



## Superintendent's Circular

NUMBER:  
FSE-01  
Version 01

### SCHOOL SAFETY CONTINGENCY PLANS

*This Circular will remain in effect unless rescinded or superseded by a subsequent version.*

Emergencies happen randomly in time and place, but they can be handled efficiently if you have an adequate school action plan and an informed staff. A plan without a crisis is better than a crisis without a plan. School administrators and staff routinely manage crises efficiently, and a well thought out plan will ensure guidance in a major emergency.

Boston Public Schools is a NIMS (National Incident Management System) compliance district. NIMS uses a core set of concepts, principals, procedures, processes, standards, and terminology that may all be integrated with school emergency management practices. This in part means that we use straight language and not codes when emergencies happen.

When developing safety plans, school administrators must consider mitigation/prevention, response and aftermath, and components which apply to all emergency preparedness. Prevention/mitigation strategies are delineated in related Superintendent's Circulars. Appropriate response will be detailed in your School Safety Contingency Plan. Dealing with recovery will be addressed via Special Education and Student Services policies and procedures and support from other BPS departments.

It is essential that there be a consistent approach to school safety planning throughout the district. This will ensure that each school implements standard procedures in the event of an incident. A defined course of action will also complement the efforts of responding public safety agencies.

The issue of school safety planning is regularly assessed. Ongoing risk analyses are conducted, and lessons learned from actual and most probable school incidents are integrated with BPS safety protocols. Although every possible contingency may not be identified in BPS School Safety contingency plan guidelines, your plan should serve as a multi-hazard approach for handling school incidents.

**It is the responsibility of each school administrative head to update, review with staff and submit their School Safety Contingency Plan no later than the last week of August each school year.**

The names of those schools which fail to comply with this directive are forwarded to the Superintendent's Office for appropriate action.

Your School Safety Contingency Plan is to be completed in the Google doc shared with the school principal/head of school. **Please use the original doc to complete your plan. Do not copy and share.** It will be automatically saved. You are allowed continuous access to maintain its currency. It is also accessible to the Superintendent's Office staff and other appropriate BPS central departments. Boston public safety agencies — police, fire, EMS and BOEM — have access to these plans in an emergency. [The Office of Emergency Management and Preparedness](#) is available as a resource to assist principals/schools leaders, heads of school and other administrative heads with access information and

technical advice in order to complete their plans.

## INSTRUCTIONS FOR UPDATING AND EDITING SCHOOL SAFETY CONTINGENCY PLANS AND FIRE SAFETY PLANS

The following is information on how to access and edit your building's School Safety Contingency Plan and the building's Fire Safety Plan. The actual School Safety Contingency Plan for your building was shared with you by [the Director of the Office of Emergency Management and Preparedness](#) or Director of Technology in a Google Doc. Use this Google Doc for all changes and updates. Please make all changes in the original doc. Do not save and make changes.

- If you cannot locate your plan, please contact [The Office of Emergency Management and Preparedness Operations-Department-Heads@bostonpublicschools.org](#).

### Summary of significant dates and deadlines:

Date	Activity
Last Week in August	Deadline for completion and submission on Google Doc to <a href="#">The Director of the Office of Emergency Management and Preparedness</a> of revised School Safety Contingency Plan and review same with staff for this school year.

## SECTION I: INTRODUCTION

The Boston Public Schools continues efforts to simplify and

standardize school safety plans throughout the system. It is understood that each school has its own “safety personality” based on its construction design, location, number of staff, number and grade level of students, as well as many other characteristics. However, there are common elements, policies, and procedures for all schools to follow in the event of an incident/crisis.

There are five phases of emergency management for school administrators to consider when developing safety plans:

- Mitigation
- Prevention
- Preparedness
- Response
- Recovery

Although special emphasis is placed on spectacular and unusual incidents by the media, there are many routine types of school related occurrences that can also be extremely disruptive to a school.

School administrators are called upon to deal with these emergencies on a regular basis. In every type of school incident, the first responders and decision makers are school-based staff. When the scope of an incident escalates beyond the resources available at the school, initial actions taken or not taken by those closest to the event can help or hinder those who will arrive later and assume responsibility for resolving the situation.

The intent of these guidelines is to assist school administrators in creating an appropriate working plan that will direct them through a crisis and expedite the return of their school to its normal operation following that crisis. It is a multi-hazard approach to school incident management.

BPS guidelines are based on concepts utilized in an Incident Command System developed by public safety agencies across the nation. The following is a brief overview of the Incident Command System.

## **INCIDENT COMMAND SYSTEM**

ICS has been modified for our application on the school level to manage any incident/crisis within our capacity and maintain compatibility with supplementary public safety agency's emergency plans.

