



EMERGENCY OPERATION PLAN

2026-2029



BROWNING PUBLIC SCHOOLS
BROWNING, MONTANA

Table of Contents

*Control-click heading to go to that section
Control-click underlined title to return to beginning*

BASIC PLAN	13
<i>I. INTRODUCTION</i>	13
<i>II. CONCEPT OF OPERATIONS</i>	15
<i>III. ORGANIZATION and ASSIGNMENT OF RESPONSIBILITIES</i>	18
<i>IV. DIRECTION, CONTROL, AND COORDINATION</i>	22
School Incident Command System	22
Table 2- OPERATIONS SECTION TEAMS	25
Table 3 - SCHOOL INCIDENT COMMAND SYSTEM	29
Table 3 - SCHOOL ICS with type ready fields	30
<i>V. COMMUNICATIONS</i>	31
<i>VI. RECOVERY AFTER AN INCIDENT</i>	35
<i>VII. ADMINISTRATION, FINANCE AND LOGISTICS</i>	36
<i>VIII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION</i>	38
<i>Authorities and References</i>	41
<i>MONTANA CODE ANNOTATED 2</i>	42
Glossary	50
FUNCTIONAL ANNEXES	53
<i>CONTINUITY OF OPERATIONS PLAN (COOP)</i>	55
Table 4. Essential Functions Performed by COOP Personnel	56
<i>HOLD</i>	60
<i>DROP, COVER AND HOLD</i>	61
<i>EVACUATION</i>	62
<i>LOCKDOWN</i>	64
<i>MENTAL HEALTH AND HEALING</i>	67
<i>REVERSE EVACUATION</i>	69
<i>REUNIFICATION</i>	70
OFFSITE REUNIFICATION CHART	76

REVERSE EVACUATION	82
SECURE	83
SHELTER	85
HAZARD-AND-THREAT SPECIFIC ANNEXES	87
ACTIVE SHOOTER	89
Police Led EVACUTION After LOCKDOWN	91
BOMB THREAT	92
BUS ACCIDENT	95
BUS ACCIDENT PROCEDURES	99
CARDIAC EMERGENCY RESPONSE PLAN	100
Develop a Cardiac Emergency Response Team	110
DEATH/SUICIDE	111
APPENDIX A. (Death/Suicide) Principal's first steps	114
APPENDIX B (Death/Suicide) Principal or designee	115
APPENDIX C. (Death/Suicide) Sample Letters to Parents	116
APPENDIX D (Death/Suicide) Superintendent's Role	118
APPENDIX E (Death/Suicide) CISM LEADER (Lead Counselor)	119
EPIDEMIC DISEASE -Pandemic Plan	121
EXPLOSION	130
FIRE	132
FLOOD	134
HAZARDOUS MATERIALS SPILL	137
INTRUDER/HOSTAGE	142
MEDICAL EMERGENCY	145
MENTAL HEALTH AND HEALING	147
OPIOID OVERDOSE	149
SEVERE WEATHER	152
THREAT/TERRORISM	153
THREAT ASSESSMENT/THREAT ASSESSMENT TEAM	155
ATHLETICS EMERGENCY ACTION PLANS	162
BROWNING HIGH SCHOOL GYM	164
BROWNING HIGH SCHOOL SPORTSPLEX	167

BROWNING MIDDLE SCHOOL GYM	169
BROWNING ELEMENTARY GYM.....	172
NAPI GYM/FOOTBALL FIELD	175
BABB GYM	178
EMERGENCY PROCEDURES FOR EXTRACURRICULAR ACTIVITIES	181
<i>RESOURCE ANNEX.....</i>	<i>187</i>
<i>Building Plan(site-specific) Template.....</i>	<i>189</i>
<i>BUILDING FLOOR PLANS</i>	<i>191</i>
BABB	192
BROWNING ELEMENTARY	194
BROWNING HIGH SCHOOL	195
BROWNING MIDDLE SCHOOL.....	197
BUFFALOHIDE ACADEMY	198
BULLSHOE ELEMENTARY - NAPI.....	199
BULLSHOE ELEMENTARY – VINA CHATTIN	200
<i>MOUs.....</i>	<i>201</i>
<i>BMS & BLACKFEET HEADSTART</i>	<i>202</i>
BABB SCHOOL & BABB EMS.....	204
BPS & BLACKFEET TRIBE Stick-gsme Buiding	207
BPS & BLACKFEET TRIBE Use of School for Shelter	209

Promulgation

The System is committed to the general safety and wellbeing of its students, staff, and community. The Browning Public School District's Emergency Operations Plan that follows will assist this District in saving lives, minimizing property damage and preserving the environment. Our signatures signify our commitment to keep the plan current and to provide training and resources to the school's personnel in the All-Hazards approach to school crisis management. This is to verify that Browning Public School's Emergency Operations Plan is hereby approved, is in force and supersedes all previous editions.

Superintendent

Date

Board of Education Chair

Date

Board of Education Member

Date

Board of Education Member

Date

Board of Education Member

Date

Board of Education Member

Date

Board of Education Member

Date

Board of Education Member

Date

Distribution of Emergency Operations Plan

Specific school personnel shall receive a copy of this EOP.

[illegible]

Specific community partners shall receive a copy of this EOP. The following is a list of agencies who have received this plan.

[illegible]

Record & Changes

It is recommended this EOP be reviewed annually by the Superintendent's leadership team and the Board of Education. All changes to the plan will be recorded in this document using the following form.

Page/Section	Brief Description	Changed Entered By	Date

BASIC PLAN

I. INTRODUCTION

A. Purpose of the Plan

The purpose of Browning Public Schools' (BPS) Emergency Operations Plan (EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of BPS and its employees. Customization of this plan to meet each school campus needs and circumstances is important. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that BPS has established guidelines and procedures to respond to incidents/hazards in an effective way

B. Scope

The EOP provides guidelines and procedures for dealing with existing and potential school incidents. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. The plan discusses the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

C. Coordination with Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, emergency agencies, as well as mental health and other community organizations. An important component of the BPS EOP is advanced planning with various federal, state, and/or local agencies and community service providers to aid in timely communication and response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy should be maintained with other important documents related to this safety plan. Advanced planning should specify the type of

communication and services provided by one agency to another.

D. Situation Overview

Browning Public School (BPS) District consists of approximately 2,000 students, 400 staff members, and 10 school campuses across 1700 square miles. The central administration and seven of the school campuses are in or near Browning. BPS is located in Blackfeet Indian Reservation in the northwestern Montana bordering Canada and the Rocky Mountains. Browning Public Schools are exposed to many hazards, which have the potential to disrupt everyday operations, such as high winds, fires, severe weather (including winter storms), floods, hazardous materials spills, and acts of terrorism. This plan provides a guide for positive, productive responses to such incidents; however, there is no guarantee that this plan will provide a perfect solution for emergency situations, nor does this plan attempt to address every possible emergency which may arise.

Each school campus will provide a situation overview of their campus in the **Resource Annex, Building (site-specific) Plan Template page 190**.

D. Planning Assumptions

- The school community will continue to be exposed and subject to hazards and incidents described in the overview, as well as lesser hazards and others that may develop in the future.
- An incident could occur at any time and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- The School District is not an emergency response organization and therefore depends on local emergency first responders for life safety and protection, including the services

of law enforcement, fire and emergency medical and public health.

- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to exercise the plan through live drills and table-top exercises can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to incident management efforts.

E. Planning Limitations

- This plan is intended to provide guidance, but does not imply performance guarantees. BPS may deviate from the plan if certain assumptions prove not to be true during operations.
- Personnel and resources may be overwhelmed, Browning Public Schools can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

The overall strategy of a School EOP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery.

Browning Public Schools will use the Standard Response Protocols (SRP) in our Emergency Operation Plan. The SRP is incorporated in the Functional and Hazards Annexes. These consist of five specific actions that can be performed during an incident. These protocols are: HOLD, SECURE, LOCKDOWN, EVACUATE, and SHELTER. When a protocol is communicated it is followed by a directive to guide the action.

This will standardize the vocabulary, provide constituency of actions and expectations through all grade levels, and it simplifies drills. Teachers, students, parents, and first responders have a common vocabulary and understanding.

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

In addition, the incident may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the school's command of the incident and the school's incident management structure may change once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be best equipped to command the response to a specific incident. If this is to occur, the school may transition command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

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

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive

Federal grant funds.

Browning Public Schools recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

As part of its NIMS implementation, Browning Public Schools participates in the local government's NIMS preparedness program to remain NIMS compliant and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training.
- Complete NIMS awareness course IS-700 NIMS: An Introduction.
- Participate in local government's NIMS preparedness program and incorporate the School EOP into both Glacier County and the Blackfeet Tribal EOP.
- Train and exercise the plan.
- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans.
- The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response and Implementation of the Incident Command System (ICS)

In a major emergency or disaster Browning Public Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility. School personnel will seek guidance and direction from local officials and technical assistance from state and federal agencies where appropriate.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The Incident Command System (ICS) will be used to manage all incidents. Each school site will establish and maintain a **site-specific Building Plan** (refer to **RESOURCE ANNEX**) and a **Building Response Team** made up of their staff. These groups will have training in incident command and be assigned in the response roles most aligned with

their talents. Refer to Table 2- Operations Section Teams and Table 3 – School Incident Command System. This group will also participate in planning and facilitating drills for their site.

Until non-school emergency responders arrive on-scene, the School Decision-Maker (usually the principal or his/her designee) is responsible for activating the BPS EOP and their Building Site-Specific Plan, including common and/or specialized procedures, as well as hazard-specific incident plans. The School Decision-Maker shall designate a School Incident Commander with authority to direct all incident activities. The designated School Incident Commander should be the person most qualified to manage the specific type of incident.

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

Again, it is critical that school officials and all segments of the community emergency response system work together in advance of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

The BPS EOP will be activated to provide direction during an incident utilizing the ICS. The BPS will implement principles of Unified Command when more than one agency has jurisdiction over aspects during an emergency situation.

III. ORGANIZATION and ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

A building principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. In addition, each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. This should be reviewed with the staff yearly. School staff may be required to remain at school to assist in an incident.

Expected Actions of First Responders

- When an incident occurs at Browning Public Schools, local police, fire and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:
- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.

Expected Actions of School Staff and Parents

Principal/Building Administrator

The principal/designee may serve as the School Incident Commander or delegate that authority to a qualified individual. While the principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the Superintendent's office and the School Incident Commander.

School Incident Commander

The School Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal/designee or other officials, identify resources required, and direct the on-scene incident management activities. The Incident Commander's responsibilities include:

- Assuming overall direction of all incident management activities based on procedures outlined in Browning Schools EOP.
- Taking steps deemed necessary to ensure the safety of students, staff and other individuals. Determining whether to implement incident management protocols established in the Browning Schools EOP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arranging for transfer of students, staff and other individuals when safety is threatened by a disaster.

- Working with and ensuring communication with emergency services personnel.
- Keeping the principal and other officials informed of the situation.
- Ensuring the proper transfer of command when/if a more qualified Incident Commander arrives on scene

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Supervising students under their charge.
- Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the Browning Schools EOP.
- Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the Browning Schools EOP.
- Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Reporting missing students to the Incident Commander.
- Executing assignments as directed by the Incident Commander.
- Obtaining first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved. Rendering first-aid if necessary.
- School staff will be trained and certified in first-aid and CPR.

Instructional Assistants

- Responsibilities include assisting teachers as directed.

Counselors, Social Workers, and Psychologists

Counselors, social workers and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the Browning Schools EOP.
- Rendering first-aid if necessary.
- Assisting in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Executing assignments as directed by the Incident Commander.

- Assisting with crisis intervention and recovery processes.

School Nurses/Health Assistants

Responsibilities include:

- Administering first-aid or emergency treatment as needed.
- Supervising administration of first-aid by those trained to provide it.
- Organizing first-aid and medical supplies.

Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting building damage to the Incident Commander.
- Controlling main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Providing damage control as needed.
- Assisting in the conservation, use and disbursement of supplies and equipment.
- Keeping the Incident Commander informed of school conditions.

School Secretary/Office Staff

Responsibilities include:

- Answering phones and assisting in receiving and providing consistent information to callers.
- Providing for the safety of essential school records and documents.
- Executing assignments as directed by the Incident Commander.
- Providing assistance to the principal.
- Assist with documentation of the incident.
- Monitoring radio emergency broadcasts.
- Assisting with health incidents as needed, acting as messengers, etc.

Food Service/Cafeteria Workers

Responsibilities include:

- Using, preparing, and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing assignments as directed by the Incident Commander.

Bus Drivers/Transportation Personnel

Responsibilities include:

- Supervising the care of students if disaster occurs while students are on a bus.

- Transferring students to new location when directed.
- Executing assignments as directed by the Incident Commander.
- Transporting individuals in need of medical attention.

Other Staff (e.g., Itinerant Staff, Substitute Teachers)

- Responsibilities include reporting to the Incident Commander for assignments, if requested to do so.

Students

Responsibilities include:

- Cooperating during emergency drills and exercises and during an incident.
- Learning to be responsible for themselves and others in an incident.
- Understanding the importance of not being a bystander by reporting situations of concern.
- Developing an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Taking an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

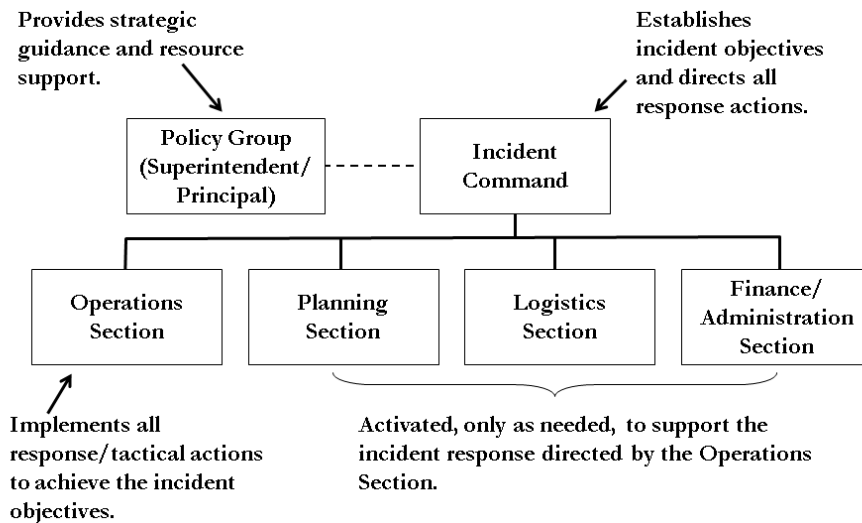
Responsibilities include:

- Encouraging and supporting school safety, violence prevention and incident preparedness programs within the school.
- Participating in volunteer service projects for promoting school incident preparedness.
- Providing the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practicing incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency

IV. DIRECTION, CONTROL, AND COORDINATION

School Incident Command System

A school's command system can be used to manage emergency incidents or nonemergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school's needs. See Figure 1 on next page



Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification. The BPS ICS is organized into the following functional areas:

1. School Incident Commander (IC)

Directs tactical on-scene operations until/unless a coordinated incident command system (ICS) is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally.
- See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The school building Principal/designee and/or School Incident Commander will keep the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section coordinates all tactical operations including implementation of response/recovery activities according to procedures and protocols established by [name of School] in an incident action plan. Procedures and protocols will address care of students, first-aid, crisis intervention, search and rescue, site security, damage assessment, evacuations and the release of students to parents. Specific responsibilities include:

- medical triage with staff trained in first-aid and CPR, providing and overseeing care given to injured persons, distributing supplies and requesting additional supplies.
- Providing and accessing psychological first-aid services for those in need and accessing local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinating the rationed distribution of food and water, establishing secondary toilet Analyzing school staffing to develop a Family Reunification Plan, and implementation.
- Monitoring site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off only if danger exists or if directed by the Incident Commander and assisting in securing facility.
- Establishing facilities in the event of water or plumbing failure and requesting needed supplies.
- Documenting all activities.

See Table 2 on the next page for the types of Strike Teams that may be established within the Operations Section.

Table 2- OPERATIONS SECTION TEAMS

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them),

Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from teachers

First-Aid Teams provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:

- Setting up first-aid area for students.
- Assessing and treating injuries.
- Completing master injury report.

Evacuation/Shelter/Care Team. Evacuation, shelter and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:

- Accounting for the whereabouts of all students, staff and volunteers.
- Setting up a secure assembly area.
- Managing sheltering and sanitation operations.
- Managing student feeding and hydration.
- Coordinating with the Student Release Team.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/HazMat.
- Assessing and notifying officials of fire/HazMat.
- Conducting perimeter control.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention /counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students reunited with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up secure reunion area.
- Checking student emergency cards for authorized releases and completing release logs.
- Coordinating information officers on internal and external communications and messages.

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). cc

Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from teachers

First-Aid Teams provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:

- Setting up first-aid area for students.
- Assessing and treating injuries.
- Completing master injury report.

Evacuation/Shelter/Care Team. Evacuation, shelter and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:

- Accounting for the whereabouts of all students, staff and volunteers.
- Setting up a secure assembly area.
- Managing sheltering and sanitation operations.
- Managing student feeding and hydration.
- Coordinating with the Student Release Team.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/HazMat.
- Assessing and notifying officials of fire/HazMat.
- Conducting perimeter control.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention /counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students reunited with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up secure reunion area.
- Checking student emergency cards for authorized releases and completing release logs.
- Coordinating information officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for collecting, evaluating and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops, assisting with ongoing planning efforts and maintaining the incident time log.
- Documenting all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication.
- Establishing and maintaining school and classroom first-aid kits, coordinating access to and distribution of supplies during an incident and monitoring inventory of supplies and equipment.
- Documenting all activities.

5. Finance/Administration Section

When activated, the Finance/Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for overall documentation and recordkeeping activities; when possible, photographing or videotaping damage to property.
- Developing a system to monitor and track expenses and financial losses and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties off-site.

Remember that staff are assigned to serve within the School Incident Command System (ICS) based on their expertise and training and the needs of the incident. Roles should be pre-

assigned based on training and qualification.

Table 3 provides example titles for specific roles within the individual school campus ICS. This Table can be completed for each of the various hazards in the annexes of this plan with specific staff assigned to each role along with emergency contact information. Each of these assignments are maintained with other important plan documents. These documents will be stored in Google Cloud and each administrator's (and other key staff) cell phone. A hard copy will also be kept at each site.

The same chart will be developed at the district level for a district-wide or long-term complex incident. Roles will be assigned and agreed upon in advance and updated as needed.

Table 3 - SCHOOL INCIDENT COMMAND SYSTEM

Please include current contact information for every person listed on this chart

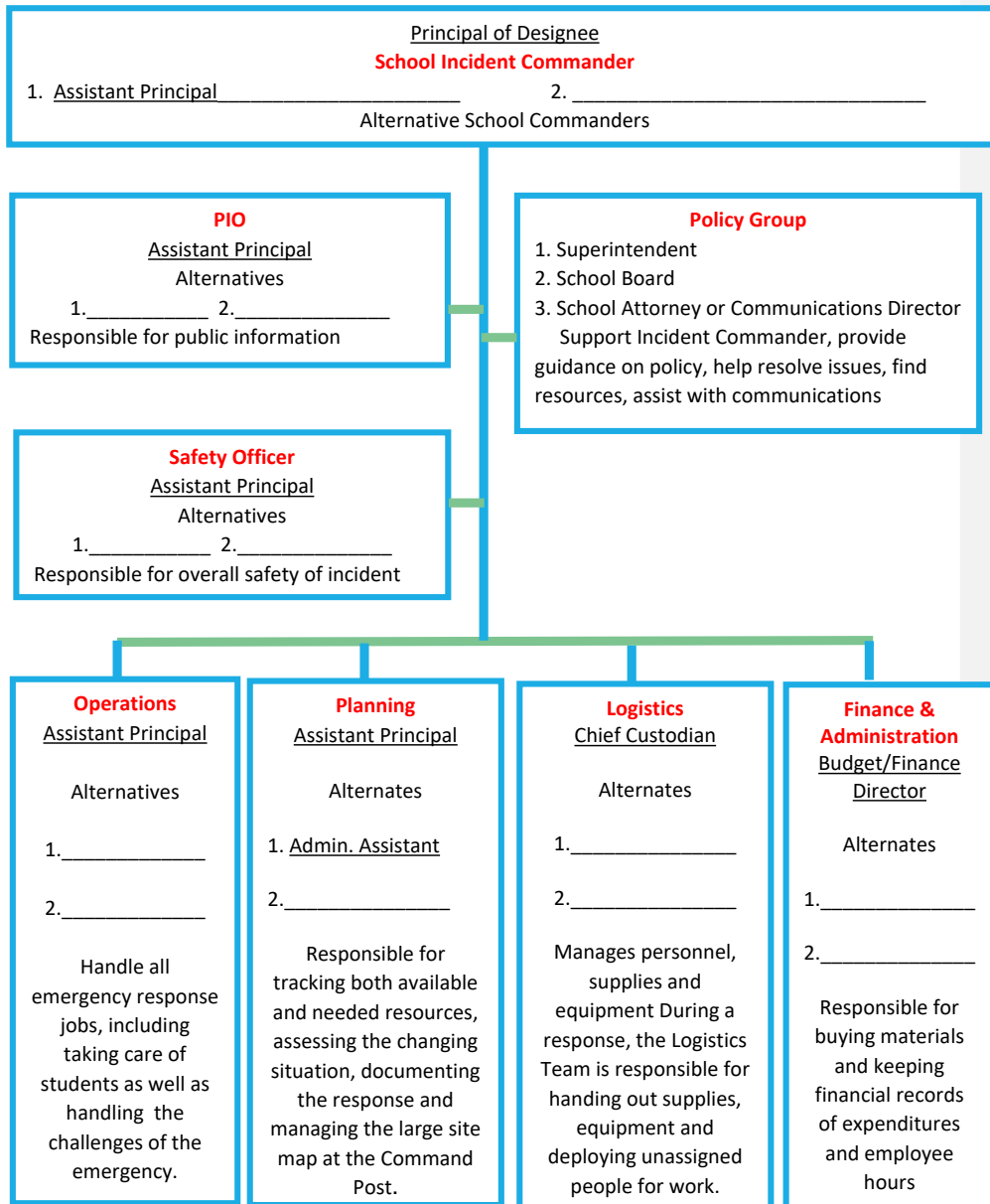
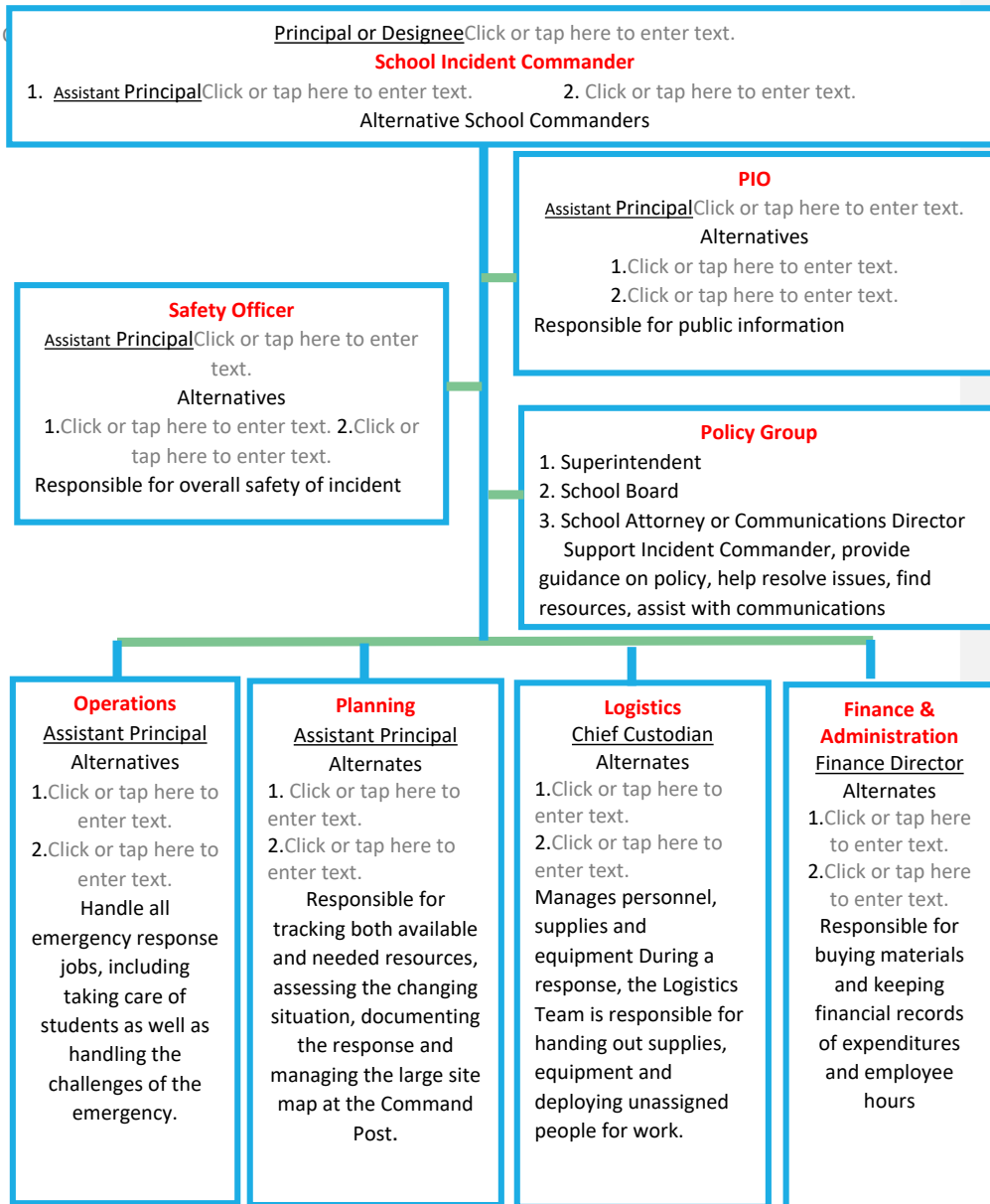


Table 3 - SCHOOL ICS with type ready fields

Please include current contact information for every person listed on this chart



V. COMMUNICATIONS

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

The Browning Schools EOP must include procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community, and the media. Templates for statements/press releases to the media, and a detailed communications plan, including standard procedures and protocols should be developed and made available in advance of an incident.

Templates for statements/ press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the district PIO and stored in Google Cloud and each administrator's (and other key staff) cell phone. A hard copy will also be kept at the main office of each site as part of this EOP.

- **Communication Between School and with Law Enforcement and Emergency Responders**

BPS will use phones to contact and maintain communications with law enforcement and other emergency responders during an incident. When interoperable radios, like those currently on loan from Blackfeet DES) are available they may also be used. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander use phone, computer, or written note to notify the principal/designee of the school's status/needs. Browning Public Schools and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

- **Internal Communications**

BPS has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by BPS.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.

