

GALLATIN GATEWAY
SCHOOL
SAFETY PLAN

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MONTANA SENATE BILL 348

- Requires at least 8 disaster drills per year (prior law had specified that at least 4 had to be fire exit drills). Defines "disaster" as the occurrence or imminent threat of damage, injury, or loss of life or property.
- Requires each local board to adopt a school safety plan on or before July 1, 2014, that addresses issues of school safety relating to school buildings and facilities, communications systems, and school grounds with the input from the local community and that addresses coordination on issues of school safety, if any, with the county interdisciplinary child information and school safety team provided for in 52-2-211.
- The trustees are to certify to the Office of Public Instruction on or before July 1, 2014, that a school safety plan has been adopted. The trustees are required to review the school safety plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety.
- Also requires trustees to annually review its weapons policy and any policy adopted under this subsection (2)(a) and update the policies as determined necessary by the trustees based on changing circumstances pertaining to school safety.
- Addresses notification to schools when a juvenile has past or current drug/alcohol violations or the youth has admitted the allegation and the acts involve any offense in which another youth was an alleged victim and the admitted activity has a bearing on the safety of children.
- Notification under subsection (3)(a) terminates upon the end of the Youth Court's supervision or the discharge of the youth by the department of corrections. Includes the school safety team as part of the county interdisciplinary child information team.

REFERENCE:

GGS policy 7060 (Appendix C)

“The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents will be posted in compliance with Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents will be reported to the District office...”

SCHOOL SAFETY PLAN

School Safety Plans identify action to be taken during the phases of an emergency:

- Prevention/mitigation
- Preparedness
- Response
- Recover

The *Gallatin Gateway School Safety Plan* addresses issues of school safety relating to:

- School buildings and facilities
- Communications systems
- School grounds

GENERAL CONSIDERATIONS

A. Purpose

The purpose of this plan is to identify and clarify emergency roles and responsibilities for Gallatin Gateway School staff. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. The ultimate objective is to minimize the negative consequences of any incident on the school district and its staff, students, and parents/guardians.

Guidelines and procedures for responding to existing and potential student and school incidents are defined in this plan. The *School Safety Plan* and its appendices outline an organized, systematic method to prevent/mitigate, prepare for, respond to, and recover from incidents.

B. Scope

This plan outlines the expectations of faculty/staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses and recovery.

C. Identification of School Teams

Members of the **School Safety Team** include local law enforcement officials, school administration, a school safety representative, teachers, parents, community members, local ambulance, and other emergency response agencies. The members of the team and their positions or affiliations are as follows:

- Paul Griffin, School Resource Officer, County Interdisciplinary Team
- Kim DeBruycker, Superintendent/Principal, County Interdisciplinary Team, and School Safety Representative
- Kim McCauley, School Counselor, County Interdisciplinary Team
- Melissa Hanson, School Psychologist
- Michael Coon, Teacher
- Debra Tysse, Teacher
- Elizabeth Matthews, Teacher
- Matt Elwell, Community member
- Joe Knarr, Fish, Wildlife, & Parks Warden, Parent
- Eric Yager, Community member
- Kevin Lauer, Supervisor American Medical Response (AMR)

Members of the **Emergency Response Team** include local law enforcement officials, school personnel, representatives from local, regional, and/or state emergency response agencies, and other appropriate incident response teams. The members of this team wear orange reflective vests during response and their positions or affiliations are as follows:

- Paul Griffin, School Resource Officer
- Kim DeBruycker, Superintendent and School Safety Representative
- Kim McCauley, Counselor
- Carrie Fisher, Gallatin Gateway School Office Manager
- Gallatin Gateway Fire Chief or 911
- Additional Team Resources
 - Montana EMS and Trauma Systems, Kevin Lauer, 406-579-9859, 406-224-0925, 406-444-3746
 - County Disaster and Emergency Services, 406-582-2350
 - Poison Treatment 1-800-222-1222

Members of the **Post-incident Response Team** include local law enforcement, school personnel, mental health counselors, medical personnel, and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency. The members of this team and their positions or affiliations are as follows:

- Paul Griffin, School Resource Officer
- Kim DeBruycker, Superintendent and School Safety Representative
- Kim McCauley, School Counselor
- Melissa Hanson, School Psychologist
- Barb Schaff, School Nurse
- Gallatin County Sheriff's Team
- Gallatin Gateway Fire Department
- Montana EMS and Trauma Systems

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

- **Prevention**, for our purposes means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.
- **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.
- **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

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

PREVENTION, PROTECTION, MITIGATION

A. Risk reduction and prevention programs include:

- District Code of Conduct Programs– MBI procedures, education programs such as Steps of Respect, Second Step, I-safe, RIDE program, NetSmartz, DARE, Title IX, Title II.
- Anti-bullying – GGS Policy 3005; seating arrangements in classrooms, bus, and cafeteria; posters (informational text throughout the school); lessons (direct instruction throughout the school), supervision – (continual adult presence throughout the building and grounds).
- School nurse
- Staff training and professional development
- Practice drills with debriefing
- Facility security measures: cameras, locked doors, visitor badges, signing in/out, mirrored windows, bus cameras, fence and gate to the playground, internal facility gates, locked gates, and key procedures.
- School Resource Officer
- Routine uniformed officer presence in the building
- Community advisory through facility needs assessment, community planning (CERT), etc.
- Sheriff's Office Public Safety Academy training
- Community service projects - third-grade fire prevention
- Fire Marshall building inspections
- Western States Risk prevention
- Written *AED Plan*
- Written *School Emergency Procedures Manual* shared with 911 dispatch and Sheriff's Department
- Workman's Compensation risk reduction measures
- Bloodborne pathogens training
- Gallatin County Health Department/Bridger Care educational lessons
- Two Medicine Health/Fitness– Healthy Futures Program
- Parent notification annually of sexual offenders in the District boundaries
- Montana Department of Public Health and Human Services (DPHHS)
- MSDS – Material Safety Data Sheet binder for review (chemicals, pesticides, etc.)
- Reflective vest use at recess and disaster drill practice
- School Hazard Vulnerability Assessment Outcomes (Appendix D)
- Natural disaster reporting: Midland WR300 Weather Radio
- Clean air signage by bus parking and visitor parking areas
- Drug free signage inside and outside the school building
- First aid/CPR/ Concussion Training
- Evacuation maps posted in each room of the school

B. Training, Drills, and Exercises for employees and students:

- Safety/Disaster drills (8 per year)
- An annual review of the *School Safety Plan* and *Emergency Procedures Manual*
- Employee awareness or drill training for accidental death, bomb, earthquake, fire, hazardous material incidents, nuclear warning, suicide, violent intruder, lockdown, and shelter-in-place.
- Development with Sheriff and Fire Department of emergency management procedures
- Clarification of roles and responsibilities – see Incident Command System *Gallatin Gateway School Emergency Procedures Manual* (Appendix A). During all emergency situations communications will come directly from the Principal or the next person in line in the Chain of Command, should Principal be absent or incapacitated
- School defense training provided by Gallatin County Sheriff's Office

- The District conducts drills and other exercises to test and evaluate the effectiveness of the District-wide *School Safety Plan*. The District will be required to complete a minimum number of student drills as follows:
- Fire Drills:
 - Eight (8) disaster drills a year
 - Drill procedures discussion with students at the beginning of each school year and review of procedures after each drill to debrief
 - Fire exit maps posted next to each exit door
 - Maintain a record of all drills
 - Drills held at different hours of the day
- The Board shall identify the local hazards existing within the District boundaries and design drills to address those hazards. (Pursuant to 20-1-401 – see *Gallatin Gateway School Emergency Procedures Manual* including: bomb, earthquake, fire, flooding, hazardous material incidents, infectious materials, pesticides, tornado, nuclear warning, and violent intruder)
- Identification of both internal and external hazards warranting protective actions, such as: evacuation and sheltering of the school population – (see *Gallatin Gateway School Emergency Procedures Manual* Appendix A)
- Additional resources for training (Appendix B)
- Gallatin Gateway School Policy, MCA, and FERPA regulations for training (Appendix C)
- Hazards Vulnerability Assessment Outcome for training (Appendix D)
- Tabletop exercises (Appendix E)

C. Implementation of School Security

The Principal or his/her designee, as the School Safety Representative, will have the following responsibilities:

- Support staff in the monitoring of the hallways, entrances, exits, and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
- Be a resource on school safety and security issues for building employees.
- Assist in the development and the review of plans and strategies for building security, crime and violence prevention, safety planning, and employee training.
- Participate in school incident investigations.
- Respond to school emergencies.
- Coordinate school safety multi-hazard training for students and employees. Multi-hazard training may include crisis intervention and emergency response and management.
- Provide employees and students training and drill practice on protocols for bomb threats, evacuation, shelter-in-place, lockdown, fire emergency, bus drills, and appropriate violence prevention strategies.
- Inform substitute-teaching employees of school safety protocols by attaching *Gallatin Gateway School Emergency Procedures Manual* to the substitute teaching plans.
- Provide non-teaching employees school safety protocols through *Gallatin Gateway School Emergency Procedures Manual*.
- Inform volunteers that school safety protocols are available through the *Gallatin Gateway School Emergency Procedures Manual*.
- Comply and encourage compliance with school safety and security policies and procedures established by the Board and Office of Public Instruction. (GGIS Policies #5005, 7057, 7060)
- Attend professional development opportunities or training on school safety and violence prevention.
- Activate the *School Safety Plan*.

The School Resource Officer responsibilities based on collaborative agreement with local law enforcement are:

The GGS School Resource Officer (SRO) is certified by the National Association of School Resource Officers and, as a normal function, provides a triad of services: responding to law enforcement needs when a crime is committed on school property; counseling specific students in need of assistance overcoming maladaptive behavior; and presenting in-class instruction and material related to safety and law enforcement topics.

The SRO also assists with management when a student or school staff member passes away. This is facilitated by calling on and involving short-term and long-term counselors, the Gallatin County Sheriff's Chaplain and other church leaders, the local HOPE dogs (dogs who are trained to interact with grief-stricken people), and acting as a liaison between these resources and the school. The SRO also provides literature on handling grief, assists with developing a proper way to inform students of a tragic incident, and provides follow-up for students and staff who particular need.

Since the inception of the SRO position in 2002, countless hours have been spent presenting instructional materials on topics such as alcohol and drug abuse, bullying and harassment, good citizenship, Internet safety, law enforcement employment opportunities, bicycle safety, bus safety, and gang violence. Each plan and presentation is tailored to the grade in which it is presented, and is pre-approved by the teacher to ensure the lesson meets specified goals.

The SRO works closely with rural schools that request assistance developing and maintaining crisis management protocol that is tailored to each respective school. The SRO attends federal training whenever practicable in order to stay abreast of current directives related to school safety, as well as, implementing the directives locally if deemed to relate to the rural schools of Gallatin County. The SRO coordinates and schedules the School Defense training offered by the Gallatin County Sheriff's Office.

D. Early Detection of Potentially Violent Behaviors

The District has implemented procedures to include early detection of potentially violent behaviors.

1. Review the U.S. Department of Education's *Early Warning, Timely Response* and *Safeguarding Our Children: An Action Guide*. These documents relate to early identification of potentially violent behaviors: <http://cecp.air.org/guide/guide.pdf> and http://www2.ed.gov/admins/lead/safety/actguide/action_guide.pdf.
2. Escalating behavior chart and instruction provided to staff by SRO. (Appendix F)
3. Employee training on violent offender behaviors may be conducted by the Gallatin County Sheriff's Office and coordinated by the Principal.