In managing any incident/crisis, the paramount objectives for all school staff are to:

- Ensure safety of all occupants
- Follow BPS Safety Plan, Safe Mode and/or Fire protocol
- Stabilize and resolve the incident when possible
- Provide support for responding public safety agencies (911 and BPS Dispatch 617-635-8000)
- Protect school property

The Incident Command System (ICS) is based on a team concept, where each team member has specific responsibilities. BPS will utilize an on-site team and an off-site team that will focus on securing the necessary support from internal departments and external agencies. The information flow is illustrated on the next page.

The on-site BPS Incident Control team (ICT) team model calls for the following positions:

### **Site Incident Control Team**

- Site Incident Control manager (SICM)
- Risk analyst

- Safety coordinator
- Building coordinator
- Incident scribe

The roles, responsibilities and required skills for a successful Site Incident Control Team follow:

### **Site Incident Control Manager**

Generally, the **site incident control manager (SICM)** should be the head of school/principal/director, the individual who has ultimate responsibility for his/her school's operation. The SICM must have a clear understanding of the school system's policies and procedures. The SICM must also be able to make quality assessments, communicate well and command others. These are normal functions for a school's administrator to perform.

Depending on the severity and tier level of the incident, the SICM will establish a command post at a designated location and activate the school's internal team. The nature of the incident determines the configuration of the team. In a large-scale incident, the team can be expanded or collapsed as conditions warrant. In a smaller school, one person may perform several tasks.

It must be understood that, initially, the SICM may be any member of your staff who discovers or is alerted to an incident prior to notification of the head of school/principal/director.

### **Risk Analyst**

The **risk analyst** will be relied on to assess incurred injuries and evaluate medical risks associated with developing and occurring incidents. Recommended personnel for this role include the school nurse, school psychologist, and student support coordinator. Consideration of a school's language requirements

should also be included in selection of the risk analyst.

### **Safety Coordinator**

The **safety coordinator** will be called upon to gather occupancy information and to support efforts to establish control at the incident site. Recommended personnel for this role include School Registrar, School Police Officer, Safety Paraprofessional, Dean of Discipline, and Transportation Coordinator. Since schools vary in size and range of staff, Principals and Headmasters are urged to explore their building's total resources to assist in identifying this team member.

### **Building Coordinator**

The **building coordinator** will meet and direct responding agencies to appropriate locations. The building coordinator will also assess building security. Due to familiarity and knowledge of the assigned school and its systems, the senior building custodian is the suggested primary designee for this role.

### **Incident Scribe**

The **incident scribe** will be responsible for documenting the chronology of events. This position will require good organizational skills and willingness to support the rest of the on-site Incident Control Team members. Suggested staff includes the school secretary or the person in your building responsible for organizing student arrival and dismissal.

Smaller schools with limited numbers of administrators or support staff may find it necessary to have team members perform more than one role.

Classroom teachers are not recommended as potential members

of the on-site team. Experience indicates it is best for classroom teachers to remain with their assigned classes during critical events. A resource guide for classroom teachers is included in the Emergency Response Guidelines.

## **CENTRAL INCIDENT MANAGEMENT**

The BPS adaptation of the Incident Command Structure will include the establishment of an off-site team that will support the efforts of the on-site team. The components of this off-site Crisis Command Team will include Facilities Management, Emergency Management, Transportation, Superintendent's Office, Student Support Services, Safety Services, and other areas that might be required as incidents evolve. The external team will provide liaison support to any agency required by a situation.



## Central Incident Management Team

Group	Primary	Phone
Facilities Management	Executive Director of Facilities	(617) 635-9126
BPS Emergency Management	Director of Emergency Management	(857) 701-9404 (617) 635-6082
Transportation	Chief of Transportation	(617) 635-9520
Behavioral Health Services (BHS)	Chief of Student Services	(617) 635-9676
Safety Services	Chief of Safety Services	(617) 635-8000
Superintendent's Office	Deputy Supt of Operations	(617) 635-9643
Office of Technology	CIO/Director	(617) 635-9200
Communications Department	Chief of Communications	(617) 635-9265

In many instances, this sophisticated level of staffing may not be required. However, considering identified functions requiring performance in a crisis, the model ICS structure can be modified for a specific application to ensure completion of critical communications and data sharing tasks. It is important to understand that the incident command system is driven by functions being performed and not simply staffing positions.

## **PUBLIC SAFETY RESPONSE**

Should an incident necessitate a response by non-school department public safety resources based on the assessment of the school SICM, they will be met by the building coordinator and informed of the nature of the incident and location of the school command post.

Should conditions warrant, public safety personnel might assume primary responsibility and command. The responding public safety officials may activate their own command post, at which time an official from the impacted school may be requested to take a position at that location.

