, restricted access or exclusion may carry-over to a new school year if the deadline does not expire over the summer break.
   
   i. If the parent’s child(ren) transfers or matriculates to a new school, the restricted access shall terminate before the beginning of the new school year.
   
   ii. If the parent’s child(ren) transfers or matriculates to a new school, the exclusion may continue into the new school year at the discretion of the new principal. In order to make this determination, the new principal may consult with the previous principal, the Executive Director, and/or the CEO Ombudsman.

E. The time period for restricted access or exclusion of a visitor who is not a parent may not exceed one calendar year. Upon expiration of the time period, the principal or CEO, whichever one established the initial restriction or exclusion, may review the matter and make a determination, based on new or continuing violations, as to whether or not the restricted access or exclusion will be extended for an additional time period. If it is extended, the principal or CEO must provide new notification as set forth below.

F. If not extended, the restriction or exclusion is rescinded and the visitor’s access is reinstated. It is suggested (but not required) that the principal meet with the previously restricted or excluded visitor to address any lingering concerns and to review expectations moving forward. This should occur shortly before or shortly after the expiration of the restriction or exclusion.

G. Principals (or the CEO) may rescind the restriction or exclusion at their own discretion at any time during the period of restriction or exclusion and need only to provide notification to the visitor, the Executive Director for Principal Support, and any others copied on the original letter. If the visitor has an appeal pending, the Executive Director for Principal Support shall inform the necessary City Schools officials hearing the appeal of the rescission for their consideration.
H. Access to school property by sex offender registrants is restricted in accordance with state law.\(^1\)

III. Guidelines – Restricted Access

A. Parent visitor: To restrict (limit) a parent’s access to school premises, a principal or the CEO must:

1. Notify the parent in writing, delivered in person and/or by certified mail, that his/her access to school premises will be restricted (limited) and what those restrictions (limitations) will be;

2. Inform the parent of the basis for the restriction to access;

3. Specify the manner in which access will be restricted and the time period (including the starting and ending dates) for which the restricted access will apply; and

4. Inform the parent of his/her option to appeal the decision and the procedures for appealing the decision. (See KIA-RB Form 2)

5. The principal or CEO must maintain documentation of his/her efforts to notify the parent of the restricted access to school premises.

6. If a parent’s access is restricted, the principal or CEO must inform the parent of the manner in which the parent can receive updates about his/her child’s progress and participate in meetings and decision-making required by state and/or federal law, including Individualized Education Program (IEP) meetings, discipline conferences and promotion and retention appeals.

B. Non-parent visitor: The principal or CEO may restrict the access of a visitor who is not a parent by verbal direction. The verbal direction must be followed by a written notification if the principal or CEO has the visitor’s home or e-mail address.

C. The principal or CEO should inform the Office of Legal Counsel and the Chief of the Baltimore City School Police Force whenever a visitor’s access to a school has been restricted. This may be accomplished by copying these two offices in the notice letter sent to the visitor.

IV. Guidelines – Exclusion

A. A principal or the CEO may exclude a visitor from school premises in accordance with section III.D of the policy, or if:

\(^1\) Md. Code Ann., Crim. Proc. §11-722
1. The person has violated the limitations for restricted access to school premises; or,

2. The person has threatened the safety of staff, students or other school personnel, or otherwise willfully disturbed or prevented the orderly conduct of the activities, administration, or classes of the school.

B. To exclude a parent visitor from school premises, the principal or CEO must:

1. Notify the parent in writing, delivered in person and/or by certified mail, that he/she will not be allowed on school premises;

2. Inform the parent of the basis for the exclusion;

3. Specify the time period (including starting and ending dates) for which the exclusion will apply; and,

4. Inform the parent of his/her option to appeal the decision and the procedures for appealing the decision. (See KIA-RB Form 3)

5. The principal or CEO must maintain documentation of his/her efforts to notify the parent of the exclusion from school premises.

6. If a parent is excluded, the principal or CEO must inform the parent of the manner in which the parent can receive updates about his/her child’s progress and participate in meetings and decision-making required by state and/or federal law, including IEP meetings, discipline conferences and promotion and retention appeals.

C. The principal or CEO may exclude a non-parent visitor by verbal direction. The verbal direction must be followed by a written notification if the principal or CEO has the visitor’s home or e-mail address.