E. Hazard Identification

The buildings and grounds associated with Gallatin Gateway School have the potential for an emergency or incident relating to the following hazards:

- bomb
- earthquake
- fire
- flooding
- hazardous material incidents
- infectious materials
- pesticides
- tornado
- nuclear warning
- violent intruder

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Tsunamis • Volcanic eruptions • Winter precipitation
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

RESPONSE

School personnel are usually first on the scene of an incident in a school setting. Faculty and staff are expected to take action to manage the incident until it is resolved or command is transferred to an emergency response agency. Staff will seek guidance and direction from local officials in administering a response.

Response Protocols

The *Gallatin Gateway School Emergency Procedures Manual* (Appendix A) identifies:

- Chain of command
- Internal communications
 - Telephone tree
 - Staff lists
- External communications
 - Families
 - Media
 - Emergency telephone numbers

RECOVERY

A. District Support

The Post-incident Response Team will debrief after an incident make plans for needed improvement. .

B. Disaster Mental Health Services

The Post-incident Response Team will coordinate available mental health services to mitigate immediate and ongoing concerns.

Appendix A:

Gallatin Gateway School
Emergency Procedure Manual

(Appendix A, Emergency Procedures Manual, is not the original formatted document – Content material is accurate, but formatting may not replicate the original copy.)

Copy of

Emergency Procedures Manual

Gallatin Gateway School

Emergency Procedures Manual
Gallatin Gateway School
Incident Command System

This second page of Emergency Procedures Manual is a flow chart of employees and their phone contact numbers

INCIDENT COMMAND SYSTEM

School employees have both a moral obligation and a legal responsibility to provide for the protection of public property and for the life of students, faculty, and staff in emergencies.

See the Chain of Command below for the name of the person in charge to succeed in the event of Principal absence or incapacitation. During emergency situations, communication will come directly from the Principal of Gallatin Gateway School or the next person(s) in line in the Chain of Command, should the Principal be absent or incapacitated. Once the Sheriff Dept. arrives on scene, the Sheriff Dept. will be in command.

Revision of the *Emergency Procedures Manual* occurs annually. Each school year employees are provided with two copies of the manual—one is to be kept at school and one at the employee's home.

Chain of Command: Call 911 for an emergency!

Emergency Response Team

Kim DeBruycker – Principal, (School Safety Representative)	539-0545
Paul Griffin – SRO	539-4319
Kim McCauley - Counselor	1-208-305-1061
Carrie Fisher - School Clerk	209-0156

COMMUNICATIONS PROCEDURE FOR INCIDENT COMMAND

Emergency Service

911

Additional Numbers:

Gallatin Gateway Fire Department	763-4318 (non-emergency)
County Sheriff Department	582-2100 option 2
County Disaster and Emergency Services	582-2350
Poison Treatment	1-800-222-1222
Building Emergency:	
Kim DeBruycker	539-0545
Carrie Fisher	209-0156
Paul Griffin	539-4319

Inform the dispatcher of the specific location that the person in charge can be found or contacted. Remain there until help arrives. *Do not hang up!* **100 Mill Street, Gallatin Gateway** (6 miles south of Four Corners).

If it is necessary to send anyone to a hospital by ambulance for a serious injury, send a responsible person along to serve as a liaison between hospital and school with instructions to relay progress reports when possible.

Employees should follow safety procedures. It is imperative that staff immediately relay **factual** information regarding any emergency or disaster to the Principal or next person on the list.

Report Event or Incident to:

	<u>Office #</u>	<u>Home</u>
Kim DeBruycker	763-4415 ext. 13	539-0545 (school cell)
Carrie Fisher	763-4415 ext. 12	209-0156
Kim McCauley	763-4415 ext. 28	1-208-305-1061
Paul Griffin	582-2100 ext. 2	539-4319
North-Western Energy (gas & electricity)	1-888-467-2669	
Johnson Controls	1-866- 680-8098	

CRISIS RELEASE FORM

Students will be released only to parents and those who have been identified on the *GGJ Emergency Release Form*.

_____ was picked up by _____
Student's First/Last Name Printed First/Last Name

_____ Phone #
Signature of Person Picking up Student

I will be taking _____ to _____
Student's Name Address

My relationship to the student: _____

The time is _____ and the date is _____

Signature of Principal or Homeroom Teacher
time: _____

This form must be completed and returned to the **homeroom teacher** before the student has permission to leave the premises.

MEDIA PROCEDURE

Radio is used to inform the public of any school closures or disaster event. The Principal or designee provides prompt and accurate information to the local radio stations when needed.

Employees should not provide information to the media. Any misinformation may create confusion. Isolated quotes from individuals may be incomplete or misleading and therefore must be avoided.

RADIO NUMBERS:

- | | |
|-----------------|-----------------|
| A) Public Radio | 1(800) 441-2941 |
| B) CCC | 586-2343 |
| C) RBC | 587-9999 |

SCHOOL CLOSURE

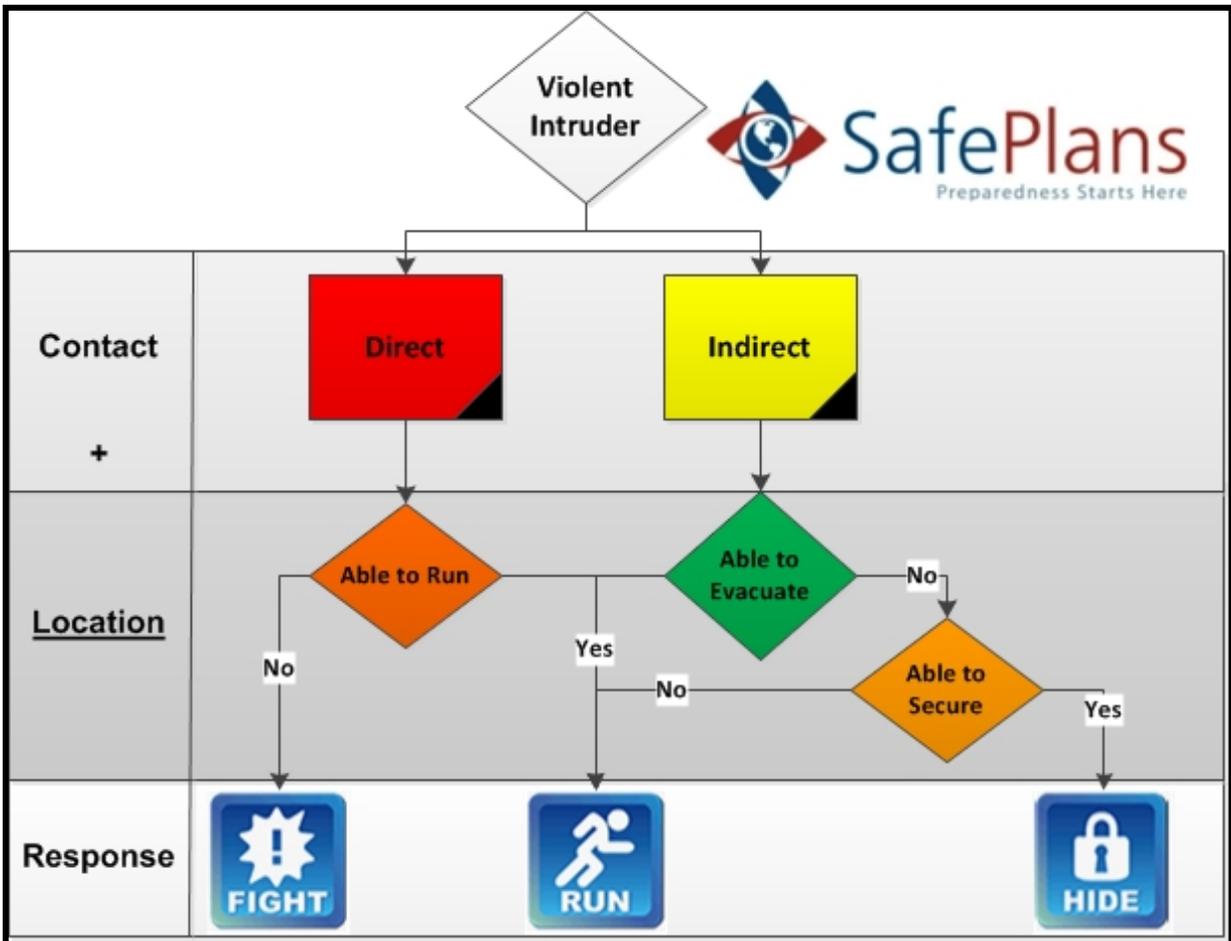
The Principal is authorized to close the school in an event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

Procedures:

- School closures will be announced to the parents and community by radio or local TV announcements. “Gallatin Gateway School is closed today due to weather and road conditions. Employees should follow emergency closure procedures. Unless otherwise announced, school will reopen tomorrow (or on Monday if it is a Friday closure).”
- The employee-calling tree will be activated to inform all employees (page2).
- Each homeroom teacher will contact by phone the families in his/her homeroom.

TEACHER'S CHECKLIST

1. **If advised by person in charge follow shelter-in-place or lockdown procedures.** (see internal calling tree)
 - Immediately take roll count of students.
 - Be prepared to provide this information to the person in charge.
2. **Take protective action if building is threatened.**
 - Keep students away from windows and outside walls.
 - Take shelter under desks, tables, and heavy furniture.
 - Move from under light fixtures and other suspended objects.
 - Shut off or disconnect any electrical or gas operated appliances.
 - Be alert to any developing threats such as broken water pipes or electrical wires.
 - Communicate roll count of students and situation to the person in charge.
3. **Be prepared to evacuate by following fire drill plan.**
 - Earthquake Only - Leave doors to room open to prevent jamming. Students should drop, cover, and hold on.
 - Nuclear Warning - Move to inner core of the building to the lowest level away from outside walls and any openings to the outside. Remember, shielding is required.
 - Plane Crash - Be prepared to evacuate if advised to do so following the fire drill plans with possible modifications.
 - Violent Intruder – follow chart below:



SCHOOL SAFETY REPRESENTATIVE CHECKLIST (Principal or Designee)

1. Check that an *Emergency Procedures Manual* is included in each emergency backpack.
2. Confirm that manuals have current names and phone numbers of the Emergency Response Team listed.
3. Determine command post in or near the school building (a location where an assigned person can be found at all times).
4. Assign a chain of command. Alert employees to their assignment .
5. Provide first aid supplies and instructions in designated areas of the building (mobile emergency backpacks & office).
6. Review teacher checklist with staff at the beginning of the year.
7. Ensure each member of the Emergency Response Team wears an orange reflective vest.
8. Arrange for Emergency Response Team to check all restrooms and locker rooms during a drill or evacuation.
9. Instruct office staff to lock the vault.
10. Confirm student roll count is reported to the command post.
11. Collect signed *Crisis Release Forms* after all students are released.

FIRE EVACUATION PROCEDURE

1. At the sound of the fire alarm, occupants must walk rapidly out the exit designated by the emergency exit chart near the door in each room. The teachers will pick up their emergency backpacks, check to see that students are out of the room, turn off the lights, and close the windows and door.
2. The first students outside should move away from the building, so they do not block the exit for those following.
3. When outside, students should meet at the designated location. Teachers should take attendance and identify any missing students to the Principal by radio channel 14 or by cell phone (539-0545).
4. In the event an alternate site is needed, occupants will proceed to Principal's designated location.

EARTHQUAKE PROCEDURES

Always have a working flashlight and extra batteries in emergency backpack. Be alert and stay calm; self-control is contagious.