## **INCIDENT TYPE AND RESPONSE**

The BPS adaptation of the Incident Command System calls for classification of an event or developing situations to be categorized by the following tier level concepts. The initial assessment must quickly determine if the best response is safe mode or evacuation.

School related incidents will be classified according to a level of seriousness (Tiers I, II, III). Appropriate school response to these tiers would be to initiate emergency procedures, standby or monitor the situation, or introduce proactive measures with careful monitoring of developing situations. The appropriate response or modes required by the SICM's evaluation are defined as follows:

**Tier I – Any Situation That Requires Immediate 911 Response**

**Tier II – Stand By and Response Planning Mode**

**Tier III – Proactive Prevention and Monitoring Mode**

## **DEFINING INCIDENT RESPONSES BY TIER LEVEL**

Situations will be categorized by the Site Incident Control manager (SICM) as a Tier I, Tier II, or Tier III issue.

### **Tier I – Presents Imminent Danger to Students, Staff, and Property beyond the School's Ability to Control**

- Bomb threat
- Fire alarm
- Armed person on or near site
- Hostage situation
- School bus accidents
- Medical emergencies
- Hazardous materials incident
- Gas leak
- Suicide threats
- Fire
- Explosion
- Kidnapping
- Sexual assault
- Lost or missing children
- Violent behavior
- Psychiatric emergency
- Chemical spills
- Natural disasters

### **Tier II – Presents Potential Danger to Students, Staff and Property**

- Suicide warnings / signs of depression
- Weather warnings
- Environmental issues
- Facilities failures
- Increased gang activities
- Communicable diseases
- Custody issues

### **Tier III – Conditions Indicate a Threatening Situation is in Formative Stage**

- Sexual harassment
- Intimidating behavior

- Increasing levels of vandalism
- Inappropriate communications
- Inappropriate internet use
- Rumors
- Other incidents that warrant further monitoring

## CRITERIA FOR DEFINING TIER LEVELS

### Tier I

Tier I situations present imminent danger to students, staff, and property beyond the school's ability to control and typically involve a 911 emergency response.

Tier I situations require an immediate SICM assessment to determine the scope of response required, i.e., some situations requiring 911 response may be contained by the arrival of the appropriate responding 911 unit. For example, a relatively small laceration requiring sutures by EMS would not require the same scope of response as a bomb scare that requires evacuation of the building.

The traditional response to emergencies that have school-wide impact is often limited to school evacuation. These guidelines, in response to new dimensions in school safety, call for a determination by the SICM to identify if evacuation or safe mode is a component of the response for the situation at hand.

In the Emergency Guidelines portion of this document, the terms Tier I – Red (Safe Mode) and Tier I – Green (Evacuation) are introduced to signal the SICM's assessment to the specific situation at hand.

*Tier I – (Safe Mode):* students and staff staying in place within

the building is appropriate. The safe mode may entail locking in place or relocation to another part of the building.

*Tier I – (Evacuation):* evacuation from the building has been determined as the appropriate response.

The use of the terms Tier I – Safe Mode and Tier I – Evacuation is limited to Tier I events.

Please note that some Tier I (911) situations will not require use of the Red or Green designations; the laceration versus bomb scare example illustrates the distinctions that must be made regarding the scope of required response. The location of an armed person outside versus inside a building, or a hazardous material release near or in the school, illustrates the need for evaluating whether evacuation or a safe mode process should be implemented.

The range of response required must be determined by the SICM. The SICM determines if additional resources need to be activated. The SICM also indicates if a Tier I – Evacuation or Tier I – Safe Mode situation exists.

## **Tier II**

Tier II situations present potential danger to students, staff, and property.

Tier II situations indicate that a standby and response-planning mode is required. This entails gathering information, developing plans, and notifying appropriate agencies.

Tier II major situations could include neighborhood fires that potentially threaten nearby schools, or transportation accidents involving the transport of hazardous materials. A less dramatic situation would be a power failure that might eventually require early dismissal or relocation of students.

As in Tier I, the SICM determines the scope of response required.

## **Tier III**

Tier III conditions indicate a threatening situation is developing. Collaboration and communication within and beyond the BPS support structure is required to ensure appropriate resources are engaged early to minimize further development of the threat.

Preventative measures, including proactive engagement by required support functions or intervention by appropriate agencies during formative phases, will decrease the occurrence of critical incidents within our schools.

Tier III situations are occurring daily throughout BPS schools. Tier III conditions encompass a broad spectrum of behavioral issues and involve both individuals and groups. Many serious

safety incidents are preceded by actions that should raise flags. For example, the appearance of gang related clothing among students indicates the need for conversations with gang intervention personnel. Suspicion of abuse or neglect, or the observance of depression warning signs in individuals, requires follow up by Student Support staff and possibly the engagement of external support providers.