D. The principal or CEO should inform the Office of Legal Counsel and the Chief of the Baltimore City School Police Force whenever a visitor has been excluded from school premises. This may be accomplished by copying these two offices in the notice letter sent to the visitor.

V. Guidelines – Appeal of Restricted Access or Exclusion

A. Appeal of CEO’s Decision

If the CEO, and not the principal, issues a restricted access or exclusion letter, the visitor may file an appeal with the Board pursuant to policy BLA.
B. Appeal of Principal’s Decision to the Executive Director

1. A visitor (parent or non-parent) may appeal the principal’s decision to restrict or exclude his/her access to school premises. The appeal must be made in writing (which includes e-mail) and delivered or mailed within ten school days of the date of the principal’s letter or verbal direction. The appeal is to be submitted to the Executive Director for the individual school. The Executive Director must acknowledge receipt of the appeal by notifying the visitor and providing a copy of the appeal to the CEO Ombudsman’s office to be entered into the City Schools Connect tracking system. Appeals that come directly to the CEO Ombudsman’s office will be entered into the tracking system and forwarded to the Executive Director for resolution.

2. The Executive Director shall schedule a meeting and/or conduct a telephone conference to hear the appeal within ten school days of the visitor’s appeal. The Executive Director must issue a written decision within ten school days of the meeting, which may include a modification or termination of the restricted access or exclusion. The decision must be provided to the visitor, the principal, and the CEO Ombudsman.

3. If the Executive Director does not hear the appeal or issue a written decision in a timely manner, the visitor may appeal in writing to the CEO or designee (CEO Ombudsman).
   a. If the Executive Director failed to hear the appeal in a timely manner, the visitor’s appeal to the CEO/designee must be filed within 20 school days following the Executive Director’s receipt of the appeal.
   b. If the Executive Director hears the appeal, but fails to issue a timely decision, the visitor’s appeal to the CEO/designee must be filed within 20 school days following the meeting with the Executive Director.

C. Appeal of the Executive Director’s Decision to the CEO/Designee

1. If the visitor disagrees with the decision of the Executive Director, he/she may appeal the decision to the CEO or designee (the CEO Ombudsman). The appeal must be in writing (which includes e-mail) and delivered or mailed within ten school days of the date of the Executive Director’s decision.

2. The CEO/designee may consider the appeal based solely upon the documents and arguments submitted by the visitor and any information provided by the Executive Director. If the CEO/designee finds it beneficial, he/she may schedule a meeting and/or conduct a telephone conference with the visitor the principal, and the Executive Director. The CEO/designee shall issue a final, written decision within ten school days of receipt of the visitor’s appeal, which may
include a modification or termination of the restricted access or exclusion. The decision must be provided to the visitor and the Executive Director.

3. If a visitor is aggrieved by the decision of the CEO/designee, or if the CEO/designee fails to issue a timely decision, he/she may appeal to the Baltimore City Board of School Commissioners pursuant to policy BLA.

VI. References

Related Policies and Administrative Regulations:

KIA; KIA-RA; KIA-RB Form 1: Sample Letter of Warning; KIA-RB Form 2: Sample Letter of Restriction; KIA-RB Form 3: Sample Letter of Exclusion; KIA-RC

Regulation History: New Administrative Regulation, June 8, 2010; revised July 14, 2015
ADMINISTRATIVE REGULATION

BALTIMORE CITY PUBLIC SCHOOLS

VISITORS TO THE SCHOOLS

I. Purpose

The purpose of this administrative regulation is to establish procedures for granting visitors’ access to the schools.

II. Definitions

School day – The school day starts at the time that the school’s administrative offices open before students arrive at school and ends when the administrative office closes after the end of the instructional day.

III. Guidelines

A. Visitors to schools should be welcomed by school staff and encouraged to be engaged in support of school success.

B. Any visitor to a City School site during the school day is required to secure permission to visit a designated school area by obtaining a badge generated by the District Automated Visitor Entry System (“DAVE”) or manually signing in and receiving a hand-written badge if, for some reason, the automated system is not functioning. Each school must use the DAVE to monitor visitor movement throughout the building.