- Develop materials for use in media briefings. Act as the contact for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials and Staff Members

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

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal/designee, who contacts the members of the School Incident Command Team. Team members then in turn will contact groups of staff (teachers, administrators and support staff).
- **Text-Messaging System/E-mail System:** A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident. This system will be tested in the fall to make sure that all staff receive it.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

• External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from BPS about the incident, what is being done and the safety of the children and staff. This may be done by each campus and augmented by the Browning Schools administration.

1. Communication with Parents

Before an incident occurs, each school campus will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's EOP, its purpose, and its objectives, although detailed response tactics should not be shared if they will impede the safe response to an

incident.

- Information will be included by schools in a variety of ways. (Student/Parent Handbooks, BPS website, email, text, social media, and presentations delivered at Back-to-School event, etc.).
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.

In the event of an incident, BPS/ each school campus will:

- Disseminate information [identify means such as via text messages, e-mail, radio announcements, hot-line, social media, etc.] to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, Google voice number, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After incident, each school campus administrator will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the school public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post.
- Provide regular updates to media and school community.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Refrain from speculation.
- Monitor release of information and correct misinformation. Coordinate messages with the principal/designee

All BPS employees are to refer all requests for information and questions to the designated

Public Information Officer [or joint informational personnel]

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, BPS will:

- Provide appropriate information to internal groups, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, BPS will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communication Tools

Some common internal and external communication tools that BPS uses, include the following:

- Standard telephone: BPS has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to school personnel in route to or from a site.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district Web site.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles may be provided to staff in order to signal a need for immediate attention or assistance.

VI. **RECOVERY AFTER AN INCIDENT**

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

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

- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged. Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of

classes.

- Educate school personnel, students and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

VII. ADMINISTRATION, FINANCE AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, BPS will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, temporary relocation/reunification site and/or personnel. All agreements entered into by authorized school officials will be in writing. All pre-negotiated agreements and contracts are kept: hard copy in main the office and electronically in Google Drive.

B. Recordkeeping

1. Administrative Controls

BPS is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

Staff assigned within the Browning Schools ICS will maintain accurate logs recording key

incident management activities, including:

- Activation or deactivation of incident policies, procedures and resources.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources. Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

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

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

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

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained hard copy and/or electronic in main office and/or some other safe and readily available place.

VIII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

A. Approval and Dissemination of the Plan

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

B. Record of Distribution

Copies of the school safety and floor plans will be distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators will record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is kept hard copy in main administrative office.

School Safety Planning documents should not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

C. Review and Updates to the Plan

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

To ensure timely updates to the Browning Schools EOP, the school board has established a schedule for an annual review of planning documents. The basic plan and its annexes will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration. This will be completed by August, prior to the start of the school academic year.

The Browning Schools School EOP will be updated based upon changes in information;

deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever the School EOP is updated, an updated copy shall be distributed in accordance with the guidelines stated above.

D. Training and Exercising the Plan

BPS understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur. School officials will coordinate training efforts with guidance from the district Emergency Manager, Blackfeet and Glacier County DES.

Basic training and refresher training sessions will be conducted annually for appropriate school personnel in coordination with local fire, law enforcement and emergency managers. School EOP training includes:

- Hazard and incident awareness and response procedures training all staff.
- Orientation to the School EOP provided to administrators and those with a role in response.
- First-aid and CPR for building operation teams, club sponsors, bus drivers, Special Education personnel, and coaches.
- CISM Critical Incident Stress Management and Mental Health First Aid
- Team training to address specific incident response or recovery activities such as Family Reunification.
- Two online FEMA courses: ICS 100 and IS-700 to be taken, with documentation, by administrators and those assigned duties in response. These may be offered as workshops. Both courses are available for free at FEMA's Emergency Management Institute: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Additional training will include drills and tabletop exercises. A minimum of eight drills, beginning the first full week of school will be conducted and debriefed at each school. MT Annotated Code-20-1-402. These drills will be based on the Functional Annexes in the EOP. Exercises will occur once a year. Records of the training provided including date(s), type of training, and participant roster will be maintained and located in the main office of each

campus. Each drill and incident will be debriefed with participants with the goals of improving the EOP, Building Site-specific Plan, and response. Recommendations for any changes will be addressed. A copy will be sent to Facilities at the administration and the District Emergency Manager. Approved parent volunteers, First Responders and community members may also be incorporated into larger training efforts.

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

Authorities and References

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002). ☐
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288. ☐
- NIMS, Department of Homeland Security, FEMA: <http://www.fema.gov/national-incident-management-system>.
- NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700>.a. Homeland Security Presidential Directive No. 5 (2003)
- FEMA: IS-100 Introduction to Incident Command System:
- FEMA All-Hazards Training Document: <http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>
- FEMA Sample School Emergency Plan
- School Safety/Emergency Operations Plan Ohio
- E/L361 and G364: Multi-hazard Emergency Planning for Schools
- REMS Readiness and Emergency Management for Schools
- Address for ICS FORMS BOOKLET FEMA 502-2 with type ready fields <https://training.fema.gov/icsresource/icsforms.aspx>
- The Standard Response Protocol K12 Version 4.2 05/30/2024, I Love U Guys Foundation, srp@iloveuguy.org

MONTANA CODE ANNOTATED 2023

20-1-401. Disaster drills to be conducted regularly -- districts to identify disaster risks and adopt school safety plan. (1) As used in this part, "disaster" means the occurrence or imminent threat of damage, injury, or loss of life or property. Disaster drills must be conducted regularly in accordance with this part.

(2) A board of trustees shall identify the local hazards that exist within the boundaries of its school district and design and incorporate drills in its school safety plan or emergency operations plan to address those hazards.

(3)(a) A board of trustees shall adopt a school safety plan or emergency operations plan 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 shall certify to the office of public instruction that a school safety plan or emergency operations plan has been adopted. The trustees shall review the school safety plan or emergency operations plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to [20-9-236](#) to make improvements to school safety and security.

(b) The school safety plan or emergency operations plan must include the following threat assessment practices:

(i) the adoption of a threat assessment protocol, outlining policies and procedures for implementation when there is notification of a student threat of harm to others or property; and

(ii) an identified threat assessment team, composed of key staff, that meets at least monthly and may include behavioral threat assessment addressing students in need of academic and behavioral supports or interventions.

(c) The trustees shall certify annually to the office of public instruction that the adopted school safety plan or emergency operations plan has been reviewed. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to [20-9-236](#) to make improvements to school safety and security.

History: En. 75-8308.1 by Sec. 1, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.1; amd. Sec. 1, Ch. 423, L. 1997; amd. Sec. 2, Ch. 364, L. 2013; amd. Sec. 1, Ch. 323, L. 2015; amd. Sec. 1, Ch. 248, L. 2019; amd. Sec. 1, Ch. 348, L. 2023.

History: En. 75-8308.1 by Sec. 1, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.1; amd. Sec. 1, Ch. 423, L. 1997; amd. Sec. 2, Ch. 364, L. 2013; amd. Sec. 1, Ch. 323, L. 2015.

20-1-402. Number of disaster drills required -- time of drills to vary. There must be at least eight disaster drills a year in a school. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters.

History: En. Sec. 2, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.2; amd. Sec. 2, Ch. 423, L. 1997; amd. Sec. 3, Ch. 364, L. 2013.

20-1-404. Drill to sound on disaster evacuation system -- recall signal to be distinct -- control of signal. (1) If a disaster drill is signaled, the signal must be sounded on the disaster alarm system and not on the signal system used to dismiss classes.

(2) The recall signal must be separate and distinct from any other signal. The recall signal may be given by distinctive colored flags or banners. If the recall signal is electrical, the push buttons or other controls must be kept under lock and the key kept in the possession of the principal or some other designated person in order to prevent a recall at a time when there is a disaster. Regardless of the method of recall, the means of giving the signal must be kept under lock.

History: En. Sec. 4, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.4; amd. Sec. 3, Ch. 423, L. 1997.

20-1-405. Fire department to be called for actual fire. Whenever any of the school authorities determine that an actual fire exists, they shall immediately call the local fire department using the public fire alarm system or such other facilities as are available.

History: En. Sec. 5, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.5.

20-1-407. Inspection of exits -- cooperation with local authorities having jurisdiction in drills. It is the duty of the school authorities to inspect all exit facilities periodically in order to make sure that all stairways, doors, and other exits are in proper condition. School authorities shall cooperate with the local authorities having jurisdiction in conducting disaster drills.

History: En. Sec. 7, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.7; amd. Sec. 4, Ch. 423, L. 1997.

20-9-236. Transfer of funds -- improvements to school safety and security. (1) A school district that has certified to the office of public instruction a current school safety plan or emergency operations plan pursuant to [20-1-401](#) may transfer state or local revenue from any budgeted or nonbudgeted fund, other than the debt service fund or retirement fund, to its building reserve fund in an amount not to exceed the school district's estimated costs of improvements to school and student safety and security as follows:

- (a) planning for improvements to and maintenance of school and student safety, including but not limited to the cost of staffing for or services provided by architects, engineers, school resource officers, counselors, and other staff or consultants assisting the district with improvements to school and student safety and security;
- (b) programs and training for school employees, students, parents, and community members approved by the trustees to support school and student safety and security, including but not limited to active shooter training, threat assessment practices pursuant to [20-1-401](#)(3)(b), and restorative justice;
- (c) installing or updating locking mechanisms and ingress and egress systems at public school access points, including but not limited to systems for exterior egress doors and interior passageways and rooms, using contemporary technologies;
- (d) installing or updating bullet-resistant windows and barriers;
- (e) installing or updating emergency response systems using contemporary technologies; and
- (f) providing automated external defibrillators and making other student safety improvements pursuant to [20-7-1339](#).

Montana law: MCA 50-6-502; Mont.Admin.R. 37.104.601 et seq

Statute: MCA 50-6-502; Mont.Admin.R. 37.104.601 et seq

Law Type: Training Requirement; Registration Requirement; Other Requirements

Status: Enacted

Summary:

An entity that acquires an AED must establish a program for the use of an AED that includes a written plan that specifies:

- (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) An entity must also ensure that i) 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
 - ii) 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;
 - iii) 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;
 - iv) 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.

52-2-211. County or regional interdisciplinary child information and school safety team. (1)

The county commissioners of each county shall ensure the formation of a county or regional interdisciplinary child information and school safety team that includes representatives authorized by any of the following:

- (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) any board of trustees of a public school district operating within the boundaries of the county; and
- (h) the department of corrections.

(2) Officials under subsection (1) from one county may also cooperate with officials under subsection (1) from any other county to form regional interdisciplinary child information and school safety teams, in which case access to information under [41-5-215\(2\)](#) is authorized for all members of the regional team for each county participating in a regional team. The formation of regional teams must be formalized by written agreement between participating counties.

(3) The persons and agencies listed in subsection (1) or (2) may by majority vote allow the following persons to 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.

(4) (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.

(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.

(5) The purpose of the team is to ensure the timely 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\(2\)](#) may not be disseminated beyond the organizations or departments that have an authorized member on the team under this section.

(6) The team shall adopt a written agreement 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. Any agreement created may not limit access of any team member to information under [41-5-215\(2\)](#), and any delay in or failure to finalize an agreement may not be used by any member of the team to impede the timely exchange and sharing of information under subsection (5) of this section.

(7) An interdisciplinary child information and school safety team shall 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](#).

(8) To the extent that the county or regional 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 officials and authorities to whom the information is disclosed may not disclose any information to any other party without the prior written consent of the parent or guardian of the student.

(9) The county superintendent of schools shall provide to the office of public instruction a current copy of the written agreement under this section no later than September 1. The office of public instruction shall report to the education interim committee in accordance with [5-11-210](#) any county that has not provided a written agreement under this section.

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; amd. Sec. 5, Ch. 248, L. 2019; amd. Sec. 82, Ch. 261, L. 2021; amd. Sec. 3, Ch. 348, L. 2023.

(2) Any transfers made pursuant to subsection (1) are not considered expenditures to be applied against budget authority. Any revenue transfers that are not encumbered for expenditures in compliance with subsection (1) within 2 full school fiscal years after the funds are transferred must be transferred back to the originating fund from which the revenue was transferred.

(3) The intent of this section is to increase the flexibility and efficiency of school districts without an increase in local taxes. In furtherance of this intent, if transfers of funds are made from any school district fund supported by a nonvoted levy, the district may not increase its nonvoted levy for the purpose of restoring the transferred funds.

History: En. Sec. 9, Ch. 364, L. 2013; amd. Sec. 2, Ch. 323, L. 2015; amd. Sec. 3, Ch. 404, L. 2017; amd. Sec. 1, Ch. 253, L. 2019; amd. Sec. 2, Ch. 245, L. 2021; amd. Sec. 2, Ch. 348, L. 2023; amd. Sec. 2, Ch. 742, L. 2025.

20-5-426. Emergency use of opioid antagonist in school setting -- limit on liability. (1) A school, whether public or nonpublic, may maintain a stock supply of an opioid antagonist to be

administered by a school nurse or other authorized personnel to any student or nonstudent as needed for an actual or perceived opioid overdose. A school that intends to obtain an order for emergency use of an opioid antagonist in a school setting or at related activities shall adhere to the following requirements:

- (a) A school that stocks an opioid antagonist shall develop a protocol related to the training of school employees, the maintenance and location of the opioid antagonist, and immediate and long-term follow up to the administration of the medication, including making a 9-1-1 emergency call.
- (b) The opioid antagonist must be prescribed by a physician, advanced practice registered nurse, or physician assistant. The school must be designated as the patient, and each prescription for an opioid antagonist must be filled by a licensed pharmacy.
- (c) The school shall provide training to authorized personnel. The training must include causes of opioid overdose, recognition of signs and symptoms of opioid overdose, indications for the administration of an opioid antagonist, administration technique, and the need for immediate access to a certified emergency responder. Training must be provided by a school nurse, certified emergency responder, or other health care professional.
- (d) The opioid antagonist must be kept in a secure and easily accessible location.
- (e) A school nurse or other authorized personnel may, in good faith, administer the opioid antagonist to any student or nonstudent who is experiencing a potential life-threatening opioid overdose based on the protocol developed by the school.
- (f) If a school stocks an opioid antagonist that has been prescribed to the school, that school shall inform parents or guardians about the potential use of the opioid antagonist in an opioid overdose emergency. The school shall make the protocol available upon request.
- (g) A school district or nonpublic school and its employees and agents are not liable as a result of any injury arising from the administration of an opioid antagonist, including an expired opioid antagonist, to a student or nonstudent unless an act or omission is the result of gross negligence, willful or wanton misconduct, or an intentional tort.
- (2) For the purposes of this section, "opioid antagonist" means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including but not limited to naloxone hydrochloride or any other similarly acting drug approved by the United States food and drug administration.

History: En. Sec. 1, Ch. 154, L. 2017; amd. Sec. 1, Ch. 581, L. 2025.

20-7-1310. Youth suicide awareness and prevention training. (1) This section may be cited as the "Suicide Awareness and Prevention Training Act".

(2) The office of public instruction shall provide guidance and technical assistance to Montana schools on youth suicide awareness and prevention training materials. All training materials offered must be approved by the office of public instruction, meet the standards for professional development in the state, and be periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention training. The office of public instruction, in consultation with the department of

public health and human services, shall ensure low-cost and no-cost training options for schools.

(3) Youth suicide awareness and prevention training must be made available annually to each employee of a school district and to staff of the office of public instruction who work directly with any students enrolled in Montana public schools. The training must be provided at no cost to the employee. The training may be offered through any method of training identified in subsection (4).

(4) Employees under subsection (3) shall take at least 1 hour of youth suicide awareness and prevention training every 3 years. Appropriate methods for delivery of the training include:

(a) in-person attendance at a live training;

(b) videoconference;

(c) an individual program of study of designated materials;

(d) self-review modules available online; and

(e) any other method chosen by the local school board that is consistent with professional development standards.

(5) The trustees of a school district shall establish policies, procedures, or plans related to suicide prevention and response. The policies, procedures, or plans must include a description of the youth suicide awareness and prevention training requirements for school district employees pursuant to subsections (3) and (4).

(6) No cause of action may be brought for any loss or damage caused by any act or omission resulting from the implementation of the provisions of this section or resulting from any training or lack of training related to this section. Nothing in this section may be construed to impose a specific duty of care.

History: En. Secs. 1, 2, Ch. 351, L. 2015; amd. Sec. 1, Ch. 256, L. 2017; amd. Sec. 1, Ch. 392, L. 2025.

Pursuant to Mont. Code Ann. § 50-32-607(1)-(3), an eligible recipient to whom an opioid antagonist is prescribed, dispensed, or distributed and who has received the requisite instruction and information (set forth below) may do any of the following: 1) Possess and store the opioid antagonist. The storage of an opioid antagonist is not subject to pharmacy practice laws or other requirements that apply to the storage of drugs or medications. 2) In good faith, administer or direct another person to administer the opioid antagonist to a person who is experiencing an actual or reasonably perceived opioid-related drug overdose; or 3) Distribute the opioid antagonist to a person who is an eligible recipient under **Mont. Code Ann. § 50-32-603(5)(a) or (b)**.

45-8-361. Possession Or Allowing Possession Of Weapon In School Building -- Exceptions -- Penalties -- Seizure And Forfeiture Or Return Authorized -- Definitions
Possession or allowing possession of weapon in school building -- exceptions -- penalties -- seizure and forfeiture or return authorized -- definitions. (1) A person commits the offense of possession of a weapon in a school building if the person purposely and knowingly possesses, carries, or stores a weapon in a school building.

(2) A parent or guardian of a minor commits the offense of allowing possession of a weapon in a school building if the parent or guardian purposely and knowingly permits the minor to possess, carry, or store a weapon in a school building.

(3) (a) Subsection (1) does not apply to law enforcement personnel or to a school marshal in the school district where the school marshal is contracted or employed.

(b) The trustees of a district may grant persons and entities advance permission to possess, carry, or store a weapon in a school building.

(4) (a) A person convicted under this section shall be fined an amount not to exceed \$500, imprisoned in the county jail for a term not to exceed 6 months, or both. The court shall consider alternatives to incarceration that are available in the community.

(b) (i) A weapon in violation of this section may be seized and, upon conviction of the person possessing or permitting possession of the weapon, may be forfeited to the state or returned to the lawful owner.

(ii) If a weapon seized under the provisions of this section is subsequently determined to have been stolen or otherwise taken from the owner's possession without permission, the weapon must be returned to the lawful owner.

(5) As used in this section:

(a) "school building" means all buildings owned or leased by a local school district that are used for instruction or for student activities. The term does not include a home school provided for in [20-5-109](#).

(b) "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 term also includes any other article or instrument possessed with the purpose to commit a criminal offense.

History: En. Sec. 1, Ch. 435, L. 1997; amd. Sec. 6, Ch. 581, L. 1999; amd. Sec. 5, Ch. 541, L. 2021.

Glossary

Annex: An attachment to an Emergency Operations Plan that establishes the framework for a specific type of operational response, such as hazardous materials or technical rescue, or a specific type of support function, such as Crisis Communications or Humanitarian Assistance. Although part of a larger plan, an annex is usually written so that it can be extracted and issued as a stand-alone instruction or procedure.

Appendix: An attachment to a plan or annex that provides amplifying or supporting information, such as contact lists or technical specifications.

Assembly Area: A pre-designated area outside and a safe distance away from evacuated buildings at which evacuated persons gather, are accounted for, and receive any necessary information or instructions.

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

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

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

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

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

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

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

School Decision Maker: The school should identify the individual at the building level, usually the principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the School Decision Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

Secondary/ Alternative School Decision Maker: The school should identify a secondary individual who is authorized to make decisions for the school in the event that the primary school decision maker is not available during an emergency situation. This individual should be reachable at the telephone number listed in the event of an emergency. The Secondary School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

Unified Command: a team effort process, allowing all agencies with geographical or functional responsibility for an incident, to assign an Incident Commander to a Unified Command organization. It establishes a common objectives and strategies without losing or giving up agency authority, responsibility or accountability

FUNCTIONAL ANNEXES

Functional protocols are common procedures that may be implemented along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building. Each functional protocol describes the purpose and responsibilities for that function. Schools should customize these functional protocols to fit their unique circumstances. A risk assessment conducted with local emergency and safety officials will assist in development of effective procedures and protocols.

All functional annexes should address:

- Situations under which the procedures should be used. Who has the authority to activate the procedures?
- Specific actions to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo training and participate in drills.
- Staff and bus drivers assigned to work with special needs students should undergo in depth training and drills.
- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This will help evaluate the appropriateness of the procedures in the plan and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

Functional Annexes do not repeat but build upon the information, guidance and processes/procedures within the basic School EOP.

Actions of the **Standard Response Procedure (SRP)** iloveyouguy.org are part of the Functional Annex. They consist of five core actions and directives that are not modified: HOLD, SECURE, LOCKDOWN, EVACUATE, and SHELTER. They can be used in any incident individually or in combination with additional directives. Incidents are fluid and may be scaled up or down as circumstances dictate. Specific guidance for the five are in this annex.

The protocol carries an obligation. Kids and teens are smart, an implicit part of SRP is that authorities and school personnel tell students what's going on, tempering at the elementary school. Middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Page left blank

CONTINUITY OF OPERATIONS PLAN (COOP)**I. PURPOSE**

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

II. RESPONSIBILITIES

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

Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on next page.

Table 4. Essential Functions Performed by COOP Personnel

Principal or Superintendent	• Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads	• Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students (out of district or into alternative schools). • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). • Reevaluate the curriculum.
Custodians/Maintenance Personnel	• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
School Secretary/Office Staff	• Maintain inventory. • Maintain essential records (and copies of records) including school's insurance policy. • Ensure redundancy of records (records are kept at a different physical location). • Secure classroom equipment, books, and materials. • Restore administrative and record-keeping functions such as payroll, accounting and personnel records. • Retrieve, collect, and maintain personnel data. • Provide account payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	• Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols.

Food Service/Cafeteria/ Bus Drivers	Determine how transportation and food services will resume.
--	---

III. SPECIFIC PROCEDURES

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

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

C. Relocation Sites

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

D. Alternate Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative

facility will be located at Browning High School. For a longer-term relocation of operations and essential functions, the alternative facilities may be Browning Middle School or Babb School.

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

E. Interoperable Communications/Backup Sites

As noted above, Browning High School, Browning Middle School or Babb will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites have been identified as noted above. Include specific information about the infrastructure capacities and capabilities of the alternative sites

At alternative site: the lines and services for telephones and computers are maintained, protected, and backed up offsite by the district office. The hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power.

F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored in school vaults at teach campus and the central administration. More recent vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

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

- All COOP designated personnel as well as senior staff should undergo annual training on executing COOP procedures. Training will be designed to inform each participant of

his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities. Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.

- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

H. Reconstitution

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

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

HOLD

I. PURPOSE

Hold is used when there is need to limit movement in the school. There may be an altercation, medical emergency or maintenance issue requiring students and staff remain in their areas and keep the halls clear.

II. RESPONSIBILITIES

A. School Incident Commander/Principal or designee

Announce:

"HOLD in your room area. Clear the halls.

"HOLD in your room area. Clear the halls."

Further information may be announced such as "Students and staff, please Hold in the gym or your room. We have medical issue"

A **HOLD** action can be released by Public Address.

When it is resolved:

"Students and staff, the **HOLD** is released. All clear. Thank you for your assistance in making this HOLD work smoothly."

III. PROCEDURES

B. Teachers/Staff

- a. Remain in classroom or area until all-clear is announced
- b. Prior to closing the door teachers should pull in any students in the hallway and take attendance. Report any additional or missing students.
- c. Those in common areas may be asked to stay there or move to another area.
- d. Staff and students outside should remain there even if there is a class change.
- e. Those responsible for posting exterior door sign should post **HOLD**.

DROP, COVER AND HOLD**I. PURPOSE**

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

II. RESPONSIBILITIES

Designated staff members, including teachers and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

III. PROCEDURES**A. Indoor Procedure**

Announce if possible **“SHELTER for Earthquake. DROP. COVER. HOLD.”**
“SHELTER for Earthquake. DROP. COVER. HOLD.”

When **indoors**, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the principal/designee and/or when and if, it is safe to do so, staff members and students may **Evacuate** to pre-assigned locations.

B. Outdoor Procedure

- When outdoors, students/staff should:
- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

C. Moving Vehicle Procedure

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

EVACUATION**I. PURPOSE**

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

II. RESPONSIBILITIES**School Incident Commander/Principal**

- ☐ Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- ☐ Notify appropriate district staff that an evacuation of the school has occurred.
- ☐ Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

“EVACUATE! (to location)” if different from the predetermined assembly point

“EVACUATE! (to location)” if different from the predetermined assembly point

- ☐ Determine evacuation routes based on location of the incident and type of emergency.
- ☐ Communicate changes in evacuation routes based on location and type of emergency.
- ☐ Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- ☐ Monitor the situation and provide updates and additional instructions as needed.
- ☐ During inclement weather, consider requesting buses for sheltering students.
- ☐ Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

B. Teachers/Staff

- ☐ Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.
- ☐ Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.

- ☐ Help those needing special assistance.
- ☐ Do not lock classroom doors when leaving, close door and turn off lights.
- ☐ Do not stop for student or staff belongings, **unless it is announced ok to do so.**
- ☐ Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- ☐ Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- ☐ Train students, that if they are separated from their class during an evacuation, then joining another group is acceptable. They should identify themselves to the teacher of that group after arriving at the Evacuation site.
- ☐ Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other-directed evacuations).
- ☐ When outside the building or inside the building evacuation location, check for injuries.
- ☐ Account for all students. Immediately report (**display RED card**) any missing or injured students to the School Incident Commander/Principal.
- ☐ Wait for additional instructions.

Office Staff

- ☐ Take visitor log and student sign in/out sheet to evacuation assembly area.
- ☐ Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

Police Led EVACUTION After LOCKDOWN

- ☐ Train staff and students what to expect after a LOCKDOWN
 - ☐ Classes will be released by a law enforcement officer
 - ☐ Don't open doors. Police will have keys to open doors.
 - ☐ Keep hands empty and visible.
 - ☐ It is unlikely that anyone can bring personal items.
 - ☐ Quietly follow officer's instructions.
 - ☐ Officers may be loud and demanding.

LOCKDOWN**I. PURPOSE**

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

II. RESPONSIBILITIES**A. School Incident Commander/Principal**

- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“LOCKDOWN! Locks, Lights, Out of Sight!”

“LOCKDOWN! Locks, Lights, Out of Sight!”

- ☐ Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- ☐ Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site. They should not reenter the building.
- ☐ Notify district office. Include information of staff not in the building that day and names of any substitutes and visitors.