Tier III conditions are likely to be first observed by classroom teachers who become aware of behavior that warrants further monitoring.

Observation and communication of Tier III situations, which receive prompt application of Safety Services and Student Support Services prevention practices and our expanded support resources, offer the greatest area for positive impact to our school safety environment.

When members of the onsite Incident Control Team are informed or observe a Tier III situation, the SICM will identify and contact the appropriate resources.

## **SECTION II: GUIDELINES**

### **Initial School Actions**

An individual discovering or receiving information about an incident will make a quick assessment and determine if an immediate 911 contact is required. If the assessment indicates that 911 supports are required, that individual should contact 911 and then proceed to notify the Site Incident Control manager (SICM).

For all other situations, the SICM will make the initial assessment and then notify the onsite Incident Control Team (ICT) of the situation. The SICM will also initiate contact with other required

support groups as required. While awaiting the arrival of requested support, the SICM and ICT will use those critical minutes to initiate the following eight steps:

1. Classify the tier level and determine the appropriate response mode:
  - a. Contact 911
  - b. Stand-by and response planning
  - c. Proactive prevention and monitoring
2. Implement evacuation or safe mode decision
3. Establish communications
4. Identify the danger zone
5. Identify and request needed resources
6. Open a command post
7. Activate staging areas
8. Compile occupancy data

Further details for Steps 1-8 above are as follows:

**1. Classify the Tier level.**

- Tier I: Any situation that requires a 911- assistance mode also requires that the need for an evacuation or containment response be assessed.
- Tier II: Standby and appropriate response planning mode.
- Tier III: Proactive / prevention and monitoring mode.

Examples of specific tier incidents are included in the introduction section.

**2. Implement Evacuation or Safe Mode Procedures.**

**Evacuation** — Based upon assessment and policy, the SICM will determine the need for evacuation. If evacuation is warranted, it will begin upon the communication of a predetermined signal (fire alarm, intercom, bell, buzzer,



other). All building occupants will respond to this signal and immediately evacuate according to prescribed routes. Notification procedures for Tier I – (Evacuation) should be entered in the computerized School Submittal Section of your (Step I, section d) school safety plan.

Each school must have established primary and secondary evacuation routes to be followed during drills and emergencies. Evacuation routes, which are also an element of your **Fire Safety Plan**, should be inspected prior to utilization and the appropriate one determined during assessment of the situation.

Assembly areas must also be predetermined for all school-building occupants upon their exiting the school. *This is a critical time during an emergency, and student / staff accountability measures must be accomplished at this point.* Evacuation may be to a primary, secondary, or to your off-site (alternate) location(s). These locations require assessment during plan development, and at the time of the incident, to ensure adequacy. This information will be entered in the computerized School Submittal Section (Step I, Section B) of your school safety plan.

**Safe Mode** — Safe Mode is an alternative response to evacuation procedures. Notification procedures (Safe Mode) should be entered in the computerized School Submittal Section (Step I, Section D) of your school's safety plan. Generally, evacuation to the outside has been our immediate response to an emergency signal. Post incident analyses of serious incidents that have occurred across the country indicate that evacuation is not always the safest response to a situation. Again, based upon assessment and policy the

SICM will determine the need for safe mode.

**Safe Mode** would commence upon a predetermined notification procedure. Those contained or relocated will be directed to that identified site (a room number, common area, floor, other) and securing the location where you find yourself (and those for whom you are responsible) or securing the place to which you may be relocated in an emergency. This may simply require locking a door. Again, these are critical times in an emergency and student/staff accountability measures must be accomplished at this point by SICM in accordance with school safety plans.

3. **Establish communications.** Each school will have in place a means and procedures for communicating in an emergency within their school and to outside public safety agencies. All components of this process are required as part of your school submission. This would also identify those assigned telephones or radios and individuals tasked with making necessary notifications.

The individual discovering or receiving initial information about an incident is responsible to make a quick assessment and take the following steps:

- a. Life threatening situation(s) require immediate 911 notification. To notify public safety (police, fire, EMS) call 911 via any available telephone. A Fire Alarm pull station is to be used in the event of a fire related incident with a back-up telephone call to 911 or (617) 343-2880. Remember that activating a pull station will summon emergency assistance but will also initiate an evacuation that may not be appropriate for the situation.