1. The first indication of a damaging earthquake may be gentle shaking.
 - a. There may be jarring at first followed by a violent jolt.
 - b. There may be a low (and perhaps very loud) rumbling noise.
2. During the ground shaking, the school population is safest finding immediate shelter under desks, tables, or counters.
 - a. Students will drop, cover, and hold on. This means dropping to the floor (to prevent falling), making themselves as small a target as possible, and protecting head, neck, and chest.
 - b. Occupants should take cover under a sturdy desk or table or near an interior wall, covering head and neck with hands, unless they need to hold onto the legs of their shelter and move with it.
3. When no shelter is available:
 - a. Move to an inside wall.
 - b. Turn away from windows and kneel next to the wall.
 - c. Bend head close to knees, cover sides of head with elbows, and clasp hands behind neck. If a coat is available, hold it overhead for protection from flying glass and ceiling debris.
 - d. In the library: move away from windows and bookshelves and take appropriate cover.
 - e. In the gym: move to an inside wall, kneel next to the wall, bend head close to knees, cover sides of head with elbows, and clasp hands behind neck to protect head from flying ceiling debris.
4. In an aftershock, everyone should duck and cover until the shaking stops.
5. Leave all doors to rooms open to prevent them from jamming.
6. If outdoors:
 - a. Move away from the building to an open space.
 - b. Avoid overhead wires and utility poles.
 - c. Lie flat on the ground with your face down. Wait for the earth to stop moving. The rolling motion of the earth is frightening, but not dangerous.
 - d. Keep students assembled and take roll count of students. Be prepared to provide the roll count information to the person in charge.
 - e. Be alert for instructions from person in charge.

EARTHQUAKE PROCEDURES Continued

Evacuation should NEVER be automatic. Do not automatically rush out into the corridor or out an exterior door.

If time allows, the Principal will:

1. Assess the situation - inside and outside
2. Decide how much of the building needs to be evacuated - all or parts of the building
3. Choose the route(s) and the assembly place
4. Communicate directions to all teachers through radio, intercom, or cell phone.

Wait to hear from the Principal about what to do. In circumstances where a plan is not communicated, staff should make an evacuation decision for student safety:

1. Take an emergency backpack with you.
2. The lighting inside the building or your room will probably be out - it may be dark.
3. If you are in a dangerous classroom, you must assess the conditions before you move to safety. Be cautious of dangling lights, damaged or exposed ceiling struts, broken glass, slippery floors, etc.
4. Appoint someone to be in charge while you find the best way to get out and the safest place to go. There may not be a need to go outside, but merely move from one room to another.
5. Account for students, visitors, or other present employees before you leave the room.
6. There may be more danger outside the building or facility than there is inside.
7. There may be no safe assembly area outside. There may be no clear routes to get outside and alternate routes may need to be cleared.

AFTER THE EARTHQUAKE

1. Gather information and make decisions.
2. Insure that telephones are back on the hook.
3. Check neighboring classrooms for emergencies or needed assistance.

TORNADO PROCEDURES

DEFINITIONS:

Watch – conditions are favorable for tornado or severe weather.

Monitor - Weather reports should be monitored continuously using the emergency weather alert radios.

Warning – A tornado has been spotted or indicated by radar.

Take shelter – Take cover in designated rooms in building.

SIGNALS:

1. If a watch is in effect: alert staff, monitor conditions and prepare shelter areas.
2. Emergency Management will broadcast Watches and Warnings via Voice Alert Radio and Weather Radio.
3. Warning will be: The intercom system will be used to announce tornado warnings and take shelter announcements. In the event of a power outage, the bullhorn shall be used.

STEPS OF ACTION:

1. Take teacher's classroom emergency bag if taking students to a safer location. stay with students; if available, take cell phone, NOAA public alert radio, class roster, and flashlight.
2. Move all students and staff to designated areas (bathrooms, locker rooms, basement) or an interior corridor away from windows and doors. Bring students in from outside at first concern of tornado and keep inside.
3. Stay away from lobbies, walkways, atriums and other large glassed-in areas, and large open areas with a long roof span; if unable to get indoors and there is no shelter available outside, lie in a ditch or other earthen depression.
4. Crouch down along the wall and protect heads with hands from possible debris.
5. Wait for "all clear" signal before returning to classroom.
6. At Administration or designee discretion school buses and/or activity buses will not load in the event of threatening weather.

PERSONNEL ROLES:

Administration: *Designate command post, supervise student body, maintain contact with staff. Provide missing list to authorities, if needed, establish/deploy search teams. Identify in writing each student using pictures from teachers' rosters.

Secretary: *Remain near a centrally located telephone/monitor radio.

Teachers: *Monitor students.

Staff: *Report to the principal from location, be prepared to turn off the gas or electricity.

BOMB THREAT PROCEDURES

1. Use the *Bomb Threat Checklist* found on the next page.
2. **If a bomb threat call is received in the office, do not disconnect the incoming call line.** (Use another phone to call 911)
3. The person receiving the call should immediately notify the Principal and give the details of the call.
4. The Principal will decide whether to evacuate the school immediately and search the facility or to conduct a preliminary search prior to any other action.
5. The Emergency Response Team may conduct a preliminary search of the building.
6. The bomb can be almost anything ranging from the most overt bundle of dynamite and clock to cleverly concealed ordinary objects. A briefcase, toolboxes, and pieces of pie have been used. You will be looking for something that doesn't belong.
7. If what appears to be a bomb is found, **DO NOT TOUCH IT.** A decision to evacuate the building or stay in lock down will occur. Upon arrival, the police/sheriff's department will take charge.
8. If the caller indicates the time the bomb is due to explode, and the Principal determines the threat is valid, the standard building evacuation procedure will occur with possible modifications.
9. Evacuate occupants to designated alternate site.
10. Compile a student and employee absentee list for reporting to the police/sheriff's department. Students and employees present are unlikely suspects.

BOMB THREAT CHECKLIST

IF BOMB THREAT IS RECEIVED AT SCHOOL OFFICE – DO NOT DISCONNECT INCOMING CALL LINE.

Use another line to dial 911 – call/motion over another person in the office to assist.

Exact wording of the threat:

Pretend difficulty with hearing. Keep the caller talking. Be calm. Be courteous. Listen. Do not interrupt the caller. If the caller seems agreeable to further conversation, ask questions like:

What kind of bomb? _____

How will you set off the bomb? _____

What time is it set for? _____

Where is it? _____

What does it look like? _____

Why are you doing this? _____

Who are you? _____

Whom do you want to hurt? _____

How do you know so much about the bomb? _____

OBSERVATIONS (check/circle/mark all that apply):

<u>ORIGIN OF CALL</u>	✓
(best guess)	
LOCAL	
LONG DISTANCE	
PHONE BOOTH	
CELL PHONE	

<u>CALLER'S IDENTITY</u>	✓
MAN	
WOMAN	
CHILD	

<u>CALLER'S SPEECH</u>	✓
FAST	
SLOW	
STUTTER	
LISP	
NASAL	
SLURRED	

<u>CALLER'S MANNER</u>	✓
CALM	
ANGRY	
RATIONAL	
IRRATIONAL	
COHERENT	
INCOHERENT	

<u>CALLER'S VOICE</u>	✓
LOUD	
SOFT	
HIGH PITCH	
DEEP	
RASPY	
PLEASANT	
INTOXICATED	
ACCENT	

<u>BACKGROUND NOISE</u>	✓
MUSIC	
CHILDREN	
AIRPLANES	
TRAFFIC	
TYPING	
MACHINES	
PARTY	
QUIET	
OTHER:	

The person receiving the call should immediately give the above information to the Principal.

DATE:	TIME OF CALL:
CALL RECEIVED BY:	LENGTH OF CALL:

HAZARDOUS MATERIAL INCIDENTS

1. The main threats include toxic vapors, liquids or major fire/explosions.
2. The Principal will notify:
 - a. Montana Disaster and Emergency Services (406) 324-4777
 - b. Gallatin Gateway Fire Department 763-4318

FOR STUDENTS WHO ARE INSIDE:

1. Unless the threat is obvious or imminent, do not evacuate the building until advised by the Principal.
2. Close all doors and windows (try to make the building an airtight environment).
3. If evacuation is required, direct all evacuees out of the upwind side of the building. Move a safe distance from the building.
4. If necessary, parents will be notified for student pick-up.

FOR STUDENTS WHO ARE OUTSIDE:

1. If outside, move the students upwind.
2. Don't step in or get near spilled materials.
3. Determine if students should be moved inside.
4. If necessary, parents will be notified for student pick-up.

LOCKDOWN

There are many variables that could exist with a lockdown; therefore, it is difficult to establish preset guidelines. Try to keep everyone calm and keep in mind the safety of all parties involved.

If time and safety permits:

1. Notify the Principal. To contact the office from a phone within the school, just dial **ext 10, 11, 12, 13** or Counselor **ext. 28**.
2. The Principal will call 911 and then follow the chain of command (see page 2). The Principal will report specific details of the situation.

SPECIFIC PROCEDURES TO USE WHEN CONTACTING AUTHORITIES:

Clearly indicate specifics of the situation:

1. hostage(s) taken; being held (if known, specify location)
2. number of innocent people affected and where
3. weapons involved; shots fired; explosives on the premises
4. number and seriousness of injuries inflicted and/or fatalities
5. number and location of aggressors in the building or on the grounds
6. safety steps and precautionary measures taken
7. other details that affect the situation

TEACHERS

In all cases:

1. Exercise good judgment in making decisions concerning self, students, and colleagues.
2. Don't do anything that would increase the danger for anyone involved. Safety of everyone should be the guiding principle.
3. If possible/appropriate, calmly and quickly walk or run away from the situation with students (refer to chart)

IF EVACUATION IS NOT POSSIBLE:

1. Secure the individual classroom area and keep students and self out of sight from interior and exterior view. Turn out lights and lock doors if possible.
2. Keep students calm and under control. Avoid actions that could cause hysteria and confusion.
3. Unless notified otherwise by Principal, remain with students. As soon as possible and when safety permits, students and staff will be directed to a location where they can best be protected. This may include evacuation to alternate sites outside of the building.

SHELTER-IN-PLACE PROCEDURES

The appropriate steps depend on the emergency situation. The Principal will provide information and directions when shelter-in-place plans should be put into effect.

The Principal will:

1. Close the school and activate the school's emergency plan.
2. Hang a sign on the front doors stating "School is in a Shelter-In-Place Lockdown".
3. Instruct staff to follow reverse evacuation procedures bringing all students and staff indoors.
4. Provide for visitors' safety by requiring they stay in the school building.
5. Designate one staff member to answer calls from concerned parents.
6. If time or staff is not available, the school voice recording will indicate that the school is closed and that students and staff are remaining in the building until authorities say it is safe to leave.

The Teacher will:

1. Have all children, employees, and visitors take shelter in classrooms that have phone access, stored disaster supplies kits, and, preferably, access to a bathroom or emergency supplies. Shut the doors.
2. Rooms could be:
3. Classrooms with windows sealed and cannot be opened (phone access).
4. A gymnasium without exterior windows (no school phone—use cell phone).
5. Lock all windows, exterior doors and any other openings to the outside.
6. If told there is danger of explosion, close window shades, blinds or curtains.
7. If needed, due to the type of disaster requiring a shelter-in-place, turn off heating, ventilating, and air conditioning systems. Systems that automatically provide for exchange of inside air with outside air should be turned off, sealed, or disabled.
8. Unless notified otherwise by Principal, remain with students. As soon as possible and when safety permits, students, and staff will be informed that they are safe or they need to evacuate; this may include moving to alternate sites outside of the building.

SUICIDE

The initial response upon verification of a suicide should be to protect the **privacy of the family**. Do not refer to the death as a suicide. Require statements regarding the death to come from the designated spokesperson only. In the event of a suicide, the school's primary consideration is the prevention of additional suicides or attempted suicides. Appropriate treatment and care for students, particularly those affected, should continue for as long as needed. Provisions for long-term care should be developed on a case-by-case basis. The following plan is designed to meet the immediate needs of the student body in general.

DAY ONE:

1. Principal and counselor(s) meet.
2. Provide additional counselors from community resources:
 - a. Sheriff (Chaplin) 582-2100 option 2
 - b. Paul Griffin, SRO 539-4319 (cell); 579-6338 (home)
 - c. Melissa Hanson, Co-op Psychologist 209-0455
3. A staff meeting will be scheduled for the day of/after the incident. Response protocol and procedures will be discussed with the staff.