B. Teachers

- ☐ Clear the hallway and bathrooms by your room if it is safe to do so, moving everyone into the classroom.
- ☐ Lock your doors. Turn off your lights.
- ☐ If door has no lock move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- ☐ Be absolutely silent. Phones on airplane mode
- ☐ Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- ☐ If it is safe to do so, use the **E3** app to report your attendance/status.

- ☐ Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- ☐ Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- ☐ Allow no one outside of the unless a life-threatening situation exists and means to safe exit is available (through a window or other safe passage).
- ☐ Do not open the door for anyone. Administration or first responders will release each room.

Office Staff

- ☐ Stay by the phones (if it is safe to do so) to wait for additional procedures from district office and Incident Commander.
- ☐ Remotely check status of classrooms via PA, telephone, computer, or other method.
- ☐ Assist the principal or Incident Commander to establish the school command post.

Custodians

- ☐ Close and lock all delivery doors.
- ☐ Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.
- ☐ If students and school personnel are outside of the school building at the time of a **LOCKDOWN**, teachers or other school personnel will move students to the designated off-site assembly location.

District Administration

- ☐ Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- ☐ Account for staff of affected building(s)
- ☐ Assemble team to monitor email "lockdown" red /green status – notify of any red issues
- ☐ Cross reference staff list with those not in building that day and time
- ☐ Identify missing staff
- ☐ Communicate critical information to Incident Command
- ☐ Parent notification use: SRP messaging

Police Led EVACUATION After LOCKDOWN

- ☐ Train staff and students what to expect after a LOCKDOWN
- ☐ Classes will be released by a law enforcement officer
- ☐ Don't open doors. Police will have keys to open doors.

- ☐ Keep hands empty and visible.
- ☐ It is unlikely anyone can bring personal items.
- ☐ Quietly follow officer's instructions.
- ☐ Officers may be loud and demanding.

Transportation

- ☐ Those with students/staff from affected school, take them to designated off-site assembly location **for REUNIFICATION.**
- ☐ Notify administration
- ☐ Report to bus garage for possible transportation of affected school

MENTAL HEALTH AND HEALING

I. PURPOSE

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

Mental health professionals available in the school community such as nurses and social workers should participate in the development, implementation, and evaluation of Browning School's EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

II. RESPONSIBILITIES

Principal or District Authority Should Implement the Following Actions.

- ☐ Staff should be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- ☐ Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- ☐ Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- ☐ Mental health experts will review and provide input into the plan.
- ☐ Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately following a serious Injury or death and/or major incident:

- ☐ Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- ☐ Issue prepared statements for media, parents and other community inquiries.
- ☐ Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.
- ☐ Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- ☐ Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team for defusing or counseling.
- ☐ Restore regular school functions as efficiently and as quickly as possible.

- ☐ Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- ☐ Designate a place for staff, students, and community members to leave well-wishes, messages, and items

Teacher and Staff

- ☐ Seek counseling services if experiencing difficulty coping with the incident.
- ☐ Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- ☐ Be prepared for outbursts and disruptive behaviors.
- ☐ Refer students experiencing stress to counseling.
- ☐ Allow for changes in normal routine activities and test schedules.

III. OTHER SPECIAL PROCEDURES

Hospital/Funeral Arrangements

- ☐ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school.
- ☐ Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- ☐ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

B. Post-Incident Procedures

- ☐ Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- ☐ Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- ☐ Discuss and approve memorials with the school board's consent.
- ☐ Donate all remaining memorial items to charity.

REVERSE EVACUATION**I. PURPOSE**

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

II. RESPONSIBILITIES**A. School Incident Commander/Principal**

- ☐ Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building public address system, whistles, megaphone, 2-way radio, telephones or runners to gather students and staff inside. (identified in you site specific plan)
- ☐ Notify the district office of the situation.
- ☐ Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- ☐ Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- ☐ Close and lock all exterior doors and windows.
- ☐ Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as **DROP, COVER, AND HOLD, LOCKOUT, or SHELTER.**

B. Teachers/Staff

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

REUNIFICATION

I. PURPOSE

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

Introduction

The nation has experienced high profile acts of school violence as well as natural disasters and the everyday types of crises. Browning Public Schools is not immune. Crisis recovery starts with the crisis, not after. Reunification is the first step in that recovery.

One critical aspect of crisis response is an accountable reunification of students with their parents or guardians in the event a controlled release is necessary. A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse emotion escalating at the site.

The core concept of the Standard Reunification Method (SRM) rests on accountability achieved through a process based on managing the physical location of students, staff and of incoming parents. The process also uses perforated cards. These cards are completed by parents or guardians at the reunification site. The cards are separated at the perforation, and a re-unifier retrieves the child.

Objectives

The objective of this plan is to train and mobilize a district reunification team and implement tangible, on-site and off-site reunification plans. A further objective is creating or strengthening partnerships with first responder agencies – police, fire, and medical.

During this process, a core philosophy is essential:

Cops own the crime.

Fire owns the flames.

Schools own the kids.

Paramedics own the patient.

Additionally, performing a successful reunification is much more likely when drills are conducted in advance of an incident. Tabletop exercises and live exercises should be scheduled and performed.

The Basic Reunification Process

These are the steps in a comprehensive district plan.

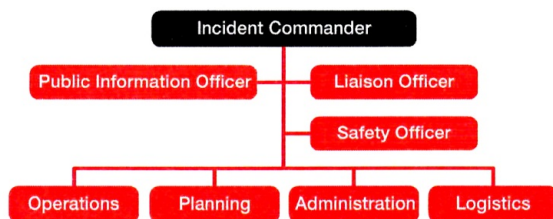
- ☐ Establish a parent check-in location.
- ☐ Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- ☐ Once students are on site, notify parents of location.
- ☐ "Greeters" direct parents/guardians to the parent check-in location, and help them understand the process.
- ☐ Parents/guardians complete Reunification Cards.
- ☐ Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- ☐ The "Re-unifier" recovers student from the student staging area and delivers to the parent.
- ☐ Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- ☐ Medical, notification, or investigative contingencies are anticipated.
- ☐ Pedestrian "flows" are created so lines don't cross.
- ☐ Successful reunification is about managing the student and parent experience.

Reunification Cards

Access to data may not always be available. The Reunification Card's primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. The card is perforated and gives parents a sense of progress as they go through the process. The master copy of the card is in the appendices of this plan.

Incident Command structure

The school's EOP will be activated to provide direction during an incident utilizing the ICS. The School District will implement principles of Unified Command when more than one agency has jurisdiction over aspects during an emergency situation. All members of the Reunification Team should complete FEMA's IS-100 SCA Introduction to Incident Management for Schools which will explain the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.



The first step in incident management is defining the priorities, objectives, strategies and tactics that will be used during the event. While every incident will be unique, there are considerations that can be addressed in advance.

Priorities:

- ☐ Student and staff safety and well-being.
- ☐ Student and staff whereabouts and condition.
- ☐ Starting the recovery process.

Objectives:

- ☐ Every student has been accounted for.
- ☐ Every staff member has been accounted for.
- ☐ Every student still in the school's control is reunited with their parent or guardian.

Strategies:

- ☐ The Standard Reunification Method

Tactics:

- ☐ Tactics will vary based on the event and the environment.

It is important to recognize that if students have been transported to a separate reunification site, a second command structure will be set up there as well. It may be labeled as a division under Unified Command and will need resources from first responders, but a command structure will need to be established to manage the reunification process, separate from the initial incident.

Joint Information Center and Social Media Team



The Joint Information Center (JIC) can be located at the BPS Administration. If possible, Public Information Officers (PIO) from departments or agencies and the district PIO should be physically together with the Social Media Team. Public information Officers gather to share and release information when directed by the lead PIO. Media reporting to the incident should be directed to the JIC.

An essential role in the JIC is the Social Media Team. The team should have a couple of people monitoring social media outlets, and when directed by the lead PIO, releasing any information to social media outlets.

Each school will develop a Reunification plan at their site. This plan will not only work for a controlled release of their own students but can be put in service if another school needs to use their site for reunification.

- ☐ Local site floor plan with overlay of the reunification staging, refer to the “Staging the Reunification Site” School floor plan annex of this plan.
- ☐ Primary walking evacuation site floor plan
- ☐ Primary walking evacuation routes with emergency services routes
- ☐ Secondary walking evacuation site floor plan
- ☐ Secondary walking evacuation routes with emergency services routes

TWO TEAMS: TRANSPORT AND REUNIFICATION

With an offsite reunification, the district reunification team will deploy to the reunification site. Other responsibilities need to be managed at the impacted school. Regardless of criminal activity, law enforcement resources will be required.

There are two teams the district must field for an offsite reunification. The team at the impacted school facilitates transport and initiates accountability processing.

The reunification team deploys to the reunification site for staging and ultimately student/parent reunification, and return transportation of teachers and staff.

Impacted School: Transport Team

The team at the impacted school has these priorities:

- ☐ Assemble a master student roster, teacher roster, and guest roster
- ☐ Identify and notify reunification site
- ☐ Provide safe transport of students and staff to reunification site
- ☐ If there are injuries, additional district personnel assign to the receiving care facilities.

Each school should preplan this process and preassign staff to fill the position in the Transport Organization Chart and practice a Tabletop drill. Reference page 77.

Law Enforcement Support

At the impacted site, law enforcement (LE) support may be necessary. Some assignments may include:

- ☐ Traffic Control
- ☐ Crowd Control
- ☐ ID Verification
- ☐ Perimeter Control
- ☐ Security
- ☐ Liaison In the event of criminal activity, LE will typically take the lead in Unified Command.

At the secure assembly area, LE may search students and staff. One important consideration for law enforcement is, if possible, perform the search of students out of sight of the media.

Transportation Operational roles and Duties

The following list outlines the roles and duties of the Transportation Team. For detailed tasks see the Job Action Sheets in the appendices. **Every school assigns and trains their team yearly.** Badges and duty sheets are in the appendices of this plan/Reunification Operation Kit (ROK).

Transport Incident Commander: Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy, reunification of students with parents.

Public Information Officer: Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages

Social Media Team: Monitor social media. Use Face-Book or Twitter to communicate with parents and press, if appropriate.

Safety Officer: Observe site and remedy safety concerns.

Liaison Officer: Communicate with Fire, Medical or Law Enforcement.

Operations Chief: Establish and manage operational staff.

Planning Chief: Establish and manage planning staff.

Finance/Administration Chief: Establish and manage administrative staff.

Logistics Chief: Establish and manage logistical staff.

Student Assembly Director: Establish and manage the Student Assembly Area.

Leads: For span of control, some roles may need leads.

Victim Advocates/Counselors: Standby unless needed to provide Psychological First Aid

Kid Wranglers: Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Scribe: Document events. A yellow pad is sufficient.

Runner: Assist Incident Command if needed.

Transportation: Direct transportation needs.

Communications: Facilitate radio and other communication needs.

Facilities: Coordinate any physical plant needs.

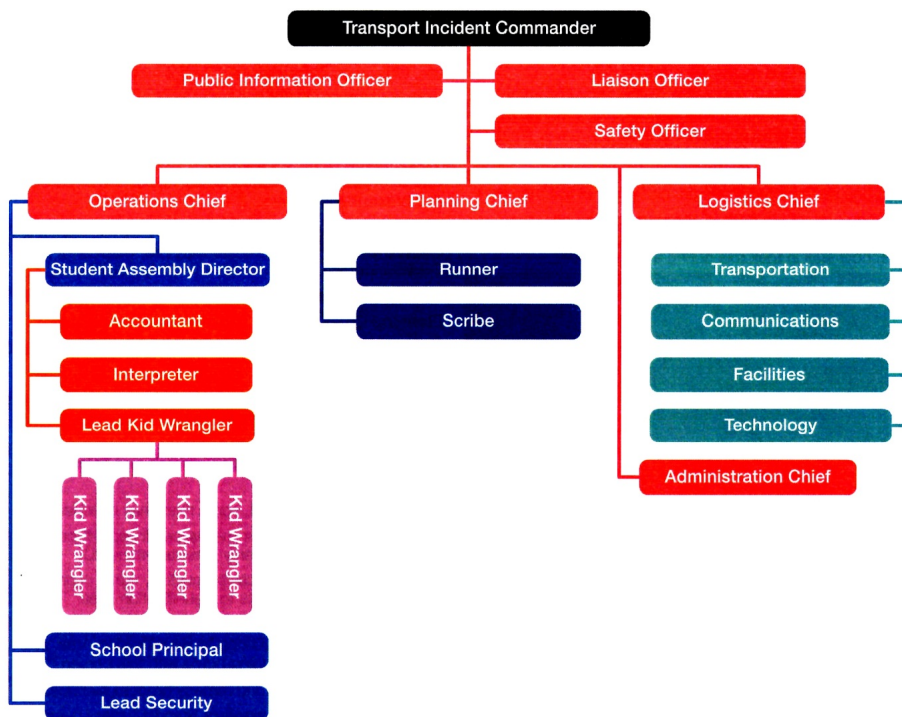
School Principal: High priority for transport to the reunification site. Be present at Parent reunification site.

Superintendent: Verify reunification site and notification.

Teachers: Stay with Your Students

It's important to emphasize that teachers should remain with their students and are not done until all of the students have been reunited with their families. Certainly, exceptions are appropriate for teachers who are also parents of impacted students.

SAMPLE TRANSPORT ORGANIZATION CHART



REUNIFICATION

The District Reunification Team

The District Reunification Team will be mostly populated by district personnel since it will be easier to coordinate training creating an experienced team and school-based teams may initially be unavailable. When activated, the Reunification Team will deploy to the reunification site.

OFFSITE REUNIFICATION CHART

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



Reunification Operational Roles and Duties

The following outlines the roles and duties of the Reunification Team. For detailed tasks see the Job Action Sheets in the appendices. Badges and duty sheets are in the appendices of this plan/ Reunification Operation Kit (ROK).

Reunification Incident Commander: Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy reunification of students with parents.

Public Information Officer: Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages.

Social Media Team Monitor social media. Tweet/Face-Book parents and press, if appropriate.

Safety Officer Observe site and remedy safety concerns.

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Operations Chief Establish and manage operational staff.

Planning Chief Establish and manage planning staff.

Finance/Administration Chief Establish and manage administrative staff.

Logistics Chief Establish and manage logistical staff.

Parent Check-in Director Establish and manage the check-in process.

Student Assembly Director Establish and manage the Student Assembly Area.

Leads For span of control, some roles may need leads.

Greeters Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID.

Checkers Verify ID and possibly custody rights of parents or guardians. Direct parents to Reunification Area.

Re-unifier Take bottom of Reunification Card to Assembly Area, locate student and bring to Reunification Area. Ask student, "Are you okay going home with this person?"

Flow Monitor Observe and remedy process hiccups.

Victim Advocates/Counselors Standby unless needed.

Kid Wranglers Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Entertainment Director At the elementary level, deploying a projector and screen can reduce student stress. With middle and high school students, consider turning on a television and tuning to local news if appropriate.

Scribe Document events. A yellow pad is sufficient.

Runner Assist Incident Command if needed.

Transportation Directs transportation needs.

Nutrition Services Provide snacks and water.

Communications Facilitate radio and other communication needs.

Facilities Coordinate any physical plant needs.

School Principal Serve as the "Face of the school" at the Reunification Area.

Law Enforcement Support

At the reunification site law enforcement support may be necessary. Some assignments may include:

- ☐ Traffic Control
- ☐ Crowd Control
- ☐ ID Verification
- ☐ Perimeter Control
- ☐ Security
- ☐ Liaison

Route Map Checklist (see suggested flow maps for BMS and BHS at end of this annex)

These considerations should be included when mapping routes:

- ☐ Evacuation routes
- ☐ Incident Command Post locations
- ☐ Incoming district responder routes)
- ☐ Incoming fire routes
- ☐ Incoming medical routes
- ☐ Outgoing medical routes
- ☐ Incoming parent routes
- ☐ Outgoing parent routes
- ☐ Staging area
- ☐ Landing zone
- ☐ Media staging
- ☐ Reunification signage locations
- ☐ Parent check-in location
- ☐ Possible road block sites
- ☐ Possible neighborhood evacuation perimeter
- ☐ Sexual offender locations
- ☐ Security perimeter

District/School “go kits”

Reunification Go Kits contain specialized items that are unique to the reunification process, such as caution tape, clip boards and pens, signage, and reunification cards.

Consequently, these kits are different than school evacuation Go Kits. Since reunification is often managed by District personnel, reunification Go Kits aren’t necessary at each school, rather the kits can stay with District response team. Two is a suggested minimum: redundancy is important. One at the District office, and one with the primary District responder. Inventories

and locations should be audited once a quarter. However, Babb School will need their own reunification Go Kit.

Notification Procedures

In the event of a reunification, parent/guardian notification is a necessary first step. BPS will use automated calling/text messaging as well as posting information on the district website, Facebook and notifying local radio stations. It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is okay, or to minimize the number of injuries, this First Message not only begins the recovery process, it may be evidentiary for purposes of liability. Rather than saying "All students are safe," it is probably more accurate to report that, "We are in the process of establishing the safety status of all students and staff."

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have an accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians. A text message for students to copy may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Prepared notification language is vital. While anything written in advance may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis.

Contacting district legal counsel, as well as the district's insurance providers, should be part of the notification process.

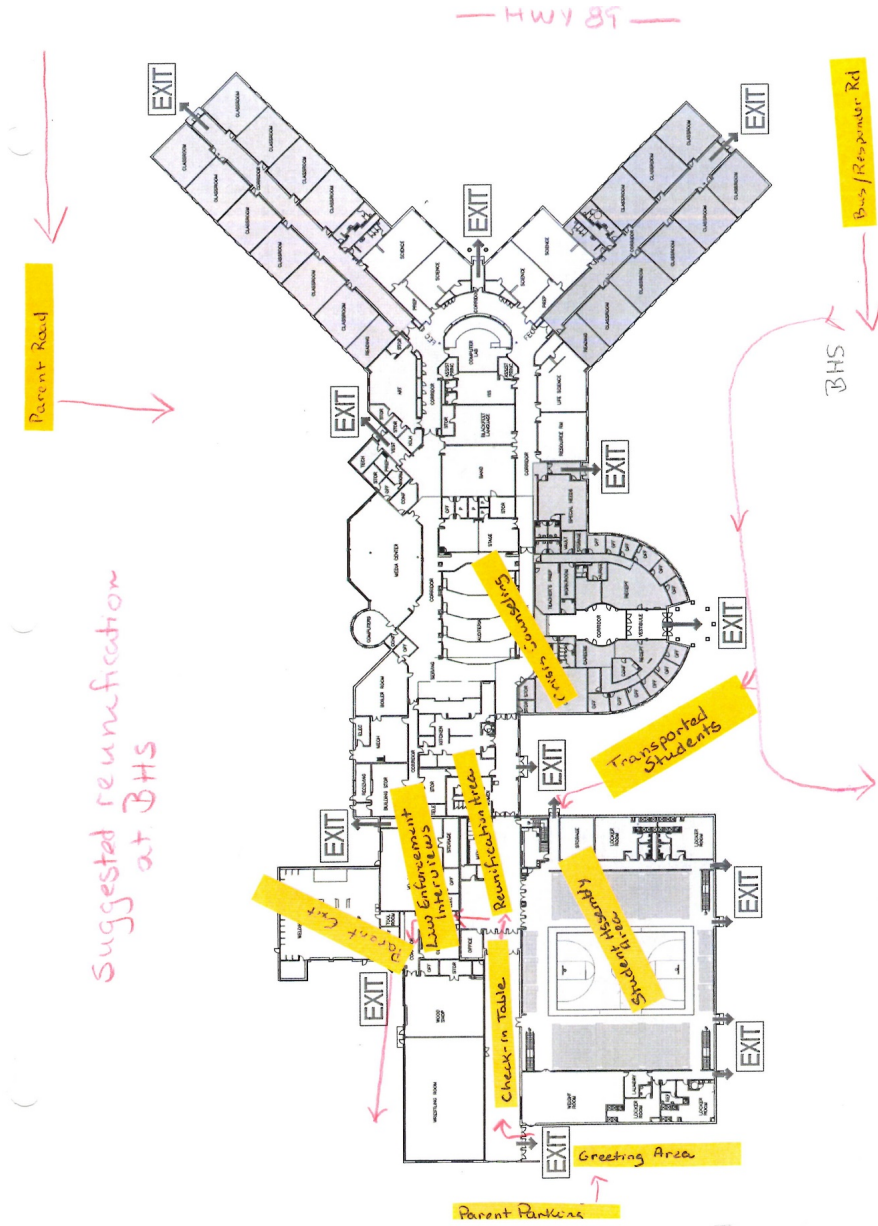
Special needs considerations

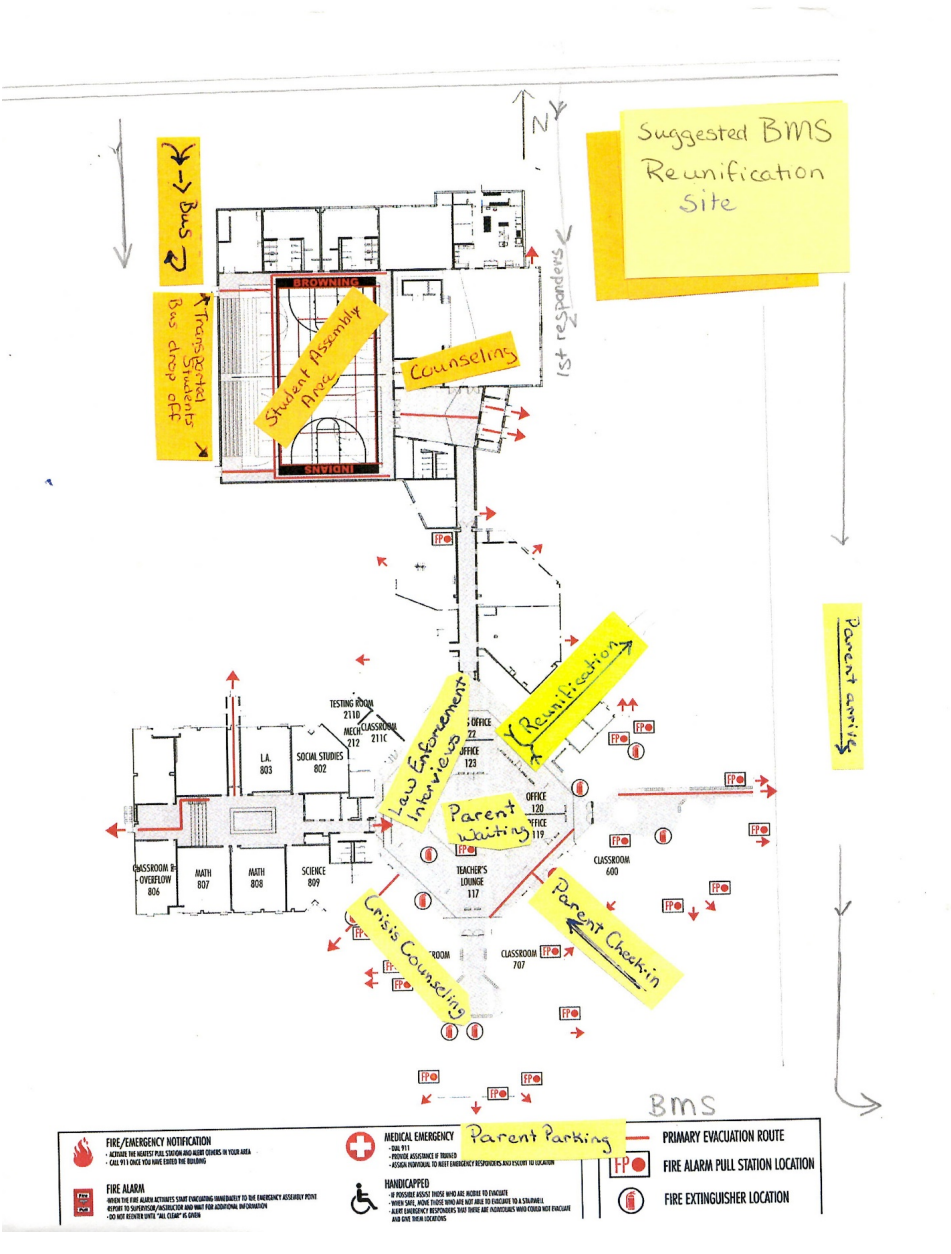
Special needs considerations include mobility and care-taking. An evacuation and reunification can be especially disturbing and challenging for special needs students.

Each site plan should consider staging special needs students apart from the general population to ensure adequate supervision and responsiveness. If there is a diverse special needs population, consider evacuation that population last. Once evacuated, this population will demand additional resources.

COMMUNICATION/Media management

The media should not be allowed in the buildings except for the designated communication center or JIC. Notify any media of the location and timing of news releases. Expect that they may park across the street.





REVERSE EVACUATION**I. PURPOSE**

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

II. RESPONSIBILITIES**A. School Incident Commander/Principal**

- ☐ Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building public address system, whistles, megaphone, 2-way radio, telephones or runners to gather students and staff inside. (identified in you site specific plan)
- ☐ Notify the district office of the situation.
- ☐ Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- ☐ Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- ☐ Close and lock all exterior doors and windows.
- ☐ Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as **DROP, COVER, AND HOLD, LOCKOUT**, or **SHELTER**

B. Teachers/Staff

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

SECURE**I. PURPOSE**

SECURE is the sealing off of school exterior points of entry to insulate from a threat that is exterior, and not directed at the school. This could be ordered by law enforcement due to a dangerous situation in the community. Other sources of information (report of wild animal or danger in the community) might have the school leadership call a **SECURE**. During this time, no one would be allowed to enter or exit the building. Business as usual continues inside the building.

II. RESPONSIBILITIES**School Incident Commander/Principal**

- ☐ Notify law enforcement that you are going into a **SECURE** and the reason.
- ☐ Use a **REVERSE EVACUATION** to move any students and staff outside inside.
- ☐ Notify any staff or classes that are away from the building not to return till the LOCKOUT is ended.
- ☐ If it is safe to do so, move students and staff from annex buildings to the main school.
- ☐ Make the following announcement using the building Public Address, system, 2-way radio, telephone, or megaphone:

"SECURE! GET INSIDE. LOCK OUTSIDE DOORS."

"SECURE! GET INSIDE. LOCK OUTSIDE DOORS."

Students and staff, the school is in the SECCURE Action because.....(cause). No one is allowed in out of the building at this time. Stay inside and continue your day."

- ☐ During a **SECURE** Action, Administration or staff may be required to lock exterior access points and post out-facing **SECURE** signs. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape access points. The assigned staff is designated as having "Secure Duty"
- ☐ A person should also be assigned "Secondary Responsibility" for "Secure Duty" in the event the person with Primary Responsibility is absent or unable to perform the protocol.
- ☐ Depending on the situation, parents and media may be notified social media, that their students are being kept safe inside and they will not be able to pick them up till it is announced. If this is done, also notify when **SECURE** is lifted. See SRP messaging.
- ☐ If the situation is not resolved bus may run with increased monitoring of the area. A Controlled Release may be used for students that walk home or are picked up at school at the end of the day. Parents or guardians may be asked to pick up students.