C. Scanning Procedures

1. The visitor will need to present one of the following forms of valid photographic identification (“ID”), which will be scanned into the DAVE:
   a. driver’s license;
   b. passport;
   c. state/county issued ID; or
   d. resident alien card, only if it includes the person’s photograph.
2. This process only needs to be done one time; after that, the visitor’s name will be in the DAVE. On the next visit, the visitor will be automatically checked in once the ID is scanned. The scan records the visitor’s destination on the school grounds (which must be provided) and generates an electronic signature. The system then produces the “visitor’s badge,” which is to be displayed in a prominent fashion on the visitor’s person at all times while on the school grounds.

3. The initial scan of a visitor’s ID might result in a notification that the visitor must be escorted to the school’s main office. In this situation, the principal/designee is responsible for completing additional validation procedures for the visitor in accordance with Board policy.

D. At the conclusion of the visit, the visitor shall return to the main office or designated area to return the visitor’s badge and will be automatically signed-out of the system.

E Visitors who do not comply with the district’s requirement for identification shall be asked to and must leave school grounds immediately.

F. The principal of the school site is responsible for ensuring the following:

1. that all City Schools sites have a person designated to monitor the visitor sign-in location, maintain the manual visitor sign-in log, and issue a visitor’s badge upon presentation of valid photographic identification. The sign-in location must be in the main office, the main entrance hallway, or some other centrally located and conspicuous location;

2. that if the person designated to monitor the visitor sign-in location no longer works at the school, that person must be logged out of the DAVE and any further access to the DAVE be denied, unless the person is approved to monitor the system at a different location;

3. that the manual and automated visitor sign-in log includes a section for the visitor’s full name, time of arrival, purpose of the school visit, where the visitor will be in the building, and the time of departure;

4. that the school’s daily sign-in log is maintained in the school for four years following the year it was completed;

5. the establishment of reasonable measures to control access during hours after the school day. This may include evening and weekend events, and may involve establishing clear guidelines for outside groups who are making use of the school building after the school day;

6. that school and classroom visits occur with minimal disruption to the learning environment. To this end, the principal is authorized to set reasonable limitations on school and classroom visits, including the time, length and frequency of any
visits, and the number of visitors. The principal must ensure that teachers receive advance notice prior to visitors being sent to the classroom and make efforts to have visitors escorted to the classroom when appropriate;

7. that student and school safety are not compromised by the presence of a visitor in the school building. If the willful conduct of a visitor disrupts or disturbs the normal operation of the school or of an individual class, the Chief Executive Officer, school principal, or a school police officer may require the visitor to leave; and

8. that visitors are provided with and display the visitor’s badge indicating that they are visitors. Visitors are responsible for wearing the badge in a visible location on their person at all times while on school grounds.

G. No visitor’s badge will be required at sporting events, open houses, or other events as determined by the principal and/or district administrators.

H. Special Categories of Visitors

1. Persons Making Deliveries

   a. Persons making deliveries shall only be required to wear a visitor’s badge or sign-in at the school’s main office if they need to move beyond the DAVE scanning station and/or the main office in order to make the delivery.

   b. If the school’s main office is the delivery person’s destination and entry to the main office cannot be seen from the DAVE scanning station, the delivery person must be scanned-in and secure a visitor’s badge.

   c. Principals should create a process that is specific to their school’s layout based on the proximity of the DAVE scanning station to the main office, keeping in mind the requirements of section III.F.1. above.

2. Substitutes and New-Hires

   a. Each substitute teacher and person who enters employment with the Board shall be issued a City Schools ID badge which they must display at all times while on school property while in the course of their duties.

   b. Prior to receiving the school district ID badge they must be checked-in through the DAVE and issued a visitor’s badge.
3. Contractors

a. Contractors performing work in school buildings during the school day (when students are likely to be present) are required to check in through the DAVE and be issued a visitor’s badge.

b. Contractors may also be asked to show their company’s ID at the discretion of the principal.

4. Representatives of the Department of Social Services, Police, or Office of the State’s Attorney

If a police officer, personnel from the Department of Social Services or the Office of the State’s Attorney arrives at a school for the purpose of questioning one or more students about alleged child abuse or neglect, the employee monitoring the DAVE shall require that the visitor show his/her government-issued identification, and then direct him/her to the main office.