If school is in session when death occurs:

All classroom teachers and staff will receive a memorandum giving essential facts from the Emergency Response Team about the tragedy and instructions for relaying information to students.

If school is not in session when a death occurs (evening or morning):

The Principal will call a meeting with the staff, giving the facts about the tragedy and instructions for relaying information to students.

1. Have all students report to their first period class. Keep the school day as normal as possible.
2. Provide rooms and additional staff for students who wish to talk on an as-needed basis.
3. There would be an obvious void in the classroom with the student missing. The school will provide support staff to assist students throughout the day, if needed.
4. Send information home to parents concerning the situation and alert them to any dangers of which they should be aware.
5. Allow parents to take their children home for the day.
6. Teachers and secretarial staff need to be sure to closely monitor attendance.

If school is not in session when a death occurs (weekend/holiday):

The Principal will call a meeting with the teachers and staff giving facts about the tragedy and instructions for relaying information to students.

1. Provide rooms and additional staff for students or community who wish to talk on an as-needed basis

DAY TWO:

1. Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
2. Provide extra supervision in non-instructional areas such as:
 - a. Restrooms
 - b. Playgrounds
 - c. Areas of the school infrequently used.
3. Encourage parents to attend the funeral with their children, if age appropriate.
4. A group made up of counselors, administrators, and other personnel with pertinent expertise will meet to formulate follow-up procedures regarding the tragedy.
5. Try to get things back to normal as soon as possible.

SUICIDE GUIDELINES FOR THE CLASSROOM TEACHER

1. Do not refer to the death as a suicide or allow anyone to describe the suicide as a heroic act.
2. Do not remove the student's desk. Leaving it as it was for several days will help acknowledge the death.
3. Do not observe a moment of silence in school. Do not hold large assemblies. Do not fly the school flag at half-mast.
4. Have all students report to their first period class. Keep the school day as normal as possible.
5. After receiving verification from the Principal, openly and honestly acknowledge what has happened. Students need to be told the facts in age-appropriate terms. This will help de-escalate the situation.
6. Model and provide proper outlets for expression of feelings. Give permission for a range of emotions. Provide activities to reduce trauma such as artwork, music, and writing. Set the curriculum aside as needed.
7. Identify and list traumatized students in your classes who need immediate attention, and assure them that help is on the way. Include yourself if needed. Give the list to the school counselor.
8. Do not have memorial services at school or an In Memory page in the yearbook. Do not glorify the death in any way.
9. Discuss funeral procedures. Students should be excused for the funeral, but classes should not be dismissed.
10. The staff should contact parents of students who are having a particularly difficult time coping to provide referral resources outside of the school.
11. Try to get things back to normal as soon as possible.

ACCIDENTAL DEATH OF A STUDENT/STAFF MEMBER

The initial response should be to protect the privacy of the family. Statements regarding the death should come from the designated spokesperson only. School personnel, preferably the Principal, should make contact with the family to provide support and discuss how information about the death should be relayed to students and staff. The school's primary consideration should be responding to the needs of the students and families. Providing an initial response to the student body is also a primary consideration. Treatment and care for students, especially those particularly affected, should continue for as long as needed. Provisions for long-term care should be developed on a case-by-case basis. The following plan is designed to meet the immediate needs of the students.

DAY ONE:

1. Administrator and counselor(s) meet.
2. Provide additional counselors from community resources:
 - a. Sheriff (Chaplin) 582-2100 option 2
 - b. Paul Griffin, SRO 539-4319 (cell); 579-6338 (home)
 - c. Melissa Hanson, Co-op Psychologist 209-0455
3. A staff meeting will be scheduled for the day of/after the incident. Response protocol and procedures will be discussed with the staff.

If school is in session when death occurs:

All classroom teachers and staff will receive a memorandum giving facts about the tragedy and instructions for relaying the information.

If school is not in session when a death occurs:

The Principal will call a meeting with the teachers and staff giving facts about the tragedy and instructions for relaying the information.

1. Have all students report to their first period class. Keep school day as normal as possible.
2. Provide rooms and additional staff for students who wish to talk on an as-needed basis.
3. There would be an obvious void in the classroom with the students missing. The school will provide support staff to assist students throughout the day, if needed.
4. Send information home to parents concerning the situation and provide them with information that may be helpful to them.
5. Allow parents to take their children home for the day.
6. Teachers and secretarial staff need to be sure to closely monitor attendance.

If school is not in session when a death occurs (weekend/holiday):

The Principal will call a meeting with the teachers and staff giving them the facts about the tragedy and instructions to share the information with their students.

1. Provide rooms and additional staff for students or community who wish to talk on an as-needed basis.

DAY TWO:

1. Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
2. Provide extra supervision in non-instructional areas such as:
 - a. Restrooms
 - b. Playgrounds
 - c. Areas of the school infrequently used.
3. Encourage parents to attend the funeral with their children.

4. A committee made up of counselors, administrators, and other personnel with pertinent expertise will meet to formulate follow-up procedures regarding the tragedy.
5. Try to get things back to normal as soon as possible.

GUIDELINES FOR THE CLASSROOM TEACHER

1. Do not remove the student's desk. Leaving it as it was for several days will help acknowledge the death.
2. Crisis response team can provide guidance for follow-up procedures regarding issues such as observing a moment of silence in school, hosting assemblies, and acknowledging the tragedy in other ways.
3. Have all students report to their first period class. Keep the school day as normal as possible.
4. After receiving verification from the Principal, openly and honestly acknowledge what has happened. Students should be told the facts in age-appropriate terms. This will help de-escalate the situation.
5. Model and provide proper outlets for expression of feelings. Give permission for a range of emotions. Provide activities to reduce trauma such as artwork, music, and writing. Set the curriculum aside as needed.
6. Identify and list traumatized students in your class that need immediate attention, and assure them that help is available. Include yourself if needed. Give the list to the school counselor.
7. Principal and the Crisis Response Team will be available to aid in postvention procedures, including memorial services and tributes.
8. Discuss funeral procedures. Students should be excused for the funeral, but classes should not be dismissed.
9. The staff should contact parents of students who are having a particularly difficult time coping. Counselor may provide referral resources outside of the school.
10. Try to get things back to normal as soon as possible.

NUCLEAR WARNING

1. The primary means of warning of a nuclear attack will be by the Weather Alert Warning Radio located in the administrative office. Take immediate protective action.
2. In the event that a Public Shelter (marked with black and yellow “fallout shelter” sign) is not available, take the following steps:
 - a. **SHIELDING IS REQUIRED.** This means to move to the center of the building to the lowest level, away from outside walls or any openings to the outside.
 - b. The heavier, thicker, and denser the shielding material is between you and the outside, the better the protection.
 - c. Radiation is carried by physical particles of dust or dirt. If you keep this dust and dirt out, you are minimizing the amount of radiation exposure.
 - d. If at all possible, keep a portable radio and monitor the Emergency Broadcast station. If it is possible, be alert for attempts of Civil Defense officials to get information to you through special teams, public address systems, or on a door-to-door basis.

INFECTIOUS MATERIALS

Bloodborne Pathogen Information

Provided by Gallatin City-County Public Health Department

Gallatin Gateway School strongly encourages employees and volunteers to have available vaccinations. Contact Gallatin County Health Office at (406) 582-3100 for an appointment and location.

http://www.gallatin.mt.gov/Public_Documents/gallatincomt_hdhhs/immunizations/izmp

Hepatitis A

Transmitted from exposure to feces of someone with Hepatitis A.

Contaminated food and water.

Travel, close contacts, sex, daycares.

Acute illness that goes away by itself in 2-6 months.

Viable for up to 10 months in water and 30 days on dry surfaces.

Vaccine available.

Hepatitis B

Transmitted from exposure to blood, semen, or vaginal fluids of someone with Hepatitis B or from mother to baby at birth.

IV drug use, unprotected sex, tattooing, piercing, exposure to blood or body fluids on the job, sharing razors, toothbrushes, etc., of someone with Hep B.

Acute or chronic form (cirrhosis, liver cancer). Viable 7-10 days or longer on surfaces. Vaccine available.

Hepatitis C

Transmitted from exposure to infected blood, potential transmission during sex, mother to baby at birth.

IV drug use, tattooing, body piercing, blood transfusion, blood products, or organ transplant prior to 1992.

Can survive outside the body 16 hours but not longer than 4 days. Most people get the chronic form. No vaccine.

What is HIV? Human Immunodeficiency Virus.

Attacks the body's immune system, making it weak so it cannot fight off other deadly diseases or infections.

Will eventually lead to AIDS, which can be a fatal disease.

The virus is fragile and cannot survive very long outside the human body.

How is HIV transmitted?

Contact with infected human blood.

From exposure to contaminated needles, broken glass, or other sharps.

Unsafe sexual practices with an infected person.

Contact between broken or damaged skin and infected body fluids.

Contact between mucous membranes and infected body fluids.

Who is at risk?

If you are someone at risk of being exposed to blood, body fluids, or needles.

If you share needles or other items used for injecting drugs, tattooing, or piercing.

If you have sex with someone who is infected.

If you share or handle razors, toothbrushes, or other personal care items with someone who is infected.

- How can my job put me at risk?
Potential for exposure to blood or body fluids. Potential for needle sticks.
- How do I protect myself?
Use Universal Precautions: A prevention strategy in which all blood and potentially infectious materials are treated as if they are, in fact, infectious, regardless of the perceived status of the source individual.
- Personal Protective Equipment (PPE)
The first thing you should do in a situation where you could potentially be exposed to Bloodborne pathogens is to ensure that you are wearing the appropriate personal protective equipment.

- Rules to follow with PPE
Always wear it if you are in a potential exposure situation.
Examine your PPE before wearing. If it is torn, punctured, or lost its ability to function as a barrier then it needs to be replaced or discarded.
Do not take used PPE out of the work area. Remove it before leaving.
- What are the types of PPE?
Gloves
Should be made of latex, nitril rubber, or other waterproof material.
If cuts or sores are on your hands, cover them with a bandage before putting the gloves on.
Inspect your gloves for tears or punctures before putting them on.
Take used gloves off carefully.
Goggles
Use anytime there is a risk of splashing or vaporization of contaminated fluids.
Face Shields
Can be used in addition to goggles to add extra protection against splashes to your nose and mouth
Aprons
Used to protect your clothing against blood or other contaminated fluids from soaking through to your skin.

Good Work Practice

Hand washing

One of the most important things you can do to help prevent the transmission of Bloodborne pathogens:

- Hands or other exposed skin should be washed as soon as possible following an exposure incident.
- Use a soft antibacterial soap if possible, as harsh, abrasive soaps can cause damage to your skin.
- If you work in an area where there is potential for exposure, you should never:
 1. Eat
 2. Drink
 3. Smoke
 4. Apply cosmetics or lip balm
 5. Handle contact lenses

Clean Up

Anything that comes in contact with blood or body fluids is considered infectious and should be decontaminated or sterilized as soon as possible.

- You should use a solution equivalent to household bleach/Clorox diluted between 1:10 and 1:100 with water. (At least one-quarter cup of bleach per one gallon of water). Lysol or other EPA-registered tuberculocidal disinfectant can also be used.
- Sharp Objects:
Needles: Must be disposed of in a sharps container.
Broken Glassware: If visibly contaminated with blood, disinfect before disturbed or cleaned up.

What To Do In An Emergency

Use Universal Precautions and minimize your exposure by using PPE

If you are exposed you should:

1. Wash the exposed area with soap and running water.
2. Report the exposure to your supervisor.
3. Check with your supervisor to see if there is an exposure report form.
4. Based on your type of exposure you may need Hepatitis B or HIV testing.
5. Hepatitis B vaccination:
People who have potential exposure to Bloodborne pathogens should receive the vaccine.
Three doses at 0, 1, and 6-month schedule.
Should not receive if you have medical contraindications.
Contact County Health if needed (406)582-3100.