Teachers

- ☐ Reassure the students that they are safe in the building.
- ☐ Continue normal classroom and teaching day activities.
- ☐ Classes that were relocated from the exterior buildings will meet in designated areas.

Office Staff

- ☐ Stay by the phones to wait for additional procedures from the Principal/Incident Commander.

Custodians

- ☐ Close and lock all delivery doors.
- ☐ Post **SECURE** poster on exterior doors
- ☐ Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

SHELTER

Commented [BK1]:

Commented [BK2R1]:

I. PURPOSE

The **shelter** procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. **Shelter** is used when evacuation would place people at risk. Shelters may change depending on the emergency. Examples of sheltering situations are: high wind event, lightening, smoke, public safety emergency, police situation, hazardous material/air.

II. RESPONSIBILITIES - School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

“SHELTER! FOR: (name the hazard). USING: (name safety strategy)”.

“SHELTER! FOR: (name the hazard). USING: (name safety strategy)”.

- ☐ **Safety strategy may be: evacuate to Shelter area, seal the room, drop, cover, hold,**
- ☐ Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and students inside.
- ☐ Direct staff to close all windows and doors.
- ☐ If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- ☐ Notify district office the school is SHELTERING.
- ☐ **Notify parents of SHELTER so that they know their children are in a safe situation. See SRP messaging**
- ☐ Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the **SHELTER**.
- ☐ Contact and consult with public safety officials as appropriate.
- ☐ Be prepared to announce additional procedures due to changing conditions of the incident, such as **DROP COVER AND HOLD** or to announce an “All Clear”.

Teachers

- ☐ Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- ☐ Close classroom doors and windows when leaving.
- ☐ Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.

- ☐ If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- ☐ For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- ☐ If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- ☐ Move students from mobile classrooms to an interior safe area in a permanent structure.
- ☐ All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.

Custodians

- ☐ Shut off utilities as directed by School Incident Commander/Principal or public safety official
- ☐ Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- ☐ Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an **ACTIVE SHOOTER, INTRUDER** or during an incident involving a person intent on violence known to be in the school building and not yet contained.

After danger has passed:

“Students and staff, the SHELTER is released. All clear. Thank you for your assistance and patience during the Shelter”

HAZARD-AND-THREAT SPECIFIC ANNEXES

The hazard-and-threat specific annexes provide unique procedures, roles and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple the Standard Response Protocols that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Individual schools may customize hazard-and-threat specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan, and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

ACTIVE SHOOTER**I. PURPOSE**

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

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

II. RESPONSIBILITIES**A. School Incident Commander/Principal**

- ☐ **Announce LOCKDOWN.** Direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- ☐ Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students' locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- ☐ Direct office staff to maintain contact with teachers reporting pertinent emergency information via [identify means- phone, email, texting – used by school].
- ☐ Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- ☐ Determine appropriate procedure(s): **LOCKDOWN; INTRUDER/HOSTAGE SITUATION.**
- ☐ Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to **EVACUATE** to an off-site relocation center.

- ☐ Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- ☐ Ensure that any buses in route to the school are redirected to a designated relocation site.
- ☐ Refer media to:

District Spokesperson (PIO)

Telephone Numbers (home, work, mobile)

Teachers and Staff

- ☐ Initiate **LOCKDOWN** procedure if instructed by School Incident Commander/ Principal or law enforcement Incident Commander.
- ☐ If you are the first to note indication of an armed intruder, immediately CALL 911, then notify the School Incident Commander/Principal and go to **LOCKDOWN**.
- ☐ If it is safe to do so, use the **E3** app to report your attendance/status.
- ☐ Assess your ability to **EVACUATE** the building.
- ☐ If there is no safe manner to **EVACUATE** the building, have students remain in **LOCKDOWN** until personally released by a law enforcement officer in uniform.
- ☐ If an active shooter or intruder enters the classroom use **WHATEVER** means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- ☐ If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

III. OTHER PROCEDURES

- ☐ After the active shooter/intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce a **POLICE LED EVACUATION** and relocation to an alternate site for **REUNIFICATION**.
- ☐ If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- ☐ The School Incident Commander will notify officials at the relocation site of the **EVACUATION** and to activate **REUNIFICATION** protocols.

- ☐ The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- ☐ The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- ☐ Teachers will **EVACUATE** the building using the designated exit routes or directed routes to the assigned assembly areas, take attendance and move to the buses for transport.
- ☐ The School Incident Commander will activate the crisis response team and active **MENTAL HEALTH AND HEALING** procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- ☐ The School Incident Commander will debrief appropriate school personnel.
- ☐ The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Police Led EVACUATION After LOCKDOWN

- ☐ Train staff and students what to expect after a LOCKDOWN
- ☐ Classes will be released by a law enforcement officer
- ☐ Don't open doors. Police will have keys to open doors.
- ☐ Keep hands empty and visible.
- ☐ It is unlikely anyone can bring personal items.
- ☐ Quietly follow officer's instructions.
- ☐ Officers may be loud and demanding.

Commented [BK3]:

BOMB THREAT**I. PURPOSE** SCHOOL BOARD POLICY #3770

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

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

II. RESPONSIBILITIES**Staff Who Received a Message That a Bomb Has Been Placed in School**

- ☐ Make a record of the exact wording of the threat.
- ☐ Ask in a clear and calm voice: Where the bomb is located; What does it look like; What materials are in the bomb (type of bomb); How is it activated; When will the bomb explode; Who is calling, name and address; Did you place the bomb; Why are you doing this.
- ☐ If the threat is made by phone, listen closely to caller's voice and speech patterns and to noises in background. Make a record of that information.
- ☐ Notify the Incident Commander/Principal or designee and/or call 911 or 406-338-4000.

School Incident Commander/Principal

- ☐ Notify law enforcement, fire and emergency services by calling 911 or 406-338-4000 if not already notified.
- ☐ Assign staff to meet and brief emergency responder agencies.
- ☐ Notify staff through the Public Address system:

"HOLD. YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF. HOLD"

- ☐ If a suspicious item is located, determine if **EVACUATION** procedures should be activated, selecting routes and assembly areas away from the suspicious item
 - **DO NOT ACTIVATE THE FIRE ALARM.** Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- ☐ If **EVACUATION** occurs, students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule. [Consult with Fire and Police officials.]
- ☐ Arrange for person who found a suspicious item to talk with law enforcement official.
- ☐ Notify the Superintendent.
- ☐ Active communications plan to inform parents, media, and community of incident as determined in consultation with law enforcement.

Teachers and staff

- ☐ Check classrooms, offices and work area for suspicious items and report any findings to the School Incident Commander/Principal.
- ☐ If a suspicious item is found **DO NOT TOUCH IT.** Secure the area where the item is located.
- ☐ Account for students and be prepared to **EVACUATE** if ordered.
- ☐ **EVACUATE** using standard procedures and exit routes to assembly area.
- ☐ Open classroom windows and leave classroom doors open when exiting.
- ☐ Take roll after being **EVACUATED**. Be prepared to report the names of any missing persons to school administration.
- ☐ Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- ☐ If given the "All Clear" signal, return to the building and resume normal operations.

Incident Commander/Law Enforcement, Fire & Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- ☐ **EVACUATE** immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- ☐ Speak to staff who received the threat and obtain information.
- ☐ Search the building.

- ☐ If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- ☐ If a suspicious item is located, order an **EVACUATION**, if that has not already occurred.
- ☐ No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- ☐ After consulting with the Superintendent and School Incident Commander / Principal determine if staff and students should be relocated to an alternative safe site.
- ☐ If danger is over, notify staff and students of the termination of the emergency and to resume normal operations.

BUS ACCIDENT**I. PURPOSE**

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight and batteries, emergency warning devices (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- ☐ Provide a standardized approach in the management of school bus accidents.
- ☐ Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

II. RESPONSIBILITIES**A. Bus Driver**

- Call bus garage or appropriate school personnel by radio or phone and 911 emergency services (police, fire, ambulance), as required. Give exact location of accident, along with information about severity, injuries, and hazards, and resources needed.
- Set parking brake, turn off ignition switch, and activate hazard lights.
- Remain calm and reassure students and/or other passengers.
- Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation.
- Use or deploy warning devices as appropriate.
- Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous condition exists requiring evacuation and/or relocation to safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- Provide first-aid as needed.
- Regularly update school or emergency personnel on situation and conditions.
- If students/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to bus garage or appropriate school personnel.
- Protect the passengers and vehicle from further accident and injuries.

- Protect the scene from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders.
- Complete an incident report after incident is resolved.

B. Principal/ School Incident Commander

- Dispatch appropriate transportation or other staff to the accident location.
- Assess level of support or resources needed and make it available.
- Obtain names of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with media or other, as appropriate
- Ensure that special health or medical information is provided to appropriate medical providers.
- Instruct designated staff to accompany injured students to hospital, if needed.
- Determine if FAMILY REUNIFICATION procedures should be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. OTHER PROCEDURES OF GENERAL OPERATIONS

- A. Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting)
- B. Communication with parents and child care providers is critical since a late school bus always arouses some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification.
- C. All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals. The number of ambulances utilized and hospital destinations will be determined by the on-scene emergency services personnel.

- D. NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.
- E. If it has been determined by emergency response authorities at the scene that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort will be made to avoid unnecessary transport of the children to area hospitals. In that event, the school representative at the scene will have the option having custody, and control of the children (under 18 years of age), to sign a release form declining hospital transport. The form utilized will list the names of all children that have been evaluated by EMS personnel, have been found to lack mechanism of injury, signs of injury, AND have no complaints of injury. Browning School will provide, for inclusion with this procedure, a list of individuals that have been granted the authority to act as Browning School's designee at the accident scene. No bus drivers are to be included on the list. In the event that a list has not been provided, the Incident Commander may verify the authority of any representative by contacting the appropriate school/district office. Anyone claiming to be a Browning School designee but whose name is not included on the list, or whose authority cannot be verified, will not be permitted to sign the refusal. Any child not listed on the release form will be transported to a hospital for further evaluation.
- F. In the event that the school representative signs the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident will be dispatched to the scene to continue the student transportation.
- G. In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:
- A driver and school bus, which was not involved in the accident, will be dispatched to the scene on the request of the Incident Commander and School.
 - EMS personnel, with at least one or more EMTs, will be placed on the bus with the passengers and an ambulance will follow the bus to the hospital.
 - In the event that a passenger's condition suddenly deteriorates, the bus will be stopped, the passenger will receive emergency care and will be placed in the

ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers.

- Additional ambulance(s) may be assigned to the bus based on need and available resources.

BUS ACCIDENT PROCEDURES

Bus Driver – may delegate to other capable person for assistance

- Set parking brake, turn off ignition switch, and activate hazard lights.
- Remain calm and reassure students and/or other passengers.
- Call bus garage or appropriate school personnel by radio or phone and 911 emergency services (police, fire, ambulance), as required. Give exact location of accident, along with information about severity, injuries, and hazards, and resources needed.
- Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation.
- Use or deploy warning devices as appropriate.
- Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous condition exists requiring evacuation and/or relocation to safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- Provide first-aid as needed.
- Regularly update school or emergency personnel on situation and conditions.
- If students/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to bus garage or appropriate school personnel.
- Protect the passengers and vehicle from further accident and injuries. If necessary, move bus out of traffic/safely off road
- Protect the scene from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise driver to do so.
- Cooperate with directions of emergency responders.
- Complete an incident report after incident is resolved.

Wayne BullCalf 406-890-8449
Superintendent 406-450-0067

Bus garage 406-338-2952
Asst Sup 406-845-3995

CARDIAC EMERGENCY RESPONSE PLAN

This Cardiac Emergency Response Plan is adopted by **Browning Public School District** effective **March 2023**. This plan was reviewed and approved by medical and legal counsel for **Browning Public School District** on **(April 2024)**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise because of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping, or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Browning Public School District** shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The School District will designate an AED Coordinator to manage the AED Plan.
- (b) Each school building with an AED will establish a Cardiac Emergency Response CER Team. The CER Team should be between 5-10 people on campus, one who is the team leader.
- (c) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current.
- (d) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (e) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (f) As many other staff members as reasonably practicable shall receive training and others with current training identified as authorized users.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section (below) and in the "Protocol for Posting" attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

Minimum recommended number of AEDs for **Browning Public Schools**

- (1) *Inside school building* – The number of AEDs should be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency. If only one AED is available then it is best to place the device in an accessible location near athletic facilities since a majority of cardiac arrests on school campuses occur at or near sporting events.
 - (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, should be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (3) *Back-up AEDs* – One or more AEDs should be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations.
- (a) Browning Public School District will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The AED Coordinator will be responsible for verifying equipment readiness and for maintaining maintenance activity.
 - (b) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
 - (c) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

- (d) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set should be held by the AED Coordinator. All AEDs should have clear AED signage to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
- (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
- (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and

shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, enough staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Browning Public School District** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school-based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Browning Public School District** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Each school AED site** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Browning Public School District** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Browning Public School District** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and
- (d) 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Browning Public School District AED Coordinator shall conduct an annual internal review of the school/school district's Plan meeting with teams and documenting on an Annual Evaluation form. The annual review should focus on ways to improve the schools' response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. Each school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available.

Personal identifiers should not be collected unless the information is publicly available.

- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
 - (a) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
 - (b) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

Browning Public School District Cardiac Emergency Response Team PROTOCOL For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) enroute to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(b) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(c) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(d) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.

- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address

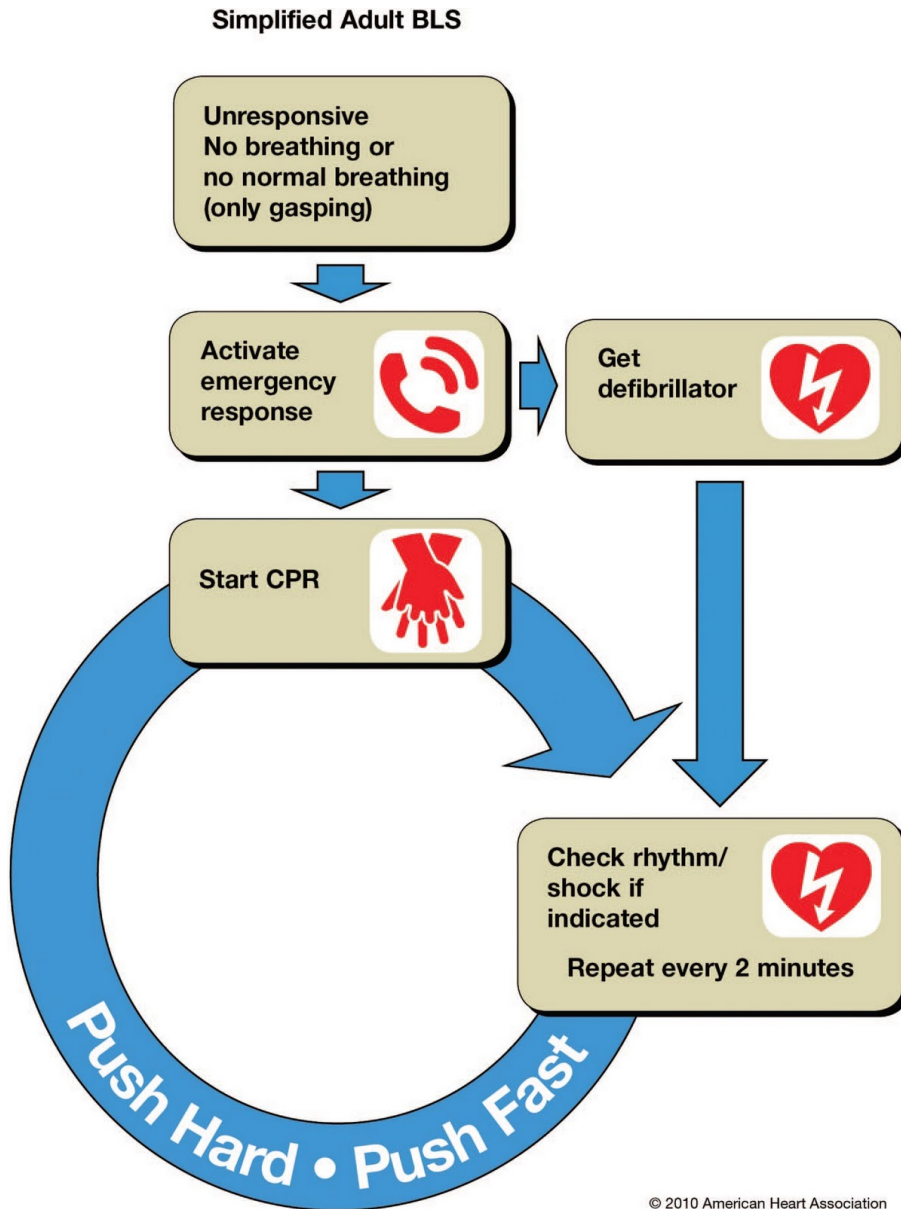
School Emergency Phone# Insert #s for school-hours & after-hours, may be office during school hours

Cross Streets

AED Location _____ AED Location

AED Location _____ AED Location

AED Location _____ AED Location



© 2010 American Heart Association

Develop a Cardiac Emergency Response Team (CERT)

What is a Cardiac Emergency Response Team?

The Cardiac Emergency Response Team is a group of school staff members who have current CPR/AED training and are designated to respond to and provide basic life support during a cardiac emergency.

The Cardiac Emergency Response Team should be established prior to the start of each school year to plan, implement, and evaluate the school's adopted Cardiac Emergency Response Plan (CERP).

Who are potential members of a Cardiac Emergency Response Team?

Potential team members include:

- Staff members with current CPR/AED training
 - o Include at least one staff member in each section of the school building(s)
- School nurse
- School administrators
- Health and physical educators
- Athletic director
- Coaches or after-school event advisors
- Athletic trainers

What are the roles of a Cardiac Emergency Response Team?

Roles of the team include:

- Communicate with school administration annually to receive outcome of the medical and legal counsel review of the plan to ensure that the adopted Cardiac Emergency Response Plan is consistent with local, state and federal law.
- Read the Cardiac Emergency Response Plan to implement action steps in the following categories
 - o Automated external defibrillators (AEDs)
 - o Activation of Cardiac Emergency Response Team during an identified cardiac emergency
 - o Communication of the plan throughout the school
 - o Training plan for AED use and cardiopulmonary resuscitation (CPR)
 - o Local Emergency Medical Services (EMS) integration
 - o Annual review and evaluation of the plan
 - o Protocol for All Cardiac Emergency Response Responders (Staff, Faculty, Cardiac Emergency Response Team etc.)
- Meet monthly to plan, implement, and evaluate the Cardiac Emergency Response Plan
- Monitor the implementation of the Cardiac Emergency Response Plan monthly with the CERP Timeline
- Evaluate the Cardiac Emergency Response Plan annually
- Update the School Improvement Plan Action Steps regarding the Cardiac Emergency Response Plan annually.

DEATH/SUICIDE

I. PURPOSE

A death of a member of our school community, staff or student, will have varying impacts throughout the district. Montana is one of the leading states in suicide rates with the highest rates being among Native American people. Nationally it is the second leading cause of death for those 10–24. Suicide prevention and response is one of the purposes of this annex. Most staff and students will receive awareness and prevention training in how to recognize and report signs of possible suicidal feelings or actions.

If a person is threatening suicide:

- Try to calm the suicidal person.
- Notify the principal.
- Try to isolate the person from others.
- Stay with the suicidal person until professional help arrives – **do not leave them alone.**
- Parent will be notified.

II. RESPONSIBILITIES

A. Principal

- Verify the information
- Call 911
- Announce a **HOLD** Action
 - **"HOLD in your room or area. Clear the Halls.
HOLD in your room or area. Clear the Halls.
There has been a medical emergency."**
- Notify the superintendent.
- Notify parents/spouse/next of kin.
- Appoint someone to meet emergency personnel.
- Secure perimeter around the death scene. Make a note of all persons who had access within perimeter prior to police arrival.
- Do not allow potential evidence to be removed or disturbed.
- Evacuate the room or area, leaving the crime scene as it is. **Keep people away.**
- Notify Counselors/ CISM (Critical Stress Incident Management) Team.
 - **Go to Appendix A** page 100
 - **Buffalo Hide Academy Crisis Intervention Checklist** in EOP Resource Annex
 - **Mental Health and Healing Functional Annex**
- Gather affected students in one room for care.

- Gather witnesses in another room for police questioning. Do not allow them to leave until police arrive. Assign staff (counselors) to stay with them.
- Announce that **“there has been a medical emergency everyone is to stay in their rooms. The bell schedule will be changed and will be manually sounded at an appropriate time.”**
- Hold a staff meeting to debrief the incident include minimum details and indicate that additional information will be provided. Review day’s activities and seek names of any student faculty thinks needs additional emotional first aid.
- If death occurs away from school activate the phone tree to notify staff of early morning mandatory meeting. Request that Crisis Management Team meet with principal 30 minutes prior to the staff meeting.
- Schedule a mandatory staff meeting first thing in the morning to provide updates, how the situation is being handled and what resources are available to staff, students, and families.
- After meeting with faculty, meet with Crisis Management Team. Review day’s activities and plan for the next day.
- Prepare an announcement to be read over the P.A. system to the students. **Appendix B page 101**

B. Superintendent

The superintendent is vital to the implementation of the sudden death response plan. First, the superintendent needs to publicly show support for the concept of school intervention in crises such as the sudden death of a school community member. Second, the superintendent needs to respond quickly to the requests of the building principal in which the deceased was a member. **Appendix D page 104**

Notify:

- CISM Team/**counselors – Appendix A and E pages 101 and 105**
- PIO – Gather information, contact media, prepare communications for parents with school principal and superintendent
- Transportation
- HR
- School Board

C. Teacher and Staff

- Seek counseling services if experiencing difficulty coping with the incident.
- Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.

III. OTHER SPECIAL PROCEDURES

A. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school. **Appendix C** page 102
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

B. Post-Incident Procedures - Principal

- On the school day following the funeral, the principal should make the following closure statement to all students and faculty (This may also be read to individual classes by counselors). This is done the day following the funeral because many of the deceased closest friends may not return to school the day of the funeral.

“May I have your attention, please? I wish to thank all of the students and faculty for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work toward strengthening our relationships with each other. Guidance staff remains available if you should wish to talk to a counselor.” (Any additional comments from the family that have been passed on to the principal might be shared at this point.)

- Identify long-term effects and follow-up of recovery. i.e. staff/student/student groups actually affected, crisis debriefing, counseling.
- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board’s consent.

APPENDIX A. (Death/Suicide) Principal's first steps

- a) Designate the CISM – Critical Incident Stress Management Team Leader (counselor) as the person responsible for orchestrating the emotional first aid activities for the next few days. **Appendix E** page 105
- b) Discuss with CISM school wide safety plan...open/closed campus consideration.
- c) Direct a CISM member to immediately remove contents from deceased student's locker. Hopefully, this can be accomplished discreetly and prior to students returning to school. The personal contents belong to the parents and removal to the principal's office will ensure they are properly presented to the parents.
- d) Direct a staff member to pull the deceased student's cumulative folder to determine what other schools the deceased student might have attended.
- e) The principal should call the other schools and inform them of the events that have occurred, particularly, if younger siblings are in those other schools. Secondly, the principal should notify the central administration office of the circumstances of the day. It is also helpful, at this point, to assign responsibility to someone to pull the student's name off any mailing lists that would be sent from the school and central administration office.
- f) Direct CISM member to collect funeral arrangement information and to prepare details for student/faculty attendance at the visitation and funeral. When details are final, an announcement can be made to staff and students.
- g) Prepare a letter to be sent to all parents regarding the death of a school community member (Please see Appendix C for sample letters.)
- h) Designate CISM member to notify peer helpers before start of day and outline clear expectations. Assure they are aware of their staff support.
- i) Designate CISM member to provide substitutes for staff directly involved.

*Substitutes are to be briefed by the CISM Team Leader (counselor) before starting shift.

Note: Designate one administrative assistant who will know how to reach the principal throughout the day so the principal can respond to any emergencies/administrative situations which may develop.

APPENDIX B (Death/Suicide) Principal or designee

- a) Identify a “Speaker” or “Voice of the School”. The presence of strong, caring, and supportive authority figure (i.e., the principal) sharing information during this stressful time is important. *(In elementary schools, it is equally important for the classroom teacher to be a strong, caring, and supportive presence since the teacher will be looked upon by the students to provide stability during this crisis period.)*

One example of an announcement is the following:

Students, may I have your attention, please. Last night (student's name) from our junior class died. This morning the faculty met to develop a plan to help all of us cope with this sad event. There will be special support assistance available for any student who feels they need this service. Today, counselors will be available in (given location) all day.

Pause. I would like all of us to reflect for a minute in memory of (student's first name).

Pause. Thank you for your attention.

- b) **In the case of a suicidal death:** It is important in dealing with a suicidal death to be prudent in your responses:
- Do not glorify the act of suicide.
 - Do not announce that the death was by suicide when making general public statements. Coroner's medical findings can be legally contested and frequently are in cases of suicide. School personnel should allow the discussion of suicide as the students talk about the death; however, it is not essential that school personnel confirm the death was by suicide. As the students are discussing the nature of the death (which they will do), school personnel should take the opportunity to discuss the subject of suicide and how the students might cope with stress, personal frustration, disappointment, and other severe hardships.
 - Recognize the tragedy of the event and acknowledge the varied feelings of those grieving.
 - Memorials should be directed toward symbols of coping and living (e.g., donations to a crisis hotline, a blood drive). Do not dedicate an athletic event or other school activity to the deceased student; establishing a permanent memorial (plaque, tree, dedicating the year book) can become a constant invitation to consider suicide.
 - A return to "normal" school functioning should be encouraged as soon as possible, so as, to regain a sense of stability and purpose in the lives of those grieving.

APPENDIX C. (Death/Suicide) Sample Letters to Parents

Dear Parent(s) or Guardian:

It is with sadness that I inform you of the death of Joe Doe, a sophomore in our school. John died from injuries suffered in a car accident which occurred last evening

(do not specify reason if death by suicide or causes which are unknown, etc.).

The funeral will be held at _____ (Funeral Home or Church) at _____ a.m. /p.m.

Visitation will be held at _____ (Funeral Home) during the hours of _____ to _____. Parents are encouraged to attend the funeral with their child.

(Note: Send a letter home to parents even if you do not know the details of the funeral arrangements.)

Students will have varied reactions to the death of a peer. Any reaction is normal in the grief process and can range from withdrawal, to crying and anger. I encourage you to openly discuss with your child their reactions and feelings regarding the death of Joe.

Special counseling services have been made available to students today and will continue to be available throughout the week and longer, if needed.

If you think your child needs additional counseling support, please do not hesitate to contact the _____ (School Counseling Office) at _____ (phone number).