5. Emergency Personnel

Any emergency personnel who report to a school for an emergency situation shall be allowed to bypass the DAVE. The employee monitoring the DAVE shall immediately notify the main office of the arrival of the emergency personnel.

IV. References

Related Policies and Administrative Regulations:

KIA; KIA-RB; KIA-RB Forms 1, 2 and 3; KIA-RC

Regulation History: New Administrative Regulation, June 8, 2010; revised July 14, 2015
Glossary of Terms and Concepts

Assembly Area: A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons and disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on-scene support.

Briefing: An educational and informational presentation to groups following a crisis or critical incident. Objectives would include: sharing the official nature and scope of the event to reduce and dispel rumors, provide details concerning the plan of action the school is taking to manage the crisis and mitigate its effects and group education in stress management within naturally occurring support systems.

Communication: Plans should have established lines of internal communication (i.e., within the school), and external communication (e.g., with the system office and community). Plans should include provisions for after-hours communication (telephone tree) and alternate means of communication if telephone lines are disabled.

Community: A group of persons who are closely affiliated. Affiliation may be natural, such as a neighborhood, school, fire service, or other existing organizations or groups or they may be artificial such as passengers on a plane who are affiliated by the mutual experience of a crisis or critical incident.

Coping Skills: A range of thoughts, feelings, and behaviors utilized to decrease the negative effects of an experience or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing current traumatic events.

Crisis: A state in which coping skills are overwhelmed, leaving the individual feeling out of control, helpless and anxious.

Critical Incident Response Team (CIRT): Critical Incident Response Team (CIRT) are teams, such as resource teams in the district office, available to provide assistance to schools.

Crisis Intervention: The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote return to normal functioning. Crisis intervention practice over the past 20 years has been multidisciplinary. Paraprofessionals and volunteers have been primary caregivers (Caplan, 1964).

Critical Incidents: Events that overwhelm an individual’s capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.
Defusing: A group crisis intervention technique conducted by a trained facilitator. It provides a supportive, safe interactive process among individuals in small groups, providing clarity and complete expression of the event and experiences.

District Support Team: Initially, the Team directs the process of adapting this Guide to reflect local conditions. Ongoing, the District Support Team serves to assist the schools when an emergency occurs and the need exceeds the school’s resources.

Drop-in-Room: A safe welcoming place for students to gather during the school day with their peers for group and one-on-one support from trained crisis intervention team members after a traumatic event, such as the death of a fellow student or teacher.

Emergency Management Response Plan: A written document as a consolidated plan to prevent and/or mitigate, prepare for, respond to, and recover from emergencies. Meets the unique needs and resources of a given school. The Plan includes Emergency Response Team assignments, emergency numbers, protocols, etc.

Emergency Response Team: School-based teams of individuals with specific duties to perform in order to prepare for, and respond to emergencies. The Team develops the Plan to meet individual school needs, and implements the Plan should the need arise.


Grief: The normal, healthy, appropriate response to death or loss. Each person grieves in his or her own way, learned by experience with loss over the years. It is described as a journey through an intense range of emotions; including denial and isolation, anger, bargaining, depression, and acceptance.

Incident Command System (ICS): A nationally recognized organizational structure designed to handle Management, Operations, Logistics, Planning, and Administration and Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operation.

Incident Commander: Highest ranking official in charge and responsible for the emergency/disaster operations. The Incident Commander (in a school setting is typically the Principal or his/her designee) directs from a command post set up in close proximity to the incident.

Leadership: The importance of strong leadership cannot be overstated. Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement system and school-based plans. At the system level leadership should come directly from the CEO, at the school level, from the principal.
Mitigation: Any action taken to reduce the adverse effects of an emergency. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency.

Practice: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulation or drills.

Preparedness: The process of system and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Recovery: The process of assisting with physical, psychological, and emotional trauma associated with experiencing tragic events. Recovery during an emergency can address immediate short-term needs, while ongoing recovery can last for months or years.

Response: The implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety, and well-being of individuals in the school community.

Unified Command: A unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Universal Emergency Procedures: A set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, Drop, Cover, and Hold, and Lockdown.

Training: Training is important on at least three levels: 1) Team training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (e.g., severe weather training, threat assessment training, or Critical Incident Stress Management training); and 3) awareness training for all staff (e.g., Universal Emergency Procedures).