ACTS OF VANDALISM and BUILDING SYSTEM FAILURES

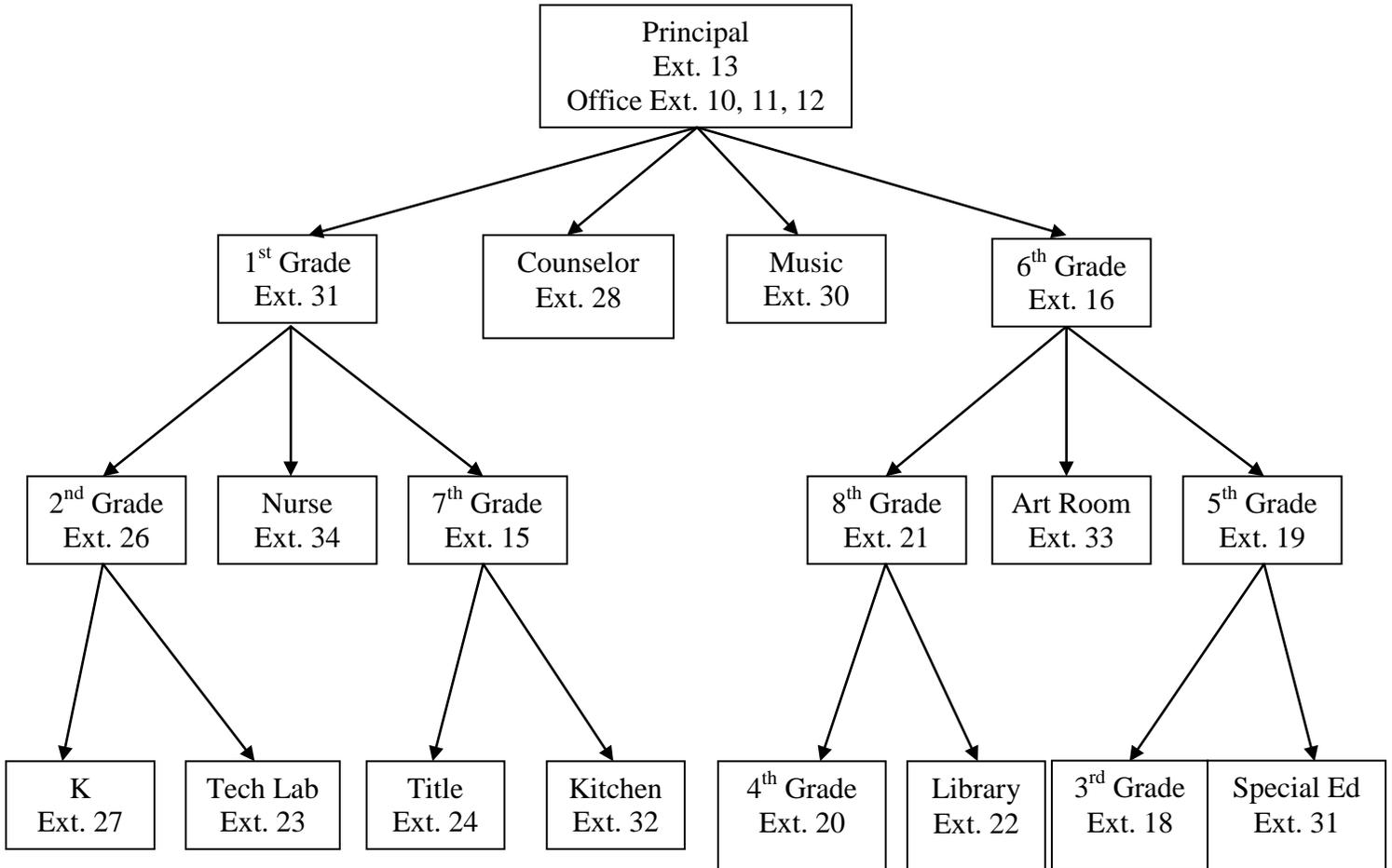
Upon discovery of an act of vandalism:

1. The scene and evidence associated with the act will be left undisturbed.
2. The Principal or designee will be contacted immediately. If this proves to be impossible, step 3 will be acted upon.
3. Law enforcement officers will be notified, the act will be reported, and an investigation will be requested.
4. Every possible step will be taken to accommodate the officers in their efforts, including video surveillance if available. If necessary, other school personnel will be contacted to make access to the school possible, as the officers require.

Upon discovery of a building system failure:

1. The Principal or member of the emergency response team will be contacted immediately. If this proves to be impossible, step 2 will be acted upon.
2. Services for making repairs will be obtained after evaluating the seriousness of the failure.

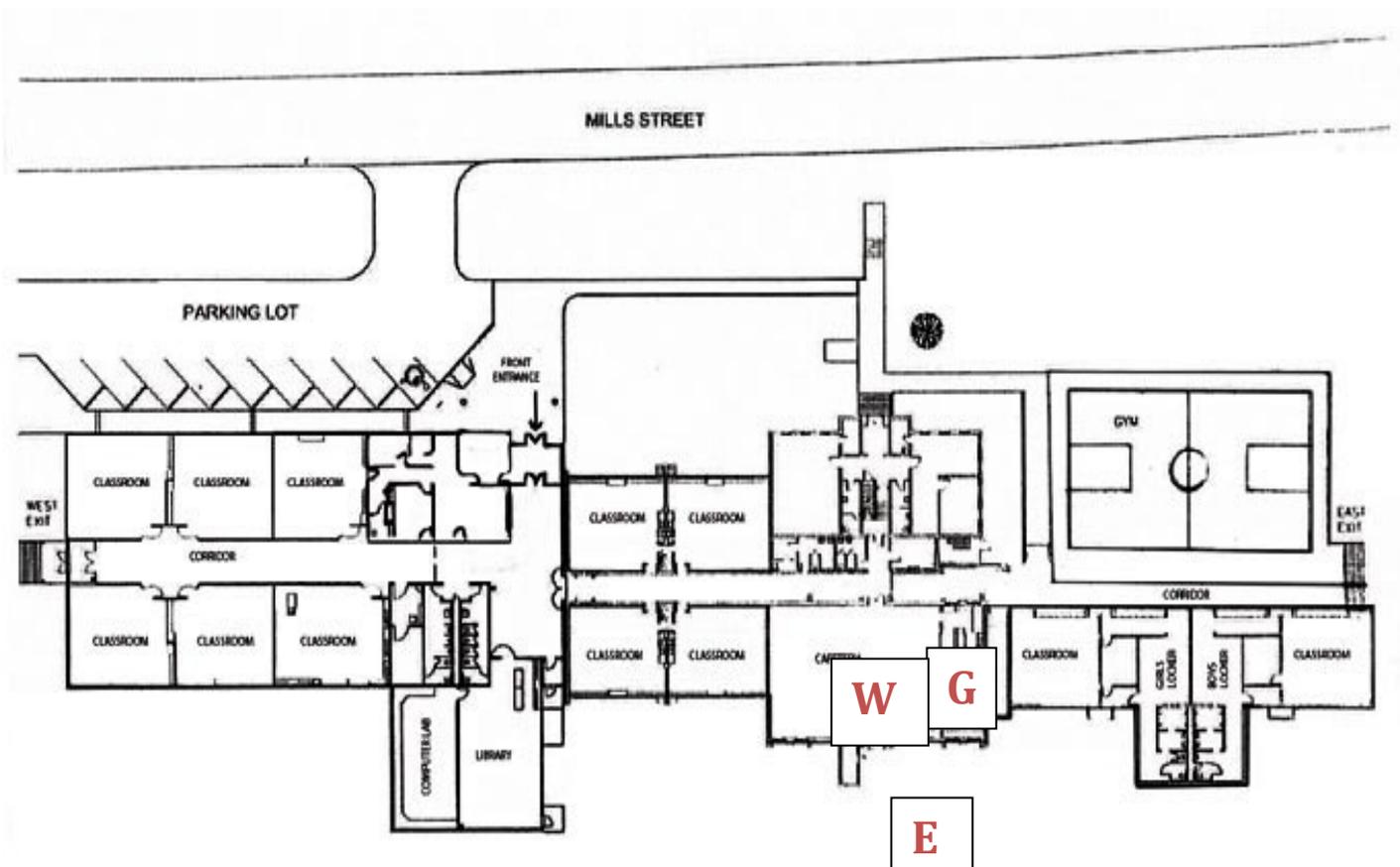
Gallatin Gateway School Emergency Internal Calling Tree



1. Call the person(s) connected under you.
2. State emergency situation.
3. Immediately get off the line.

EMERGENCY

Call 911



- E- The electrical shutoff is at the main panel in the cafeteria
- W- The water shutoff is in the basement at the pump
- G- The gas shutoff is outside by the doors to the gym

Appendix B:

Additional Resources

Additional Disaster Resources

1. Authorities and References:

Homeland Security Fact Sheet, Oct. 30, 2007, "Creating a Culture of Preparedness Among Schools."
<http://www.homelandsecurity.ms.gov/docs/CreatingACultureofPreparednessAmongSchools.pdf>

2. Key Words:

1. **Crisis** - An incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons, but may not involve the entire school or community.
2. **Disaster** - Any incident, which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
3. **Emergency** - A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school.

3. Websites:

1. MT Safety Culture Act: <http://erd.dli.mt.gov/safety-and-health/montana-safety-culture-act.html> and <http://www.safemt.com/index.php/work-injuries-in-montana/montana-safety-culture-act>
2. Bomb Threat Response: www.threatplan.org
3. Gang Publications Library: www.iir.com/nygc
4. Montana Department of Public Health and Human Services: www.dphhs.gov
5. Jane's Model: www.janes.com
6. SMART School Tool (All-Hazards Planning Tool): www.smartschooltool.org
7. U.S. Department of Education - Keyword: Practical Information on Crisis Planning: A Guide for Schools and Communities: www.ed.gov/emergencyplan.org
8. U.S. Department of Homeland Security: www.dhs.gov
9. U.S. Department of Justice – COPS Program: www.cops.usdoj.gov
10. Early Warning/Timely Response, A Guide to Safe Schools: <http://cecp.air.org/guide/guide.pdf>
11. NetSmartz Lessons: <http://www.netsmartz.org>
12. i-SAFE lessons: <http://isafe.org>
13. Pesticides MCA 80-8-107(1997), MCA 80-8-404 (1993)
14. Health/Safety: <http://gallatingatewayschool.com/news/page.php?pageID=306>
15. Guide for Developing High-Quality School Emergency Operations Plans
http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
16. FERPA <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>
17. Training resources, including the PFA-S Field Operations Guide,
<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>
18. School Climate Surveys <http://safesupportiveschools.ed.gov/index.php?id=133>
19. DHS Active Shooter Pocket Card: www.dhs.gov/xlibrary/assets/active_shooter_pocket_card.pdf
20. DHS Active Shooter Booklet: www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf
21. AED Program Requirements in Schools - <http://leg.mt.gov/bills/mca/50/6/50-6-502.htm>
22. US Dept of Education, A Guide to School Vulnerability Assessments: Key Principles for Safe Schools,
http://rems.ed.gov/docs/VA_Report_2008.pdf

Appendix C: Policy/Law

Code of Conduct/Weapons
GGS Policy 3050

Safety
GGS Policy 5005, 7057, 7060

Pesticides
MCA 80-8-107(1997), MCA 80-8-404 (1993)

AED Program
MCA 50-6-502

County Interdisciplinary Child Information and School Safety Team
MCA 52-2-211 (1991)

FERPA

STUDENTS

Student Discipline

Students are expected to conduct themselves within the bounds set by the Board and the administrative regulations set forth by the Superintendent. Consideration for the rights and well being of others, cooperation with all members of the school community, and respect for oneself and others are the basic principles guiding student behavior.