Sincerely,

Principal and Staff

Sample Letters to Parents

Dear Parent:

As you may be aware, our school district has experienced a death of a (student/faculty member) that has affected us deeply.

The students and staff will react in different ways to the death of one of our school community members. We all should expect and try to understand that there will be a variety of emotions and responses to what has occurred. The most important thing we can do is to be supportive and encourage an open expression of feelings. At the school, we have implemented a plan for responding to this tragic event focused on helping our students and their families get back to regular learning and every day activities as soon as possible. This plan has evolved from the district's experience with death in the past and the advice of mental health professionals from the community. Our teachers and counselors have been briefed on our plans and have received guidelines for discussing about death and reactions to it. There will be district personnel available to students who need special attention and support. There is also help available from the community. We will try to maintain as normal a routine and structure as the situation and people allow, and we encourage you to do the same. If you feel that your child or family needs some assistance, please contact us, and we will do everything we can to help you.

If you have any questions or concerns, please contact the school at (give preferred phone numbers). We know you will join us in our concern and sympathy for the family.

Sincerely,

Principal and Staff

APPENDIX D (Death/Suicide) Superintendent's Role

Step One

Have building principal in which a school community member has died, update and inform you as soon as possible. (Ask what request building principal may have in order to best be able to respond to this traumatic event.) Inform, as necessary, other building principals and district staff (including bus drivers).

Step Two

Brief secretary in handling calls and requests for information.

Step Three

Act as a contact person to the media or designate a person to act in that capacity.

Step Four

When appropriate, extend condolences to the immediate family and provide appropriate representation at services.

APPENDIX E (Death/Suicide) CISM LEADER (Lead Counselor)

- a. You will also serve as the “hub” of information and will direct the crisis counseling team’s daily activities. You will also identify a support center area in the building where students may come for support and counseling. This area should be close to the guidance office and/or the main office to facilitate communications between guidance and administrative staff.
- b. Identify and have contact with school staff acquainted with the deceased student and possibly in need of extra support (e.g., a teacher who has had a special relationship with the student, had the student in class, or has a sibling in class.)
 - a. Provide "in-class" assistance when requested by teachers.
 - b. Start a master list of "high-risk" students in need of extra support. These include: close friends of the deceased student, relatives, students in the same activities or clubs as the deceased student, neighbors of the deceased student, and students with other stressors.

CISM team (counseling team) should meet briefly with all identified "high-risk" students and with any students who are referred. Decide what, if any, intervention is appropriate (triage). Options could include:

- Individual grief counseling.
- Grief group. The grief group should automatically be formed the first day, and students should stream in and out during the day. The focus is on memories of the deceased student and grief work. Typically, students will be in grief group for only one or two periods and not all day. For students requiring "excessive" intervention, parents need to be informed and directed to appropriate community resources.
- Referral to community mental health center or other appropriate community resource.
- Identify students who are absent during the day who may be "high risk," and inform parents of your concern for them. This may include non-school attendees and those students who may have dropped out or transferred.

For students who request to leave school because of their grief**reaction:**

- A. Release students to parents or an adult designated by the parent. Encourage the parent not to leave the child alone during the day.

- B. Provide parents with guidelines on how to manage grief and a brief listing of community resources.
- C. Let the student know that you expect him/her to return to school the next day.
- D. Check to see if the students return the next day and briefly check with them to see how they are doing. If a student has not returned, contact their parents to check to see how he/she is doing. Offer your assistance to the parents and/or student.

At the end of the first day, the Crisis Management Team should meet to update themselves and review the list of "high-risk" students. Throughout the week, review the status of "high-risk" students with the master list. Determine which students may need to be referred to community mental health services based on their previous history and immediate need.

I. CISM LEADER (Lead Counselor)

- a. Discuss the role the CISM team will provide in the funeral or memorial service. After the funeral, assist the building staff in moving toward a "normal" atmosphere as soon as possible. (An announcement will be made by the principal regarding continued availability of guidance staff.)
- b. Carefully review with the principal and other CISM members the memorial requests for the deceased student.
- c. In a week or two following the crisis, meet as a team and discuss the response activities including those procedures which may need to be modified.

EPIDEMIC DISEASE -Pandemic Plan

I. PURPOSE

This plan is designed to serve as a framework for the administration of educational activity in a healthy and safe manner in our schools, relative to the phase or level of an epidemic disease outbreak. The components of this plan will remain flexible and adaptable to the potential changes in the phases and levels of concern for individual and public health.

Browning Public School Phased Plan

Browning Public School will follow the direction of the Blackfeet Tribe and the State of Montana and refer to CDC guidance. Schools may be shut down. Remote learning may be instituted.

When students finally return to school after months of learning from home, there will be dramatic changes. Even when K-12 leaders are allowed to reopen their facilities, doing so safely and responsibly will require everyone to maintain proper distancing while they're at school, experts agree — at least until there is a working vaccine for the disease.

The purposes of these procedures are to:

- Provide a standardized approach in the management of the epidemic while providing a quality education for our students
- Provide a safe working environment for our staff and students.
- Protect the health, safety, and wellbeing of students, teachers, other school staff, their families, and communities and prepare for educating students this fall.

II. RESPONSIBILITIES

Reducing exposure to one's self and others is a shared responsibility. Using guidance from CDC, IHS, and DPHHS the following may be instituted:

A. Basic requirements in all buildings:

- In order to protect our students and staff members, for the most part, schools will be only be open to students, family members and staff.
- Campuses may allow limited access for pre-approved visitors, vendors and volunteers.
- In order to enable contact tracing and enhance the health of the school population, approved visitors may not be allowed access beyond the Main Office without a mask or cloth face covering.
- All visitors must complete the School District approved health screening form.

- Wear masks when entering the building and in all common areas including but not limited to: entry area, hallways, cafeteria, rest rooms and any area where social distancing of 6 feet is not possible.
- Resist the desire to visit with peers by grouping in in common areas or visiting in other rooms.
- Each building will use one entrance. BHS may use a separate entrance for students due to bus drop off and student parking.
- Another way to reduce the risk of exposure is to make long-term changes to practices and procedures. These could include reducing the use of porous materials used for seating, leaving some doors open to reduce touching by multiple people, opening windows to improve ventilation, or removing objects in common areas like coffee creamer containers.

B. Suggestions for all Personal

- Wear masks in all indoor common areas and when social distancing is not possible including riding in a vehicle with a non-family member.
- Wear masks properly; covering both nose and mouth.
- Avoid touching eyes, nose and mouth
- Observe social distancing of 6 feet when you must go into a shared space
- Practice frequent handwashing or use alcohol-based hand sanitizer (60%) when soap and water are not available
- Frequently clean and disinfect frequently touched objects and surfaces
- Use proper PPE like gloves when necessary
- Keep a log of daily interactions and places
- Avoid touching common surfaces like counter tops, tables, walls, door knobs, light switches
- Monitor their own health and disease exposure.
- Report to their principal/supervisor if they become symptomatic and stay home
- If staff are symptomatic or if they have been in close contact to a COVID positive individual, they must report that information to their supervisor and stay home until they have been cleared to return to work by health officials and meet the district's inclusion criteria.
- If symptoms develop at work, they may be sent home.
- Cooperate with contact tracing

C. Administration/ Principal

- Work with others to develop a site specific "current disease" Plan to be an appendix to this plan.
- Signage
- Consider putting lines in the middle and arrows in hallways to walk on the right

- Leadership in moving towards planning for re-opening
- Virtual meetings with staff
- Update staff contact information
- Communicate with parents about “disease” plan to parents.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of “disease” at home.
- Communicate with parents on ways to support them in assisting their students with distance learning including internet safety.
- Communicate with parents on ways to prepare their students to partial or full re-opening; practicing mask wearing at home and social distancing, new rules at school and on the bus.
- **Communicate, educate, and reinforce** appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible.
- Work to provide potential substitutes with training on their additional responsibilities in relation to the “disease” Pandemic.
- Advise the use of personal water bottles

D. Teachers/All staff

- Enter building through the assigned entrance and go directly to your classroom/office/workspace
- Clock in using electronic device
- Use the restroom in your area
- Limit the amount of furniture and objects in your area to reduce surfaces to clean
- Avoid congregating.
- Limit time with others even wearing masks and practicing social distancing
- Arrange for 1-1 tutoring in-person, if necessary, safely feasible, and approved
- No visitors or family allowed in building
- Eat your lunch in your area
- Sign out when you leave for lunch and end of each day.
- Keep a log of your movement/interactions

E. Support staff

- Work where assigned
- Follow responsibilities for all staff

F. Custodians

- Wear appropriate PPE for cleaning and disinfecting
- Consider what items can be moved or removed completely to reduce frequent handling or contact from multiple people
- Provide frequent cleaning throughout the day of frequently touched surfaces and objects

G. Counselors

- Contact students to gauge their need for your support
- Arrange phone or on-line meets with students
- Staff support

H. School Nurse

- Provide instruction in prevention hygiene including handwashing, mask wearing and care, storage and disposal of PPE
- Assist in monitoring students and staff for symptoms and history of exposure
- Establish an isolation area for staff/students with symptoms
- Work with I.H.S., Glacier County Health and Blackfeet Tribal Health to do contact tracing.

I. Food Service

- Provide breakfast and lunch to students who are involved in Distance Learning
- Follow CDC guidelines related to epidemic in the food preparation and delivery

J. Transportation

- Transport breakfast and lunch to students who are involved in Distance Learning
- Transport students for 1-1 tutoring on a limited basis
- Follow CDC guidelines for school transportation to develop a plan that will be an appendix to this plan.

K. Maintenance/Facilities

- Monitor and improve ventilation in buildings.
- Consider closing off drinking fountains and installing water bottle fill stations.
- Consider installing handwashing stations in sites where social distancing cannot be achieved.
- Follow CDC guidelines in upscaling sanitation and worker safety. Plan will be an appendix to this plan.

Athletics/Extracurricular Activities

- Post signs and floor markings to encourage physical distancing.

- Limit the occupancy of events to follow the Blackfeet Tribal regulations, CDC guidance and the State of Montana.
- Events may be staggered, offered with limited viewership, or canceled if safety guidelines cannot be met.
- May require attendance sheets or seating charts for events to assist with contact tracing.
- May require Health Screening for all those in attendance.
- Face masks and coverings may be required for all those in attendance, depending on the event and venue.
- Coaches, supervisors and building facilitators are responsible for securing and then disposing of health screening forms, when applicable, for the length of time designated by health officials.
- Hand sanitizing stations will be available at events.
- Students, faculty, staff, and approved visitors should follow the expectations of the district which promote healthy habits and reduce the potential spread of the “the disease” within our community. Organizations and groups may be allowed to reserve District owned space for meetings and events upon approval of the superintendent or designee.
- All organizations will be required to follow District expectations and safety guidelines.
- Follow CDC and Montana High School Association guidance to develop a plan for the safe practices and events to be an appendix to this plan.

If a staff member or student become symptomatic.

- If they are home, they should report that information to their school and stay home. If at school, staff will go home or to a healthcare facility depending on how severe their symptoms are.
- In developing plans for placing students with symptoms in an isolation area, schools should be mindful of appropriate safeguards to ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods of time.
- Students will be brought to the isolation area until their parent picks them up or they can be transported home or to a healthcare facility depending on how severe their symptoms are.
- If a school needs to call an ambulance or bring a student to the hospital, they should first alert the healthcare staff that the student may have been exposed to someone with the “disease”.

- After the student or staff is placed in an isolation area, school staff who work in the isolation area should follow CDC's [Considerations for Cleaning and Disinfecting your Building or Facility](#).
- Determine if building closure is needed.
- Anyone with symptoms should get tested. If the test is positive, the school will begin assisting with contact tracing of the school population and areas including buses if appropriate. The nurse will work with I.H.S. and Glacier County Health Department to assist contact tracing.
- There will be thorough cleaning of the affected person's work area. There will be a decision on if further people need to stay home based on CDC and local health authorities' guidance.
- If students or staff are symptomatic or if they have been in close contact to a "disease" positive individual, they must report that information to their supervisor/school and stay home until they have been cleared to return to school by health officials and meet the district's inclusion criteria.

REMOTE LEARNING

The decision to go to Remote Learning will be implemented as needed as directed by mandates or BPS Board of Trustees. Students will do their school work from home, teacher-directed, using online resources. Where this is not possible, physical packets will be available. The decision to remain in Distance Learning or begin transition to the Blended Learning or Traditional Learning will be made by week 7 of each quarter. The decision will be based upon State and Tribal mandates in conjunction with BPS Administration and the BPS Board of Trustees. Students will have the Distance Learning option for the year.

BLENDED LEARNING

This is a transition stage between all students staying at home with Remote Learning and full school attendance. Parents may have the option to have student participate in distance learning for the remainder of the school year.

At this stage students will be allowed to attend school two days a week. Approximately half of the students will attend at a time to facilitate social distancing throughout the day. On days students are not in school, they will be expected to continue assigned work online or with packets.

If there is an increase in cases in the community or an outbreak in a school there may be a move back to online Learning. The district will follow directives from Blackfeet Tribe and the State of Montana.

Buildings are open

Maximum use of outdoor learning spaces, large spaces such as gyms and cafeterias

Social distancing as is practical

Masks may be required for everyone, including on school buses and at events

All before listed responsibilities will continue with these additions.

A. Principal

- Provide guidance on new restrictions on movement in the building and school grounds. Rules for social distancing may address traffic flow, restrooms, hallways, common areas, before and after school, lunch time and recess.
- Post appropriate signage regarding preventative hygiene, hand washing, masks, social distancing.
- Develop schedules to reduce the number of interactions in common areas i.e. library, gym, cafeteria, recess.
- Consider making certain areas off-limits unless they can be sanitized between groups i.e. playgrounds and equipment, libraries, gyms.
- Consider not assigning lockers so there is no need to cross the flow of traffic.
- Consider installing physical barriers and guidelines for general hygiene in high traffic areas where distancing cannot be implemented
- Provide site guidance for substitutes in the “disease” procedures.

B. All staff

C. Teachers

- Arrange classrooms so that students are seated 6 feet apart. Some excess furniture and items may need to be stored for now.
- Consider removing porous items like pillows, rugs, soft chairs as they difficult to clean.
- All students sit facing in the same direction.

D. Custodians

- Increase cleaning of commonly touched surfaces
- If cafeteria is used sanitize between meal periods or groups

E. Counselors

- Continue staff and student support

F. School Nurse

- Provide instruction in prevention hygiene including handwashing, mask wearing and care, storage and disposal of PPE
- Assist in monitoring students and staff for symptoms and history of exposure

- Provide students with guidance in not touching surfaces i.e. walking with hands in their pockets or behind their backs when moving between areas
- Help students express how they are feeling
- Monitor/assess staff and students who report symptoms
- Assist in isolating those with symptoms

G. Food Service

- Work with the administration of each building for serving breakfast and lunch while maintaining social distancing and CDC guidance.
- Consider eating in classrooms or seating students on one side of a table only.
- No buffet
- Continue providing lunch for those students at home that day.

H. Transportation

- Bus drivers assign seats.
- All, including the students, driver and any assistant, will wear masks.
- Hand sanitizer will be at the bus entrance. All gel-in and gel-out.
- Load from the back.
- One student per seat in an alternating fashion.
- Immediate family members may be assigned in the same seat and adjoining seating
- Windows may be open to provide ventilation when feasible.

F. Maintenance/Facilities

- Recommended disinfecting of surfaces

G. Students

- Anyone over the age of 2 years will wear a mask covering their nose and mouth. Exceptions may be made in some medical conditions.
- Students will sit in assigned seat on bus, avoid touching surfaces, and follow directions of the driver.
- Enter building through the assigned entrance and go directly to your classroom.
- Wear masks in all indoor common areas and when social distancing is not possible including riding in a vehicle with a non-family member.
- Avoid touching eyes, nose and mouth.
- Observe social distancing of 6 feet when one must go into a shared space.
- Practice frequent handwashing or use alcohol-based hand sanitizer (60%) when soap and water are not available
- Avoid touching common surfaces like counter tops, tables, walls, door knobs, light switches
- Bring your own water bottle.

TRADITIONAL IN-PERSON LEARNING

Schools will be open to all students. Even so, it probably will not look like school as we knew it. There will be restrictions and some things may not be able to restart at first. Parents will have the option to have student participate in remote learning for the remainder of the school year. If there is an increase in cases in the community or an outbreak in a school there may be a move back to Blended Learning or Remote Learning. The district will follow directives from the State of Montana and Blackfeet Tribal Ordinances.

Buildings are open
Social distancing as is practical
Masks encouraged for students and adults

EXPLOSION

I. PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:

- CONTINUITY OF OPERATIONS (COOP).
- EVACUATION
- FAMILY REUNIFICATION
- MEDICAL EMERGENCY
- MENTAL HEALTH AND HEALING

Any staff, student or visitor discovering an explosion will activate the fire alarm, report the explosion to the principal, and call 911 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department/emergency services.

II. RESPONSIBILITIES

A. Incident Commander/Principal

- ☐ Call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm, identify the school's name and location, provide exact location of the explosion, if any staff or students are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- ☐ Activate an **EVACUATION**.
- ☐ Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.

- Notify the district office and institute communications plan.
- Designate staff to take the visitor log, student sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.
- If safe and appropriate to do so, direct designated staff to shut off utilities.
- Notify and provide regular updates to staff and students of the status of the emergency.
- The Superintendent should consult with the fire department and law enforcement officials, whether there are unsafe conditions that require an off-site evacuation to a designated relocation center.
- If relocation occurs, activate **REUNIFICATION**.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- Be prepared to move students, if an off-site relocation is ordered.
- Be prepared to move the students if the situation warrants it.
- No one may re-enter building(s) until it is declared safe by the fire department.

FIRE

I. PURPOSE

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

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

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

II. RESPONSIBILITIES

A. Incident Commander/Principal

- Call or direct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm is active, identify the school's name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an **EVACUATION**.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the district office and institute communications plan.
- Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.

- The Superintendent should consult with the fire department and law enforcement officials, whether there are unsafe conditions that require an off-site evacuation to a designated relocation center.
- If relocation occurs, activate **REUNIFICATION**.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the "All Clear".
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom. Leave the door unlocked.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may re-enter building(s) until it is declared safe by the fire department.

FLOOD**I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The Glacier County DES, the Blackfeet DES, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Principal/ School Incident Commander will activate the school EOP.

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

Operational functions or procedures that may be activated in the event of a flood include the following:

- **CONTINUITY OF OPERATIONS (COOP).**
- **EVACUATION**
- **REUNIFICATION**
- **MENTAL HEALTH AND HEALING**
- **MEDICAL EMERGENCY**
- **REVERSE EVACUATION**
- **SHELTER** (if safe to do so and evacuation without external assistance is not possible).

II. RESPONSIBILITIES**A. Principal/School Incident Commander.**

- ☐ Review circumstance and conditions and determine appropriate procedures to be activated.
- ☐ Determine if **EVACUATION** is required and can be safely done.
- ☐ Call or instruct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to notify local law enforcement, fire and emergency services of intent to

evacuate, the location of the relocation site, the route and means to be taken to that site.

- ☐ Delegate a search team to ensure that all students have been located and/or evacuated.
- ☐ Activate internal and external communications plan.
- ☐ Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- ☐ Update staff, administration, and emergency responders of any significant changes in operations or conditions.
- ☐ Issue transportation instructions if students will be evacuated to a safer location by means of buses or cars.
- ☐ Notify the Superintendent/Policy Group of the status and action taken.
- ☐ Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- ☐ Activate **REUNIFICATION** procedures.
- ☐ Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
- ☐ Designate staff to take appropriate action to safeguard school property.
- ☐ Determine if school will be closed or remain open.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Document all actions taken.

B. Teachers and Staff

- ☐ Follow **EVACUATION** procedures when instructed by the Principal or Incident Commander.
- ☐ Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.
- ☐ Take attendance before leaving the classroom.
- ☐ Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- ☐ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- ☐ Assist or designate others to assist students with functional needs.
- ☐ Remain with students throughout the evacuation process.

- ☐ Upon arrival at the assembly site, take attendance. Report any missing or injured students to the Incident Commander.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Document all actions taken.

C. Bus Drivers

- ☐ If **EVACUATION** is by bus, do not drive through flooded streets and/or roads.
- ☐ Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- ☐ If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- ☐ Use two-way radios to communicate with the Principal/ School Incident and/or emergency Incident Commander.
- ☐ Document all actions taken.

HAZARDOUS MATERIALS SPILL

I. PURPOSE

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

II. SPECIFIC SCHOOL INFORMATION

- ☐ All used and stored hazardous chemicals on school grounds: custodians on all campuses have locked storage with material data sheets as do the science labs at Browning High School and Browning Middle School. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The school announced on radio, social media, web page, automated alert system, cell or text messaging to notify staff/faculty and students of a hazardous condition. Decontamination equipment and personal protective equipment are located in a storage unit next to [insert location of the equipment].

BPS is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill. BNSF railroad transports a wide variety of hazardous materials the rails passes both up hill and up wind of the majority of the schools. Highway 2 cuts through Browning. It has daily tanker traffic carrying hazardous material within one block of most school buildings.

The School Incident Commander/Principal will determine if and when the following operational functions or procedures may be activated in the event of an external chemical or hazardous spill:

- **CONTINUITY OF OPERATIONS (COOP).**
- **EVACUATION**
- **REUNIFICATION**
- **MENTAL HEALTH AND HEALING**
- **MEDICAL EMERGENCY**
- **REVERSE EVACUATION**
- **SHELTER**

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- **EVACUATION**
- **FAMILY REUNIFICATION**
- **MENTAL HEALTH AND HEALING**
- **MEDICAL EMERGENCY**

RESPONSIBILITIES

A. Procedures for an External Chemical or Hazardous Spill

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

If the chemical spill is **external**, the following steps will be taken by the school.

1. School Incident Commander/Principal

- Call 911 and notify local law enforcement and emergency responders.
- Determine what procedures should be activated, such as a **REVERSE EVACUATION** and **SHELTER**.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify appropriate school personnel (Superintendent/Central Administration) of the status and actions taken and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- If it is determined that conditions warrant an **EVACUATION**, issue instructions for relocating to a safer location by means of walking, buses and cars.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Disseminate information about the incident and follow-up actions such as where students/school has relocated and institute **FAMILY REUNIFICATION** procedures, if needed.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the school and/or emergency Incident Commander.
- Document all actions taken.

2. Teachers and Staff

- Move students away from immediate vicinity of danger.
- Implement **REVERSE EVACUATION** if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute **SHELTER** when instructed by the Incident Commander.
- Remain with students throughout the incident.
- Report any missing or injured students to the Incident Commander.
- Remain in safe area until the “All Clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.
- Document all actions taken.

B. Procedures for an Internal Chemical or Hazardous Spill

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

If the chemical spill is internal, the following steps will be taken by the school.

1. Person Discovering the Spill

- Alert others in immediate area and leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Principal/teacher/safety officer or call 911, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.

2. Incident Commander Actions

- Notify the local fire department and local/state departments of public health. Provide the following information:
- School name and address, including nearest cross street(s).
- Location of the spill and/or materials released; name of substance, if known.
- Characteristics of spill (color, smell, visible gases).
- Injuries, if any.
- Determine what procedures should be activated, such as **EVACUATION**.
- Notify local law enforcement of intent to evacuate.
- Avoid exposure to the chemicals or hazardous fumes or materials in any **EVACUATION**.
- Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- Notify the Principal, Superintendent/Central Administration of the status and actions taken, and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Issue instruction if students will be evacuated to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal the threat has passed.
- Address clean-up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Teachers and Staff

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute **EVACUATION** and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Principal/Incident Commander.
- Take class roster, first-aid kit and any other supplies or resources relevant to the incident.
- Check that all students have left the building. Students are not to be left unattended at any time during **EVACUATION**.

- Upon arrival at evacuation site take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the incident.
- Do not return to the building until emergency response personnel have determined it is safe and issued an "All Clear" signal.
- Document all actions taken.

INTRUDER/HOSTAGE**I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event an unknown person (intruder) is found on school grounds or in the school building and in the event of a hostage situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with violent intent on school property, and what to do in a hostage situation. If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

II. RESPONSIBILITIES**A. All Staff Should Be Trained to Take Action When an Unauthorized Person Enters School Property.**

- If time permits, notify the Principal/ School Incident Commander/ School Resource Officer (SRO) and follow their instruction.
- **Do not** approach an armed individual. Call 911 and report the situation to the office.
- If staff member approaches unknown person/intruder, ask another staff person to accompany and assist.
- Politely greet person/intruder and identify yourself.
- Ask person/intruder the purpose of his/her visit.
- Inform person /intruder that all visitors must register at the main office; direct and accompany him/her to the office.
- If person/intruder's purpose is not legitimate, ask him/her to leave.
- Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do not antagonize the person/intruder and explain consequences of staying on school property.
- Walk away from person/intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package).
- Maintain visual contact with intruder from a safe distance.

- Notify SRO, and School Incident Commander/Principal or call 911 and alert law enforcement. Give law enforcement full description of intruder. (Keep intruder unaware of call for help if possible).
- School Incident Commander/Principal notifies Superintendent and may issue **LOCKDOWN** or other appropriate procedures, depending on conditions, and/or as instructed by law enforcement.

B. A Hostage Situation Involves One or More Persons Being Held Against Their Will by One or More Individuals. The Goal Is to Ensure Safety of Students, Staff and Others at the School and Prevent the Hostage(s) Being Moved Away from the School. All Staff Should be Aware of What to do in the Event of a Hostage Situation.

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal/School Incident Commander, School Resource Officer, or call 911 if unable to reach school authorities.

If school personnel or students are taken hostage:

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

C. Principal/School Incident Commander

- Call 9-1-1 immediately [insert the actual sequence to call 9-1-1 from your phone system]. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in **LOCKDOWN** or taking other action if appropriate (such as **EVACUATION** if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- Announce **LOCKDOWN** or other procedure if conditions warrant.
- Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses in-route to the school, to an alternate location.
- Notify Superintendent and activate communications plan.

- Give control of scene to police and hostage negotiation team.
- Ensure detailed notes of events are taken.

D. Teachers and Staff

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

III. OTHER PROCEDURES (that may be activated depending on conditions)

ACTIVE SHOOTER

EVACUATION

REUNIFICATION

MEDICAL EMERGENCY

MENTAL HEALTH AND HEALING

SHELTER

MEDICAL EMERGENCY**I. PURPOSE**

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

II. RESPONSIBILITIES**A. School Staff**

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Immediately notify the School Incident Commander/Principal.
- Assess the seriousness of the injury or illness.
- Call or have someone call 9-1-1 immediately. Be prepared to provide the school's name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.
- ☐ If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and Naloxone from the AED case. Begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.
- If an opioid overdose is suspected follow the procedures for **OVERDOSE** in this document

B. School Incident Commander/ Principal

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Announce a **HOLD** Action if necessary
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.

- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as **MENTAL HEALTH AND HEALING**.