- b. The discoverer will then inform the SICM or an on-site Incident Control Team member of the situation.
  - c. The SICM or available ICT member will classify the incident Tier level and assume management of the situation.
- 4. **Identify the danger zone.** In the assessment phase the best means of separating students/staff from any threat must be determined. This may be accomplished by building evacuation or implementing containment/lockdown procedures. A perimeter should be established and secured to keep students/staff away from the danger zone and in a safe area. Moving people away from the threat, isolating and securing the affected area, and restricting access to non-emergency personnel are techniques to separate the threat from students and staff.
- 5. **Identify and request needed resources.** As early as possible, the SICM must try to assess what resources are needed to mitigate the crisis and request those resources be made available. Support may come from the Central Incident Management Team or from outside sources. The extent of required resources will be initially identified during the incident tier classification phase. Supplementary resources may be requested by follow-on agencies.
- 6. **Open command post.** The SICM should open a command post as soon as possible in the event of an incident. It should be in a spot outside the danger zone from which the SICM can effectively manage the incident. The command post must have communications capability in order that the SICM has access to internal team members as well as public safety officials and the Central Incident Management Team. There should be a level of security for the command post to prevent

unnecessary interruptions by people not involved in the response, such as the media, parents, and onlookers. Safety plans and school records must be available at this location. Locating primary and secondary command posts ahead of time allows you to quickly open a command post whenever it is needed. You can predetermine sites because generally it is not important that you have a view of the danger zone. Many managers want to manage what they can see, but in a major critical incident the SICM must manage the *entire* scene, not just the source of the event. It is suggested that primary and secondary sites be at opposite ends of the building. Just because you have predetermined sites does not mean you are locked into using them. As the SICM, you may be dealing directly on location at the source of the issue.

7. **Activate staging areas.** As with the command post, the staging areas should be predetermined and located outside the danger zone in an area that can be secured. In the event of a major school incident, separate staging areas should be available for injured and ill persons, parents, and media representatives. Directing members of these groups will be a function of the Incident Control Team building coordinator.
8. **Compile occupancy data.** As stated throughout these guidelines, student/staff accountability is essential in an emergency. The following can be used to compile occupancy data in an emergency:
  - Daily class/student rosters
  - Daily staff/ employee/visitor sign-in sheets
  - Absentee list (students, staff, employee)
  - Field trip rosters
  - Current emergency information cards
  - Locker assignment list

- Known restraining orders
- Photo identification
- Schedules
- School bus assignments

Any roster should be completed, as early as possible each day, in a form that can be readily taken from the building during an emergency. Special attention should be given to document names of any student/staff member who is transported from the school or released to a parent. Particular attention should be paid to ensure the location(s) of any student(s) or staff member that is (are) physically or visually impaired is known.

## **SECTION II: OVERVIEW**

The above 8 steps are tailored to directly address Tier I situations. However, several of the steps are relevant to Tier II and Tier III incidents when applied to longer timelines. Tier II, requiring standby and response planning, might utilize steps 3, 4 and 5 initially, and depending on the situation may entail use of the remaining steps.

Tier III events that occur over longer time periods would still require that communication and identification of appropriate proactive preventative measures be developed.

**Common sense prevails throughout these guidelines. Those of us in the schools understand that it is better to have a plan and no crisis than to have a crisis and no plan.**

These basic guidelines are not expected to cover every contingency. However, application of these simple steps will provide a consistent approach to handling any school incident. As previously stated, the severity and your professional assessment of the incident will determine the scope of response.

School administrators and staff routinely implement some form of crisis response management during the discharge of their duties. The intent of the guidelines is to provide a flexible structure that will assist you in managing your response.

The following pages contain an **Emergency Response Guide** to assist your handling of various situations. It is designed for use as a handout for your Site Incident Control Team. Included in the Guide is a section designed specifically for classroom teachers.

The final section of this booklet is a hardcopy of information that you will be asked to compile. The actual method of collection will utilize a Google document developed by the Office of Information Services. The information submitted by your school will be stored in a consolidated database that will be reviewed and updated on an annual basis.

### **SECTION III: EMERGENCY RESPONSE GUIDE**

#### **1. ASSESSING THE EMERGENCY RESPONSE**

**The site incident control manager must identify and implement appropriate response.**

SAFE MODE IF:	EVACUATION IF:
<p>The situation presents a threat of illness, injury or death to persons moving in, around, or about the campus and it is determined that Safe Mode will provide a greater level of safety for those persons.</p> <ul style="list-style-type: none"> <li>● Riot</li> <li>● Shooting</li> <li>● Hazardous Material Spill (Outside)</li> <li>● Hostage Situation</li> <li>● Suicide</li> </ul>	<p>The situation presents a threat of illness, injury or death to persons remaining inside a building and it is determined that evacuation will provide a greater level of safety for those persons.</p> <ul style="list-style-type: none"> <li>● Fire</li> <li>● Explosion</li> <li>● Hazardous Material Spill (Inside)</li> <li>● Hostage Situation</li> <li>● Bomb Threat</li> <li>● Gas Leak</li> </ul>

## 2. SAFE MODE — PERSONNEL ASSIGNMENTS

**All students are to remain contained until emergency responders advise otherwise.**

The following is a list of recommended assignments for faculty/staff members during a crisis requiring containment.