The primary responsibility for student discipline within the school rests with the Superintendent. The primary responsibility for the maintenance of discipline within the classroom lies with the individual classroom teacher. Corporal punishment shall not be used. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Disciplinary action may be taken against any student in violation of the Student Code of Conduct. Disciplinary action may range from conferring with a teacher to expulsion from school. Continued infractions will have a cumulative effect in terms of disciplinary action.

A student is in violation of the Student Code of Conduct if the student engages in any inappropriate behavior, including but not limited to:

- Using, possessing, distributing, purchasing, or selling tobacco products (tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, or any other tobacco or nicotine innovation).
- Using, possessing, distributing, purchasing, or selling alcoholic beverages.
- Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, including medical marijuana, look-alike drugs, and drug paraphernalia.
- Using, possessing, controlling, or transferring a weapon in violation of the “Possession of a Weapon in a School Building” section of this policy.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.
- Disobeying directives from staff or disobeying rules governing student conduct.
- Using violence, force, coercion, intimidation or other comparable conduct toward anyone or urging other students to engage in such conduct.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.
- Engaging in any activity that constitutes an interference with school purposes or an educational function, or any other disruptive activity.
- Unexcused absenteeism.
- Misconduct of any sort on any means of District transportation.
- Hazing or bullying, including cyber bullying.
- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.

These grounds stated above for disciplinary action apply whenever a student’s conduct is reasonably related to school or school activities, including, but not limited to the circumstances set forth below:

- On, or within sight of, school grounds before, during, or after school hours or at any other time when school is being used by a school group;
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school;
- Travel to and from school or a school activity, function, or event;
- Anywhere if conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, an interference with school purposes or an educational function, a threat to the safety and welfare of the student population, or conduct that detrimentally affects the climate or efficient operations of the school.

Gun Free Schools

The Board is obligated to expel any student who uses, possesses, controls, or transfers a firearm for a definite period of time of at least one (1) calendar year, except that the Board may modify the disciplinary action on a case-by-case basis.

Possession of a Weapon in a School Building

The District will refer to law enforcement any person who possesses, carries, or stores a weapon in a school building, except as provided below. For the purposes of this section only, "school building" means all buildings owned or leased by the District; "weapon" means any type of firearm, a knife with a blade 4 or more inches in length, a sword, a straight razor, a throwing star, nun-chucks, or brass or other metal knuckles. The Board may grant persons advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building.

Legal References:	§ 20-4-302, MCA	Discipline and punishment of pupils
	§ 20-5-202, MCA	Suspension and Expulsion
	§ 45-8-361, MCA	Possession of a weapon in school building
	§ 50-46-101, MCA	Montana Medical Marijuana Act
	20 USC § 7101	Safe and Drug Free Schools & Community Act
	20 USC § 7151	Gun-Free Schools Act

Cross References:

Policy History:

Adopted on: August 20, 2012

Revised on:

PERSONNEL

Sexual Harassment

The District shall provide employees an employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law. Sexual harassment includes sexual violence, which are physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the use of drugs or alcohol or intellectual or other disability. Sexually violent acts could include rape, sexual assault, sexual battery, and sexual coercion.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances. A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

Employees should report claims of sexual harassment to the Principal or Superintendent or the District’s Title IX Coordinator and/or use the District’s Title IX Grievance Procedures. Initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments.

- | | | |
|-------------------|--------------------------|-------------------------------------|
| Legal References: | 42 USC § 2000(e) et seq. | Title VII of Civil Rights Act |
| | 20 USC 1681 et seq | Title IX |
| | § 49-2-101, et seq. MCA | Human Rights Act |
| | § 49-1-102, MCA | Freedom from discrimination |
| | § 49-3-201, MCA et seq | Governmental Code of Fair Practices |

Cross References:

Policy History:

Adopted on: August 20, 2012

Revised on:

OPERATIONAL SERVICES

Use of Automated External Defibrillation

An Automated External Defibrillator (AED) will be available to faculty, staff, and students in case of a sudden cardiac arrest. The District will establish an AED Program in accordance with the standards established by the Montana Department of Public Health and Human Services (Department). The District will comply with all other requirements for AED implementation set forth by the Department.

As part of the AED program, the District will identify and train AED providers. All AED-certified staff must maintain current certification. Use of the AED will be in accordance with § 50-6-505, MCA.

The District retains the discretion to use reasonable care and judgment in determining the location and number of AED units that may be available at building sites.

Legal References:	MCA § 50-6-501, <i>et seq.</i> 37.104.601, ARM, et.al.	Automated External Defibrillator Programs Automated External Defibrillators (AED)
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Cross References:

Policy History:

Adopted on: August 20, 2012

Revised on:

OPERATIONAL SERVICES

School Safety

The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents will be posted in compliance with Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents will be reported to the District office.

The Superintendent will develop a plan of fire, civil defense, tornado, and earthquake warning, protection, and evacuation. This plan and procedures will be discussed and distributed to each teacher at the beginning of each school year. There will be at least eight (8) disaster drills a year. All teachers will discuss fire drill procedures with their class at the beginning of each year and will have them posted in a conspicuous place next to the exit door. A record will be kept of all fire drills. The drills will be held at different hours of the day or evening to avoid distinction between drills and actual disasters. The Superintendent will develop safety and health standards that comply with the Montana Safety Culture Act.

School Closure

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Specific procedures for school closures may be found in the District’s *Safety Plan*.

Hazardous and Infectious Materials

The Superintendent shall take all reasonable measures to protect the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials, including pesticide, and infectious materials. Specific procedures for handling hazardous or infectious materials may be found in the District’s *Safety Plan*.

Legal References:	§ 20-1-401, MCA	Disaster drills
	§ 20-1-402, MCA	Number of disaster drills required – time of drills to vary
	§ 20-1-801, et al., MCA	Emergency School Closure
	§§ 39-71-1501, MCA	Montana Safety Culture Act
	§§ 50-71-311, MCA	Montana Safety Act

Cross References:

Policy History:

Adopted on: August 20, 2012

Revised on:

PESTICIDES: MONTANA CODE ANNOTATED

Pesticides

MCA 80-8-404

MCA 80-8-107

MCA 80-8-404 (1993) requires the department of agriculture to develop a model school integrated pest management safety program that includes information on pests, environmental concerns, and recommendations for protecting school children from exposure to pesticides and the potential acute and chronic health effects. Further, MCA 80-8-107 (1997) requires school building operators to post notices of pesticide application at each access to the room.

Montana School Integrated Pest Management (IPM)

School districts around the U.S. grapple every year with the best and most cost-effective ways to deal with the encroachment of unwanted rodents and insects on school grounds. How do we know if the pest management practices in our schools are the lowest risk, most effective and cost-efficient available? Are our schools doing everything possible to discourage pest problems and shield our children from pest allergens and pesticide contact? The expanding use of a strategy known as “integrated pest management” (IPM) is now being used in many areas of the United States to tackle pest problems while simultaneously reducing pesticide risk and exposure to school children. Since children spend so much of their lives in school – over 1,000 hours a year for most students – the importance of healthy school environments is vital to defending children’s health.

The Montana School IPM program promotes the adoption of IPM principles in our schools and day care centers by providing information to school staff and administrators, parents, government regulators, state legislators, and commercial applicators operating on school grounds. The goal is to minimize pesticide exposure to children, reduce common asthma triggers stemming from uncontrolled pests and pesticidal residues, improve school staff ability to identify and monitor pests, promote adequate record-keeping, assess treatment thresholds, implement cultural controls, and aid in the selection of low-risk, targeted pesticide applications when strictly necessary.

<http://ipm.montana.edu/school.html>

<http://www.epa.gov/pesticides/ipm/>

AED PROGRAM: MONTANA CODE ANNOTATED

50-6-502. AED program -- requirements for AED use. In order for an entity to use or allow the use of an automated external defibrillator, the entity shall:

- (1) establish a program for the use of an AED that includes a written plan that complies with this part and rules adopted by the department pursuant to [50-6-503](#). The plan must specify: (
 - (a) where the AED will be placed;
 - (b) the individuals who are authorized to operate the AED;
 - (c) how AED use will be coordinated with an emergency medical service providing services in the area where the AED is located;
 - (d) the medical oversight that will be provided;
 - (e) the maintenance that will be performed on the AED;
 - (f) records that will be kept by the program;
 - (g) reports that will be made of AED use; and
 - (h) other matters as specified by the department;
- (2) adhere to the written plan required by subsection (1);
- (3) ensure that before using the AED, an individual authorized to operate the AED receives appropriate training approved by the department in cardiopulmonary resuscitation and the proper use of an AED;
- (4) maintain, test, and operate the AED according to the manufacturer's guidelines and maintain written records of all maintenance and testing performed on the AED;
- (5) each time an AED is used for an individual in cardiac arrest, require that an emergency medical service is summoned to provide assistance as soon as possible and that the AED use is reported to the department as required by the written plan;
- (6) before allowing any use of an AED, provide the following to all licensed emergency medical services and any public safety answering point or emergency dispatch center providing services to the area where the AED is located:
 - (a) a copy of the plan prepared pursuant to this section; and
 - (b) written notice, in a format prescribed by department rules, stating:
 - (i) that an AED program is established by the entity;
 - (ii) where the AED is located; and
 - (iii) how the use of the AED is to be coordinated with the local emergency medical service system; and
- (7) comply with this part and rules adopted by the department pursuant to [50-6-503](#).

History: En. Sec. 3, Ch. 335, L. 1999; amd. Sec. 1, Ch. 291, L. 2007.

COUNTY INTERDISCIPLINARY: MONTANA CODE ANNOTATED

History: En. Sec. 3, Ch. 335, L. 1999; amd. Sec. 1, Ch. 291, L. 2007. **County interdisciplinary child information and school safety team 52-2-211.**

(1) The following persons and agencies operating within a county shall by written agreement form a county interdisciplinary child information and school safety team:

- (a) the youth court;
- (b) the county attorney;
- (c) the department of public health and human services;
- (d) the county superintendent of schools;
- (e) the sheriff;
- (f) the chief of any police force;
- (g) the superintendents of public school districts; and
- (h) the department of corrections.

(2) The persons and agencies signing a written agreement under subsection

(1) may by majority vote allow the following persons to sign the written agreement and join the team:

- (a) physicians, psychologists, psychiatrists, nurses, and other providers of medical and mental health care;
- (b) entities operating private elementary and secondary schools;
- (c) attorneys; and
- (d) a person or entity that has or may have a legitimate interest in one or more children that the team will serve.

(3) (a) The members of the team or their designees may form one or more auxiliary teams for the purpose of providing service to a single child, a group of children, or children with a particular type of problem or for any other purpose. Auxiliary teams are subject to the written agreement.

(b) A member of an auxiliary team must be a person who has personal knowledge of or experience with the child or children in the member's respective field.

(4) The purpose of the team and written agreement is to facilitate the exchange and sharing of information that one or more team members may be able to use in serving a child in the course of their professions and occupations, including but not limited to abused or neglected children, delinquent youth, and youth in need of intervention, and of information relating to issues of school safety. Information regarding a child that a team member supplies to other team members or that is disseminated to a team member under 41-3-205 or 41-5-215(2) and (3) may not be disseminated beyond the organizations or departments that have an authorized member on the team under subsection (1) or (2).

(5) The terms of the written agreement must provide for the rules under which the team will operate, the method by which information will be shared, distributed, and managed, and any other matters necessary to the purpose and functions of the team.

(6) The terms of the written agreement must state how the team will coordinate its efforts with interdisciplinary child protective teams as provided in 41-3-108 and youth placement committees as provided for in 41-5-121.