MENTAL HEALTH AND HEALING

I. PURPOSE

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

Mental health professionals available in the school community such as nurses and social workers should participate in the development, implementation, and evaluation of Browning School's EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

II. RESPONSIBILITIES

A. Principal or District Authority Should Implement the Following Actions.

- Staff should be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately following a serious Injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- Issue prepared statements for media, parents and other community inquiries.
- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team for defusing or counseling.

- Restore regular school functions as efficiently and as quickly as possible.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items

B. Teacher and Staff

- Seek counseling services if experiencing difficulty coping with the incident.
- Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.

III. OTHER SPECIAL PROCEDURES

A. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

B. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board's consent.
- Donate all remaining memorial items to charity.

OPIOID OVERDOSE**I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of an opioid overdose on school grounds. While overdose events are rare on school property, schools should be prepared for overdose, the way they are for any other medical emergency. Easy and quick access to naloxone is paramount. In accordance with Montana Law, schools may maintain a stock supply of an opioid antagonist (Naloxone, Narcan) to be administered by a school nurse or other authorized/trained personnel to any student or nonstudent as needed for an actual or perceived opioid overdose. It must be kept in a secure and easily accessible location at each school.

Definitions

Drug Overdose: shall mean an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria, or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction. An individual's condition may be deemed to be a drug overdose if a prudent, possessing an average knowledge of medicine and health, would reasonably believe that the condition is in fact a drug overdose and requires immediate medical attention.

Naloxone: shall mean a medication that can reverse an overdose caused by an opioid drug. As a narcotic antagonist, Naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths.

Opioid: shall mean illegal drugs as heroin, as well as prescription medications used to treat pain as morphine, codeine, methadone, oxycodone, hydrocodone, fentanyl, hydromorphone, and buprenorphine.

Signs and Symptoms of Opioid Overdose

Signs & Symptoms of Opioid Overdose	Prescribed Action
• The person is unresponsive to stimuli • Breathing is very slow, irregular or has stopped. Less than 8 breaths/minute • Face is pale. Blue or ashy skin tinge-usually lips and finger tips show first. • Pale, clammy skin • Slow or irregular heartbeat • Body is limp • Throwing up • Passing out • Choking sounds or a gurgling/snoring noise	• Call 911 to get help and activate school specific emergency response • Assess and Monitor Breathing and Heart Rate. Initiate CPR, use of AED and Rescue Breathing as needed. • Administer naloxone as prescribed • Continue to monitor, provide rescue breathing as needed for person until First Responders arrive.

II. RESPONSIBILITIES

A. School Staff or Person discovering

Procedure for Naloxone Use

1. **Assess** the scene for safety: Have someone keep others away.
 - a. Is there drug paraphernalia around?
 - i. If drugs are present, be careful to not come in contact with the substance
2. **Attempt to rouse the student/individual:** If unable to wake student/person:
3. **Activate EMS:** Call 911
4. Send someone to **get the AED and Narcan**
5. **Assess:** For suspected opioid overdose a trained staff member or nurse will assess for consciousness and respiratory status
 - a. If no pulse: start CPR
 - b. If pulse but not breathing: perform rescue breathing with face shield. As soon as **AED** arrives, turn it on and follow directions
 - c. If breathing and has a pulse:
 - i. assess for depressed respiratory status as seen by: Very slow or irregular respirations
 - ii. O2 sat if possible
 - d. Assess the level of consciousness as seen by:
 - i. Difficulty to arouse (ie. physical stimulus, following commands)
 - ii. Unable to arouse (minimal to no response)
 - e. Trained staff or Nurse to determine if Naloxone is needed
6. **Administering:** If administration is needed
 - a. Peel back the package to remove the device. Hold the device with your thumb on the bottom plunger and two fingers on the nozzle. Place the tip of the nozzle in either nostril until your fingers touch the bottom of the student's nose. Press the plunger firmly and release. Note time given.
 - b. Continue with rescue breathing/CPR if necessary
 - c. If rescue breathing/CPR NOT necessary, place student in rescue position
7. **Allow 2-3 minutes for medication to work.** If there is no change in student's status give a 2nd dose repeating the above steps. Narcan will NOT be effective on uppers or other "downers" but is NOT harmful if given to a person not suffering from opioid overdose.
8. During this process have another adult notify parent and school administrator.
9. **Stay with the student/individual** until EMS arrives. Notify EMS how many doses of Naloxone were given (If possible, give EMS the medicine container used)
10. Document event on Naloxone Use Report Form or Incident report form.

B. School Incident Commander/ Principal

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Announce **HOLD**
- Provide security for the scene so that emergency personnel can provide care without distraction.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as **MENTAL HEALTH AND HEALING**.

Provide counseling and the educational brochure to the individual to whom naloxone is dispensed, appropriate to the dosage form of naloxone dispensed. Counseling may include but is not limited to the following:

- Risk factors of opioid overdose;
- Strategies to prevent opioid overdose;
- Signs of opioid overdose;
- Steps in responding to an overdose;
- Information on naloxone, including possible adverse reactions;
- Procedures for administering naloxone; Montana Implementation Guide for Naloxone, Updated May 2019
- Proper storage and expiration of naloxone product dispensed; and
- Information on where to obtain a referral for substance abuse treatment.

SEVERE WEATHER**I. PURPOSE**

The purpose of this annex is to have procedures in place when a Severe Weather Watch or Warning has been issued in the area near the school.

II. RESPONSIBILITIES**A. School Incident Commander/ Principal**

When a Severe Weather Watch has been issued.

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

When Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school.

- Announce **SHELTER** alert signal.
- Relocate students and staff from any mobile classrooms in to the building.
- Direct students and staff outside to **REVERSE EVACUATE** into the building.
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "**DROP, COVER and HOLD**" positions until the danger passes.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear".

THREAT/TERRORISM**I. Purpose**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of a terrorist threat. They come from a terrorist organization or individual. School administrators may be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly, by a law enforcement or homeland security official.
- Reported threats to the school or its population that have been deemed credible thru a threat assessment. (see Threat Assessment Team end of this annex)

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

Schools should work to educate the school and students as well as the community to report threats to the school administration, a trusted adult, and/or Law Enforcement.

SaferMt tipline. Mobile app., Call or text 406-206-7431 email tip@safermt.com

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

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

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department, and the Local County Sheriff's Office will confer on the situation. Designated school officials will work with the Local Police Department and/or Sheriff's Office and agree to open or close schools.

A reported or suspected threat should be assessed to establish how school officials will proceed. The procedure is discussed in the **Threat Assessment/Threat Assessment Team** annex that follows this one.

II. RESPONSIBILITIES

A. School Officials

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

- The Superintendent will ~~start the phone tree to~~ contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be cancelled until further notice.
- If Alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or released to parents pursuant to district policy. All after-school activities will be cancelled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of **LOCKDOWN, EVACUATION** or other procedures are appropriate for the situation. **REUNIFICATION** procedures ~~will~~ may be followed in order to coordinate the release of students.

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

THREAT ASSESSMENT/THREAT ASSESSMENT TEAM T.A.T.

I. PURPOSE

A **threat** is defined as an expression of intent to do harm or act out violently against someone or something and may be spoken, written or symbolic.¹ Threats can be either **transient/reactive** (expressions of anger or frustration that can be quickly or easily resolved) or **substantive/targeted** (serious intent to harm others, involving a detailed plan or means).^{1 6} Threats can be direct (a specific act against a specific target) or indirect (a threat that is vague, unclear or ambiguous).¹

Threat assessment is a violence prevention strategy that is widely used in schools to both intervene before an act of violence occurs and to respond to threats once they have occurred. Threat assessment is a process that involves identifying student threats, determining the seriousness of threats and developing intervention plans to protect potential victims and address the underlying conflict that led to the threat. The goals are to protect potential victims from harm and to intervene to address the cause and underlying issues affecting the student(s) who made the threat.¹

The **key principles of threat assessment** include the following:^{2,3}

- Targeted violence is the end result of an understandable process of thinking and behavior;
- Targeted violence stems from an interaction between the individual, the situation, the setting, and the target;
- An investigative, skeptical, inquisitive mindset is needed;
- Effective threat assessment is based on facts, rather than characteristics or “traits”;
- An “integrated systems approach” is best;²
- An investigation to determine whether or not a student poses a threat, not whether a student has made a threat, is needed. It is important that the threat assessment process be completely fact based.

School safety relates to threat assessment by evaluating threats and intervening, improving school safety also includes creating a safe, supportive school climate. One way to improve school climate is by creating an environment where students and adults respect one another. This involves respect for diversity, conflict resolution, bullying prevention and staff who serve as positive role models. Another factor that influences school climate is relationships between adults and students. Schools should encourage supportive connections between students and staff, and all students should have at least one adult in the school who they trust and feel comfortable going to for support or advice. Schools should have processes for identifying students with few connections to adults and establishing relationships with them.⁴

It is common for students, and sometimes adults, to perceive a “**code of silence**,” which discourages them from telling someone if they notice another student who is in pain or who has made a potential threat. Safe school climates are ones in which this “code of silence” is broken, and students feel

comfortable talking with adults about concerns they have about their peers' behaviors. It is necessary to include all members of the school community in developing and maintaining a safe, respectful school climate⁴. In addition to breaking the "code of silence," adults should encourage students (and others) to report things as quickly as possible.

A **threat assessment team (TAT)** should be a multidisciplinary team and include one or more individuals from the following categories: administrator(s), law enforcement and mental health professional(s). Threat assessment teams are typically led by the principal or assistant principal, and members often include a school resource officer and a school counselor or school psychologist.¹ Additional members of the team may include professionals from the local community, educators and school support staff. All teams consist of: an administrator (particularly one who is trained and respected by staff), school disciplinary or safety personnel (e.g., school resource officer), mental health professional(s) (e.g., school psychologist, social worker or counselor), and a local law enforcement contact. Other team members who may be helpful include teachers, coaches, nurses, custodians, cafeteria staff, members from the student's IEP team and community members (e.g., probation officer, social worker).

The Superintendent or designee will form a District-wide Threat Assessment Committee to coordinate the **Building Threat Assessment Teams**, their ongoing training, and awareness training of others (see below).

Each building should develop a building T.A.T. In developing a threat assessment team and process, leadership and authority must be identified. When a student is acting (or reported) in a way that suggests he or she may be a threat, school personnel can be authorized to conduct a threat assessment. It is important that the threat assessment team has an understanding of the Family Educational Rights and Privacy Act,⁷ also known as FERPA, which dictates what student information is allowed to be shared (and with whom). Threat assessment team members need to understand FERPA so they know what information is protected by it and when there are exceptions to those protections. When the safety of students or others is at risk (e.g., in the case of threat assessment), there often are exceptions that allow necessary information to be shared with appropriate personnel (e.g., law enforcement). The information that is gathered during a threat assessment should be accessible to the team members and kept in a central location.² It is important to establish relationships and partnerships with community agencies and professionals.

Additionally, **ongoing training** should be provided to threat assessment team members. Members should understand their roles and responsibilities. It is recommended that teams are trained together in best practices for threat assessment.

An important consideration in the development of a threat assessment process is to provide **awareness training** for the school staff, students, parents and community members. Everyone needs to have an understanding of what to look for in terms of warning signs, as well as how to report these. Students (and others) should be encouraged to report things as quickly as possible and should be given multiple methods for reporting (e.g., reporting through a tip line, telling a trusted adult, calling law enforcement, and others as are made available) Ideally, this awareness training should be provided every year.²

II. Threat Assessment Checklist

This checklist is intended to provide a general overview of the steps to consider when establishing threat assessment plans, procedures and policies. It should be considered a basic introductory overview that condenses the best-practice strategies into simple steps for school personnel that are easy to understand, rather than a complete guide for establishing threat assessment plans, procedures and policies. It compiles information from nationally recognized resources referenced at the end of the checklist

Threat Assessment Checklist for K-12 Schools

- 1) **Establish districtwide threat assessment policies and procedures, and establish authority and leadership to conduct an inquiry.** (Aligns with step 1 of NASP's¹ procedures, step 1 of CSSRC's² threat assessment process and step 3 of the Guide for Developing High-Quality School Emergency Operations Plans.⁵)
 - Develop specific policies and adopt clear procedures for addressing threats.
 - Clarify the role of educators in relation to that of law enforcement.
 - Disseminate the established policies and procedures to the community.
- 2) **Assemble a multidisciplinary threat assessment team.**
 (Aligns with step 2 of NASP's¹ procedures, steps 2 and 3 CSSRC's² threat assessment process and step 1 of the Guide for Developing High-Quality School Emergency Operations Plans.⁵)
 - Include multidisciplinary representatives from school administration, school-based mental health professionals, and law enforcement.
 - Consider inviting others to join the threat assessment team, such as professionals from the local community, educators, and school support staff.
 - Establish integrated and interagency relationships and partnerships to respond to public safety concerns (if appropriate).
- 3) **Provide ongoing education and training in threat assessment.** (Aligns with step 3 of NASP's¹ procedures and steps 2 and 4 of CSSRC's² threat assessment process.)
 - Train the threat assessment team in the process of threat assessment.
 - Educate students, school staff, parents and community partners in how to recognize warning signs and how to report them.
- 4) **Report the threat to the appropriate authorities.** (Aligns with step 4 of CSSRC's² threat assessment process and the Virginia Model Policies.⁶)
 - When they are made aware of a threat, school employees or volunteers should report it immediately to a school administrator.
 - Once they are made aware of a threat, school administrators should determine if the threat must be reported to law enforcement (refer to pages 11-12 of Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines.⁶)
 - The administrator also should notify the student's parents (refer to page 12 of Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines.⁶)
- 5) **Interview the student who made the threat.** Aligns with step 1 of the Virginia Model, 4 steps 1-3 of CSSRC's² inquiry steps, step 2 of the Guide for Developing High-Quality School Emergency Operations Plans⁵ and the Virginia Model Policies⁶). □ The interview should be done by the threat assessment team leader

(typically the principal). (For more information on this inquiry stage, refer to page 12 of Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines.⁶)

- The interview protocol should follow a set of standard questions. TAT to determine this tool.
- Witnesses and the potential victim(s) also should be interviewed.
- The inquiry should consider the context (e.g., what did the student intend?).
- For guidance on what information to gather during the inquiry stage, refer to pages 8-13 and 16-18 of CSSRC's² guidance document and pages 48-59 of the U.S. Secret Service and Department of Education's guide to threat assessment.⁵

- 6) **Determine whether it is a transient (low) or substantive threat** (Aligns with step 2 of the Virginia Model,⁴ step 4 of CSSRC's² inquiry steps and step 2 of the Guide for Developing High-Quality School Emergency Operations Plans.³)

- This should be determined by the threat assessment team leader/principal.
- For examples of **substantive versus transient** threats, refer to NASP's Threat Assessment for School Administrators & Crisis Teams.¹

If there is any doubt, assume that the threat is **substantive**.

- 7) **If transient, resolve the threat at this point (see below). If substantive, go to step 8.**

(Aligns with step 3 of the Virginia Model, 4 step 5 of CSSRC's² inquiry steps, step 2 of the Guide for Developing High-Quality School Emergency Operations Plans³ and the Virginia Model Policies.⁶)

- Transient threats can be resolved at this point without involving the rest of the threat assessment team.
- The threat assessment team leader may resolve the transient threat by:
 - Requiring the student to apologize.
 - Responding with a disciplinary consequence if the threat was disruptive or violated the school's code of conduct.
 - Involving other team and/or staff members to help resolve the conflict.
 - The threat assessment team leader/principal may notify the parent(s)/guardian(s) of the student(s) who made the threat, as well as the potential victim(s).
 - The threat assessment team leader/principal should notify the threat assessment team of the actions taken to ensure proper communication among team members.
 - Ensure that everything is adequately documented (refer to pages 12-13 of Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines⁶).

- 8) **Determine whether the substantive threat is serious or very serious.**

(Aligns with step 4 of the Virginia Model, 4 step 5 of CSSRC's² inquiry steps and step 2 of the Guide for Developing High-Quality School Emergency Operations Plans.³)

- The threat assessment team leader/principal makes this determination based on the intended severity of injury of the threat (e.g., any threat involving a weapon is typically considered very serious).
- For a description of serious versus very serious threats, refer to page 7 of the Virginia Model for Student Threat Assessment⁴.

- If the threat is determined to be **serious**, move to step 9.
 - If the threat is determined to be **very serious**, move to step 10.
- 9) **If deemed a serious threat.** (Aligns with step 5 of the Virginia Model, 4 steps 5 and 6 of CSSRC's² inquiry steps and Steps 4 and 5 of the Guide for Developing High-Quality School Emergency Operations Plans.⁵)
- The threat assessment team has the responsibility to take immediate action to protect potential victims.
 - These actions may include:
 - Warning the student(s) who made the threat about the consequences of carrying out those actions.
 - Contacting students' parents.
 - The team has the responsibility to warn/notify potential victims and their parent(s)/guardian(s).
- 10) **If deemed a very serious threat.** (Aligns with step 6 of the Virginia Model, 4 steps 5 and 6 of CSSRC's² inquiry steps and steps 4 and 5 of the Guide for Developing High-Quality School Emergency Operations Plans.⁵)
- The threat assessment team has the responsibility to take immediate action to protect potential victims.
 - The student(s) who made the threat should be suspended from school until the threat assessment team has completed a comprehensive assessment of the threat and has determined appropriate school placement.
 - **Very serious threats** should in most cases be shared with all staff/faculty in an expedient manner. A threat deemed Very Serious takes precedence over most FERPA concerns.
 - The threat assessment team should conduct comprehensive safety evaluations:
 - Mental health assessments should be conducted by the school psychologist (or other qualified mental health professionals).
 - Law enforcement investigations should be conducted by the school resource officer (or other law enforcement officers).
- 11) **Develop a written safety plan.** (Aligns with step 7 of the Virginia Model, 4 steps 6 and 7 of CSSRC's² inquiry steps and steps 4 and 5 of the Guide for Developing High-Quality School Emergency Operations Plans.⁵)
- The threat assessment team should use the findings from the comprehensive safety evaluations to develop a written safety plan.
 - The safety plan should be used to protect potential victims, as well as address the needs of the student(s) who made the threat.
 - The threat assessment team leader/principal should determine if the student(s) may return to school or will need to be placed in an alternative educational setting.
 - If the student(s) will be returning to school, the plan must address conditions that will be met and how these conditions will be monitored to ensure everyone's safety.
 - There should be a designated case manager to oversee the plan.
 - For more information and a sample Threat Assessment and Response form, refer to page 13 of Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines.⁶

- For more information on managing threatening situations, refer to pages 63-66 of the U.S. Secret Service and Department of Education's guide to threat assessment.⁵
 - For a Response, Management, and Support Plan template, refer to pages 22-24 of the CSSRC's² guidance document.²
- 12) **Ongoing monitoring of the students' safety and the effectiveness of the safety plan.** (Aligns with step 8 of CSSRC's² inquiry steps and step 6 of the Guide for Developing High-Quality School Emergency Operations Plans.⁵)
- Develop a plan to regularly monitor students' safety and well-being and identify school personnel (e.g., designated case manager) who will regularly check in with the students.
 - Determine how to transition from immediate, short-term interventions to longer term support of students' safety and well-being.
 - Continually evaluate the safety plan to ensure that students' safety and well-being are prioritized and make changes, as needed.
 - For more information, refer to page 14 of the CSSRC's² guidance document

References

1. National Association of School Psychologists. (2018). Threat assessment for school administrators & crisis teams. Retrieved from <http://www.nasponline.org/resources-andpublications/resources/school-safety-and-crisis/threat-assessment-at-school/threatassessment-for-school-administrators-and-crisis-teams>.
2. Colorado School Safety Resource Center. (2017). Essentials of school threat assessment: Preventing targeted school violence. Retrieved from <http://cdpsdocs.state.co.us/safeschools/CSSRC%20Documents/CSSRC-Essentials-of-TA.pdf>.
3. Fein, R., Vossekuil, F., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. (2004). Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates. Washington, DC: U.S. Secret Service and Department of Education. Retrieved from <http://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>.
4. Cornell, D. (2010). The Virginia Model for Student Threat Assessment. Retrieved from https://curry.virginia.edu/uploads/resourceLibrary/Virginia_Model_for_Student_Threat_Assessment_overview_paper_7-16-10.pdf.
5. U.S. Department of Education, U.S. Department of Homeland Security, Federal Emergency Management Agency, U.S. Department of Justice, Federal Bureau of Investigation, and U.S. Department of Health & Human Services. (2013). Guide for Developing High-Quality School Emergency Operations Plans. Retrieved from <https://www.fema.gov/media-librarydata/20130726-1922-25045-3850/remsk12guide.pdf>.
6. Virginia Department of Criminal Justice Services (2016). Threat assessment in Virginia public schools: Model policies, procedures, and guidelines. Retrieved from Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines.
7. U.S. Department of Education (2018). Family Educational Rights and Privacy Act (FERPA). Retrieved from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Special Thanks We would like to give a special thanks to David Lane Williams, Detective (Ret.), M.S., author of *Textbooks, Not Targets: How to Prevent School Shootings in Your Community*, for reviewing this resource and offering constructive feedback. Based on his feedback, we have updated this resource, as of August 3, 2018, to include two additional bullet points (4th bullet of Step 7 and 3rd bullet of Step 10).

Please note: This threat assessment checklist was developed [in part] under grant number CFDA 93.243 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS. The Threat Assessment Checklist for K-12 Schools was compiled by Morgan Cody (graduate research assistant) and Cricket Meehan, Ph.D., (director) from the Center for School-Based Mental Health Programs at Miami University.

ATHLETICS EMERGENCY ACTION PLANS

An emergency action plan (EAP) is a set of protocols for most emergency situations. The EAP contains useful information such as emergency phone numbers and directions to specific sport venues. There are several roles that must be filled in an emergency situation, with the most important role being providing immediate care. This is followed by bringing all appropriate emergency equipment to the scene, activating emergency medical services, and efficiently directing the

Considerations for Successful Implementation of Your Emergency Action Plan:

1. Prior to the beginning of each season, every coach should receive a copy of the Emergency Action Plan (EAP).
 - a. An administrator or activities director should answer any questions the coaches may have in an effort to ensure the EAP can be activated effectively.
 - b. These questions can also be answered by any medical personnel in your community that will be providing coverage to your school's athletic events (i.e. Licensed Athletic Trainer, Physician, EMS, etc.).
 - c. Based on your school district's policies and procedures, it may be beneficial to have coaches sign off confirming they have read and understand the EAP annually.
2. A copy of the relevant EAP should be in a location where all emergency personnel have easy access to it at all practices/games.
 - a. Consider posting a copy at entrances to gyms and fields.
 - b. Send a copy of this plan to EMS each year.
3. The EAP should be re-evaluated each summer or prior to each sports season to make updates to personnel, emergency equipment, or access points.
4. Each time the EAP is activated, personnel should meet to discuss what went well and what needs to be improved. Think of your EAP as a policy that can always be improved upon.

Emergency Action Plan for Athletic Venues

In case of an emergency, personnel responsibilities, locations of emergency equipment, and other emergency information such as 911 call instructions, addresses/directions to the venue, and a chain of command with important phone numbers have been listed here.

Emergency Phone Numbers

Off Campus Contacts	Phone Numbers
Emergency	9-1-1
Police Department	406-338-4000
Fire and Ambulance	9-1-1
<i>[Nearest] Hospital</i>	
<i>Hazardous Materials</i>	
<i>Poison Control Center</i>	1-800-222-1222

On Campus Offices	Phone Numbers
Athletic Training Room	
School Nurse	406-338-2245
Athletic Director	406-338-5606
Main Office	406-338-2745
Administrator Office	406-
School Counselor Office	406-338-2747

Title	Name	Office Phone	Cell Phone Number
School Nurse	Charlene Harrison	406-338-2745	
Athletic Director	Kellen Hall	406-338-3745	406-4501312
Principal		406-338-2745	406-
Assistant Principal		406-338-3745	406-

Assistant Principal	John Salois	406-338-2745	406-671-5061
---------------------	-------------	--------------	--------------

BROWNING HIGH SCHOOL GYM

105 HWY 89

Browning, Montana 59417

Emergency Action Plan

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the south, Main entrance to the High School Gym.

Available Emergency Equipment:

The AED kit is on the SE wall of the north gym lobby, near the door. It will have the AED, CPR masks and bloodborne pathogen supplies.

Staff Roles: The senior administrator or coach will delegate these responsibilities depending on the most capable person available to fill them.

1. Activate EAP:
A coach or administrator will make the decision to call 911
2. Call EMS/Ambulance:
911 will dispatch EMS and/or other first responders.
3. Meet EMS at access point and direct to injured individual:
An available school employee will meet will meet first responders at the road in front of the High School to direct them to the gym entrance.
4. Immediate care of the injured athlete
 - a. A coach or player will retrieve emergency equipment
 - b. A coach will evaluate, assess, and stabilize the athletes until EMS or a medical professional arrives
5. Staff available for EMS transport:
If a parent is not available, a coach will accompany the athlete to the hospital.
6. Crowd Control:
During practice, coaches will ensure emergency personnel can provide care without distractions.
During events, security will ensure emergency personnel can provide care without distractions.
7. Lightning Monitor:
The gym will be open for shelter during outdoor events.

When calling EMS (911) use the following prompt:

"This is (**name of person making call**) at *Browning High School*. We have (provide description of the incident/injury) requiring EMS personnel. I am calling from (state phone number). We are located at (use address at top of this page). We will meet you at road in front of the High School to direct you to the scene."

MAKE SURE TO STAY ON THE LINE UNTIL TOLD TO HANG UP



The green pin marks the main entrance to the BHS Gym. Orange line shows route.

Considerations for Successful Implementation of Your Emergency Action Plan:

1. Prior to the beginning of each season, every coach should receive a copy of the Emergency Action Plan (EAP).
 - d. An administrator or activities director should answer any questions the coaches may have in an effort to ensure the EAP can be activated effectively.
 - e. These questions can also be answered by any medical personnel in your community that will be providing coverage to your school's athletic events (i.e. Licensed Athletic Trainer, Physician, EMS, etc.).
 - f. Based on your school district's policies and procedures, it may be beneficial to have coaches sign off confirming they have read and understand the EAP annually.
2. A copy of the relevant EAP should be in a location where all emergency personnel have easy access to it at all practices/games.

- c. Consider posting a copy at entrances to gyms and fields.
 - d. Send a copy of this plan to EMS each year.
3. The EAP should be re-evaluated each summer or prior to each sports season to make updates to personnel, emergency equipment, or access points.
4. Each time the EAP is activated, personnel should meet to discuss what went well and what needs to be improved. Think of your EAP as a policy that can always be improved upon.

BROWNING HIGH SCHOOL SPORTSPLEX

105 HWY 89
Browning, Montana 59417

Emergency Action Plan

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the NW gate/Main entrance to the SportsPlex.