*\* Asterisks denote Site Incident Control Team members. \**

- \* **Principal/Assistant Principal (Site Incident Control Manager - SICM):** Initiate safe mode. Safely monitor situations with available resources. Identify and contact appropriate emergency responders and BPS support staff.

- \* **Nurse (*Risk Analyst*):** Set up staging area for ill and injured persons and administer initial first aid. Keep ill people (overcome with stress and excitement) separate from the injured.
- \* **Registrar (*Safety Coordinator*):** Gather occupancy information, present occupancy information to Emergency Responders. Use an alternative if school does not have a registrar.
- \* **Secretary (*Incident Scribe*):** Continue 911 contact and remain on the telephone. It is imperative that emergency responders maintain communication with someone inside the school. Use an alternative if necessary.
- \* **Custodian (*Building Coordinator*):** Close and lock all entry/exit points. Stand by to assist emergency responders with accessibility to mechanical rooms.

**Classroom Teachers:** Contain students. Keep classroom rosters. Teachers in possession of cell phones should activate their phones. Teachers should prepare students to follow further instructions.

**Assistants:** Teachers on administrative duty or P&D periods should assist Incident Control Team (ICT) by checking the building for unattended students and moving them to supervised locations. Assistants should be posted at entry/exit points to ensure that no one leaves the building and that only Emergency Responders enter the building.

**Volunteers:** Report to office and be available to follow instruction.

**Cafeteria Staff:** Close and contain cafeteria and kitchen. Shut off appliances and remain in kitchen.



### 3. SAFE MODE PROCEDURES

#### Incident Control Team:

1. Call 911 – Advise reason for safe mode and stay on the line. *Do not hang up.* 911 dispatchers will route the call to the appropriate agencies.
2. Communicate to all staff that a Safe Mode situation exists and begin safe mode process.
3. All school personnel will assume their specific assignments listed herein, exercising flexibility where needed to promote the safety of all persons.
4. Staging areas should be set up separately for 1.) injured and 2.) ill persons.
5. During safe mode, no one except emergency responders or their designees will be permitted to enter, exit, or move about the campus.
6. As additional emergency responders become available, they will assume some of the posted assignments to relieve school personnel.
7. Ending the Safe Mode Status: When it has been determined by the emergency responders and the principal that conditions are safe to resume normal activities, the principal shall make an announcement via the P.A. system or send a messenger to advise each classroom.

### 4. EVACUATION PROCEDURES

1. Call 911.
  - a. Advise reasons for evacuation and stay on the line if safe to do so. **Do not hang up.**
  - b. 911 dispatchers will route the call to the appropriate agencies.
2. Start evacuation procedures according to normal fire drill

- procedures. Communicate to staff that a **TIER I – GREEN** situation exists and begin the evacuation process.
3. If the threat of an explosion is present, or a hazardous material spill has occurred, it may be necessary to move the students farther than a normal evacuation distance.
  4. Teachers: Bring roll book. It will be necessary to keep a roster of all students moved. Each teacher will be responsible for his/her class. The ICT safety coordinator will organize any dismissal of students. The release of each student must be documented.
  5. Staging areas should be setup separately for:
    - a. injured
    - b. ill persons
    - c. parents
    - d. media
  6. Students and employees with special needs may require assistance. Paraprofessionals assigned to students and staff will remain with their assignments throughout the duration of the incident.
  7. Ending the Evacuation Status: When it has been determined by the emergency responders and the SICM that conditions are safe to resume normal activities, the SICM shall inform staff that it is safe to reenter the building.

#### **SECTION IV: SCHOOL SUBMITTAL SECTION**

This is a mockup of the information you will submit via the BPS Intranet. Please note the Intranet version will have a different appearance.

**STEP I: Please input the following information.**

- School Name:
- Building Name:

- Address:
- Principal/Head of School:
- Telephone Number:
- Fax Number:

a. Identify primary and secondary command post locations:

	Primary Location	Secondary Location
Room Name		
Room Number		
Phone Number		

b. Identify primary and secondary external assembly areas:

Primary Location	Secondary Location

c. Identify primary and secondary alternate school-site locations:

Primary	Phone	Secondary	Phone

d. Identify your internal communications method(s) that your site will use to alert staff to the implementation of a Tier I (Evacuation) and a Tier I (Safe Mode) response:

Tier I – Evacuation	
Tier I – Safe Mode	

**STEP II: Identify members of your on-site incident control team.**

Title	Primary	Alternate	Responsibility	Suggested Staff
<b>Site Incident Control Manager (SICM)</b>  Enter Private Phone Line, Cell Phone #, Other Phones	Name:  Phone #s:	Name:  Phone #s:	Determine Tier level of event and contact resources required to address the situation, overall management of school students and staff, and ensures that superseding agencies directives are followed	Principal as Primary; AP or other designee as Alternate
<b>Risk Analyst</b>	Name:  Phone #s:	Name:  Phone #s:	Assess injuries and medical risk analysis	Nurse – Primary; Student Support Coordinator <u>or</u> Language Appropriate Individual – Alternate

<b>Title</b>	<b>Primary</b>	<b>Alternate</b>	<b>Responsibility</b>	<b>Suggested Staff</b>
<b>Safety Coordinator</b>	Name:  Phone #s:	Name:  Phone #s:	Gather occupancy information, support efforts to establish control	Building Registrar or equivalent
<b>Building Coordinator(s)</b>	Name:  Phone #s:	Name:  Phone #s:	Assess building security, meet responding agencies, and direct them to appropriate location(s)	School Custodian and School Police Officer (if available)
<b>Incident Scribe</b>	Name:  Phone #s:	Name:  Phone #s:	Log chronology of incident	School Secretary – Primary Transportation Coordinator

### **STEP III: Building Characteristics**

Please indicate if your site includes any of the areas listed below

in the second column. The third column should identify the location of the respective areas, as well as any other information requested in the third column.

### Common Areas

Description	Yes/No	If Yes, List Location
Auditorium		
Boiler Room		Also identify if gas or oil is used.
Cafeteria		
Computer Lab(s)		
Fire Escapes		
Gymnasium		
Hazardous Materials		
Health Center		
Library		
Loading Dock		
Nurses Office		
Out Buildings		
Playground		
Ramps		
Utility room		
List Others		



**Does your building have the following?**

Description	Yes/No	If Yes, List Location
Attic/Penthouse		Indicate entry points on floor plans
Basement or crawlspace access		Indicate entry points on floor plans
Community Center		
Elevators		
Fire Safety Systems		
Grounds Maintenance		Identify chemical storage area(s)
Kitchen Area		Describe type of kitchen facility: satellite, full service, other
Motion Detectors		
Pull Stations		
Security Systems		
Swimming Pool		
Vocational Shop Area Compressed gasses present? (1) Liquid fuels present? (2)	(1) List here           (2) List here	If the school has a vocational area, please indicate location on floor plans.



## STEP IV:           Occupancy Information

The purpose of this section is to assist authorities in determining if a building evacuation is complete or to provide information regarding numbers of persons within the building.

Description	Numbers	Additional Information / Comments
Total Enrollment		
Total Staff		

For students/staff with disabilities (visual, hearing, mobility, medical, other) please provide all pertinent information required for assistance in an emergency. *(Please use the space below.)*

**PLEASE NOTE:** Information in the blocks below should be supplied to authorities *when emergency events occur*. Please develop appropriate measures to ensure that accurate and timely headcount information is available.

Description	Number
Visitors	
Students off site (field trips, etc.)	
Staff off site (training, etc.)	
Other (list)	

## STEP V: List Communications Equipment

Please fill in categories as appropriate.

### 1. Mobile Communication Devices

Description	Yes / No	Quantity	Assignee	List Appropriate Numbers	Status: O=Operational N=Non-operational
Nextel Cell Phone 2 Way Radio					
AT & T Ericsson Cell Phone					
Other Cell Phones					
Beepers/Pagers					

### 2. Portable Radios

Description	Yes / No	Quantity	Assignee	List Appropriate Numbers	Status O=Operational N =Non-operational
Safety Staff Two-Way Radios					
In-House Two Way Radios					

### 3. Stationary Communications

Description	Yes / No	Quantity	Assignee	List Appropriate Numbers	Status O=Operational N =Non-operational
Intercom System					
PA System					
House Phones					
List Others					

#### 4. Telephone Information

Description	Assignee	Room Number	Phone #
Main Phone			
Principal's Office			
Guidance Office			
Custodian's Office			
Nurse's Office			
ETF's Office			
Student Support Coordinator's Office			
Swimming Pool			
Safety Officer/Para			

Description	Assignee	Room Number	Phone #
Pay Phone(s)			
Phone System - Extension			
Phone System - Extension			
E-Mail Address			
Fax Machine(s)			
<b>List All Direct Lines</b>			

## STEP VI: Floor Plans / Specific Site Information

The following areas should be indicated on floor plans. Facilities Management personnel will complete this section as noted in Superintendent's Circular FSE-01 School Safety Contingency Plan.