(7) To the extent that the county interdisciplinary child information and school safety team is involved in a proceeding that is held prior to adjudication of a youth in youth court, the team satisfies the requirements of 20 U.S.C. 1232g(b)(1)(E)(ii)(I) of the Family Educational Rights and Privacy Act of 1974. Montana school districts may release education records to the team. The terms of the written agreement described in subsection (5) must include a requirement that the officials and authorities to whom the information is disclosed certify in writing to the school district that is releasing the education records that the education records or information from the education records will not be disclosed to any other party without the prior written consent of the parent or guardian of the student.

History: En. Sec. 1, Ch. 510, L. 1991; amd. Sec. 26, Ch. 458, L. 1995; amd. Sec. 7, Ch. 466, L. 1995; amd. Sec. 341, Ch. 546, L. 1995; amd. Sec. 58, Ch. 550, L. 1997; amd. Sec. 2, Ch. 564, L. 1999; amd. Sec. 7, Ch. 364, L. 2013.

*Notes for Gallatin Gateway School

Written agreement and *Statement of Confidentiality Form* of the Gallatin County Interdisciplinary Child Information Team on file at Gallatin Gateway School.

Multidisciplinary Team (County Attorney) be made an auxiliary team of the *Gallatin County Interdisciplinary Child Information Team* – voted 3/6/2014

Meetings are held the first Thursday of November, January, March, and May 7:00am

The Gallatin Gateway School Superintendent and Counselor will be designees of the Gallatin County Superintendent by signature on the Addendum “A1” Designees.

What Is FERPA?

FERPA is a federal law that protects the privacy of student *education records*. The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program (termed “schools” below). *FERPA* gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” The Family Policy Compliance Office at the U.S. Department of Education administers *FERPA*.

FERPA protects the rights of parents or eligible students to

- Inspect and review education records;
- Seek to amend education records; and
- Consent to the disclosure of personally identifiable information (PII) from education records, except as specified by law.

What Are “Education Records?”

Different types of records and information may be protected by *FERPA* if determined to be “education records.” Education records are protected by *FERPA* and are broadly defined as records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution.

The non-exhaustive chart below shows several examples of what types of records generally *are* and *are not* considered to be education records.

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual’s attendance at the school
Records on services provided to students under the <i>Individuals with Disabilities Education Act (IDEA)</i>	Employee records that relate exclusively to an individual in that individual’s capacity as an employee
Records on services and accommodations provided to students under <i>Section 504 of the Rehabilitation Act of 1973</i> and <i>Title II</i> of the	Information obtained through a school official’s personal knowledge or observation and not from the student’s education records

See the discussion under “Balancing Safety and Privacy” below for more detail on law enforcement units under *FERPA*, what constitutes a law enforcement unit record, and how these records may be used.

Who May Access *FERPA*-Protected Education Records?

“School officials with a legitimate educational interest” may access *FERPA*-protected education records. Schools determine the criteria for who is considered a school official with a legitimate educational interest under *FERPA* regulations, and it generally includes teachers, counselors, school administrators, and other school staff. The term “school official with a legitimate educational interest” may also include contractors, consultants, volunteers, and other parties if those individuals

- Perform an institutional service or function for which the agency or institution would otherwise use employees;

- Are under the direct control of the agency or institution with respect to the use and maintenance of education records; and
- Are subject to the requirements of 34 CFR § 99.33(a), which specifies that individuals who receive information from education records may use the information only for the purposes for which the disclosure was made and which generally prohibits the redisclosure of PII from education records to any other party without the prior consent of the parent or eligible student. There are, however, exceptions to this prohibition.

In addition, schools must annually notify parents and eligible students of their rights under *FERPA*, and must include in this notification the criteria for who constitutes a school official and what constitutes a legitimate educational interest. The U.S. Department of Education provides model notification statements on its website at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>.

This means that if a school wishes to consider non-employee members of its threat assessment team (TAT), its contracted counseling, nursing, service, or security staff, its school resource officers (SROs), and other non-employees as “school officials” who may have access to education records, the school must ensure that these individuals meet the criteria in the bullets above and the criteria in the school’s annual notification of *FERPA* rights. Schools are encouraged to train all school officials who may have access to education records, including contractors, on *FERPA* as well as other applicable laws.

***Balancing Safety and Privacy**

School officials must balance safety interests and student privacy interests. *FERPA* contains exceptions to the general consent requirement, including the **“health or safety emergency exception,”** and exceptions to the definition of education records, including “law enforcement unit records,” which provide school officials with tools to support this goal.

The Health or Safety Emergency Exception to the Consent Requirement *FERPA* generally requires written consent before disclosing personally identifiable information (PII) from a student’s education records to individuals other than his or her parents. However, the *FERPA* regulations permit school officials to disclose PII from education records without consent to appropriate parties only when there is an actual, impending, or imminent emergency, such as an articulable and a significant threat. **Information may be disclosed only to protect the health or safety of students or other individuals. In applying the health and safety exception, note that:**

1. **Schools have discretion to determine what constitutes a health or safety emergency.**
2. **“Appropriate parties” typically include law enforcement officials, first responders, public health officials, trained medical personnel, and parents. This *FERPA* exception is temporally limited to the period of the emergency and does not allow for a blanket release of PII. It does not allow disclosures to address emergencies that *might* occur, such as would be the case in emergency preparedness activities.**
3. **The information that may be disclosed is limited to only PII from an education record that is needed based on the type of emergency.**
4. **Disclosures based on this exception must be documented in the student’s education records to memorialize the**
 - **Emergency that formed the basis for the disclosure; and**
 - **Parties with whom the school shared the PII.**

The U.S. Department of Education would not find a school in violation of *FERPA* for disclosing *FERPA*-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

For more information on the health or safety exception, see: “Addressing Emergencies on Campus,” June 2011, available at <http://www2.ed.gov/policy/gen/guid/fpco/pdf/emergency-guidance.pdf> and 34 CFR §§ 99.31(a)(10) and 99.36.

Appendix D

Hazards Vulnerability Assessment Outcome

School Hazard Vulnerability Assessments Outcomes

Upon review of Risk and Hazard Vulnerability Assessments, Gallatin Gateway School has implemented the following:

1. A visitor badge system is in place, which is strictly enforced, with visitors showing picture ID if they are unknown to staff. (GGS Policy 4020)
2. Receptionist or office staff has a clear unobstructed line of sight of persons entering the facility.
3. School employees wear standardized identification badges and lanyard with keys to the building.
4. Access to the school is restricted while school is in session by locking entry points. The only unlocked entrance is the front doors of the building.
5. Security cameras are placed at key indoor areas at all middle and high schools. (GGS Policy 3097)
6. Emergency backpacks exist and are inventoried as needed.
7. Emergency responders are provided with facility information including location of utility shut-offs, building diagrams, binder documenting the storage of hazardous materials (MSDS), and other emergency information requested. (Knox box and *Emergency Procedures Manual* provided to dispatch)
8. Rooms are easily identified inside and outside each door for emergency responders.
9. Procedures exist for facility lockdown that differentiate if attacker is inside or outside of facility. (*Emergency Procedures Manual*)
10. A means of locking doors from the inside exists that does not violate municipal fire codes. (Class Doorman <http://teacheropolis.blogspot.com/p/the-class-doorman.html>)
11. Procedures exist for evacuation to local and remote assembly area.
12. Procedures exist and school has identified a shelter-in-place area for school personnel to gather in the event of a threat from contaminated outside air. (*Emergency Procedures Manual*)
13. School has access to personnel designated and trained to assess security threats in accordance with U.S. Secret Service's Safe School guidelines. (School Resource Officer or Sheriff's Dept)
14. A random school locker and school district/school building inspection program utilizing canine units exists to locate drugs, weapons and other contraband. (Policy 3040)
15. Each school tests school alarms (e.g., security, fire, fire alarm pull stations) to ensure operability and personnel familiarity.
16. Fire department fire prevention: proper use of fire extinguishers, fire evacuation procedures, common fire code violations in schools, and special concerns for cafeteria personnel.
17. School has taken steps to properly secure all computers, audio/visual equipment, and valuable equipment. Security measures include steps to secure computers against unauthorized access. (*Parent/Student Handbook*)
18. Vegetation outside of building is not overgrown such that it blocks the view of law enforcement.
19. School classrooms that are not in use are kept locked.
20. The school has a system in place to ensure that serial numbers are on file for technology equipment.
21. Valuable school property has been clearly identified as school property and inventoried.
22. School has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner. (6th grade community service project)
23. School uses an Internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon- and bomb-making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork. (Policy 3096)
24. The school has a designated vault that is heavily secured.
25. The school safety and/or facility team may conduct a CPTED (crime prevention through environmental design).

Appendix E: Forms

1. Incident Collection Forms
 - Offenders
 - Victims
2. Exercise the Plan
3. Staff Survey

School Safety Incident Collection Form
Gallatin Gateway School District #35

Date of Incident: _____

Time of Incident: _____

Where was the place of occurrence?

- On school property/grounds (e.g., school building, athletic fields)
- At an offsite alternative placement facility
- At a school-sponsored event or at an event within the school's jurisdiction (e.g., athletic competition)
- Off school grounds at an activity under the jurisdiction of another school (e.g., another school's play)
- Off school grounds at an activity, function or event sponsored by the school (e.g., visit to a museum)
- On district-provided public conveyance providing transportation to and from school
- On district-provided public conveyance providing transportation to a school sponsored activity, event, or function
- Off school grounds, en route to or from school
- Other: (please explain)

Notes:

Offender(s) information

Section I

<p><u>Offender's Status:</u></p> <ul style="list-style-type: none"> <input type="radio"/> Adult Visitor/Intruder <input type="radio"/> District Employee <input type="radio"/> Other or Unknown <input type="radio"/> Parent <input type="radio"/> Student <input type="radio"/> Student from another school <input type="radio"/> Student with IEP <p><u>Offender's Disability (if applicable):</u></p> <ul style="list-style-type: none"> <input type="radio"/> Mental Retardation <input type="radio"/> Hearing Impairments <input type="radio"/> Speech/Language Impairments <input type="radio"/> Visual Impairments <input type="radio"/> Emotional Disturbance <input type="radio"/> Orthopedic Impairments <input type="radio"/> Specific Learning Disabilities <input type="radio"/> Deaf/Blindness <input type="radio"/> Multiple Disabilities <input type="radio"/> Autism <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Developmental Delay <input type="radio"/> Other Health Impairments <p><u>Local Offender #:</u> <i>(if known)</i></p> <p>_____</p>	<p><u>First Name:</u> <i>(if known)</i></p> <p>_____</p> <hr/> <p><u>Last Name:</u> <i>(if known)</i></p> <p>_____</p> <hr/> <p><u>Birthdate:</u> <i>(if known)</i></p> <p>_____</p> <p style="text-align: center;"><i>(month, day, year)</i></p>
	<p><u>Grade:</u> <i>(if applicable)</i></p> <p>_____</p> <hr/> <p><u>Gender:</u></p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female
<p>**This Offender Form may be copied for additional offenders as needed**</p>	

Offender(s) information

Section II - Misconduct type – Mark all that apply

<p>Against a Person</p> <ul style="list-style-type: none"> ○ Assaults on student(s) <ul style="list-style-type: none"> ○ Aggravated assault ○ Simple assault ○ Assaults on school employee <ul style="list-style-type: none"> ○ Aggravated assault ○ Simple assault ○ Racial/ethnic intimidation ○ All other forms of harassment/intimidation (explain) ○ Fighting ○ Minor altercation ○ Sexual offense(s) ○ Stalking ○ Kidnapping/interference with custody of a child ○ Unlawful restraint ○ Threatening school official/student ○ Reckless endangering ○ Robbery/theft ○ Attempt to commit or commission of any of the following: <ul style="list-style-type: none"> ○ Homicide ○ Murder ○ Voluntary manslaughter ○ Involuntary manslaughter ○ Suicide <ul style="list-style-type: none"> ○ Attempted ○ Committed ○ Bullying 	<p>Against Property</p> <ul style="list-style-type: none"> ○ Burglary ○ Arson ○ Vandalism ○ Criminal Trespass
<p>Illegal Possession (other)</p> <ul style="list-style-type: none"> ○ Possession or use of a controlled substance ○ Sale/distribution of a controlled substance ○ Sale, possession, use, transfer, or under the influence of alcohol ○ Possession, use, or sale of tobacco 	<p>Against Society</p> <ul style="list-style-type: none"> ○ Rioting ○ Bomb Threats ○ Terroristic threats (excl. Bomb threats) ○ Failure of Disorderly persons to disperse upon official order ○ Disorderly conduct <p>Illegal Possession of a Weapon</p> <ul style="list-style-type: none"> ○ Possession of firearm <ul style="list-style-type: none"> ○ Handgun ○ Rifle/shotgun ○ Other (starter gun, etc.) ○ Possession of Knife ○ Possession of other weapon <ul style="list-style-type: none"> ○ Cutting instrument ○ Explosive ○ BB/pellet gun ○ Other weapon <p>Other forms of misconduct:</p> <ul style="list-style-type: none"> ○ All other incidents as defined in local student codes of conduct and/or handbook ○ Explain:

Offender(s) information

Section III

Local Law Enforcement Notified

Time: _____ a.m. p.m.