Available Emergency Equipment:

*The **AED kit** will be brought to each event by the coach; and returned to the BHS gym after the event. It will have the AED, CPR masks and bloodborne pathogen supplies. It will be housed at the playing field concession/restroom building.*

Indoor Location in the Event of Lightning

Announce that people should seek shelter in their vehicles or go to the gym for shelter.

Staff Roles: The senior administrator or coach will delegate these responsibilities depending on the most capable person available to fill them.

1. Activate EAP:
 - A coach or administrator will make the decision to call 911
2. Call EMS/Ambulance:
 - 911 will dispatch EMS and /or other first responders
 - A coach or administrator *may call EMS and provide directions to the venue.*
3. Meet EMS at access point and direct to injured individual:
 - An available school employee will meet will meet first responders at the gate.
 - The gate is left open during every practice and sporting event.
4. Immediate care of the injured athlete
 - A coach or player will retrieve emergency equipment
 - A coach will evaluate, assess, and stabilize the athletes until EMS or a medical professional arrives.
5. Staff available for EMS transport:
 - If a parent is not available, a coach will accompany the athlete to the hospital.
6. Crowd Control:

- During practice, coaches will ensure emergency personnel can provide care without distractions.
- During events, security and or coach will ensure emergency personnel can provide care without distractions.

7Lightning Monitor:

- An administrator or coach will monitor lightning and activate safety precautions - for outdoor venues only

When calling EMS (911) use the following prompt:

"This is (name of person making call) at Browning High School. We have (provide description of the incident/injury) requiring EMS personnel. I am calling from (state phone number). We are located at (use address at top of the first page). We will meet you at NW gate/Main entrance to the SportsPlex, east of the High School to direct you to the scene."

MAKE SURE TO STAY ON THE LINE UNTIL TOLD TO HANG UP



The yellow pin marks the entrance to the Sportsplex.

BROWNING MIDDLE SCHOOL GYM

901 S Piegan St

Browning, Montana 59417

Emergency Action Plan

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the E Main entrance to the BMS GYM.

Available Emergency Equipment:

The AED kit will have the AED, CPR masks and bloodborne pathogen supplies. It will be housed at the south wall of gym lobby.

Staff Roles: The senior administrator or coach will delegate these responsibilities depending on the most capable person available to fill them.

1. Activate EAP:
 - A coach or administrator will make the decision to call 911
2. Call EMS/ 911 Dispatch notifies EMS and/or other first responders
3. Meet EMS at access point and direct to injured individual:
 - An available school employee will meet will meet first responders at the front of the gym.
4. Immediate care of the injured athlete
 - A coach or player will retrieve emergency equipment
 - A coach will evaluate, assess, and stabilize the athletes until EMS or a medical professional, arrives
5. Staff available for EMS transport:
 - If a parent is not available, a coach will accompany the athlete to the hospital.
6. Crowd Control:
 - During practice, coaches will ensure emergency personnel can provide care without distractions.
 - During events, security and/or coach will ensure emergency personnel can provide care without distractions.

When calling EMS (911) use the following prompt:

"This is (**name of person making call**) at *Browning Middle School*. We have (provide description of the incident/injury) requiring EMS personnel. I am calling from (state phone number). We are located at (use address at top of this page). We will meet you at main entrance, east side of gym to direct you to the scene."

MAKE SURE TO STAY ON THE LINE UNTIL TOLD TO HANG UP



Yellow pin and orange line shows route BMS gym entrance.

Considerations for Successful Implementation of Your BMS Gym Emergency Action Plan:

1. Prior to the beginning of each season, every coach should receive a copy of the Emergency Action Plan (EAP).
 - g. An administrator or activities director should answer any questions the coaches may have in an effort to ensure the EAP can be activated effectively.
 - h. These questions can also be answered by any medical personnel in your community that will be providing coverage to your school's athletic events (i.e. Licensed Athletic Trainer, Physician, EMS, etc.).
 - i. Based on your school district's policies and procedures, it may be beneficial to have coaches sign off confirming they have read and understand the EAP annually.
2. A copy of the relevant EAP should be in a location where all emergency personnel have easy access to it at all practices/games.
 - e. Consider posting a copy at entrances to gyms and fields.
 - f. Send a copy of this plan to EMS.
3. The EAP should be re-evaluated each summer or prior to each sports season to make updates to personnel, emergency equipment, or access points.
4. Each time the EAP is activated, personnel should meet to discuss what went well and what needs to be improved. Think of your EAP as a policy that can always be improved upon.

BROWNING ELEMENTARY GYM

112 1st Ave SW

Browning, Montana 59417

Emergency Action Plan

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the North entrance to the BES Gym.

Available Emergency Equipment:

*The **AED kit** housed on the wall, in the north lobby, outside the west gym door. It will have the AED, CPR masks and bloodborne pathogen supplies*

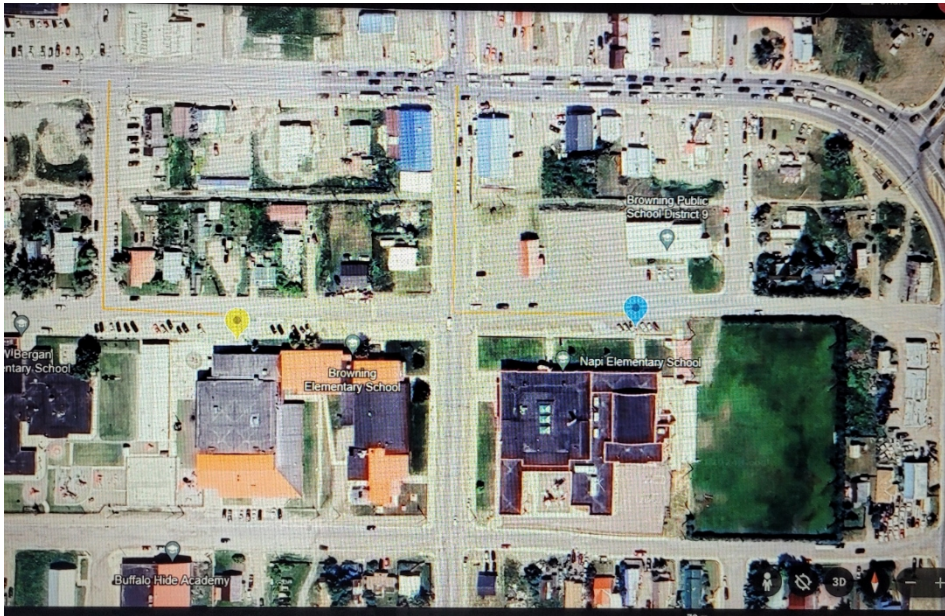
Staff Roles: The senior administrator or coach will delegate these responsibilities depending on the most capable person available to fill them.

1. Activate EAP:
 - A coach or administrator will make the decision to call 911
2. Call EMS/Ambulance:
 - 911 will dispatch EMS and/or other first responders
3. Meet EMS at access point and direct to injured individual:
 - An available school employee will meet will meet first responders at the North side gym entrance.
4. Immediate care of the injured athlete
 - A coach or player will retrieve emergency equipment
 - A coach will evaluate, assess, and stabilize the athletes until EMS or a medical professional arrives
5. Staff available for EMS transport:
 - If a parent is not available, a coach will accompany the athlete to the hospital.
6. Crowd Control:
 - During practice, coaches will ensure emergency personnel can provide care without distractions.
 - During events, security and/or coach, will ensure emergency personnel can provide care without distractions.

When calling EMS (911) use the following prompt:

“This is (name of person making call) at [Browning Elementary School]. We have (provide description of the incident/injury) requiring EMS personnel. I am calling from (state phone number). We are located at (use address at top of this page). We will meet you at (state meeting point) to direct you to the scene.”

MAKE SURE TO STAY ON THE LINE UNTIL TOLD TO HANG UP



Yellow pin shows north entrance and orange route to BES Gym. 112 1st Ave SW is one-way on that block.

Considerations for Successful Implementation of Your BES Gym Emergency Action Plan:

1. Prior to the beginning of each season, every coach should receive a copy of the Emergency Action Plan (EAP).
 - j. An administrator or activities director should answer any questions the coaches may have in an effort to ensure the EAP can be activated effectively.
 - k. These questions can also be answered by any medical personnel in your community that will be providing coverage to your school's athletic events (i.e. Licensed Athletic Trainer, Physician, EMS, etc.).

- l. Based on your school district's policies and procedures, it may be beneficial to have coaches sign off confirming they have read and understand the EAP annually.
2. A copy of the relevant EAP should be in a location where all emergency personnel have easy access to it at all practices/games.
 - g. Consider posting a copy at entrances to gyms and fields.
 - h. Send a copy of this plan to EMS.
3. The EAP should be re-evaluated each summer or prior to each sports season to make updates to personnel, emergency equipment, or access points.
4. Each time the EAP is activated, personnel should meet to discuss what went well and what needs to be improved. Think of your EAP as a policy that can always be improved upon.

NAPI GYM/FOOTBALL FIELD

112 1st Ave SE

Browning, Montana 59417

Emergency Action Plan

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the NE entrance to the Napi School Gym.

Available Emergency Equipment:

The AED kit will have the AED, CPR masks and bloodborne pathogen supplies. It will be housed in the hallway of the NE entrance to the Napi Gym.

Staff Roles: The senior administrator or coach will delegate these responsibilities depending on the most capable person available to fill them.

1. Activate EAP:
A coach or administrator will make the decision to call 911
2. Call EMS/Ambulance:
A coach or administrator will call EMS and provide directions to the venue.
3. Meet EMS at access point and direct to injured individual:
An available school employee will meet will meet first responders outside the gym.
4. Immediate care of the injured athlete
 - a. A coach or player will retrieve emergency equipment
 - b. A coach will evaluate, assess, and stabilize the athletes until EMS or a medical professional arrives.
5. Staff available for EMS transport:
If a parent is not available, a coach will accompany the athlete to the hospital.
6. Crowd Control:
During practice, coaches will ensure emergency personnel can provide care without distractions.

During events, security and/or coach will ensure emergency personnel can provide care without distractions.
7. Lightning Monitor:

An administrator or coach will monitor lightning and activate safety precautions - for outdoor venues only.

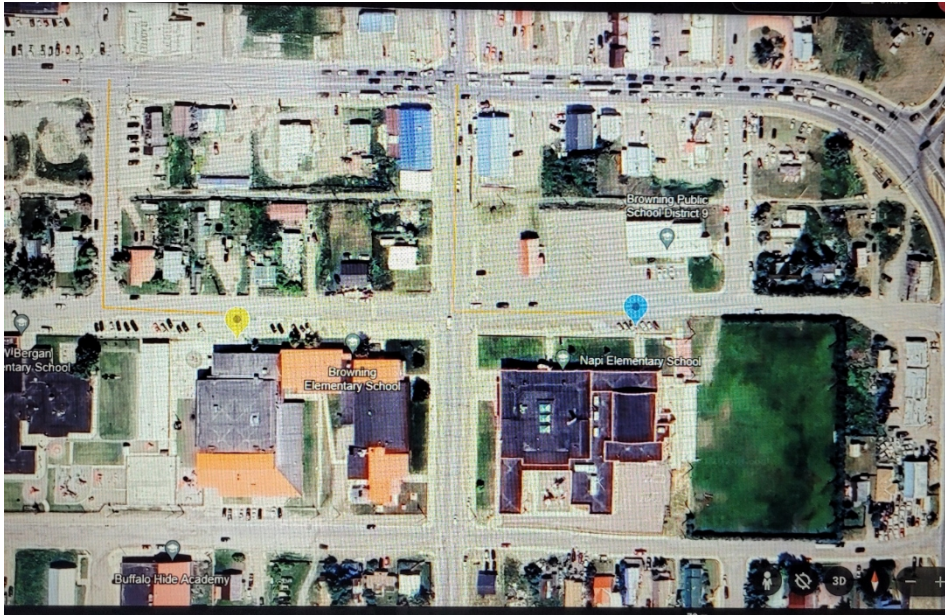
Indoor Location in the Event of Lightning

Announce that people should seek shelter in their vehicles or go to the gym for shelter.

When calling EMS (911) use the following prompt:

"This is (name of person making call) at Napi School. We have (provide description of the incident/injury) requiring EMS personnel. I am calling from (state phone number). We are located at (use address at top of the first page). We will meet you at on the north side of the school to direct you to the scene."

MAKE SURE TO STAY ON THE LINE UNTIL TOLD TO HANG UP



The blue pin marks the Napi gym entrance. Orange line is route.

Considerations for Successful Implementation of Your NAPI Gym Emergency Action Plan:

1. Prior to the beginning of each season, every coach should receive a copy of the Emergency Action Plan (EAP).

- m. An administrator or activities director should answer any questions the coaches may have in an effort to ensure the EAP can be activated effectively.

- n. These questions can also be answered by any medical personnel in your community that will be providing coverage to your school's athletic events (i.e. Licensed Athletic Trainer, Physician, EMS, etc.).
 - o. Based on your school district's policies and procedures, it may be beneficial to have coaches sign off confirming they have read and understand the EAP annually.
2. A copy of the relevant EAP should be in a location where all emergency personnel have easy access to it at all practices/games.
- i. Consider posting a copy at entrances to gyms and fields.
 - j. Send a copy of this plan to EMS.
3. The EAP should be re-evaluated each summer or prior to each sports season to make updates to personnel, emergency equipment, or access points.
4. Each time the EAP is activated, personnel should meet to discuss what went well and what needs to be improved. Think of your EAP as a policy that can always be improved upon.

BABB GYM

4063 HWY 89 N

Babb, Montana 59411

Emergency Action Plan

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the front (east) entrance to the Babb School.

Available Emergency Equipment:

The AED kit is housed the wall outside the office, to the left of the main entrance. It will have the AED, CPR masks and bloodborne pathogen supplies.

Staff Roles: The senior administrator or coach will delegate these responsibilities depending on the most capable person available to fill them.

1. Activate EAP:
 - A coach or administrator will make the decision to call 911
2. Call EMS/ 911 Dispatch notifies EMS or fire
3. Meet EMS at access point and direct to injured individual:
 - An available school employee will meet will meet first responders at the front of the school.
4. Immediate care of the injured athlete
 - A coach or player will retrieve emergency equipment
 - A coach will evaluate, assess, and stabilize the athletes until EMS arrives
5. Staff available for EMS transport:
 - If a parent is not available, a coach will accompany the athlete to the hospital.
6. Crowd Control:
 - During practice, coaches will ensure emergency personnel can provide care without distractions.
 - During events, security and/or coach/staff will ensure emergency personnel can provide care without distractions.
7. Lightning Monitor:
 - ☐ An administrator or coach will monitor lightning and activate safety precautions - *for outdoor venues only*

When calling EMS (911) use the following prompt:

"This is (**name of person making call**) at **Babb School**. We have (provide description of the incident/injury) requiring EMS personnel. I am calling from (state phone number). We are located at (use address at top of this page). We will meet you at front of the school to direct you to the scene."

MAKE SURE TO STAY ON THE LINE UNTIL TOLD TO HANG UP



Red pin marks the entrance to the Babb School

Emergency Medical Services Meeting Point/Venue Access:

A school representative will meet the ambulance/first Responders at the front (east) entrance to the Babb School.

Considerations for Successful Implementation of Your BABB Gym Emergency Action Plan:

1. Prior to the beginning of each season, every coach should receive a copy of the Emergency Action Plan (EAP).
 - p. An administrator or activities director should answer any questions the coaches may have in an effort to ensure the EAP can be activated effectively.
 - q. These questions can also be answered by any medical personnel in your community that will be providing coverage to your school's athletic events (i.e. Licensed Athletic Trainer, Physician, EMS, etc.).
 - r. Based on your school district's policies and procedures, it may be beneficial to have coaches sign off confirming they have read and understand the EAP annually.
2. A copy of the relevant EAP should be in a location where all emergency personnel have easy access to it at all practices/games.
 - k. Consider posting a copy at entrances to gyms and fields.
 - l. Send a copy of this plan to EMS each year.
3. The EAP should be re-evaluated each summer or prior to each sports season to make updates to personnel, emergency equipment, or access points.
4. Each time the EAP is activated, personnel should meet to discuss what went well and what needs to be improved. Think of your EAP as a policy that can always be improved upon.

EMERGENCY PROCEDURES FOR EXTRACURRICULAR ACTIVITIES

INCIDENT	PROCEDURES	NOTES
GENERAL	❑ Remain calm ❑ Pre-plan with security ❑ Alert security and administration* ❑ Strategically position security and administration ❑ Be alert, anticipate and observe “hot spots” ❑ Act swiftly, tactfully, and professionally ❑ Sponsors account for all participants ❑ Have knowledge of location on breaker/fuse boxes and fire extinguishers	* If district security is not present and needed, call 911 and request that they contact school security. Security should carry flashlights at all night events.
ALTERCATION on field of play (all sports)	Remain calm ❑ Keep players on bench ❑ Alert Security ❑ Attempt to stop altercation ❑ If unable to stop; call 911 ❑ If injuries, begin emergency procedures	If altercation has incited the crowd to the point of escalation, remove the offenders from the premises.
ALTERCATION in bleachers, stands, or parking lot (all sports)	Remain calm ❑ Keep players on bench ❑ Alert Security/call 911 ❑ Attempt to control crowd ❑ Focus on safety of spectators ❑ Attempt to stop altercation ❑ If injuries, begin emergency procedures	Remove the offenders from the premises immediately.
BOMB THREAT	❑ Remain calm - Call 911 ❑ Follow law enforcement instructions ❑ Alert event security, district security and building administrator in charge ❑ Evacuate spectators to a safe and distant location* ❑ Focus on crowd control and reduction of panic	*Use local procedures for evacuation.

Objects thrown or fired at school BUS	☐ Remain calm ☐ Have passengers duck and cover heads ☐ Driver should drive away from immediate danger if it can be done safely ☐ Call 911 as soon as safety allows ☐ Once determined safe, pull bus over in a well-lit and secure location ☐ Keep everyone on the bus ☐ Follow law enforcement instructions from this point ☐ Survey passengers for injuries ☐ If injuries, begin emergency procedures	At no time should you attempt to pursue the perpetrators. Get the passengers to a safe area as soon as possible.
GUN SHOTS fired or WEAPON visible any at any athletic or extracurricular venue (all sports)	☐ Call 911 & alert security ☐ Remain calm ☐ Remove participants from immediate danger ☐ Alert Security ☐ Attempt to control crowd ☐ Focus on safety of spectators ☐ If injuries, begin emergency procedures	If egress is not possible, have players drop to the ground or floor or take cover.
Unruly or threatening or intoxicated SPECTATOR	Alert security/ call 911 ☐ Remain calm ☐ Focus on the safety of players, officials, and other spectators ☐ Alert Security ☐ Use judgment in regard to approaching perpetrator ☐ Escort out	Remove the offender from the premises immediately.

Inclement WEATHER (If event is outdoors) tornado, blizzard, high winds, lightening	☐ Remain calm ☐ Get teams to shelter immediately ☐ Account for all members ☐ Assist spectators with evacuation to shelter ☐ Assist with car traffic egress ☐ Consult with game officials ☐ Consult with weather officials if possible*	*Listen to radio or weather warning system if available
Inclement WEATHER (If event is indoors) tornado, blizzard, high winds	☐ Remain calm ☐ Get teams to locker rooms or interior rooms* ☐ Assist spectators with evacuation to designated shelter area* ☐ Encourage spectators to remain inside ☐ Consult with game officials ☐ Consult with weather officials if possible**	*Lobby, restrooms, weight rooms, classrooms, hallways, etc. **Listen to radio or weather warning system if available
LIGHTS GO OUT in gymnasium or on field(s)	☐ Remain calm ☐ Caution people not to move ☐ Attempt to calm spectators ☐ Open exit doors if possible ☐ Investigate or determine reason* ☐ If blackout persists, begin evacuation procedures	*Check light switch or fuse box.
MEDICAL EMERGENCY	☐ Remain calm ☐ Call 911 ☐ If in gym, get teams to locker rooms ☐ Keep others away from the incident	*If on field, keep teams at a distance from medical emergency

	☐ Begin first responder emergency procedures ☐ Maintain crowd control, including media ☐ Consult with school and game officials	
Uncooperative MEDIA Uncooperative MEDIA	☐ Remain calm ☐ Appeal to media to keep distance ☐ If media person does not cooperate, alert security* ☐ Designate a spokesperson for dissemination of information ☐ Protect media from irate or distraught spectators ☐ At last resort, escort media from venue	*Always be mindful of privacy rights of injured or affected party
Irate PARENT Confronts Coach/Sponsor/official	☐ Remain calm ☐ Move away from students but stay in a public area ☐ Ask an assistant coach or administrator/staff member to be present ☐ Call 911 – ask them to alert school security ☐ Listen attentively to parent ☐ Acknowledge parent's concern ☐ Schedule a meeting with the parent for the next available day	*If parent refuses to move to a more private area, ask players to leave immediate area (go to the locker room).
VEHICLE strikes bystander	☐ Remain calm ☐ Alert safety officials (fire / 911) ☐ Activate traffic control ☐ Evacuate the immediate area	*Focus on crowd control.

	☐ Remove bystanders from immediate danger* ☐ Begin emergency first aid procedures ☐ Determine status of driver and approach accordingly. ☐ Write down license plate	
ANIMALS (wild or domestic)	☐ Remain calm –caution others ☐ Evaluate the threat ☐ Evacuate the area -do not run ☐ Seek shelter* ☐ Call 911	* Shelter in bus, building, vehicles
EARTHQUAKE (outdoor event)	☐ DROP*COVER head and neck ☐ Remain calm ☐ Expect aftershocks ☐ Stay away from buildings, trees, poles, wires ☐ Stay outdoors until buildings are declared safe	*Tell others to drop to the ground, cover their heads & neck
EARTHQUAKE (indoor event)	☐ DROP*COVER AND HOLD ☐ Remain calm ☐ Expect aftershocks ☐ Begin evacuation and first aid ☐ Do not use light switches, matches, telephones ☐	*Tell others to drop to the floor, cover their heads & neck and hold onto a sturdy piece of furniture.
	☐	
	☐	
	☐	

RESOURCE ANNEX

BUILDING PLAN (SITE-SPECIFIC) TEMPLATE

BUILDING FLOOR PLANS

Academy

Babb

BES

BHS

BMS

Bullshoe Elementary - Napi

Bullshoe Elementary -Vina Chattin

KW Bergan

MOUs - Memorandums of Understanding for shelter

BMS & Headstart

Babb & Glacier Co. EMS

Blackfeet Tribe & BPS use of school building

Blackfeet Tribe & BPS use of Stick-game Building

Building Plan(site-specific) Template**I. Situation Overview/Hazard Analysis Summary****A. School Population****a. General Population**

Current enrollment at [School name] is approximately [number of students] [elementary, middle-school or high-school] students located in [brief description of the building(s)]. These students are supported by a committed staff and faculty consisting of:

[number] Teachers and specialists
 [number] Administrators
 [number] Office/support staff
 [number] Instructional Assistants
 [number] Cafeteria staff
 [number] Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in main office and at the end of this plan.

b. Functional Needs Population

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

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary)
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with functional needs is approximately [number of students]; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available (identify manner kept). A list of

staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is also available (identify manner).

II. **Building Information**

[School name] is located on a [number] acre lot and includes [number] buildings, [describe athletic and parking and/or other facilities]. All classes take place in [describe building(s)]. Other unique information including hazards will be included.

A map and/or floor plans of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included at the beginning of this plan. All staff members are required to know these locations as well as how to operate the utility shutoffs. A guide for uniform mapping of each district campus or site is in the appendices.

III. **Organization and Assignment of Duties**

Each principal will pre-assign staff to carry out the duties in Table 2 Operation Section Team and Table 3 School Incident Command System. Each assigned staff person must agree to and understand their role. These staff will be considered the Building Response Team. During an incident, if they are activated, a pre-identified Buddy (neighboring staff member) will assume responsibility for their students.

Copies of assignments in Table 2 and 3 are included in this campus plan.