- Electrical Control Rooms And Panels
- Utility Access/Controls
- Classrooms/Labs
- Interior Maintenance Areas
- Engineering And Boiler Room Areas
- Vocational Shop Areas
- Swimming Pools
- Grounds Maintenance Storage Areas
- Kitchens And Food Storage Areas
- Fire Standpipes And Sprinkler Connections
- Roof Access, Include Skylights And Indicate Whether Or Not Operable
- Domestic Water Controls
- Basement Or Crawlspace Access

- Indicate Which Walls Are Solid Masonry
- Indicate Which Walls Are Framed Drywall

For building systems, assess and indicate on the floor plans, the following:

- Heating, ventilation, and air conditioning (HVAC) systems
- Location and accessibility of air intakes
- Filtration media location and accessibility
- Shutdown procedures
- Plumbing drainage
- Fire sprinkler systems – emergency chemical decontamination use
- Natural gas – use locations and shutoff(s)
- Potable water – access to water supply
- Electrical access/shutoff

## **SCHOOL SAFETY / CONTINGENCY PLAN CHECKLIST**

The following is a list of items which should serve as a guide and checklist as you review and revise your School Safety / Contingency Plan. These steps are essential to finalize your plan as complete, current, and ready in the event of an emergency. **Please insert this checklist in your School Safety Plan book for reference.**

- **Command Post Locations:** Are they located too close together as opposed to being appropriately separate for independent operations?
- **Assembly Areas:** Are they separate and distinct with your secondary location at a further distance away from the school?
- **Alternate Sites:** Are they realistic with accommodations to

house all students expected to be relocated? Have prior agreements been made with the Alternate Site host if these locations are not BPS properties? Will transportation be required to relocate? Will dismissal of students in accordance with School Department policy be a more practical option on the high school level?

- **Internal Communications:** Has consideration been given to the use of a system (examples: public address, intercom, bell, messenger, school phones, portable radios), rather than the fire alarm for evacuation? Keep in mind that sounding the fire alarm without other instructions will initiate a routine evacuation. This may take building occupants through or to an unsafe area. Safe Mode notification would be made via one of the examples given above.
- **Incident Control Team:** Have responsible members of your school-based staff been identified for all positions/functions? Have these designated staff members been briefed on their duties?
- **Facility Components:** There may be a need for a more detailed explanation rather than simply some specifics (e.g., liquid *fuel* – gasoline for snow blowers is kept in an approved cabinet in the custodian's office, and *security system* – motion detectors in corridors and stairwells.
- **Disability Information:** Have all persons in your building needing assistance during an evacuation been identified? Have accommodations been made for safe refuge/evacuation of students/staff requiring assistance in your school's evacuation plan?
- **Communications Equipment and Telephone Information:** Have all available means of communication between identified and portable telephones and radios been

assigned to staff in accordance with your plan? Has school email address been included? Have you included Nextel direct radio numbers?

## **FIRE SAFETY PLAN SECTION**

- **Primary Entry for Fire Department:** Is this the location of your fire alarm control panel (annunciator)? Is this your street address?
- **Egress:** Are exit doors unlocked from the inside during operating hours?
- **Records/Documentation:** Suppression system test certification applies to kitchen hood extinguishing system.
- **Evacuation Matrix:** Is there an exit identified for each classroom, office, and common area? Do you have a “hard copy” of your evacuation plan included with your school plan? Are prescribed evacuation routes posted for all building occupants?
- **Primary/Secondary Refuge:** These are approved locations inside the building where mobility impaired occupants could safely await evacuation. Are they identified for each floor?
- **Training/Orientation:** Are all members of the school staff familiar with details and operation of your school plan? Has the school plan been practiced? Is the plan updated as needed? Have staff signed off on their training? Is this documentation maintained with your plan?

## **ACKNOWLEDGEMENTS**

The following is a list of publications and agencies that assisted in the development of the Boston Public Schools Safety

Contingency Plans:

- Emergency Response Guides, San Antonio Independent School District
- Massachusetts Emergency Management Agency (MEMA)
- Bristol County Sheriff's Office, "Safe To Learn"
- Federal Emergency Management Agency (FEMA)
- Massachusetts Executive Office of Public Safety, School Emergencies; Community Pre-Planning Guide
- Laboratory at Brown University, Crisis Planning Management
- Massachusetts Office of the Attorney General, Guidelines for a Crisis Management Plan
- U.S. Department of Education

**For more information about this circular, contact:**



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Mary Skipper, Superintendent

*See template below to be used in classrooms to post evacuation routes*

*(Updated 7.16.2024)*

# **EMERGENCY EVACUATION**

**ROOM \_\_\_\_\_**

**LEAVE ROOM, GO \_\_\_\_\_**

**USE STAIRWAY \_\_\_\_\_**

**EXIT # \_\_\_\_\_**