Name (of person called):

Information:

Arrest

Note: Arrest does not mean taking a person into custody. Removal of student, by police, does not constitute an arrest. There will be many situations in which law enforcement officials take a student into custody and may not initiate criminal charges against the student.

Arrest occurred:

- *Yes
- No
- Pending

*If Yes is selected:

Offender charged with one of the following weapons possession offenses:

- Possession of firearm by minor
- Possession of weapon on school property
- Possession of prohibited weapons
- Carrying explosives on school grounds.

Adjudication:

- Adjudicated delinquent
- Convicted as adult
- Probation
- Citation
- Fined

Section III: (continued)

<p><u>School Sanction(s):</u></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Detention <input type="radio"/> In school suspension <input type="radio"/> Out of school suspension <input type="radio"/> Expulsion – less than one calendar year <input type="radio"/> Expulsion – one calendar year <input type="radio"/> Expulsion – more than one calendar year <input type="radio"/> Other <p><u>Number of days suspended/Expelled:</u></p> <p>_____</p> <p>Received Educational services during expulsion?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 	<p>Assigned to alternative education:</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Was the student removed to an alternative education setting based on a State Hearing officer's determination regarding likely injury? <i>(if applicable)</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Was physical injury involved as a result of this incident? <i>(if applicable)</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Did this injury require medical treatment? <i>(if applicable)</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Limited English proficiency status: <i>(if applicable)</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p><u>Type of Parental Involvement:</u></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Written notification <input type="radio"/> Telephone conference <input type="radio"/> School conference <input type="radio"/> Family counseling <input type="radio"/> Law enforcement/legal involvement <input type="radio"/> Other: <p>_____</p>	<p><u>Remedial Program:</u></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Alternative education <input type="radio"/> Homebound instruction <input type="radio"/> Student assistance referral <input type="radio"/> Drug/alcohol counseling <input type="radio"/> Guidance counseling <input type="radio"/> Psychological evaluation <input type="radio"/> Peer mediation/conflict resolution <input type="radio"/> Anger management <input type="radio"/> Other: <p>_____</p>

Victim(s) Information

<p><u>Victim's Status:</u></p> <ul style="list-style-type: none"><input type="radio"/> Adult visitor/intruder<input type="radio"/> Against school/school building<input type="radio"/> District employee<input type="radio"/> Other or Unknown<input type="radio"/> Parent<input type="radio"/> Student<input type="radio"/> Student from another school<input type="radio"/> Student with IEP	<p><u>Age:</u> _____</p> <p><u>Gender:</u></p> <ul style="list-style-type: none"><input type="radio"/> Male<input type="radio"/> Female<input type="radio"/> Unknown
<p><u>School Grade:</u></p> <p>_____</p>	<p><u>Race/Ethnicity:</u></p> <ul style="list-style-type: none"><input type="radio"/> American Indian or Alaska Native<input type="radio"/> Asian<input type="radio"/> Black or African American<input type="radio"/> Hispanic or Latino<input type="radio"/> Multi-Racial<input type="radio"/> Native Hawaiian or Other Pacific Islander<input type="radio"/> Other Race<input type="radio"/> Unknown<input type="radio"/> White
<p><u>Required Medical Treatment:</u></p> <ul style="list-style-type: none"><input type="radio"/> *Yes<input type="radio"/> No <p><u>*Reasons for Medical Treatment:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>** This victim form may be copied for additional victims as needed.**</p>	

Gallatin Gateway School District Staff Survey

The following survey is used:

- In conjunction with plan development, as a benchmark of safety and an indicator of possible problems to be addressed.
- Once the safety plan is initially deployed to measure any change in perceptions of safety the plan may bring.
- Yearly, to monitor the progress of the plan in improving the perception of safety and to identify any additional problem areas.

Please check (✓) the box with the answer that most applies to YOUR experiences this school year.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school is generally clean					
Arguments among students in school are common					
Fights among students are rare at school					
Threats by students against one another are rare					
Some students are regularly beaten up by other students					
Some students are regularly picked on, called names, or teased by other students					
Robbery/theft of school and personal property are common at school					
I generally feel safe at school					
I feel safe on school grounds before school					
I feel safe on school grounds after school					
I feel safe in the school cafeteria					
I feel safe in the school hallways					
I feel safe in the school bathrooms					
I feel safe in classrooms					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe on the school playground					
I feel safe going to and from school					
Some students are getting away with too much					
Students know what behavior is expected of them					
Staff enforce the rules when there is an incident					
Staff monitor hallways during period changes					
The consequences for students are fair					
Students feel comfortable telling staff about potential violence					
Teachers listen to students when they have a problem					
Administration apply discipline rules fairly					
My school holds drills in accordance with state-level legislation (8/year)					
My school is prepared for any emergency					
My school provides guidance and counseling services for students					
Parents are involved in activities at school					
Staff has input into decision making at my school					
Teachers respect students in this school					
Teachers enjoy being here					
I feel I belong at this school					
Most students are proud of this school					
I am proud of this school					

During this school year, how many times have YOU experienced and/or witnessed the following problems in your school? Please check (✓) the box with the answer that most applies to YOUR experiences this school year.					
	8 or more	5 to 8	3 to 5	1 to 3	0
Verbal threats on school grounds					
Physical violence on school grounds					
Students with weapons on school grounds					
Students smoking, drugs, alcohol on school grounds					
Teasing or bullying on school grounds					
Gang activity on school grounds					
Stealing on school grounds					
Vandalism of school property					
Discrimination or bigotry at school					
Violence in the community around the school					
Cheating on homework or tests					
Students skipping class					
Truant students					

How effective do you feel these strategies are for making your school SAFE. Please check (✓) the box with the answer that most applies to YOUR experiences this school year.					
	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Suspending/Expelling students who commit acts of violence					
In school suspension for students who commit acts of violence					
Putting more security devices/cameras in school					
Police Presence (SRO)					
Bringing drug and/or weapon sniffing dogs to school					

Exercise the Plan

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property. Exercises provide opportunities to practice with community partners (e.g., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. Ideally, schools will create an exercise program, building from a tabletop exercise up to a more advanced exercise, like a functional exercise:

- **Tabletop exercises:** Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.
- **Drills:** During drills, school personnel and community partners (e.g., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.
- **Functional exercises:** Functional exercises are similar to drills but involve multiple partners; some may be conducted district-wide. Participants react to realistic simulated events (e.g., a bomb threat, or an intruder with a gun in a classroom), and implement the plan and procedures using the ICS.
- **Full-scale exercises:** These exercises are the most time-consuming activity in the exercise continuum and are multiagency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An Emergency Operations Center (EOC) is established by either law enforcement or fire services, and the ICS is activated.

Before making a decision about how many and which types of exercises to implement, a school should consider the costs and benefits of each, as well as any state or local requirements. For example, while a tabletop exercise may be less costly and less time-consuming to run, a full-scale exercise provides a more realistic context for the simulated response to an emergency situation, thus providing more constructive feedback to improve the plans. If students are involved, the school should also consider the age of the student population when selecting the appropriate exercise. Schools should also consider whether to include parents and should take into account the cultural diversity of their populations when designing exercises and training.

It is up to the planning team to decide how often exercises should be conducted. While frequent exercise is important, it is imperative that exercises are of high quality.

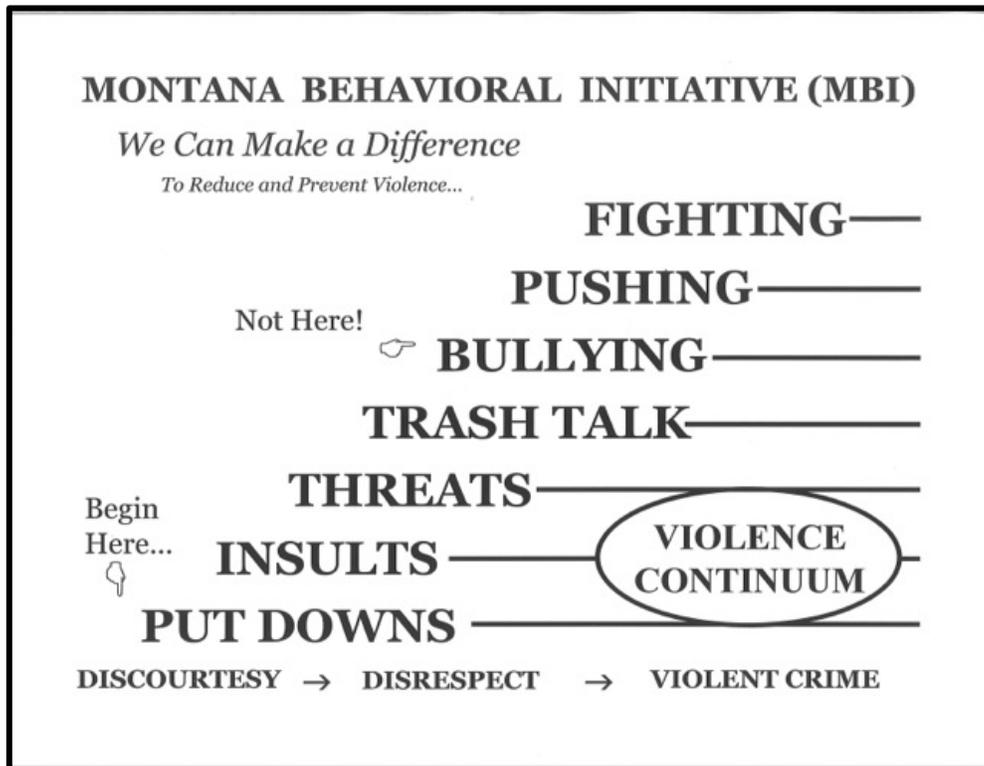
To effectively execute an exercise

- Include community partners such as first responders (law enforcement officers,
- EMS practitioners, and fire department personnel) and local emergency management staff;
- Communicate information in advance to avoid confusion and concern;
- Exercise under different and non-ideal conditions (e.g., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events);
- Be consistent with common emergency management terminology;
- Debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- Discuss how the school EOP and procedures will be modified, if needed, and specify who has the responsibility for modifying the plan.

For additional information on conducting exercises, please see the *Homeland Security Exercise and Evaluation Program Guide* at https://hseep.dhs.gov/pages/1001_HSEEP10.aspx.

Appendix F: Violence Continuum

Violence Continuum Grade K-3



Violence Continuum Grade 4-8