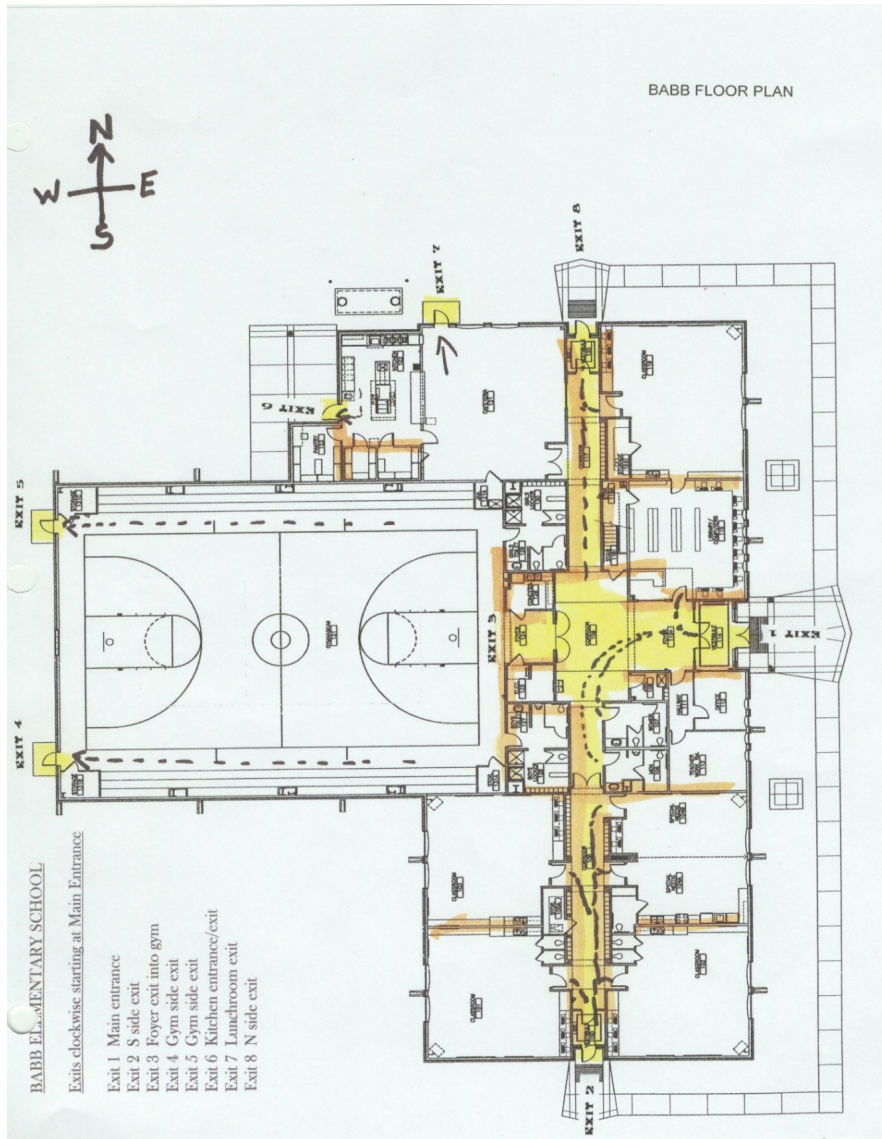
IV. **Site specific Response**

The principal or designee will be responsible for the development of site-specific procedures to enhance carrying out each annex at their site. For example:

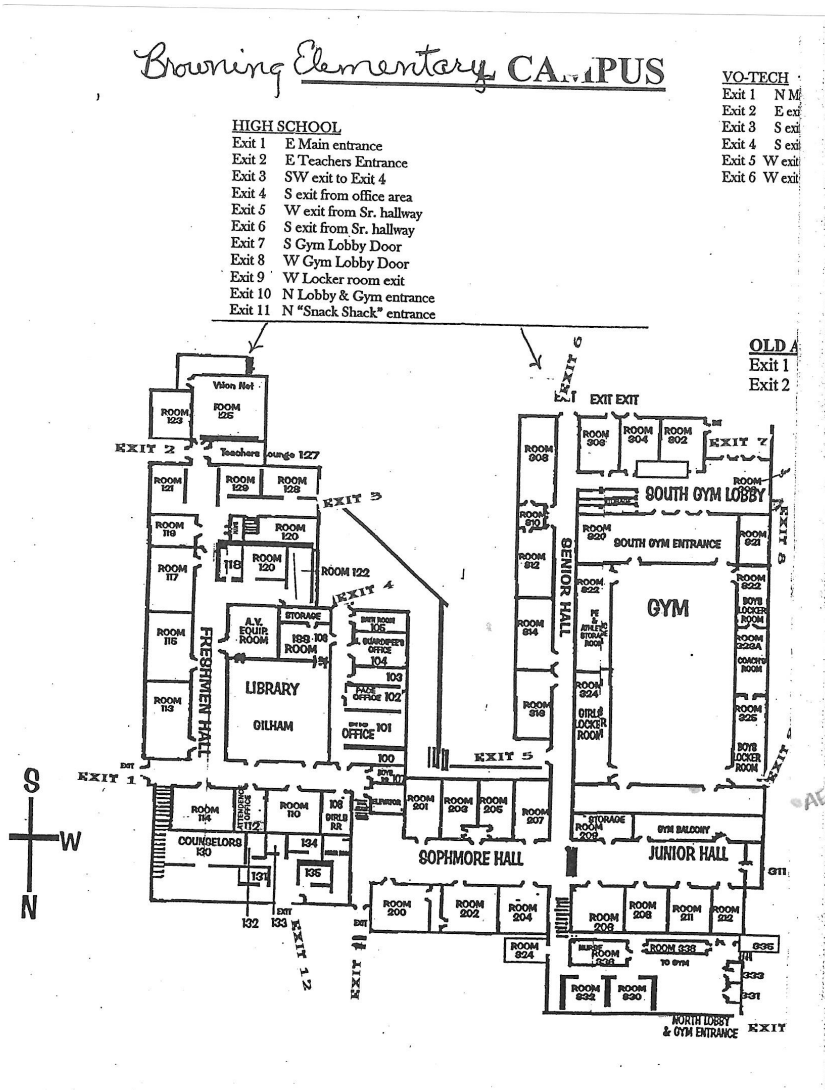
- Unique phone number to dial to get out of the building
- Specific hazards –what hazardous materials stored and where
- How parents are notified of school emergencies
- Specific ways to notify for Reverse Evacuation
- Special duties – taking out the first aid kit or AED
- The walk-to relocation site
- Where to meet buses during an evacuation
- Which rooms will be used during Shelter-in-Place
- An emergency contact list for staff and id staff who have emergency training
- Phone tree and Buddy list

BUILDING FLOOR PLANS

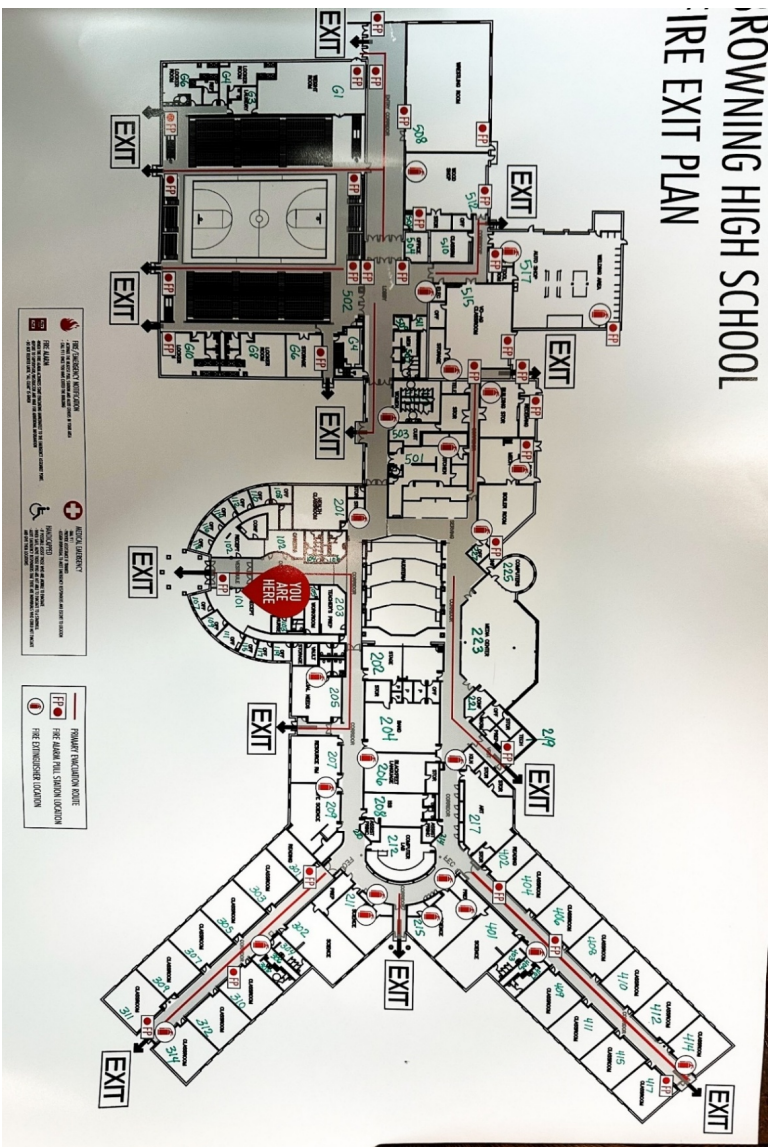
BABB



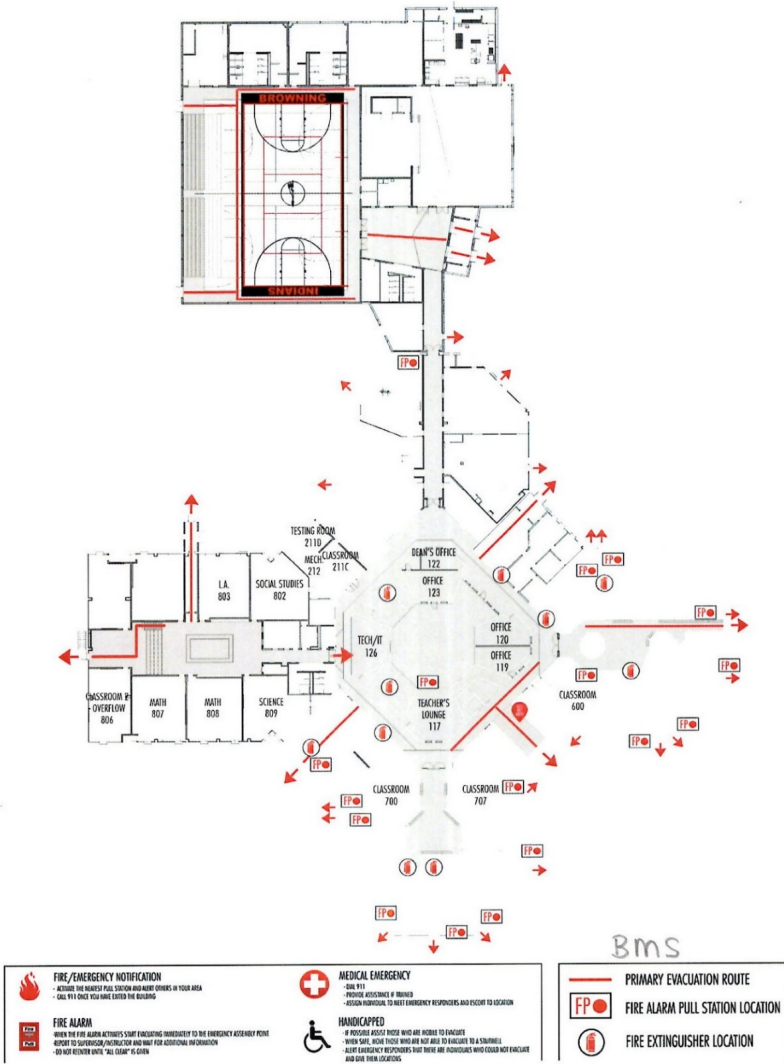
BROWNING ELEMENTARY

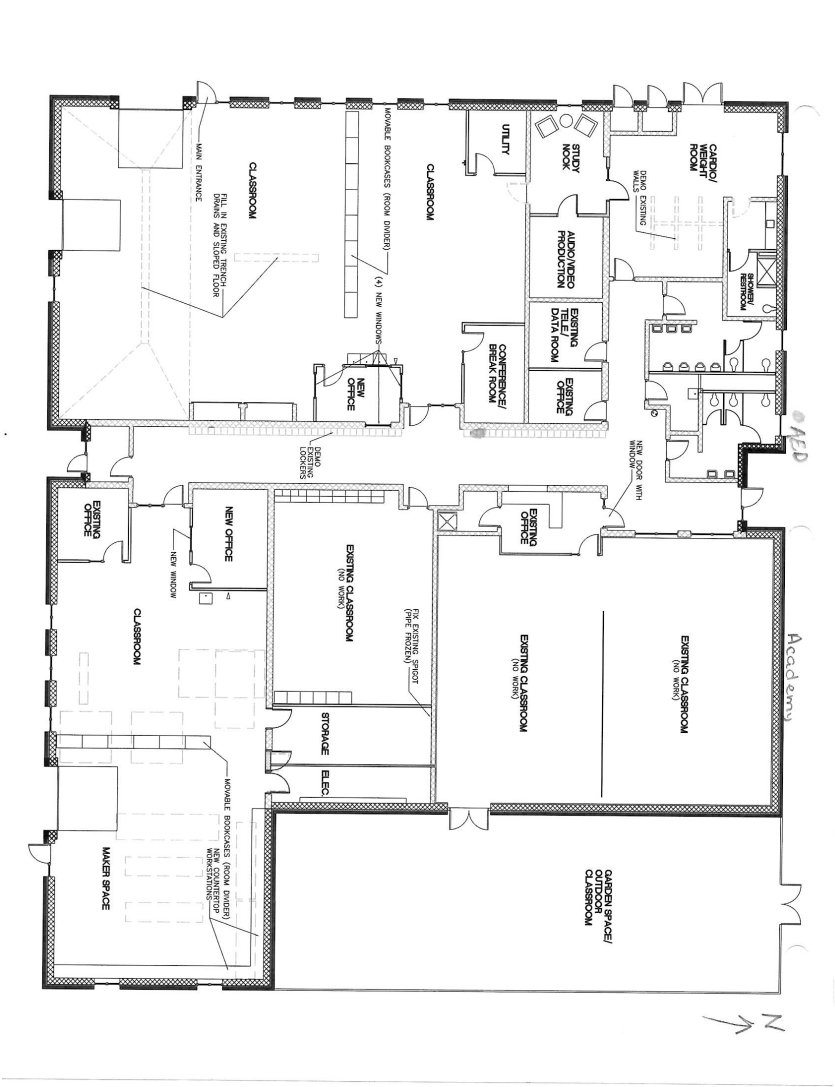


BROWNING HIGH SCHOOL

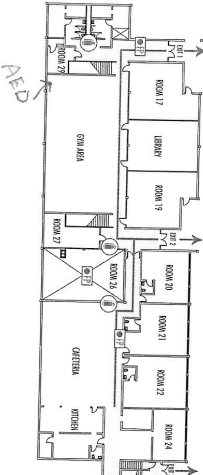


BROWNING MIDDLE SCHOOL

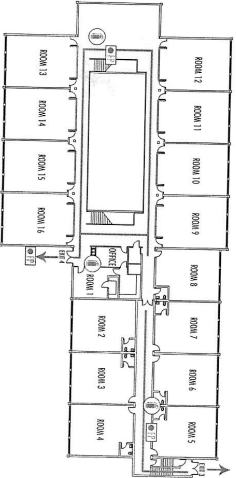




BULLSHOE ELEMENTARY – VINA CHATTIN



MAIN FLOOR



SECOND FLOOR

VINA CHATTIN ELEMENTARY SCHOOL
FIRE EXIT PLAN

FIRE/EMERGENCY NOTIFICATION

- ACTIVATE THE ALARMS BY PULLING THE ALARM PULL STATION AND ALERT OTHERS IN YOUR AREA
- CALL 911 ONCE YOU HAVE EXITED THE BUILDING

FIRE ALARM

- WHEN THE FIRE ALARM SOUNDS, STAY CALM AND FOLLOW THE INSTRUCTIONS OF THE EMERGENCY EVACUATION ROUTE
- DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO BY A SCHOOLS OFFICIAL

MEDICAL EMERGENCY

- IF YOU OR SOMEONE ELSE IS INJURED, CALL 911 IMMEDIATELY
- IF YOU OR SOMEONE ELSE IS INJURED, STAY CALM AND FOLLOW THE INSTRUCTIONS OF THE EMERGENCY EVACUATION ROUTE

HANDICAPPED

- IF YOU OR SOMEONE ELSE IS HANDICAPPED, STAY CALM AND FOLLOW THE INSTRUCTIONS OF THE EMERGENCY EVACUATION ROUTE
- IF YOU OR SOMEONE ELSE IS HANDICAPPED, STAY CALM AND FOLLOW THE INSTRUCTIONS OF THE EMERGENCY EVACUATION ROUTE

PRIMARY EVACUATION ROUTE

FIRE ALARM PULL STATION LOCATION

FIRE EXTINGUISHER LOCATION

MOUs

BMS & BLACKFEET HEADSTART

elwe 2026

**Browning Middle School / Blackfeet Head Start
Memorandum of Understanding
Sheltering Facilities**

This agreement is made and entered into between the Browning School District #9 and Blackfeet Head Start to establish shelter site locations and terms of use in the event of an evacuation of the students and staff of the Browning Middle School.

Blackfeet Head Start agrees to open their building to provide shelter and assistance to BMS students and staff evacuated during emergency situations when the students and staff have a need to be sheltered.

Blackfeet Head Start understands that their organization will be responsible for opening the building and developing procedures for making the building accessible, including rest rooms and an area with phone and internet connection (if available) for BPS administrative personnel. The Browning School District #9 will make every effort to notify Blackfeet Head Start of evacuation possibilities with as much notice as possible. Furthermore, Browning School District #9 will provide supervision for all students and staff during the time that the facility is used as an emergency shelter site.

The Browning School District #9 agrees that it shall exercise reasonable care in the conduct of its activities in said facilities and further agrees to replace or reimburse Blackfeet Head Start for any items, materials, equipment or supplies that may be used by the district in the conduct of its sheltering activities in said facilities.

The Browning School District #9 will be responsible for replacing, restoring or repairing damage occasioned by the use of any building, facilities or equipment belonging to Blackfeet Head Start.

The Browning School District #9 will reimburse Blackfeet Head Start for any bona fide expenditure of personnel required to maintain the facility, including overtime costs, upon production of receipts or time sheets that are not reimbursed by Red Cross or other agency. The Browning School District #9 will not pay any operational or administrative fees to Blackfeet Head Start.

The Browning School District #9 shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to Blackfeet Head Start shall be directed to the Browning Public Schools' Public Information Officer or the Superintendent of Schools.

The Browning Public Schools will make every effort to recognize the hospitality of Blackfeet Head Start in any press or media releases pertaining to the re-location and sheltering of students and staff.

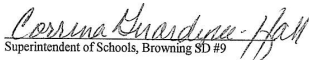
Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Montana, Blackfeet Tribe, or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.

Browning Middle School will reciprocate and provide shelter for Blackfeet Head Start under the same terms stated above

This agreement shall become effective on **May 18, 2021** and may be modified upon the mutual written consent of the parties.

The terms of this agreement, as modified with the consent of both parties, shall be self renewable for a period of five (5) years from the end date of the agreement unless written termination is given by either party. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.

The terms of this agreement, as modified with the consent of both parties,
AND NOW, this **eighteenth** day of **May 2021**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.


Superintendent of Schools, Browning SD #9

May 17, 2021
Date


Authorized Signature, Blackfeet Head Start

May 14, 2021
Date

BABB SCHOOL & BABB EMS

renew 2027
Aug

MEMORANDUM OF UNDERSTANDING

BETWEEN

BABB ELEMENTARY SCHOOL
BROWNING SCHOOL DISTRICT #9

AND

Babb EMS, STATION 2 – BABB School

REGARDING EMERGENCY EVACUATION

This Memorandum of Understanding regarding Mutual Aid (MOU) is agreed and entered into by and between Babb Elementary School acting through Browning School District and the Babb Station - Glacier County EMS Department.

Article 1 – Background and Objectives:

- A. **Background :** Babb School is in the same community as the Babb Station - Babb EMS
- A. **Department :** Babb Elementary School is part of the Browning School District.
- B. **Need for Assistance:** The Babb School serves students ranging from 5 years to approximately 12 years. Most ride the bus to school.
- C. **Purpose:** The purpose of this MOU is to establish a definite understanding between the Babb EMS and the Babb School concerning actions to be taken in the event regarding an emergency evacuation of the Babb School. An agreement is necessary for the response to be seamlessly integrated into each party's system. Mutual aid is necessary because of the vast area, small population, weather issues, and amount of funding and resources in each party's system. For the purposes of this MOU, emergencies are defined as sudden, unforeseen occurrences, requiring immediate action to correct or to protect lives and or property.
- D. **Focus of Initial MOU:** The initial MOU focuses on Emergency Evacuation of Babb Elementary School in response to but not limited to fire, hazmat, bomb threat, structural damage.
- E. **Interest to Both Parties:** Each party has an interest in assisting the other in responding to emergencies outside of their respective duties.

Article 2 – Authority

- B. For the Babb EMS
- C. For Babb School

Article 3 – General Matters

- A. **Shelter:** The Babb EMS will provide the facility for a Reunification site, sheltering the students and staff or Babb Elementary School until students can be picked up by their parents or guardians or moved to a more suitable site.
- B. **Transportation:** Browning School District will be responsible for transportation of the students.

- C. Food: none needed as this is a temporary site
- D. Cleaning: Babb School staff will supervise and the evacuees will clean up after themselves.
- E. Medical: For Medical, appropriate actions will be taken by the responding agency to assist as the situation warrants.

Key officials are essential to serve as the single point of contact and ensure maximum coordination and communication between the parties and the work being performed. Communication and official correspondence between the parties relating to this MOU should be copied to the key officials. The key officials are:

A. For the Babb EMS – Logan Health

EMS Babb, Curtis Harper
Babb, Montana 59411
406-855-6193 406-873-5507 (Dispatch 1-406-873-2711)

B. For Babb Elementary School:

Browning Schools Emergency Management
Dee Ann Kipp
PO Box 1376
Browning, Montana 59417
406-390-4282 or 338-5448

Superintendent of Browning Schools
Corrina Guardipee-Hall
PO Box
Browning, Montana 59417
406-338-2715

Article 4 – Term of Agreement

This MOU and each addition to it will take effect on acceptance by signature of representative of both parties. The MOU will continue in force for a period of five (5) years from the date of the initial signatures. At the five year anniversary, if not before, the MOU will be reviewed for possible renewal, amendment or termination.

Article 5 – Funding

- A. Each Agency shall be responsible for the training, equipping and salary of their employee responders for the duration of the event.
- B. In our request for assistance, the requesting agency shall indicate, to the extent known, the requesting agency ability and/or commitment to reimburse the responding agency for its resources and personnel. Reimbursement arrangements, if any, between the agencies is a matter to be worked out between the participants and is not governed by this agreement.
- C. The agencies will to the fullest extent possible coordinate in the reimbursement process and prioritize reimbursement of the requested Agency.

Article 6 – Non-exclusivity

This MOU is not intended to be exclusive between the parties. Each party, or both, may enter into other separate Mutual Aid Agreements with any other party. Each party entering into such a separate agreement will notify the other party of this MOU of the existence of the separate agreement.

Article 7 – Amendment and Termination

- A. Amendment: Amendments to this MOU may be proposed at any time by either party and will be effective upon written approval by both parties.
- B. Termination: This MOU may be terminated by either party upon 60 day written notice to the other party.

Signatures**For Browning School District #9**

Signature – Superintendent

Name: Corrina Khudiyee-HallTitle: SuperintendentDate: 10/24/22**For Babb EMS**

Signature - EMS Director

Name: [Signature]Title: DirectorDate: August 24, 2022

BPS & BLACKFEET TRIBE Stick-game Buiding

2021

Browning Public Schools / Blackfeet Tribe
Memorandum of Understanding
Sheltering at Stick-game Building

The Purpose of this MOU is to establish a definite understanding between Browning Public School District #9 and the Blackfeet Tribe. There may be need due to threat to relocate and temporally shelter the staff and students to a facility other than another school. This agreement is made and entered into between the Browning School District #9 and the Blackfeet Tribe to establish the Stick-game Building and terms of use in the event of an evacuation of the students and staff of any of the Browning Schools.

The Blackfeet Tribe agrees to open the Stick-game Building to provide shelter and assistance to BPS students and staff evacuated during emergency situations when the students and staff have a need to be sheltered.

The Blackfeet Tribe understands that their organization will be responsible for opening the building and developing procedures for making the building accessible, including rest rooms and an area with phone and internet connection (if available) for BPS administrative personnel. The Browning School District #9 will make every effort to notify The Blackfeet Tribe of evacuation possibilities with as much notice as possible. Furthermore, Browning School District #9 will provide supervision for all students and staff during the time that the facility is used as an emergency shelter site.

The Browning School District #9 agrees that it shall exercise reasonable care in the conduct of its activities in said facilities and further agrees to replace or reimburse the Blackfeet Tribe for any items, materials, equipment or supplies that may be used by the district in the conduct of its sheltering activities in said facilities.

The Browning School District #9 will be responsible for replacing, restoring or repairing damage occasioned by the use of any building, facilities or equipment belonging to the Blackfeet Tribe.

The Browning School District #9 will reimburse the Blackfeet Tribe for any bona fide expenditure of personnel required to maintain the facility, including overtime costs, upon production of receipts or time sheets that are not reimbursed by Red Cross or other agency. The Browning School District #9 will not pay any operational or administrative fees to the Blackfeet Tribe.

The Browning School District #9 shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to Blackfeet Tribe shall be directed to the Browning Public Schools' Public Information Officer or the Superintendent of Schools.

BPS & BLACKFEET TRIBE Use of School for Shelter

2027

Browning Public Schools / Blackfeet Tribe
Memorandum of Understanding
Sheltering Facilities

The Purpose of this MOU is to establish a definite understanding between Browning Public School District 9 and the Blackfeet Tribe. There may be need due to threat to relocate and temporally shelter people. This agreement is made and entered into between the Browning School District #9 and the Blackfeet Tribe to establish a sheltering site(s).

Browning School District #9 agrees to open a school building to provide shelter and assistance to people evacuated during emergency situations or needing temporary shelter in response to a disaster. Possible sites may be one of the school gyms or cafeterias based on need and time of year.

The Browning School District #9 understands that their organization will be responsible for opening the building and developing procedures for making the building accessible, including rest rooms and an area with phone and internet connection (if available) for Blackfeet Tribal administrative personnel. The Blackfeet Tribe will make every effort to notify Browning School District #9 of evacuation possibilities with as much notice as possible.

Furthermore, the Blackfeet Tribe will provide supervision for all people being sheltered during the time that the school facility is used as an emergency shelter site.

The Blackfeet Tribe agrees that it shall exercise reasonable care in the conduct of its activities in said facilities and further agrees to replace or reimburse Browning School District #9 for any items, materials, equipment or supplies that may be used by in the conduct of its sheltering activities in said facilities.

The Blackfeet Tribe will be responsible for replacing, restoring or repairing damage occasioned by the use of any building, facilities or equipment belonging to the Browning School District #9.

The Blackfeet Tribe will reimburse Browning School District #9 for any bona fide expenditure of personnel required to maintain the facility, including overtime costs, upon production of receipts or time sheets that are not reimbursed by Red Cross or other agency. The Blackfeet Tribe will not pay any operational or administrative fees to Browning School District #9.

The Blackfeet Tribe shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to the Browning Schools shall be directed to the Blackfeet Tribe Public Information Officer or the Tribal Chairman.

The Blackfeet Tribe will make every effort to recognize the hospitality of the Browning Public Schools in any press or media releases pertaining to the re-location and sheltering

Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Montana, Blackfeet Tribe, or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.

This agreement shall become effective on _____ 2022 and may be modified upon the mutual written consent of the parties.

The terms of this agreement, as modified with the consent of both parties, shall be self renewable for a period of five (5) years from the end date of the agreement unless written termination is given by either party. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.

The terms of this agreement, as modified with the consent of both parties,
AND NOW, this _____ day of _____ 2022 the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Corrina Guadalupe Hall
Superintendent of Schools, Browning SD #9
1/25/22
Date

[Signature]
Authorized Signature, Blackfeet Tribe
01-25-2022
Date

XYZ Area School District
Memorandum of Understanding
Sheltering and Evacuation Contact Information
Confidential – Not for Public Disclosure

MASD Building:

Address:

Phone:

Fax:

Gemma Guandipée

Principal:

Email:

Phone: *845-2063* Cell:

Alternate: *Dennis Juneau*

Email:

Phone: *885-4633* Cell:

Alternate: *Reid Regan*

Email:

Phone: *450-8520* Cell:

Approximate

Number of Students:

Number of Staff:

Evacuation Route from School to Shelter Site:

Student Pick-Up Point:

Bus:

Parent/Guardian:

Special Needs of Students/Staff:

Please attach additional planning or operational procedures to this form.

Host Facility:

Address:

Phone:

Fax:

Occupancy Capacity:

DONNA YELLOW OWL

Contact Person(s)

1st Name:

Address:

Email:

Phone:

Cell:

2nd Name:

Address:

Email:

Phone:

Cell:

3rd Name:

Address:

Email:

Phone:

Cell: