

## MEMORANDUM

**To:** State of Vermont General Assembly  
**From:** School Safety Advisory Group  
**Re:** Report on School Safety Best Practices  
**Date:** December 20, 2018

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The School Safety Advisory Group (SSAG) was established in Act 190 (herein referred to as “the Act”) of the 2018 Legislative Session. The Act directed the SSAG “to develop statewide guidelines and best practices concerning school safety and the prevention of school shootings”. The SSAG is comprised of the following members:

1. Secretary of Administration
2. Secretary of Education
3. Commissioner of Public Safety
4. Executive Director of the Vermont School Boards Association
5. President of the Vermont- National Education Association
6. Rep- Vermont Principal’s Association

The Act specifically directed the SSAG to study the following issues and develop specific guidelines and best practices for Vermont schools concerning them:

1. Improving security in and around school building and property;
2. Ensuring staff and students know what they should do in the event of a schools shooting or other incident;
3. Training for staff and students, including the type and frequency of the training;
4. Sharing information with parents and community if an event occurs; and
5. Gathering information on security measures in schools from corresponding state education and public safety department in states where school shootings have occurred.

The attached report includes resources developed by the Vermont School Crisis Planning Team and the Vermont School Safety Center. These entities are charged with enhancing the level of emergency preparedness in Vermont’s pre K-12 schools and have a variety of resources available to schools. The School Safety Center is a supported partnership between the Department of Public Safety and the Agency of Education and remains committed to providing support to schools seeking to improve their overall emergency preparedness.

The SSAG found that many of the resources, best practices, and guidelines for school safety throughout Vermont are well established. In conclusion, the SSAG makes several policy and best practice recommendations for continued improvement of school safety in Vermont’s schools.

Vermont School Safety Advisory Group

Report to the Vermont General Assembly

on

School Safety Guidelines and Best Practices

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## **1. Vermont School Crisis Planning Team and School Safety Center (Attachment A, B, C, D)**

The Vermont School Crisis Planning Team (VSCPT) is comprised of government, volunteer, and private sector representatives and associations who share the common goal of enhancing the level of emergency preparedness in Vermont's K-12 schools. The VSCPT operate under the leadership of the Department of Public Safety and Agency of Education. The VSCPT work with its designated membership to provide policy, best practice and operational guidance and recommendations to the Vermont School Safety Center (VSSC).

The VSSC represents the state agency leadership responsible for implementing the best practice recommendations of the VSCPT. The VSSC is comprised of the Deputy Commissioner of Public Safety (Department of Public Safety delegate) and the School Safety Liaison (Agency of Education delegate) and is charged with collaborating with state, regional and federal school safety partners to identify and share best practices and emerging trends in pre K-12 school emergency preparedness.

The VSCPT advises the VSSC on recommendations for security improvements, ensuring relevant training is available to schools, and providing resources on emergency planning. The resources highlighted in this report are some of several items the VSCPT and VSSC have implemented to ensure schools are prepared for all emergencies including acts of violence.

Part of the mission of the VSSC is to assist schools in preparing for all hazards. Monthly newsletters (Example attached) are distributed to school officials and exercise opportunities are regularly made available. The VSSC was instrumental in creating the school safety security assessment in March of 2018 in which 95% of Vermont schools reported in (Results attached).

## **2. Vermont School Safety Center Recommended Best Practices (Attachment E)**

Published by the VSCPT in May, 2018 the Recommended Best Practices was compiled to synthesize all recommendations for improving the safety of any pre K-12 school in Vermont. This document provides schools with a simple resource on the most vital measures they should employ in order to be prepared. Recommendations include best practices in planning, equipment, organization, and training/exercising.

## **3. School Emergency Operations Plan and Vermont School Crisis Guide (Attachment F)**

The VSSC recommends all Vermont School Districts develop and maintain a "school specific" Emergency Operations Plan that conforms to the principles of the National Incident Management System. This plan should be reviewed and updated annually by school leadership and should include the essential procedures, operations and assignments that are required to plan, prepare, mitigate, respond and recover from an emergency/disaster. Schools

are encouraged to work with their emergency first response community and local/regional emergency management officials to assist in the development of the school's Emergency Operations Plan. Resources for developing an emergency operations plan are available on the VSSC website.

In the absence of a fully developed Emergency Operations Plan, many schools utilize the Vermont School Crisis Planning Guide as their school's Emergency Operations Plan. The Vermont School Crisis Guide is an all-hazards approach to school emergency preparedness. This guide has been developed and revised over several years by the Vermont School Crisis Planning Team with input from principals, superintendents, first responders, school counselors, mental health professionals, and state agencies.

Each of these resources are available on the VSSC website.

#### **4. School Emergency Information Guide for Parents and Guardians (Attachment G)**

Developed by the VSCPT, this guide is a helpful resource to educate parents on what to do in any emergency involving their child's school. It is available on the VSSC website.

#### **5. School Egress (evacuation) & Lockdown Drills Requirement (Attachment H)**

A memorandum to schools in 2016 by the Agency of Education and Division of Fire Safety informed schools of the Vermont Fire and Building Code requirement to conduct evacuation and lockdown drills through the school year. A schedule for those drills was also established. Records of the drills must be kept and available for review upon request.

#### **6. Other State Resources- School Safety**

In addition to the resources available on the VSSC website, additional reports and after-action reviews from states and schools around the country that have experienced school shootings and acts of violence will be made available. The VSSC regularly reviews after action reports from incidents to ensure the State of Vermont's approach to school safety incorporates the best lessons-learned.

#### **7. Conclusion and Recommendations**

The SSAG finds the ongoing work of the School Safety Center and School Crisis Planning Team to be an important effort and should be supported. Utilizing expertise from schools and public safety officials as well as the lessons-learned from school violence across the country are important components of an all-hazards school safety program. In order to continue support for the VSSC and school safety throughout Vermont, the SSAG recommends the following policy changes and best practices below.

## **Policy and Rule Changes**

### **A. Drills and Exercises**

The Interim Agreement on School Egress and Lockdown Drills between the Division of Fire Safety and Agency of Education, signed August 9, 2016, ([https://schoolsafety.vermont.gov/sites/ssc/files/documents/LatestNews/Egress%20and%20Lockdown%20Drills\\_2016\\_0809.pdf](https://schoolsafety.vermont.gov/sites/ssc/files/documents/LatestNews/Egress%20and%20Lockdown%20Drills_2016_0809.pdf)) satisfied the National Fire Protection Act Code requirement that every school must conduct monthly egress and lockdown drills throughout the academic year. The SSAG recommends that AOE and DPS develop and implement a permanent options-based response school exercise/ drill policy. The current exercise schedule should be revised to ensure schools are enhancing their ability to respond to a violent intruder by incorporating an options-based response drill in the fall and spring of each academic year in the place of a regularly scheduled egress/ lockdown drill. It is recommended these drills follow the U.S. Department of Homeland Security's "Run, Hide, Fight" active shooter response methodology. The VSSC, in collaboration with the Vermont School Crisis Planning Team, has committed to developing drill templates to give schools the flexibility in conducting these drills to limit the impacts to the academic day. Schools should be required to electronically report the successful completion of their drills to the AOE in a format to be developed by AOE. The VSSC, in collaboration with VT's School Safety Liaison Officer, will review the annual drill reports to ensure compliance and identify future planning and training needs.

### **B. Emergency Operations Plans**

Vermont State Board of Education Manual of Rules and Practices Section 4102 "Emergency Plan" requires "Superintendents and school boards shall develop a comprehensive emergency plan for each school that will be updated and tested annually....". Many schools meet this requirement through the use of the Vermont School Crisis Guide, but there is no standard plan format for schools to follow. The SSAG recommends the VSSC and Vermont School Crisis Planning Team develop a comprehensive all-hazards Emergency Operations Plan (EOP) template that conforms to the principles and practices of the National Incident Management System to take the place of the Vermont School Crisis Guide by the end of the 2018-19 school year. Once developed and endorsed by the Vermont School Crisis Planning Team, the SSAG recommends AOE require all schools to update their plans according to the EOP template by the conclusion of the 2023-24 school year. These Plans should be developed, implemented, reviewed and revised in collaboration with local emergency first responders and emergency management officials. Once developed, the plans should be updated on an annual basis, and continually validated through the school's regularly scheduled training and exercise cycle. Utilizing current US Department of Homeland Security funding earmarked for this purpose, DPS will support the update and development of school plans through the direct delivery of training and technical assistance utilizing contract personnel. The SSAG encourages all schools to continue to utilize the school emergency preparedness planning documents, templates, technical

assistance, exercise facilitation and evaluation resources that are currently available on the VSSC website.

### **C. Active Shooter Response Methodology**

The SSAG recommends the VSSC formally adopt the Department of Homeland Security’s “Run, Hide, Fight” options-based response approach to an active school shooter methodology, as depicted in the “Guide for Developing High Quality School Emergency Operations Plans”. “Run, Hide, Fight” shall form the basis for all VSSC training to incidents of mass violence to ensure consistency in training methodology and effective implementation across the school environment. The SSAG recommends the VSSC and the State of Vermont assess options for consolidating response methodologies in state government active shooter response training practices.

## **Best Practice Recommendations**

### **A. Access Control**

The SSAG recommends all schools develop a policy and practice to control access to their buildings through the single use or combination of electronic access control systems, school administrative staff, and/or security personnel. These access control mechanisms and policies should be detailed in each school Emergency Operations Plan.

### **B. Behavioral Threat Assessment**

The SSAG recommends all schools develop and maintain the capacity (internally or through shared resources) to initiate a behavioral threat assessment<sup>1</sup> process to assess, evaluate, and mitigate threats or concerning behaviors that may have a negative impact on a school. The SSAG encourages all schools to utilize the Behavioral Threat Assessment resources that are available in the Vermont School Crisis Planning Guide found here: (<https://schoolsafety.vermont.gov/planning> ). School executive leadership teams should contact their local, county or state law enforcement partners to assist in evaluating the credibility of any actual or perceived threat of violence or harm to the school. The SSAG recommends the VSSC continues to provide support to schools to develop this capacity.

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<sup>1</sup> The United States Secret “Service Enhancing School Safety Using a Threat Assessment Model” says the “goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk.”



## **VERMONT SCHOOL CRISIS PLANNING TEAM Proposed Organizational Structure, Design and Implementation**

### **Organization**

The Vermont School Crisis Planning Team (VSCPT) is comprised of government, volunteer, and private sector representatives and associations who share the common goal of enhancing the level of emergency preparedness in Vermont's pre K-12 schools. The VSCPT will operate under the collaborative leadership and guidance provided by Vermont's Agency of Education and Department of Public Safety. The Chairperson for the VSCPT will be selected every two years by the Secretary of Education and the Commissioner of the Department of Public Safety. The Vice-Chairs of the VSCPT will be the designated representatives from the Agency of Education and the Division of Emergency Management and Homeland Security.

### **Mission**

The VSCPT will work with its designated membership to provide policy, best practice and operational guidance and recommendations to the Vermont School Safety Center designed to enhance the level of emergency preparedness in Vermont's pre K-12 Schools. The individuals identified from each agency/department/organization will serve as a liaison and direct line of communication between the VSCPT and the agency/department/organization they represent to ensure the seamless flow of school safety information between the VSCPT and their represented agencies.



## Membership

The Secretary of Education and the Commissioner of Public Safety have identified the agencies/departments/organizations that will be designated as having one voting member on the Vermont School Crisis Planning Team. The agencies/departments/organizations identified as having voting membership on the Task Force are:

- Agency of Education
- Division of Emergency Management and Homeland Security
- Division of Fire Safety
- Vermont State Police
- Vermont Department of Health (School Nurses)
- Vermont Department of Health (Emergency Medical Services)
- VT Department of Mental Health
- Agency of Human Services
- American Red Cross
- VT 211
- Vermont Superintendents Association (VSA)
- School Boards Association
- Council of Independent Schools (CIS)
- School Counselor Association
- National Education Association
- VT Police Chiefs' Association
- VT Sheriffs' Association
- VT School Boards Insurance Trust
- Vermont Department of Motor Vehicles (Enforcement Division)
- Public representative (to be selected by Secretary of Education and Commissioner of Safety)
- Vermont Principals' Association (VPA)

Notwithstanding any of the above, any member of the public with specific school safety and security expertise, passion or interest in enhancing the level of emergency preparedness in Vermont's schools is encouraged to participate as a non-voting member of the VSCPT.

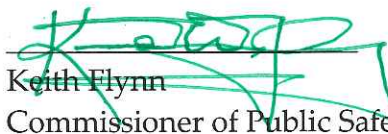
At any time, the Secretary of Education and the Commissioner of Public Safety may agree to add additional agencies/departments/organizations to the VSCPT if these agencies/departments/organizations will assist the VSCPT in accomplishing its mission.

### Operational Guidelines

The VSCPT Chair and Vice-Chairs shall determine the VSCPT meeting schedule and structure. Meetings shall be advertised to VSCPT members at least 2 weeks prior to the meeting. The VSCPT will be guided by Robert's Rules of Order to provide common rules for discussion, deliberation and debate. A quorum will be reached by a simple majority of voting members. Proxy voting will not be allowed. The VSCPT Chair and Vice-Chairs will be responsible for providing suggestions to the VSSC on any proposed school safety work, trainings, and resource needs, and fulfilling any requests from the VSSC.



Rebecca Holcombe  
Secretary of Education



Keith Flynn  
Commissioner of Public Safety



## VERMONT SCHOOL SAFETY CENTER Proposed Organizational Structure, Design and Implementation

### Organization

The Vermont School Safety Center (VSSC) is established in a collaborative effort between Vermont's Agency of Education and Department of Public Safety. This state agency partnership is designed to enhance the level of emergency preparedness in Vermont's pre K-12 schools. The Secretary of Education along with the Commissioner of the Department of Public Safety will select a member of their agency/department to represent them at the VSSC. The first chairperson of the VSSC will be the designated representative from the Department of Public Safety and will be rotated every two years between the representative of the Department of Public Safety and the Agency of Education.

### Mission

The Vermont School Safety Center (VSSC) will collaborate with its state, regional and federal school safety partners to identify and share best practices and emerging trends in pre K-12 school emergency preparedness.

### Operational Guidelines

The VSSC will meet on a quarterly or as needed basis to review all information presented to it by state, regional and federal school safety partners and reach a consensus on which items will be pursued by the VSSC.

The VSSC will utilize the Vermont School Crisis Planning Team, future state and federal grant opportunities and regional and federal school safety resources to ensure the effective state level coordination of all school safety guidance, support and technical assistance provided to all pre K-12 schools in Vermont.

The VSSC will produce an annual report designed to inform participating agencies and select government officials as to the status of Vermont's school emergency preparedness efforts and future school crisis planning initiatives.

A handwritten signature in black ink, appearing to read "Rebecca Holcombe".

Rebecca Holcombe  
Secretary of Education

A handwritten signature in green ink, appearing to read "Keith Flynn".

Keith Flynn  
Commissioner of Public Safety

# Vermont School Safety Center Newsletter

September 2018  
Volume 2, Issue 2

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## Vermont School Safety Grants Awarded

**Commissioner Anderson, Vermont  
Department of Public Safety**

In early August, 239 Vermont schools were awarded safety grants totaling \$4 million. These funds will allow 560 projects to move forward that will make schools safer with the addition of door locks, new public address systems, and other infrastructure. These awards are the culmination of an effort that began earlier this year after a threat of violence at Fair Haven Union High School. A statewide assessment after that incident identified security shortcomings for schools, and a committee worked to identify and prioritize infrastructure improvements. Those priorities served as a blueprint for scoring school safety grant applications and awarding funds. Schools will also have access to assistance in developing emergency plans, training, and safety exercises this fall through an additional \$1 million Homeland Security Technical Assistance contract in Vermont Emergency Management. The \$5 million funding package was proposed by Governor Phil Scott and approved by a bipartisan majority of the legislature this spring. The Department of Public Safety is thankful for the support of the Governor and lawmakers in creating safe school environments in Vermont, and the Department of Public Safety will continue to work with school administrators on this important effort.

[Click here](#) for a list of all schools receiving these school safety grants.

## Recommended School Safety Best and Promising Practices

During the month of June, the Vermont School Safety Center in collaboration with the Vermont School Crisis Planning Team distributed a list of "[Recommended School Safety Best and Promising Practices](#)" designed to enhance the level of emergency preparedness in schools across Vermont. Recognizing that each school has its own unique educational and school safety landscape, the Vermont School Safety Center recommends that schools evaluate these "best and promising practices" and consider their implementation into existing or future school emergency preparedness initiatives. These "best and promising practices" included but were not limited to: Crime Prevention Through Environmental Design, Behavioral Threat Assessment, See Something/Say Something, Interior Door Locking Mechanisms and Public Address/Emergency Notification Systems. Review the complete list [here](#).

For breaking news on the Vermont school safety front, follow us on Twitter:



[@VTED\\_SafeSchool](#)



## Suicide Prevention: It's Up to All of Us

Charlotte McCorkel, Howard Center

Earlier this year the Centers for Disease Control and Prevention (CDC) released new data indicating that suicide rates continue to increase across the country. In Vermont, the data is alarming: suicide is the second leading cause of death for people ages 15-34, the fourth leading cause of death for people ages 35-54 and the fifth leading cause of death for those ages 55-64. In our state, one person dies by suicide every four days.



This news is disheartening given the national and local efforts to prevent suicide and promote help seeking behavior. The reality is that stigma still exists. It is hard to talk about mental health and it is even harder to admit there is a problem or reach out for help.

Hope is not lost. Help is available in so many places, in person and through technology, day and night, in different languages and in different formats. There are action steps that you can take to help your students and school community.

- 1) Put these numbers in your cell phone:
  - National Suicide Prevention Lifeline: 800-273-8255
  - Crisis Text Line: 741741 (National)
- 2) Readily give students the 24/7 crisis number for your local designated agency.
- 3) Change your language:
  - Avoid using the terms “committed” or “successful” related to suicide as they perpetuate stigma in different ways. Instead say “died by suicide”
  - Know that it’s okay to use the word “suicide” – talking about suicide prevention or asking if someone is having suicidal thoughts does NOT give someone the idea
  - Share the resources listed above with students, colleagues and parents. Talk to students about what they would do if they were worried about a friend
- 4) Take warning signs seriously:
  - If a student is talking about death or suicide, bring this to the attention of a school counselor or administrator immediately.
  - Even if a threat seems veiled or unclear, take it seriously
  - Know your school protocols about steps to take when a student (or parent) is having a suicide crisis



Sometimes it can feel overwhelming to know how to contribute to an effort like suicide prevention. Doing any one of the above action items may save a life.

In Crisis?  
Text HELLO to 741741

CRISIS TEXT LINE |

Free, 24/7, Confidential





## A Few Words from Secretary Daniel M. French, Ed.D

*“Now more than ever, it is crucial that we make sure our schools are as safe as they can be. We have worked together with the Department of Public Safety to provide a comprehensive set of resources to help schools improve their security and prepare for emergencies. The Vermont School Safety Center offers help to schools on a variety of security related topics. Our liaison officer, Rob Evans, can assist you with planning and training and evaluate emergency procedures and training exercises. Thank you very much for your help and cooperation as we work together to provide a safe learning environment for all Vermont students.”*

Please contact Rob Evans, Vermont School Safety Liaison Officer for any of your school emergency preparedness needs: [revans@margolishealy.com](mailto:revans@margolishealy.com)



## Recognizing Retiring Superintendent Win Goodrich

During the July School Crisis Planning Team meeting, Rob Evans, VT School Safety Liaison Officer recognized retiring Superintendent Win Goodrich with the following citation from Commissioner of the Department of Public Safety that read in part:

*“Through your years of service to Vermont’s schools, you have been instrumental in developing and delivering timely and informative school safety training and exercise resources that are being used by school crisis planning and executive leadership teams to build their internal emergency preparedness capacity. Your leadership, can do spirit and willingness to roll up your sleeves to get the job has been an inspiration to your fellow schools crisis planning team members. Vermont schools are safer today because of the knowledge and experience you have so willingly shared during this important school safety work.”*

## School Emergency Preparedness Training

During the summer, the Vermont School Safety Center in collaboration with Vermont Emergency Management delivered Crisis Communication and Incident Command training to schools across Vermont. These training sessions delivered were designed to educate and inform school executive leadership teams how to communicate with parents, the public, and the press during a critical incident and an overview of the operational framework of the Incident Command System (ICS) that is utilized by all those that may respond to a critical incident at your school.



## School Safety for Health and Healthcare Emergencies



All schools in Vermont need to be prepared for emergencies and first aid care. [Vermont's Standards of Practice: School Health Services Manual](#) is a guide for School Nurses (SN), Associate School Nurses (ASN) and School Administrators to address emergency healthcare needs from illness, disease, or injury. The manual is based on national standards of care that requires local relationship building and preparedness activities, ideally led by a SN or ASN who can educate and train teams of school personnel. Schools will find Sections # 3 Allergy

Management, #12 Emergency Preparedness, and #15 First Aid to be most relevant.

Every school should have at least 1 primary and 2 back up personnel trained (and more for larger schools) in First Aid and CPR; [Stop the Bleed](#) type training is as essential as CPR. All School Nurses, Associate School Nurses, and School Administrators should know of the specific protocols available and found on the [Vermont School Crisis Guide](#). Practicing with [Table Top Exercises](#) means more people are helping and that fewer people are too afraid to act at the time you need them the most. Contact your Health Department School Liaison or Sharonlee Trefry MSN, RN, NCSN, State School Nurse Consultant, Vermont Department of Health, at 802-863-7348 or via email at [sharonlee.trefry@vermont.gov](mailto:sharonlee.trefry@vermont.gov).



## Get Connected, Get Answers!

Vermont 2-1-1 is a statewide Information and Referral program of the United Ways of Vermont. 2-1-1 is built on the principles of outstanding customer service. In this age of the “information highway”, access to information is made easy. Help navigating through the information and potential resources is only 3 digits away...2-1-1. Our 2-1-1 system in Vermont is at the fingertips of every resident and every phone. 2-1-1 is cost-effective, high quality, personal, flexible and community-based.

**Can't find what you need?** You can always reach one of our trained professionals by phone. Vermont 2-1-1 is here to offer help and to offer hope.

- One call gives you access to resources across your community. 2-1-1 is efficient, fast and easy to use.
- No more wrong numbers; no more wasted time trying to find the right resource(s).
- 2-1-1 maintains the integrity of the 9-1-1 system; saving that vital community resource for life and death emergencies.
- 24-hour availability every day of the year; 2-1-1 is always there for you by phone, by clicking on [www.vermont211.org](http://www.vermont211.org), and now 2-1-1 has a mobile app, so you can get help on the go. Find it in the Apple and Samsung store!
- 2-1-1 is an easy way to find or give help in your community.
- Vermonter's can also reach 2-1-1 by texting their zip code to 898211

### Be Aware, Be Prepared!

Repeatedly, Vermont 2-1-1 has demonstrated its value during times of crisis. Our staff works closely with government officials, voluntary organizations throughout the state, and 2-1-1 centers in other areas. In times of disaster, Vermont 2-1-1 plays a critical role in bringing information to the people most affected by the events and relaying the needs of callers back to the government officials and the first responders. Using Vermont 2-1-1 as a network communication system can support schools in getting vital information to the parents and public. 2-1-1 assists communities with any kind of incidents and *should be included in every Vermont school safety plan.*

Schools can contact 2-1-1 by phone, fax or email to inform them of the incident and give them information for parents and the public as to what level the incident is, if there is a lockdown (secure the building), where students are being evacuated, etc.

Further information can be obtained by contacting:

MaryEllen Mendl  
Executive Director, Vermont 211  
[maryellen@unitedwaysvt.org](mailto:maryellen@unitedwaysvt.org), 802-861-0146

Or by contacting the  
Vermont School Crisis Planning Team  
VT Emergency Management, 800-347-0488





# 2018 Vermont School Safety Assessments



## Response Rate

95% Overall

98% Public

88% Independent/  
Tutorial

21% Have a School  
Resource Officer

73% Have Access To On  
Site Mental Health

71% Use the Vermont  
School Crisis Guide for  
their School Emergency  
Operations Plan

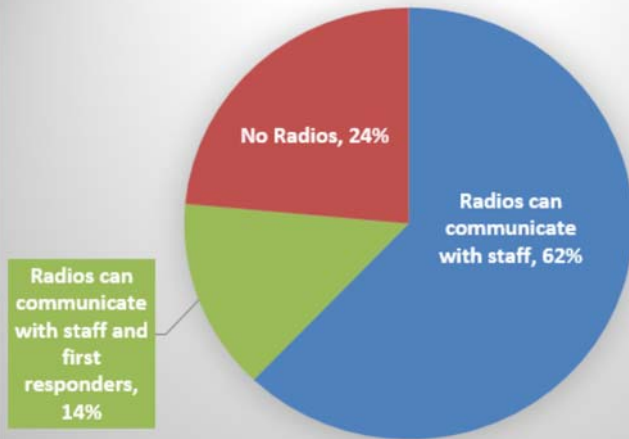
81% Consider those with  
mobility challenges in  
their Emergency  
Operations Plan

49% Ensure that faculty/  
staff wear identification  
tags/credentials during  
business operations

50% Label exterior doors on  
the outside to allow easy  
identification by first  
responders during an  
emergency

70% Have shared  
building floor plans and  
maps with local  
emergency responders

## Does the school have portable radios ?



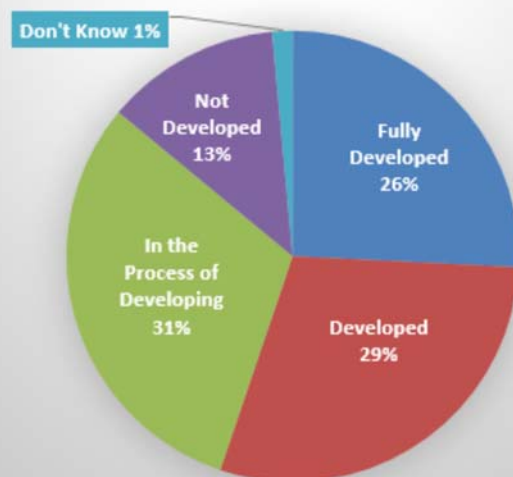
64% Have reliable cell phone coverage on school grounds

49% Have the ability to make an external public address announcement to individuals outside the building

86% Have the ability to make an internal public address announcement to individuals inside the building

92% Educate faculty, staff, and students on Emergency Response Protocols prior to the beginning of the school year

## Does the School have a Family Reunification Plan?



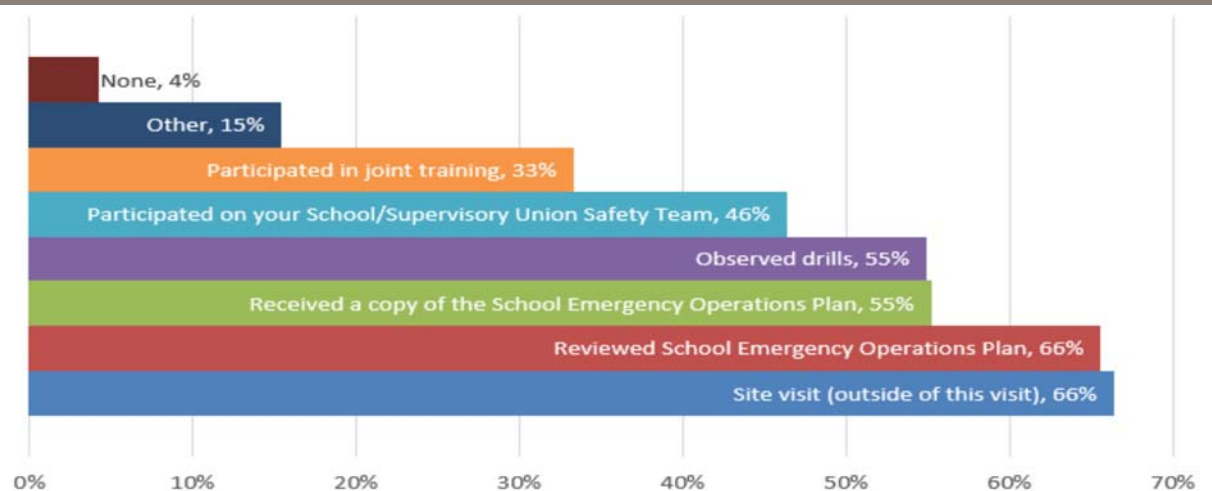
80% Post evacuation routes in each classroom and all common areas

96% Always/most of the time comply with the state's school emergency drill schedule

48% Have emergency go bags in classrooms and office spaces that can be used to sustain occupants during an emergency

56% Communicate with parents/guardians about what to do and what not to do during an emergency

## Which school emergency preparedness initiatives have local emergency responders participated in over the last year?



# 2018 Vermont School Safety Assessments



## Access Control

83% Lock exterior doors during business hours

74% Have a visitor management/badging system

73% Have exterior signage which directs guests/visitors to the main entrance of the building

71% Have a video monitoring device at main access point to school

63% Have a greeter at the main access point to school

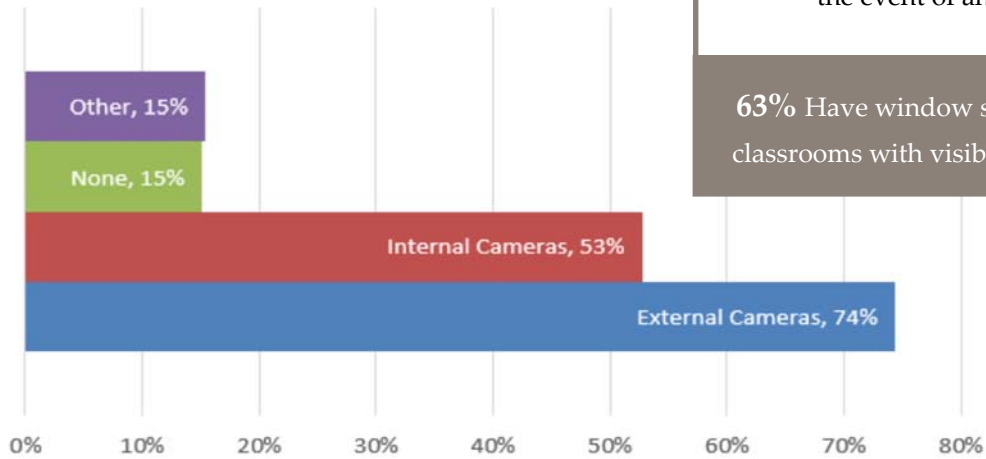
60% Have interior signage which directs guests/visitors to the main administrative offices

59% Have an audio monitoring device at the main access point to the school

46% Have remote key/FOB access

1% have no access control measures in place

Is the school utilizing electronic monitoring equipment?

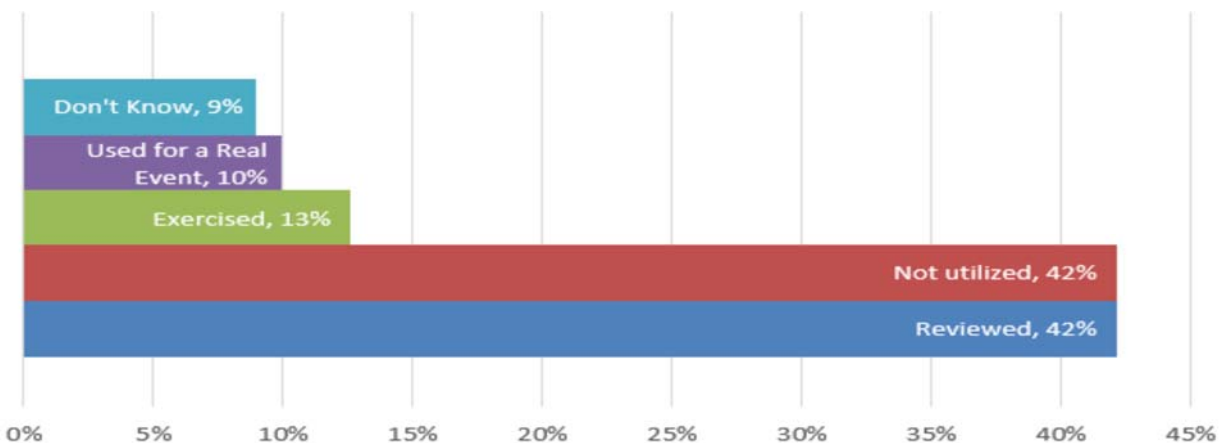


75% Have window shading on all first floor exterior windows that can be pulled down in the event of an emergency

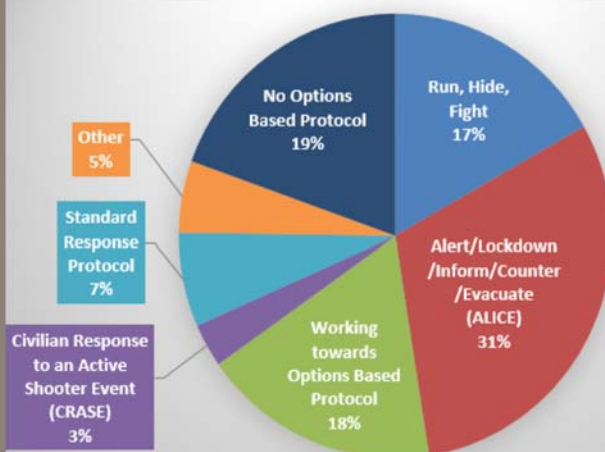
63% Have window shading on interior classrooms with visibility from hallways

85% Have a system to identify, report, and evaluate school threats or concerning behaviors

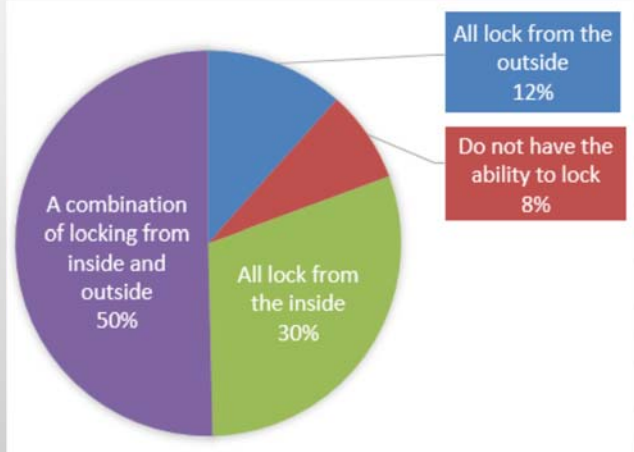
Has the school utilized the Threat Assessment worksheet from the Vermont School Crisis Guide?



Have Faculty, Staff, and Students Been Trained in an Options-Based Response Protocol?



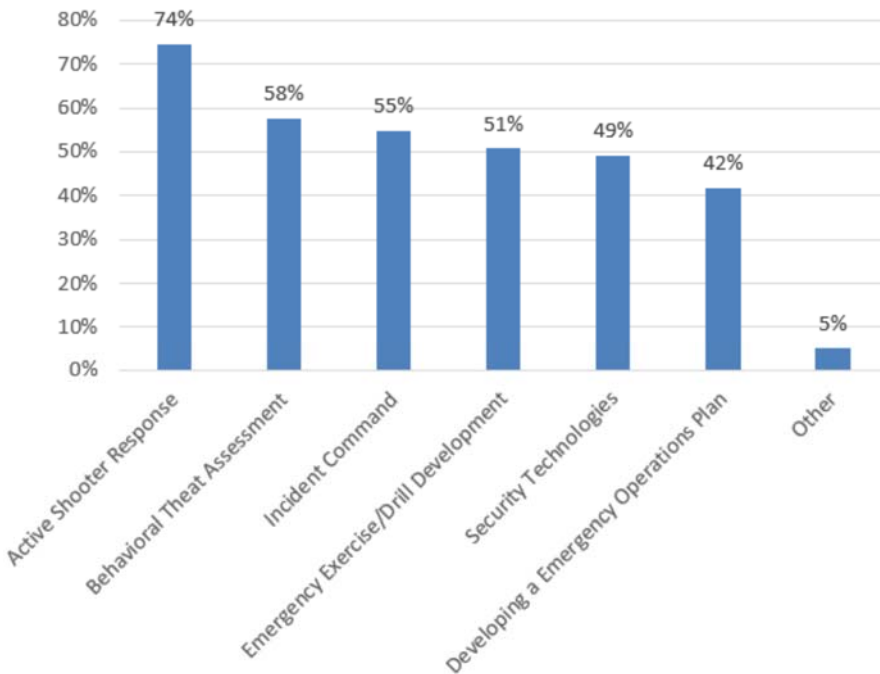
Do interior doors to classrooms and office spaces have the ability to lock?



# 2018 Vermont School Safety Assessments



What type of school safety training would be helpful in enhancing the school's emergency preparedness efforts?



## Additional Comments

- 11% Need assistance with Planning
- 5% Need a School Resource Officer
- 5% Need assistance with Training
- 4% Need money or items
- 2% Need assistance with Access Control
- 2% Need assistance with Exercising

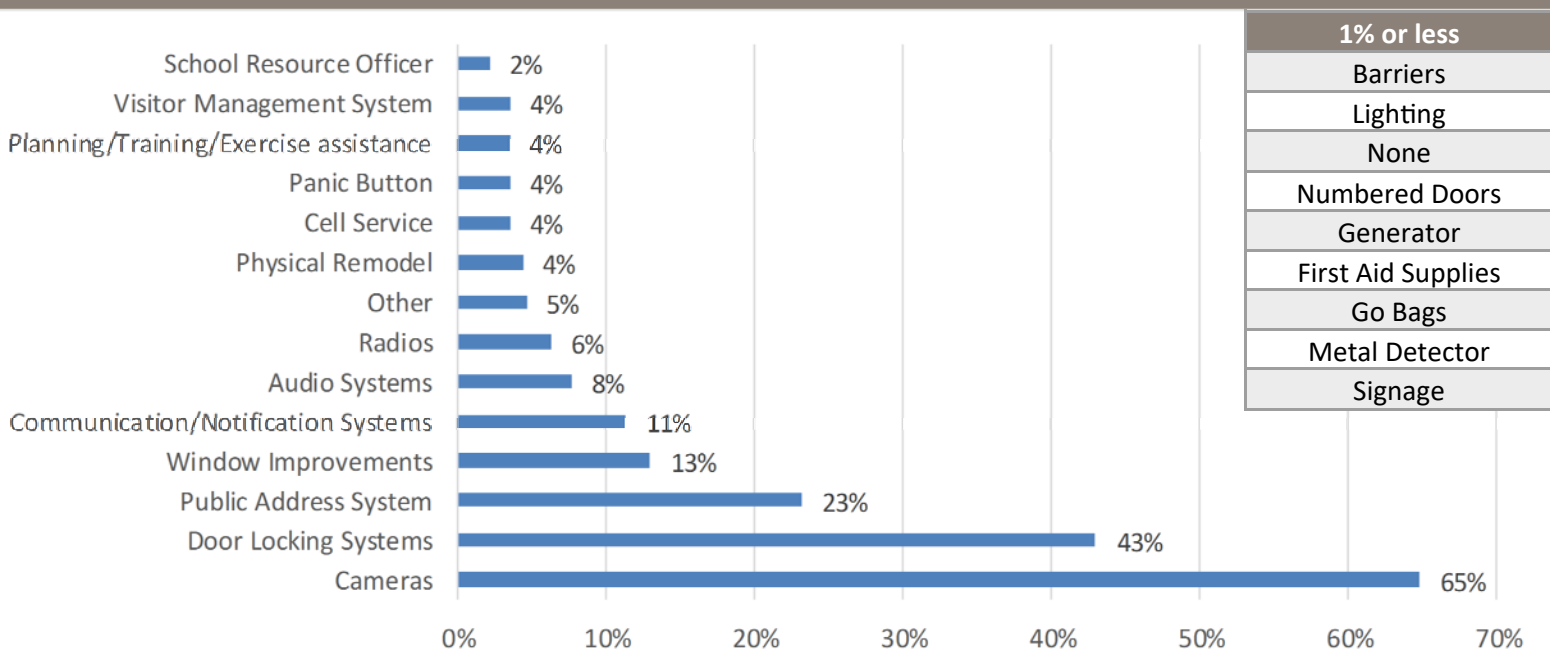
"I appreciate the work the DPS and the Governors Office are doing to inform and get their message out to the schools of Vermont"

"We are eager to work with first responders and others to improve security systems"

"Appreciation for the state for recognizing concerns in regards to the safety of smaller schools"

"Appreciative of the focus on school safety"

What security technology/systems could be used to improve the level of security at this school? (open ended)





## Vermont School Safety Center

### Recommended School Safety Best Practices

In an effort to enhance the level of school emergency preparedness, the Vermont School Safety Center in collaboration with the Vermont School Crisis Planning Team is recommending the following school safety “best and promising practices”. Recognizing that each school has its own unique educational and school safety landscape, we recommend that schools evaluate these “best and promising practices” and consider their implementation into existing or future school emergency preparedness initiatives. These practices are not listed in any prioritized order.

#### Planning

1. School Emergency Operations Plan – Every school is required to have an Emergency Operations Plan (<http://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-4000.pdf>). Working with internal and external school safety partners (school administrators, school counselors, facility managers, school nurses, guidance counselors, emergency first responders, mental health professionals), schools should develop a comprehensive “all hazards focused” Emergency Operations Plan (EOP) . In the absence of a fully developed EOP, schools are encouraged to use the Vermont School Crisis Planning Guide found at: <http://schoolsafety.vermont.gov/planning> The plan should be reviewed/ revised by the school crisis planning team after a critical incident or at a minimum, on an annual basis.
2. Visitor management – Developing a policy and practice of requiring all visitors to sign in at a centralized location allows for school administrative staff to properly identify all those wishing to gain access to a school. A “host meets guest” policy should be established to ensure visitors are met by a designated staff member prior to gaining full access to the school.
3. Post-Tragedy Response - Students, staff, families and the community need varying degrees of support after a small scale incident or a large scale tragedy to promote recovery. Efforts can be made to identify directly impacted students,



families or staff who need targeted support and activities can be planned to foster resilience and recovery. Collaboration with mental health partners and other community resources is key. A Post-Tragedy Response Plan following best practice guidelines should be established and reviewed annually.

<http://schoolsafety.vermont.gov/sites/ssc/files/documents/SchoolSafetyPlanning/VTSchoolCrisisGuide/Recovery/School%20Recovery%20after%20a%20Critical%20Incident%20or%20Tragedy.pdf>

4. Crime Prevention Through Environmental Design – School should develop safety and security strategies that adhere to the practices of Crime Prevention Through Environmental Design, (CPTED) - These concepts may include:  
*Natural Access Control* - Design features that clearly indicate public routes and discourage access to private structural elements. Such design features include placement of entrances and exits, fencing, and landscaping to control traffic flow,  
*Natural Surveillance* - Design features that increase the visibility of a property. These features maximize the ability of persons in the area to see persons in the vicinity and avoid trouble and allow external activities to be seen from adjacent building structures by persons who could call for help. Such design features include landscaping, lighting, window and stairway placement, and building entrance and garage layouts,  
*Territorial Reinforcement* - Design features that clearly indicate public and private structural elements of a property. An individual will develop a sense of territoriality for a space with frequent activities in an area, a sense of ownership,  
*Target Hardening* - The use of mechanical devices (locks, security systems, alarms, and monitoring equipment) and organized crime prevention strategies (security patrols, law enforcement) make an area harder to access but may have a tendency to make the inhabitants "feel" unsafe.

## Equipment

1. Access Control – During normal business hours, schools should limit access to their buildings by utilizing a combination of access control technology such as (access cards, fobs or keys). Once the school day begins, exterior doors should be locked and visitors, guests and contracting staff should be required to gain access





to the building via a main entry point where access is controlled through an audio/video and an access control device. Once entering the building, guests should be guided by way finding signage that directs them to the main administrative office of the school.

2. Interior door locking mechanisms – All classroom doors and office spaces should have the ability to be locked, preferably from the inside, to ensure individuals do not need to exit the room in order to lock the door. All locking mechanisms shall be in compliance with National Fire Protection Association (NFPA) standards.
3. Public Address/Emergency Notification Systems – Schools should utilize a public address/emergency notification system that allows those inside and outside the school to be notified when an emergency is taking place. School staff must be trained and educated in how to utilize these systems and these systems should be incorporated into the schools safety drills and exercises. During these exercises, schools should ensure these systems can be heard in all common areas, bathrooms, library's, outdoor activity areas and surrounding athletic fields.
4. Window shading – all first floor exterior windows should have appropriate window shading that limits the visibility into the school from the outside, and all interior windows in classrooms and office spaces should have appropriate window shading that limits visibility into the classroom from the hallway. This shading should be easy to use and shall be in compliance with NFPA standards.

### **Organization**

1. School Crisis Planning Team – Every school should have a school crisis planning team comprised of school safety stakeholders that may include but is not limited to: school administrators, faculty, staff, school nurse, school counselor, facility managers, local emergency first responders and designated mental health agency representatives. This team should meet regularly (preferably once a month) to develop/review/revise school emergency plans, policies and procedures. See Vermont's School Crisis Planning Guide for more information.



2. Supervisory Union/School District Public Safety Team – Each Supervisory Union/School District should have a public safety team comprised of members that include but are not limited to: superintendent, school executive leaders from each of the schools in the SU/District, local emergency first responders, transportation coordinators, members from the designated mental health agency for that area and local emergency management directors. This team should meet regularly (preferably on a quarterly basis) to develop/review/revise regional school emergency plans, policies and procedures. See Vermont’s School Crisis Planning Guide for more information.
  
3. Behavioral Threat Assessment Team – Every school, supervisory union or school district should have access to a behavioral threat assessment team. This team should be comprised of school safety stakeholders that include but are not limited to: school administrators, mental health professionals, school counselor, school nurse, local law enforcement and other school safety partners as needed. By design, this team is charged with evaluating concerning behaviors, social media posts, verbal or written threats or other actions displayed by students, faculty, staff or others that may have a negative impact on the school. Members should be trained in how to conduct these assessments and schools should have the appropriate policies and procedures in place to support the team.  
<http://schoolsafety.vermont.gov/sites/ssc/files/documents/SchoolSafetyPlanning/VTSchoolCrisisGuide/PreventionMitigation/Threat%20Assessment.xlsx>

### **Training/Exercising**

1. See Something, Say Something – Every student, faculty or staff member, parent, school bus driver and school safety stakeholder should be familiar with the formal and informal policies and practices currently in place to report activities (ie. behaviors, social media posts, text messages, conversations etc.) that may have a negative impact on the school. We know that in some cases, perpetrators involved in an active shooter incident or other violent crimes have often discussed their intent with friends, displayed some type of concerning behavior or posted their violent thoughts on social media. <https://www.dhs.gov/see-something-say-something>



2. School safety drills and exercises – All schools are required to follow the school safety drill schedule as directed by the Agency of Education and Division of Fire Safety Memo at:

[http://schoolsafety.vermont.gov/sites/ssc/files/documents/LatestNews/Egress%20and%20Lockdown%20Drills 2016 0809.pdf](http://schoolsafety.vermont.gov/sites/ssc/files/documents/LatestNews/Egress%20and%20Lockdown%20Drills%202016%200809.pdf)

Conducting school safety drills and exercises can increase a schools ability to respond to an emergency by testing and evaluating existing emergency response policies and procedures. An after action review should be conducted following each school safety drill or exercise to identify strengths, opportunities for improvement and to guide future school crisis planning, training and exercise initiatives.

3. Options Based Response Protocols when responding to a violent intruder – In light of the ever changing school threat environment, schools should begin to transition away from a standard lockdown response to a violent intruder and implement a response methodology that provides a variety of response “options” that increase survivability in these types of incidents. Run, Hide, Fight, is an example of an options-based approach that your school may choose to utilize. Additional information about this program is available at:

<https://rems.ed.gov/IHERespondToActiveShooter.aspx>

4. Parent/Guardian Communication – Prior to the start of every school year, school administrators should share information with parents and guardians about how they will be informed of a school emergency, and what actions they should and should NOT take. Well informed parents are more likely to follow designated emergency procedures, keeping them from potentially interfering with the response to a school emergency. If schools do not have access to an emergency notification system, they may consider utilizing VTAlert:

<http://vem.vermont.gov/vtalert>



## Vermont School Crisis Guide – Table of Contents

Acronyms and Terms	Supervisory Union/District Checklist	Post-event
Four Phases of Emergency Management		Power Outage
<a href="#">Prevention/Mitigation</a>	<a href="#">Response</a>	Relocation
Risk Assessment	Active Shooter	Serious Injury/Illness
Safety and Security of School Buildings and Grounds Checklist	Active Shooter Aftermath	Severe Weather
Threat Assessment	Allergic Reaction	Suicide Attempt
<a href="#">Preparedness</a>	Assault/Fighting	Untimely Death
After School Emergency Response Planning	Bioterrorism	Weapons Incident
Cell Phone Use Guidelines	Bomb Threat	<a href="#">Recovery</a>
Classroom Preparedness Kit	CPR/AED	Active Shooter Recovery
Duty Roster	Demonstration/Riot	School Recovery after a Critical Incident or Tragedy
Emergency Phone Numbers	Explosion	<a href="#">Appendix</a>
Emergency Response Actions	Fire	AED Guidance
Home Visit Template	Flooding	Communications Equipment
Legal Requirements for Crisis Response	HAZMAT	Life Safety Code for School Door Locks
Media Communications Guidelines	Hostage	Psychological Support, Recovery & Healing
Reunification Guideline	Infectious Disease	School Safety: Ten Steps You Can Take Now & School Safety: Ten More Steps You Can Take Now
School Crisis Prevention & Response Model Policy	Influenza	Summary of School Nurse Roles in a Crisis
School Crisis Use of Vermont 211	Intruder	Vermont Good Samaritan Law
Standard Response Protocol	Kidnapping	Vermont School Bus Manual & Requirement for Pupil Instruction
Standard Reunification Method	Mass/Multiple Casualty Triage	
Student Release Form	Missing Student	
Supervisory Union/School District Public Safety Team and School Crisis Team	Motor Vehicle Crash	
	Motor Vehicle Crash Incident Report	
	Press Release Templates	
	Vermont 2-1-1 Scripting Form	
	Evacuation	
	Lockout/Lockdown	

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# FOUR PHASES OF EMERGENCY MANAGEMENT



Updated by VSCPT June 2016

## PREVENTION/MITIGATION

**Prevention** is the actions(s) schools and districts take to decrease the likelihood that an event or crisis will occur. **Mitigation** is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented.

**Mitigation** efforts attempt to prevent hazards from developing into disasters altogether, or to reduce the effects of disasters when they occur. The mitigation phase differs from the other phases because it focuses on long-term measures for reducing or eliminating risk. This phase includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards. Mitigation activities should be considered long before an emergency. The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability

Potential activities for prevention/mitigation phase	Role assigned to complete
Arrange for violence prevention programs	
Assess and remediate problem areas identified by a school audit of the buildings and grounds	
Review student data on behavior, attitudes and needs and determine its relationship to school/student safety	
Review school data on dangerous incidents and community crime data to determine major problems regarding student crime and violence	

## PREPAREDNESS

**Preparedness** includes actions designed to prepare the school community for potential emergencies by coordinating with community partners through the development of policies and protocols, incident command systems, training, and exercises. This phase includes developing plans for what to do, where to go, or who to call for help before an event occurs; actions that will improve your chances of successfully dealing with an emergency. Good planning facilitates a rapid, coordinated, effective response when a crisis occurs.

Potential activities for preparedness phase	Role assigned to complete
Gather information about the school facility such as maps and utility shut offs.	
Work with your Public Safety Team to update and review your School Emergency Operations Plan	
Form strong partnerships between members of the Public Safety Team. These partnerships will be essential for effective response and recovery.	

Continued on back

## RESPONSE

**Response** is taking action to effectively contain and resolve an emergency. The response phase includes the mobilization of the necessary emergency services and first responders in the disaster area. A crisis is the time to follow the emergency plan and make use of preparations. School staff should strive to be as calm as possible and help students, other staff members and visitors that were subjected to the trauma.

Potential activities for response phase	Role assigned to complete
Identifying type of crisis and refer to School Emergency Operations Plan for appropriate response. Activate the Incident Command System (ICS).	
If evacuation occurs, bring Classroom Preparedness Kit with student roster and contact information	
If using Relocation Site, activate Relocation Group Supervisor as soon as possible	
If needed, request busing for transportation to relocation site and coordinate loading zone and movement of students with Incident Command	
If Reunification Center is needed, coordinate activation with incident Command. Process might require separating victim/witnesses from the general population for questioning by police. Have a school representative at the Reunification Center to help maintain line of communication.	
Have attendance taken as soon as possible and notify Incident Commander of outcome and status of injuries if known	
Notify parents and/or guardians of status as needed by using pre-arranged means of communication	
Notify 2-1-1 if needed, for message to be given to parents and or guardians.	
Work with Public Information Officer to coordinate media releases	
When safe to do so, attend to those injured. Depending on the circumstances, it may mean checking with the police first.	
Work with Incident Command to setup a triage area if needed, and assist emergency medical responders	

## RECOVERY

**Recovery** includes actions designed to assist students, staff, and their families in the healing process and to restore education operations in schools. During recovery, you should also consider things to do that would lessen (mitigate) the effects of future disasters. Recovery is an ongoing progression that includes the mental, emotional and physical healing process of students, faculty, staff and their loved ones.

Potential activities for recovery phase	Role assigned to complete
Return to learning and restore the school infrastructure as quickly as possible	
Assess emotional impact upon students	
Allocate appropriate time for recovery	
Contact Designated Mental Health Agency to assist with those in need of their help and direct them to appropriate meeting place	
Work with superintendent to address short/long term recovery efforts as needed	
Help investigators as needed with witnesses, due to being familiar with staff and students	
Work with in-coming Designated Mental Health Agency staff	
Monitor student behavior to spot difficulties and report those in need to appropriate help	

## Vermont School Crisis Guide - Acronyms and Terms

Updated by VSCPT June 2016

### Acronyms

DA	Designated Agency/Designated Mental Health Agency
EAS	Emergency Alert System
EOP	Emergency Operations Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
LEPC	Local Emergency Planning Committee
MCI	Multiple Casualty Incident
NIMS	National Incident Management System
PIO	Public Information Officer
SRP	Standard Response Protocols
VDH	Vermont Department of Health
VSCPT	Vermont School Crisis Planning Team

### Terms

Classroom Preparedness Kit	Kit that is self contained and designed to be quickly taken from the classroom. May include items such as whistle, space blanket, laptop, class list in hard copy, contact information, and microcell for increased access. Also known as a "go bag" or a "grab and go kit".
Designated Mental Health Agency	The Department of Mental Health designates one Designated Agency in each geographic region of the state as responsible for ensuring needed services are available through local planning, service coordination, and monitoring outcomes within their region. A list of designated agencies is available: <a href="http://mentalhealth.vermont.gov/DAList">http://mentalhealth.vermont.gov/DAList</a>
Evacuation Site	Immediate location that the school is evacuated to. See also, Relocation Site and Reunification Center.
Incident Command Post	Location for the conduct of direct, on-scene control of tactical operations. It is typically located at or in the immediate vicinity of the incident site and comprises the Incident Command and General Staffs.
Incident Commander	Individual with overall incident management responsibility. For multiple agencies with responsibility, please see Unified Command.
Incident Command System	The Incident Command System is a widely applicable management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures and communications operating within a common organizational structure. The Incident Command System is used by all levels of government - Federal, State, and Local.
Local Emergency Planning Committee	Regional-level group that serves as a focal point for information and discussion about hazardous substance emergency planning, and health and environmental risks.
Multiple Casualty Incident Team	Volunteer team of individuals that provide triage and first aid before Emergency Medical Services arrives to the scene. The leader of this team is typically the School Nurse.
National Incident Management System	A systematic approach to integrate the best existing processes and methods into a unified national framework for incident management. The Incident Command System is a key feature of the National Incident Management System.

*(Continued on back)*

Nurse Preparedness Kit	Kit should include allergy lists. For a list of recommended supplies please refer to the Standards of Practice: School Health Services Manual - <a href="http://healthvermont.gov/local/school/documents/SP12_emergency_preparedness.pdf">http://healthvermont.gov/local/school/documents/SP12_emergency_preparedness.pdf</a>
Portable Radios	Radios that can be used to communicate with other individuals. Also known as Walkie-talkies.
Public Information Officer	Individual responsible for communicating with the public and media and/or with other agencies with incident-related information requirements.
Relocation Group Supervisor	Individual responsible for coordinating the relocation of the school.
Relocation Site	Following an evacuation, this is the secondary site where school is relocated to. This location should have access to internet to aid in attendance taking. See also Evacuation
Relocation Site Manager	Individual with authority to make decisions regarding the Relocation Site
Reunification Center	Following an evacuation, this site is where information is available and students can be reunified with their guardians. This location may be in the same building as the Relocation Site. See also Evacuation Site.
Risk Assessment	School's assessment of the Threats and Hazards which may impact their school.
School Crisis Team	School-level team that oversees the development of the School Emergency Operations Plan and school-level crisis initiatives. This team includes school Principal/Assistant Principal, School Counselor, School Nurse, Administrative Staff, School Resource Officer,
School Emergency Operations Plan	School-level plan for how they will respond to emergency situation
School Public Safety Team	Regional-level team that assists in the development of the School Emergency Operations Plan and developing regional-level crisis initiatives. This team includes the School Crisis Planning Team, Superintendent, and representatives from Emergency Management, Law Enforcement, Fire, Rescue, Transportation, VDH Emergency Preparedness Specialist, and Designated Mental Health Agencies.
Standard Response Protocols	Standard set of actions that can be used in any incident; Lockout, Lockdown, Evacuate, Shelter. More information is available: <a href="http://iloveguys.org/srp.html">http://iloveguys.org/srp.html</a>
Threat Assessment Team	A team of individuals that identify individuals of concern, gather information/investigate, assess individual and situation, and manage the student/situation.
Triage	SALT Triage is the product of a CDC Sponsored working group to propose a standardized triage method. The guideline, entitled SALT (Sort, Assess, Life-saving interventions, Treatment and/or Transport) triage, was developed based on the best available science and consensus opinion. It incorporates aspects from all of the existing triage systems to create a single overarching guide for unifying the mass casualty triage process across the
Unified Command	When agencies possess different legal, geographic and functional responsibilities, representatives from those agencies may form a Unified Command to jointly provide incident management direction. For single agency responsibility, please see Incident Commander.
Vermont School Crisis Guide	State-level guide to how schools may respond to emergency situations
Vermont School Crisis Planning Team	Collaborative team made up of representatives from Education, Emergency Management, Law Enforcement, Fire, Mental Health, Human Services and other volunteer organizations who assist in enhancing school safety in Vermont. Team works to develop school safety guidance and assists in updating and maintaining the Vermont School Crisis Guide.

**Prevention-Mitigation**

The diagram is a circle divided into four equal quadrants. The top-left quadrant is green and contains a white arrow pointing clockwise. The top-right quadrant is dark grey and contains a white arrow pointing clockwise. The bottom-right quadrant is light grey and contains a white arrow pointing clockwise. The bottom-left quadrant is dark grey and contains a white arrow pointing clockwise. The text labels are placed within each quadrant.

**Preparedness**

**Recovery**

**Response**

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## ***Risk Assessment***

Effective planning requires the identification and prioritization of Threats and Hazards that pose a risk to your school. Utilizing your School Public Safety Team and historical records, complete the table below. If there are Threats/Hazards that pose a risk to your school but are not include below, please add them.

You will determine the Risk Priority to your school by considering its probability, magnitude, warning and duration. Those items that you identify as having a High Risk Priority should be addressed first in your planning and mitigation actions.

<b>Threat/Hazard</b>	<b>Probability</b> 1. Unlikely 2. Possible 3. Likely 4. Highly Likely	<b>Magnitude</b> 1. Negligible 2. Limited 3. Critical 4. Catastrophic	<b>Warning</b> 1. 24+ hrs 2. 12-24 hrs 3. 6-12hrs 4. Minimal	<b>Duration</b> 1. <3 hrs 2. 3-6 hrs 3. 6-12 hrs 4. 12+ hrs	<b>Risk Priority</b> Low Medium High
Flooding					
Earthquake					
Infectious Disease					
Hurricane/Tropical Storm					
Tornado					
Landslide/Rockslide					
Severe Thunderstorm					
Fire					
Dam Failure					
Severe Winter Storm					
Hail					
Ice Jam					
Extreme Temperatures					
Power Outage					
Hazardous Material Release					
Terrorism					
Active Shooter					
Bomb Threat					
Suicide					

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## SAFETY & SECURITY OF SCHOOL BUILDINGS AND GROUNDS CHECKLIST

SUBJECT	PROBLEM	SHORT TERM ACTION	COORDINATOR	DUE DATE	LONG TERM ACTION	COORDINATOR	DUE DATE
Exterior doors numbered	Exterior doors not numbered, which would be helpful for emergency responders and tactical team	Place 3 inch reflective numbers on the outside and inside of all exterior doors			Number exterior doors by using the main entry as door number 1 and number doors clockwise 2, 3, etc.		
Security of exterior door locks	Lack of accountability of keys issued to staff	Limit keys issued and document names of staff receiving specific keys			Key pad, proximity keyless entry or security access cards system		
Entry access monitored	Lack of direct contact with people entering school	Post motion sensor at main entry point with mirror or video camera (use rope or webbing material to guide visitors to main office)			Position reception desk within view of main entry to school		
Entries to building are controlled & supervised	Students open exit doors and allow others to enter. Doors are propped open	Establish Policy for securing building and make sure students and staff understand it			Establish unannounced spot checks and discipline violators		
Covering windows and glass in doors	Lack of blinds for the windows and glass within the doors	Use precut paper or cardboard to cover windows and glass within the doors (use Velcro at the edges of the cardboard)			Purchase blinds for all windows and glass within doors		
Door locks	Not all doors have locks	Install door locks for high risk classrooms and other critical areas			Install door locks for all classrooms and other critical areas so they can be locked from the inside of the room, but comply with fire code		
Exit doors properly Identified by fire codes							
Establish lock down area after school day	Adults and students have free run of school after normal school hours	Post signs indicating limited access			Install doors limiting access after school to non essential areas (make sure they comply with fire code)		
Properly Control High Risk areas	Maintenance room not always locked	Post sign on door to remind last user to lock door			Establish policy requiring doors locked when not in use		
Secured area for Hazardous Material							
Intercom System	Limited reception	Establish protocol for message to be delivered to effected area			Install speakers in all areas needed		

<b>SUBJECT</b>	<b>PROBLEM</b>	<b>SHORT TERM ACTION</b>	<b>COORDINATOR</b>	<b>DUE DATE</b>	<b>LONG TERM ACTION</b>	<b>COORDINATOR</b>	<b>DUE DATE</b>
Visitors required to sign in	1- Problem retrieving ID badges 2-Staff not requiring visitors to register	1-Use color coded badges 2-Educate and encourage staff to direct visitors lacking ID's to the registration desk (use digital clock instead of regular clock to speed up signing in)			1-Use Temporary dissolvable passes 2-Establish policy requiring staff to direct visitors lacking ID's to report to the registration desk		
Staff Photo ID	Not all staff have Photo ID, especially part-timers	Use temporary I.D.			Have policy that all staff, full and part-time are required to have photo I.D. Have backup pictures of staff at Central Office		
Student ID							
Two-way communication between classrooms and Main Office	Lack of funding to purchase expensive radios	Buy inexpensive portable radios			Invest in quality portable radios with appropriate range to cover evacuation and other critical areas		
Bathroom Supervised by Staff	Lack of time for staff members to do so	Establish rotating schedule					
After School Activities	Lack of supervision	Post written instructions for use of building with copies given to organizers of activities			Establish written regulations regarding use of building and hold organizer accountable		
School Equipment permanently marked with ID	No one keeping track of all major pieces of equipment	Place ID number on most valuable items			Establish policy on marking and maintaining inventory of equipment		
Larcenies & Vandalism	Lack of record keeping as to the locations and amount taking place	Assign person (s) to maintain records on the larcenies & vandalism taking place			Establish committee including law enforcement representative to focus on the problems and ways to resolve them		
Graffiti	Lack ways to discourage or minimize graffiti	Establish committee made up of students and staff members to deal with the graffiti problem			Identify the most common locations of graffiti and utilize graffiti proof sealer on the areas effected		
Playground							



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# Threat Assessment

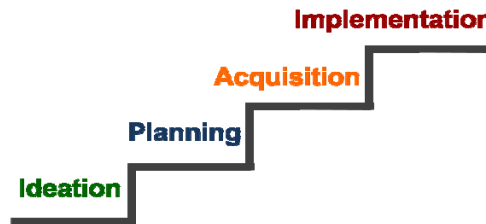
Revision Date: 1/12/16

Oral, written, physical, social media, or any threat directed to the school community  
Background

This Threat Assessment process was developed by SIGMA Threat Associates based on findings from the largest federal study of school shootings in the US. This study was a collaboration between the US Secret Service and US Department of Education which reviewed 37 incidents and 41 attackers, focusing on operational information - what could be detectable and usable. Threat Assessment involves asking: Is this student on a pathway to violence? Using a team can be particularly effective for gathering and evaluating information, and intervening if necessary. Threat Assessment and case management is not an adversarial process. Engagement with a person of concern can be critical to preventing violence or harm.

## Major Facts About School Shootings

School-based attacks are rarely sudden, impulsive acts. They typically follow a pathway to violence, depicted below.



Prior to the attacks, others usually knew of attacker's idea/plan.  
Most attackers did not threaten their targets directly prior to the attack.  
There is no accurate or useful profile of the "school shooter".  
Most attackers had seriously concerned others in their lives prior to the attack.  
Most attackers had significant difficulties with losses or failures. Most were suicidal.  
Many felt bullied, persecuted, or injured by others prior to the attack.  
Most attackers had access to weapons - and had used weapons, prior to the attack.  
In many cases, other students were involved in some capacity.  
Despite prompt law enforcement response, most incidents were stopped by means other than law enforcement intervention.  
Most were very brief in duration.

### References:

Vossekuil, B., Fein, R., Reddy, M., Borum, R., & Modzeleski, W. (2002). *Final Report and Findings of the Safe School Initiative*. Washington DC: U.S. Secret Service & U.S. Department of Education.  
Deisinger, E., Randazzo, M., O'Neill, D., & Savage, J. (2008). *The Handbook for Campus Threat Assessment & Management Teams*. Stoneham, MA: Applied Risk Management, Inc.

## Implications for Prevention

Incidents of school violence can be prevented.  
Information about a student's ideas and plans for violence can be observed or discovered before harm can occur, but information available is likely to be scattered and fragmented.

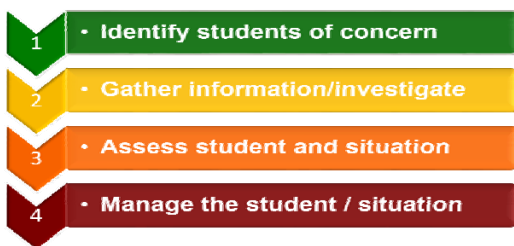
Key is to act quickly upon an initial report of concern, gather other pieces of the puzzle, then assemble to see what picture emerges.

### Reference:

Vossekuil, B., Fein, R., Reddy, M., Borum, R., & Modzeleski, W. (2002). *Final Report and Findings of the Safe School Initiative*. Washington DC: U.S. Secret Service & U.S. Department of Education.

## What is School Threat Assessment?

A systematic process that is designed to:



Threat assessment is fact-based and deductive:



### References:

Vossekuil, B., Fein, R., Reddy, M., Borum, R., & Modzeleski, W. (2002). *Final Report and Findings of the Safe School Initiative*. Washington DC: U.S. Secret Service & U.S. Department of Education.  
Deisinger, E., Randazzo, M., O'Neill, D., & Savage, J. (2008). *The Handbook for Campus Threat Assessment & Management Teams*. Stoneham, MA: Applied Risk Management, Inc.

### Steps in the School Threat Assessment Process

If at any point during this evaluation the threat is determined to be imminent, refer to the response actions located in the School Crisis Guide (ie: Active Shooter, Bomb Threat, Hostage) and notify law enforcement. All steps listed in this assessment should be followed in order. Contact with additional officials (ie: police, superintendent) should be made once the team deems it necessary.

√	DATE / TIME	
		<p><b>Learn about a student of possible concern</b>                      May happen through a variety of means: teacher, anonymous tip line, student, parent, law enforcement.                      Identify the areas where additional liaison may be needed: after school programs, weekend sports teams, parents, employers.                      Notify principal and activate School Crisis Team.</p>
		<p><b>Gather information about the student and his/her situation</b>                      Seek out information from multiple sources about the student and his/her situation.                      Who might have information? teachers/administrators, school staff, coach/employer, parents, social media sites/internet, local law enforcement, after-school/weekend programs, community-level entities, student of concern.                      Recognize that violence is a dynamic process. It stems from interaction between the student, their situation, and their setting.                      Avoid reliance on single factors/single sources of information                      Utilize multiple collateral data sources: credible, first-hand knowledge, evaluate and minimize impact of bias.                      Anticipate and assess impact of the investigative process on the student and his/her situation.</p>
		<p><b>Use information to answer 11 key questions</b>                      1. What are the student's motive(s) and goals? What first brought him/her to someone's attention?                      2. Have there been any communications suggesting ideas or intent to attack?                        3. Has the student shown any inappropriate interest in school attacks/attackers, weapons, incidents of mass violence?                      4. Has the student engaged in attack-related behaviors?                      5. Does the student have the capacity to carry out an act of targeted violence?                      6. Is the student experiencing hopelessness, desperation, and/or despair?                      7. Does the student have a trusting relationship with at least one responsible adult?                      8. Does the student see violence as an acceptable, desirable – or the only – way to solve a problem?                      9. Are the student's conversation and "story" consistent with his or her actions?                      10. Are other people concerned about the student's potential for violence?                      11. What circumstances might affect the likelihood the student will engage in violence / resort to violence?</p>
		<p><b>Make Evaluation / Assessment</b>                      Focus on facts of specific case.                      Focus on the student's behavior rather than the student's traits.                      Focus on understanding of context of behavior.                      Examine progression of behavior over time.                      Corroborate critical information.                      Answer two assessment questions:                      Does the student pose a threat of harm, whether to himself, to others, or both? That is, does the student's behavior suggest that he or she is on a pathway toward harm? If yes, then develop and implement a case management plan. If no, proceed to the second question:                      If the student does not pose a threat of violence, does the student otherwise show a need for help or intervention, such as mental health care? If no, the case can be closed; if additional information becomes available the case can be reopened. If yes, then develop and implement a referral and monitoring plan; the referral and monitoring plan may include referral to a mental health agency.</p>
		<p><b>Develop and implement case management plan</b></p>

**References:**

Vossekuil, B., Fein, R., Reddy, M., Borum, R., & Modzeleski, W. (2002). *Final Report and Findings of the Safe School Initiative*. Washington DC: U.S. Secret Service & U.S. Department of Education.

Deisinger, E., Randazzo, M., O'Neill, D., & Savage, J. (2008). *The Handbook for Campus Threat Assessment & Management Teams*. Stoneham, MA: Applied Risk Management, Inc.

#### Additional Resources

United States Secret Service and United States Department of Education. The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. July 2004. <<https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf>>

United States Secret Service, United States Department of Education, and National Institute of Justice. An Interim Report on the Prevention of Targeted Violence in Schools. October 2000. <[http://cecp.air.org/download/ntac\\_ssi\\_report.pdf](http://cecp.air.org/download/ntac_ssi_report.pdf)>

Federal Emergency Management Agency. Guide for Developing High-Quality School Emergency Operations Plans. 2013. <[http://rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)>



**Prevention-Mitigation**

**Preparedness**

**Recovery**

**Response**

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**Emergency Response Planning Recommendations:  
School-Sponsored After-School Programs**

After-School Program Emergency Plans should mirror the regular day School Emergency Operations Plan as much as possible. Identify key staff/“leaders” (School Crisis Team, program directors, athletic director, coaches, parent groups, etc.). Meet as the larger group or as smaller work groups:

- Determine supports/resources/assets and challenges
  - Your building/facilities must be well marked.
- Establish specific planning goals AND timelines for:
  - planning, *training and drill/exercise practices*
- Include familiarity and practice with Incident Command System (ICS).
- Know your building; know your community.
- ALL adults in charge should know their role
- Enlist the support of local law-enforcement to provide a possible presence at after-school activities, when resources allow.
- Draft a set of procedures/protocols, uniquely developed to your school, and to add them to your School Emergency Operations Plan.
  - Review with all stakeholders.
  - Consider liabilities <sup>i</sup>
- Educate parents/guardians/caregivers and the wider community
  - Enlist their support and help move the culture in the direction of greater safety and effective emergency planning and operation, regardless of the hour of the school day.

**Your plan:**

- Must be simple
  - Must be practiced
  - Must be reviewed
  - Must be current
1. Adults in charge should know the *Chain of Command* in advance. A site administrator, knowledgeable of the School Emergency Operations Plan, should be on duty and trained to react to emergencies.
  2. Custodial staff should know who and when to call in emergencies. Names and phone numbers or important school and response personnel should be posted in custodial quarters and on cell phones/pagers.
  3. Establish relocation sites within and outside of the school for after hour activities, remember weather considerations (especially for young children and non-mobile students with special needs: much high susceptibility to temperature, wind and wet conditions).
  4. Evacuations: the same as during school hours.
    - IF outside: consider *reverse evacuation*<sup>ii</sup> when appropriate.
    - Signage for evacuation routes and EXIT signs throughout facility.

**Emergency Response Planning Recommendations:  
School-Sponsored After-School Programs**

- Internal and external communications systems
  - Planning for acquisition and regular use *and testing* of appropriate, durable and reliable equipment.
  - Important contact numbers should be logged into cellular devices AND maintained in easily accessible hard copy.
  - Familiarity with and use of the building intercom system.
  - How media will be utilized
  - How reunification will occur
- Identify relocation center(s): Check those sites prior to program operation for safe use/access/adequate space and power loss back up plans. Consider the campus, possible crime scene designation: different holding areas for witness identification and interviewing.
  - Access by law enforcement and support resources, i.e. American Red Cross, mental health services.
  - Identify plans for reunification and communication with families/caregivers.
- Available to key staff and shared with local authorities:
  - School floor plans and campus maps with important landmarks and internal/external doors marked. Consider marking windows and hallways with visible numbers.
  - Lock unused sections of the building.
- Team and program attendance lists for participants must be current and available to lead adults. Public attendance can only be monitored by visual inspection.
- Teams, groups and classes traveling off campus should have a cell phone, contact information and bus seating diagram for emergencies.
- Buses make for convenient shelters, if already on-site. They are protected, warm and mobile.

School nurse and local EMS should regularly coordinate with and update planning team about:

- How to coordinate the delivery of emergency medical services
- How to provide seamless care of students with special health needs/requirements
- Determine at least annual if not monthly regular inventory of special equipment and supplies, i.e. portable automatic electronic defibrillator (AED), first aid materials.
- Equipment may need monthly checks to ensure functioning.
- Identify staff that has advanced first-aid training, CPR, etc. Offer training for staff and students who meet course criteria.

## **Emergency Response Planning Recommendations: School-Sponsored After-School Programs**

### **Protocol for Evacuation and Secure the Building**

Expect to be surprised, assess, take immediate action, notify appropriate persons (predetermined process), triage for injuries, trust leadership, communicate and activate *student release system*.<sup>iii</sup> Document actions.

1. Contact 911: person stays on the phone
2. Identify hazard (shooter, natural disaster, fire, etc.)
3. Activate plan
  - a. Crisis Command notification in building/on grounds
  - b. Appropriate secure/evacuate commands
4. Site administrator should wear identifiable clothing (vest, hat, and jacket) and all custodial staff should carry school IDs, radios/cell phones.
5. Locker rooms, back stage and rest rooms should be checked, if safe to do so.
6. A person having jurisdiction should meet and brief responders.
7. Implement reunification plan

### **Review, debrief**

“A critical step in crisis planning is to evaluate each incident. What worked? What didn’t? How could you improve operations? Take what you have learned and start at the *beginning*. Update and strengthen the plan so that in a crisis, no child is left behind.”<sup>iv</sup>

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<sup>i</sup> [Practical Information on Crisis Planning: A GUIDE FOR SCHOOLS AND COMMUNITIES. Section 3-11](#)

<sup>ii</sup> Ibid. Sec. 3-8

<sup>iii</sup> Ibid. Sec. 3-10

<sup>iv</sup> Ibid. Sec. 5-7

#### **Contributors**

- Erik Bushey, Stephen Earley, Robert L Evans, Winton Goodrich, Mark L. Moody, Brian G. Ricca, Sharonlee Trefry

#### **References**

- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. <http://cfoc.nrckids.org/>
- American Academy of Pediatrics, Policy Statement, *Consent for Emergency Medical Services for Children and Adolescents*. Committee on Pediatric Emergency Medicine and Committee on Bioethics Pediatrics Vol. 128 No. 2 August 1, 2011, pp. 427 -433, (doi: 10.1542/peds.2011-1166) <http://pediatrics.aappublications.org/content/128/2/427.full>
- Practical Information on Crisis Planning: A Guide for Schools and Communities (2007) The Office of Safe and Drug-Free Schools, U.S. Department of Education <http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

Accepted on October 14, 2014

VT School Crisis Planning Team

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# VSCPT School Emergency Response Plan

## Cell Phone Use

The Vermont School Crisis Planning Team urges schools at all levels to address the issue of cell phone use during an emergency. This form will help schools focus on important discussion points which will lead to a developing an appropriate plan. **Remember: Do not compromise on student and staff safety.**

- If you are in a lockdown or presented with a serious external or internal threat, students need to be in supervised classrooms, quiet and remain out of view.
- Use of cell phones is not advised in close proximity to Improvised Explosive Devices (IEDs) or suspicious packages. Seek advice from fire or bomb squad personnel on site prior to their use.

Our school safety plan:

- Does not allow cell phone use during emergencies
- Allows limited use – sound off, texting only
- Allows full use of cells phones during an emergency

Our procedure is:

- 1.
- 2.
- 3.
- 4.
- 5.

Discussion points:

Will your plan work during a fire?

Will your plan work if there is an intruder in the building?

Will your plan work if there is a bomb threat?

Will it be necessary to develop more than one plan?

**Please be sure to involve members of your response community in developing school emergency responses.**

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## *Classroom Preparedness Kit*

Many School Crisis Teams in Vermont have decided to outfit each classroom teacher with an emergency backpack or kit known as a “Classroom Preparedness Kit”. This bag is filled with materials that are necessary and some that are useful in supervising students for an extended period of time.

These materials are essential for student safety:

- Whistle
- Blanket
- Laptop with access to School Emergency Operations Plan
- Hard-copy student roster & contact information
- Emergency medical information for students, including allergies.
- A safety vest or hat
- Substitute teacher information for emergencies
- Portable radios for local communication

These materials are suggestions from School Crisis Teams:

- A clip board
- Teacher assignment sheet
- Activity cards or activity packet
- A reading book
- Snacks
- A tarp or cover for shelter
- Map of the school
- Micro-cell for access to the internet

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**Duty Roster**

Please utilize this form to identify individuals that could potentially fill roles assigned in this plan.

	Name	Primary Contact #	Alternate Contact #
Principal			
Primary			
Secondary			
Tertiary			
School Resource Officer			
Primary			
Secondary			
Tertiary			
Relocation Group Supervisor			
Primary			
Secondary			
Tertiary			
School Nurse			
Primary			
Secondary			
Tertiary			
School Counselor			
Primary			
Secondary			
Tertiary			
School Crisis Team Representative			
Primary			
Secondary			
Tertiary			
Public Information Officer			
Primary			
Secondary			
Tertiary			
Main Office Secretary			
Primary			
Secondary			
Tertiary			
Custodian/Maintenance Staff			
Primary			
Secondary			
Tertiary			

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## *Emergency Phone Numbers*

Superintendent	Work #
	Cell #
Principal	Work #
	Cell #
Police Emergency #	911
Police Local Phone #	
Fire	911
Ambulance/EMS	911
Hazardous Materials	1-800-641-5005
Vermont Division of Emergency Management and Homeland Security	1-800-347-0488
Poison Center	1-877-658-3456
Vermont Health Department	1-800-464-4343
Child Abuse Reporting	1-800-649-5285
American Red Cross	1-800-660-9130
Designated Mental Health Agency	
Phone Company	
Power Company	
Gas Company	
Oil Company	
Wrecker Company	
Radio Station	
Weather Station	
Bus Coordinator	
Commercial Bus Co.	
Schools Hotline/Voicemail	
Relocation Ctr. #1	(       )
Relocation Ctr. #2	(       )
Relocation Ctr. #3	(       )
Relocation Ctr. #4	(       )

*Updated by VSCPT June 2016*

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# EMERGENCY RESPONSE ACTIONS

## IN AN EMERGENCY DIAL 9-1-1

### EMERGENCY PROTOCOLS



#### LOCKOUT

Secure the Perimeter

- Students Return to inside of building(s)
- Continue with classes as scheduled
- Take attendance and account for students

#### LOCKDOWN

"Locks, Lights and Out of Sight"

- Lock the classroom/office door
- Turn off lights
- Move to a safe place and get out of sight
- Silence cell phones
- Account for students
- Wait for emergency responders

#### EVACUATE

- Leave things behind
- Form single-file lines
- Move calmly to exits
- Follow instructions of school officials
- Faculty/Staff lead students to evacuation location
- Account for all students/staff

#### SHELTER

- Seek shelter if outside
- Turn off all fans and air conditioners if possible
- Stay inside until informed it is safe to leave
- Follow instruction of emergency personnel

### BOMB THREAT OR SUSPICIOUS OBJECT

- Do NOT touch or attempt to move any suspicious object
- Scan area for other suspicious objects
- Do NOT use cellular phone near object
- Immediately leave the area
- Report information to your school administrator
- If safe to do so, advise others to avoid the area
- Listen to instructions of emergency personnel

### MISSING STUDENT

- Verify student attendance or missing status
- Notify school administrator
- Overhead announce for student to report to main office
- Call 911
- Establish perimeter confinement of school grounds
- Conduct a rapid ground search by school staff
- Determine who last saw missing student and try to protect location from contamination
- Have physical/clothing description and photo available for first responders

### EARTHQUAKE

- If inside, stand in a doorway or under sturdy furniture
- Avoid windows, hanging objects or tall furniture which can topple over
- Stay where you are until shaking stops
- When shaking stops, evacuate building. Do NOT use elevators
- If outside, move to a clear area away from trees, poles or buildings

### MEDICAL EMERGENCY

- Immediately call 9-1-1
- Notify school nurse
- Do not attempt to move injured person(s)
- Provide as much information as possible to operator
- Follow instructions of the 9-1-1 operator
- Provide the care you are competent or trained to provide
- Stay with the victim until assistance arrives

### POWER OUTAGE

- Be aware of downed electrical wires
- Follow instructions of your school administrator or emergency personnel
- Unplug any voltage sensitive equipment
- If instructed to evacuate, move cautiously towards illuminated exit signs
- Do not use elevators

### SUSPICIOUS ACTIVITY

- If you witness a suspicious person or activity, immediately call your school administrator or dial 9-1-1
- Provide as much detail as possible (location, description)
- Do not confront anyone
- Maintain a safe distance from individual(s)



### VIOLENT INTRUDER ACTIVE SHOOTER

- Quickly assess the situation and immediately inform others of the threat
- Determine your response actions
- If the school is placed in "lockdown" find a safe place to hide
- Once in a safe location and only if safe to do so, contact 9-1-1 and follow instructions
- If in a "lockdown" do not leave your position until emergency personnel or your school administrator gives the all clear
- Depending on the situation and the location of the threat, consider evacuating the building

### FIRE / FIRE ALARM

- If you hear the fire alarm, leave the building immediately
- If you see or smell smoke, pull the fire alarm as you exit the building
- If school is in "lockdown" assess the situation to determine fire hazard before evacuating
- Do NOT re-enter the building until advised by emergency responders or your school administrator

### WEATHER EMERGENCY

- If outside, seek shelter immediately
- Be aware of downed wires and falling objects
- Close doors and windows
- Avoid being next to windows as much as possible
- Stay inside until storm has passed
- Follow instructions of security or other school officials

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# VSCPT Home Visiting

May 2017

The Vermont School Crisis Planning Team urges schools at all levels to consider these guidelines when school personnel conduct home visits. Evidence shows that home visits can benefit student outcomes significantly by strengthening relationships between families and schools. Safety for both the family and home visitors is an important part of engaging students and families in strengths-based interventions. This form will help schools focus on important considerations for home visiting. **Remember: Do not compromise staff or student safety.**

**If it does not feel safe or does not feel right – do not go or leave**

**Guidelines:** To be used as training material and reviewed in advance of home visiting

**Checklist:** To be used immediately before the home visit

## Preparedness:

**Guidelines –**

- When considering a home visit, the home visitor should carefully think about the following:
  - What is the purpose of the visit? What is the intended outcome?
  - What is known about the family? What is known about the neighborhood?
  - What are the known safety concerns? Is there a history of aggression or violence by anyone in the family?
  - What resources are available to support this visit?
  - Have I reached the family to schedule the visit and documented these conversations or attempts to connect? Are the circumstances such that the visit needs to be a surprise?
  - Who knows this family best? Gather information from the teacher, nurse, SRO, and other staff
  - If there are siblings, your counterpart at another school may have helpful information
  - Do you have consent to speak to outside providers? If there is a mental health provider or DCF worker, it is possible he/she has done a home visit and may have helpful information
  - Can someone else from the school go with you?
  - Are languages spoken in the home other than English?
  - Are their cultural norms different from yours?
  - Are there firearms or weapons in the home? If you don't know, assume yes – 1 in 4 households in Vermont have firearms. If yes, can they be put away or is there a safer place to meet?
  - Who may be at the home when you get there?
  - Are there pets or other animals in the home? How do they respond to visitors? Can they be put in a different space?
  - If you do not have an SRO or he/she is not available, consider calling your local law enforcement (local PD or VSP) to gather information about the family or neighborhood
  - Are you planning for regular visits or is this a once or occasional visit?

**Checklist –**

- \_\_\_ I reviewed this document in its entirety
- \_\_\_ I am clear about the purpose of my visit
- \_\_\_ The family knows I am visiting or there is a reason I am doing a surprise visit; I know who is going to be in the home when I get there

**Planning:**

**Guidelines –**

- Who at the school knows where you are going?
  - Do you need an interpreter or cultural broker?
  - Ensure at least one point person at the school knows the address of the home visit and what time you are expected to be back
  - If you are not back by that expected time, what is the plan? Should that person call your cell phone? Should the police be sent to check on you?
  - Leave the make of car and license plate number with a supervisor or co-worker
- Should the police know where you are going?
  - Call the police ahead of time if a visit has any possibility of becoming adversarial. This can expedite police response if needed
- Do you know where you are going?
  - Ensure you have adequate directions
  - Consider road conditions and weather, and your vehicle
  - Does your vehicle have enough gas for a roundtrip?

**Checklist –**

- \_\_\_ I am going with a colleague or have clarity about why I am going alone
- \_\_\_ I have told a point person at the school the address of where I am going, what time I expect to be back and what to do if I am not back at that time
- \_\_\_ I have alerted the police or SRO about my visit if there are safety concerns
- \_\_\_ I have directions and know where I am going
- \_\_\_ My cell phone is charged and I have gas in my car

## **Physical Safety:**

### **Guidelines –**

- Don't take your safety for granted
  - Check your assumptions about the family
  - How long will it take for PD to arrive if needed?
  - Will there be cell phone reception?
- Be aware of surroundings
  - Park for an easy exit if needed
  - Ensure your car is locked and nothing valuable is visible
  - Keep your cell phone in an easily accessible place like in your pocket or a specific part of your bag
  - Notice noise level, number of people in the home, signs of drugs/alcohol, items that could be used as weapons
  - Become familiar with the neighborhood or do an advanced drive by if possible
  - Test cell service in advance if possible
  - Be aware of resources in the area that could help if an emergency occurs (example, how long would it take for police to respond?)
  - Assess the area as you enter. Do not place yourself in a dead end or cornered position.
  - Pre-plan an escape route. Predetermining this can create an automatic response if threatened
- How is the student/family relating to you? What are their reactions to your presence?
  - Do they appear agitated? Threatening? Challenging?

### **Checklist –**

\_\_\_ I am aware of resources in the area if I need help

## **Presentation of Self:**

### **Guidelines –**

- How do you feel?
  - What is your energy level?
  - How do you feel about this home visit? Trust your instincts!
  - Do you feel safe? What do you need to feel safe?
- What are you communicating verbally? What are you communicating non-verbally?

### **Checklist –**

\_\_\_ I feel mentally and physically prepared for this visit today

## **Resources**

### **Guidelines –**

- Use your crisis planning team or similar internal team to prepare for home visit
- Consult with your school nurse, school-based clinician or other mental health provider as needed
- Consult with your local law enforcement as needed
- Consider reaching out to your local community mental health center or crisis team as needed
- Play the “what if” game in a group to determine the level of recognition for an escalating situation so that staff will be comfortable ahead of time if leaving becomes the only option
- Consider consulting with local agencies to determine available resources
  - Vermont Refugee Resettlement Program and the Association of Africans Living in Vermont have language interpreters and cultural brokers (the school social worker, school nurse and/or special education director are likely to have this information)

### **Checklist –**

- \_\_\_ I have resources to give the family so they feel supported and connected
- \_\_\_ I can debrief with my Crisis Planning Team or others when I return

## *Legal Requirements for Crisis Response*

### **16 V.S.A. CHAPTER 33. FIRE AND EMERGENCY PREPAREDNESS DRILLS AND SAFETY PATROLS**

#### **§ 1481. Fire and emergency preparedness drills**

- (a) The principal or person in charge of a public or independent school or another educational institution, other than a university or college, shall drill the students so they are able to leave the school building or perform other procedures described in the school's emergency preparedness plan, or both, in the shortest possible time and without panic or confusion.
- (b) A drill shall be held at least once in each month during the school year and a record of the date and time of the drill, together with the time consumed in completing the procedure, shall be kept in the official school register, and such register shall be open at all times for inspection by representatives from the Fire Safety Division of the Department of Public Safety or the Agency of Education.
- (c) A school district, independent school, or educational institution whose administrative personnel neglect to comply with the provisions of this section shall be fined not more than \$500.00. (Amended 1973, No. 214 (Adj. Sess.), § 5; 1991, No. 24, § 11; 2003, No. 16, § 2; 2003, No. 141 (Adj. Sess.), § 1, eff. April 1, 2005; 2013, No. 92 (Adj. Sess.), § 136, eff. Feb. 14, 2014.)

#### **§ 1482. Safety patrols**

- (a) In the exercise of authorized control and supervision over students attending schools and other educational institutions in this State, both public and independent, the school board or other directing authority of a school or institution may organize and supervise school safety patrols and the appointment, with the permission of parents, of students as members, for the purpose of influencing and encouraging other students to refrain from crossing public highways at points other than at regular crossings, and for the purpose of directing students not to cross highways at times when the presence of traffic would make crossing unsafe.
- (b) The school board or other directing authority shall obtain and keep in force adequate accident insurance to protect students acting as safety patrols during the performance of their services.
- (d) The Commissioner of Public Safety shall, upon the request of a school board or other directing authority of any public or independent educational institution, assign an officer or officers of the State Police to assist the school authorities to organize and supervise school safety patrols, advise and make recommendations concerning the elimination of traffic hazards endangering the safety of students, and otherwise assist in promoting safety education in the schools of the State. Within the appropriation of the Department of Public Safety, the Commissioner shall furnish any equipment, material, and supplies that he or she deems necessary for the proper functioning of the school safety patrols. Nothing in this section shall be construed to authorize or permit any safety patrol member to direct vehicular traffic.
- (e) Liability shall not attach either to a school, educational institution, governing board, individual director, trustee, superintendent, teacher, or other school authority, parent, sponsor, sponsoring organization, or representative of a sponsor, or to the Department of Public Safety or to any of its employees, by virtue of the organization, maintenance, or operation of a school safety patrol and school safety patrol field day activity organized, maintained, and operated under the authority of

this section because of injuries sustained by any student or person, whether a member of the patrol or otherwise, by reason of the operation and maintenance. (Amended 1991, No. 24, § 11; 2013, No. 92 (Adj. Sess.), § 137, eff. Feb. 14, 2014.)

**§ 1483. Chapter printed in manuals or handbooks**

This chapter shall be printed in manuals or handbooks prepared for the guidance of teachers in a school or institution subject to the provisions of this chapter. (Amended 1977, No. 33, § 4; 2013, No. 92 (Adj. Sess.), § 138, eff. Feb. 14, 2014.)

## *Media Communications Guidelines*

- ◆ Establish administrative procedures that mandate all staff, students, and school personnel to direct news media questions to the designated Public Information Officer during a school crisis.
- ◆ Consult with the Incident Commander (Principal, Law Enforcement Commander, or Fire Chief) or designee prior to communicating with media.
- ◆ The media is not allowed inside the school unless authorized by the Principal or designee.
- ◆ Be honest with media personnel. If the answer to a question is not known tell the reporter that you will get back to them as soon as possible.
- ◆ Don't provide information "off the record". Do not say "no comment" nor use jargon.
- ◆ Student confidentiality must be maintained at all times.
- ◆ Use a tone-alert radio to warn of impending natural disasters.
- ◆ Consider notifying parents prior to speaking with the media.
- ◆ List key names, phone numbers and information for radio, television, and newspaper contacts in the table below.

<b>Media Contact</b>	<b>Radio Frequency/Channel</b>	<b>Phone/Fax Numbers Web Address</b>	<b>Contact Person</b>
Weather Band			
AM			
FM			
Cable Television Station			
Broadcast Television Station			
Newspaper			

## Reunification Guideline

1. Utilize a standard "Emergency Information" form and maintain hard copy as backup. Note: some schools use online registration systems and may not have a paper form. In this case, the data can be printed from their student information system, but making sure this is always up to date can be tedious. The most accurate data will be available by logging into the student information system over the Internet or by using a smart phone (assuming cell service is available). It is recommend to store information in more than one location.
2. Transfer and maintain updated information on a student information system and notification system. This allows emergency notification to all contacts in a very timely manner.
3. Make sure training and procedures are in place to retrieve the information with electronic devices. Some student information systems and notification systems may just require phone access and trained personnel, but some systems require internet access. Additional student information, such as medical and other authorized contacts, may be available through some student information systems.
4. Key employees (such as school nurses, guidance counselors, etc.) should have access to updated emergency information and be prepared to assist students with special needs.
5. Assign a person to make sure that emergency contacts do not conflict with court orders.
6. Educate parents or guardians on the importance of updating any changes to the emergency information list with the appropriate school designee as soon as possible.
7. In advance, assign designee and backup designee who will be in charge of accounting for and managing the reunification of students as noted on the emergency list.
8. Train school staff and bus drivers on ways to account for students under their care and means of reporting attendance to the designated person.
9. Pre-assign Public Information Officer to make the appropriate notifications, provide updates and answer pertinent questions as found necessary to do so. Assigned person should have Incident Command System (ICS) training and operate under that system.
10. Have a "Relocation Plan" in place and practice it in order to be familiar with the designated relocation sites.



# ***SCHOOL CRISIS PREVENTION & RESPONSE MODEL POLICY***

## **Policy**

It is the policy of the \_\_\_\_\_ School District to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very unexpected nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

## **Definition**

Examples of school crises include but are not limited to fire, power outage, bomb threat, active shooter, hazardous materials release, flooding, and other emergencies.

## **Administrative Responsibilities**

To help prevent the occurrence of some individually caused crises, the Superintendent shall research and share information about educational programs and practices designed to create and sustain a safe learning environment.

The Superintendent is directed to create a School Emergency Operations Plan that identifies how the students and staff shall respond to emergency situations, and the role that local emergency service providers shall play in crisis preparedness and incident management. This shall include the establishment of a School Crisis Team and consultation and cooperation with emergency management, law enforcement, the fire department, rescue squads, transportation providers, Vermont Department of Health Emergency Preparedness Specialist, and Designated Mental Health Agency to create a School Public Safety Team.

The School Emergency Operations Plan shall be aligned with and follow the recommended practices outlined in the Vermont School Crisis Guide and related resources.

Generally, the Principal or his/her designee will organize and oversee the planning and operation of the School Crisis Team and will serve as the incident commander, according to the School Emergency Operations Plan. The plan shall be reviewed annually and routinely practiced during regular drills.

Fire and emergency preparedness drills shall be conducted and recorded by the Principal in accord with the requirements of Section 1481 of Title 16 of the Vermont Statutes Annotated. At a minimum, the pupils shall be drilled at least once a month during the school year so that they may leave the school building in the shortest possible time and without panic or confusion. In addition, pupils shall be drilled at sufficient intervals on other procedures described in the School Emergency Operations Plan. A record of each drill together with the time consumed in completing the procedure, shall be kept in the official school register, and such register shall be open at all times for inspection by representatives from the Division of Fire Safety and the Agency of Education.

Following a major incident, the School Crisis Team and/or the School Public Safety Team shall debrief and review the effectiveness of the crisis response and present a report and any recommendations for School Emergency Operations Plan updates to the superintendent.

### **Staff Responsibilities**

The staff shall follow all guidelines outlined in the School Emergency Operations Plan and staff handbook when practicing routine drills and when responding to actual emergency situations.

### **Student Responsibilities**

Students shall follow all guidelines outlined in the School Emergency Operations Plan and student handbook when practicing routine drills and when responding to actual emergency situations.

Students who cause school crises will be held accountable in accordance with the school discipline policy and state/federal law. Incidents that disrupt the education process or endanger the safety of other students and staff shall be referred to law enforcement for possible criminal charges or to pursue civil litigation.

Lost instructional time resulting from response to a school crisis or emergency situation shall be made up at the discretion of the School Board.

Legal Reference(s): 13 V.S.A. § 1604 (Possession of Destructive Devices)  
13 V.S.A. § 1612 (Placing a Hoax Device)  
13 V.S.A. § 1753 (False Public Alarms)  
16 V.S.A. § Chapter 33 (Fire and Emergency Preparedness Drills and Safety Patrols)  
16 V.S.A. § 1161a (a) (4) (Discipline)  
Rule 4102 - Vermont State Board of Education Manual of Rules and Procedures (Requirement for Comprehensive Emergency Plan)



## School Crisis Use of Vermont 2-1-1

Using **Vermont 2-1-1** as a network communication system can support schools in getting vital information to parents and the public. 2-1-1 assists communities with any kind of incidents *and should be included in every Vermont School Emergency Operations Plan.*

Schools can contact 2-1-1 by phone, fax or email to inform them of the incident and give them information for parents and the public as to what level the incident is, if there is a lockdown, where students are being evacuated, etc. This support allows schools and first responders to focus on the safety of students while still respecting the need of parents to know what is happening with their children.

A useful form has been developed and is included in the Vermont School Crisis Guide for administrators to use which will provide 2-1-1 with the type of incident it is, instructions and contact information that we can send. This form gets filled out *only when* there is an incident.

Vermont 2-1-1 is eager to test the system through a cooperative emergency drill to ensure the system of communication is sound. Please contact us with questions or for more information.

*Further information can be obtained by contacting: MaryEllen Mendl, Executive Director - Vermont 211 (maryellen@unitedwaysvt.org)*

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# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## LOCKOUT! SECURE THE PERIMETER.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



## EVACUATE! TO ANNOUNCED LOCATION.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



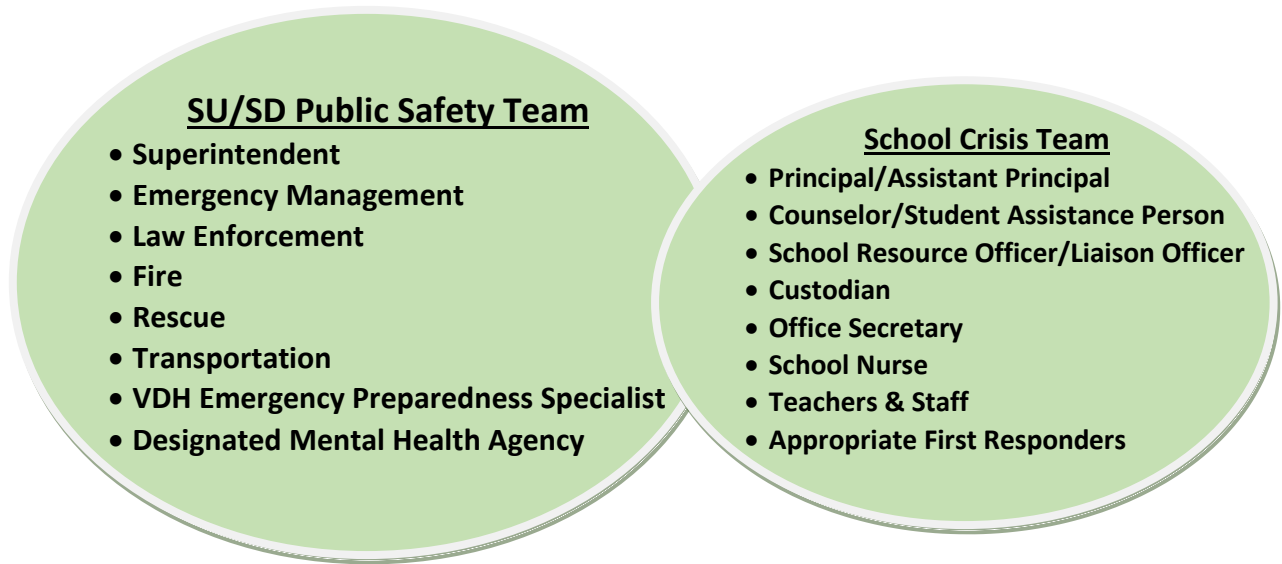
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# *Supervisory Union/School District Public Safety Team and School Crisis Team*



## *School Crisis Team*

The School Crisis Team is responsible for the development of the School Emergency Operations Plan and school-level crisis initiatives. This team identifies the individual roles and duties of the staff in the building during an emergency, and coordinates plans with members of the larger School Public Safety Team.

<b>Members</b>
<p><b>Principal /Assistant Principal</b> Responsible for carrying out the priorities of the school plan and leading the School Crisis Team. During incident response, they typically oversee the attendance and safety of students and staff.</p>
<p><b>School Counselor/Student Assistance Person</b> Coordinates the scheduling of support meetings and counseling sessions.</p>
<p><b>School Resource Officer/Liaison Officer</b> Provides information about potential internal and external threats.</p>
<p><b>Custodian/Maintenance Staff</b> Provides blueprints and an advance video tape/DVD of the school to identify specific sections of the building. During incident response, they may assist responders with building information, utility location and security.</p>
<p><b>Office secretary</b> Works directly with the Principal and coordinates with the Relocation Group Supervisor and Public Information Officer.</p>
<p><b>School Nurse</b> Coordinates advance procedures with EMS, doctors and hospital emergency room staff. Prepares inventory of students and staff who have CPR and other emergency medical training. During incident response, they typically serve as medical point person.</p>
<p><b>Teachers and Staff</b> Provide information about how plans will work in the classroom. During incident response, responsibilities typically includes supervision for the safety of students, assisting other staff as needed, managing student communication (cell phones) per local school board policy, and reporting any missing/injured students.</p>

## ***Supervisory Union/School District Public Safety Team***

The Supervisory Union/School District Public Safety Team is responsible for assisting the School Crisis Team in the development of the School Emergency Operations Plan and regional-level crisis initiatives. All individuals from the School Crisis Team participate in the Supervisory Union/School District Public Safety Team.

<b>Members</b>
<b>Superintendent</b> Provides guidance on district wide policies and school safety initiatives.
<b>Emergency Management</b> Provides guidance Emergency Management capabilities and response to all hazards, as well as known local threats & hazards.
<b>Law Enforcement</b> Provides guidance on Law Enforcement capabilities and response to all hazards. During incident response, responsibilities typically include securing the scene, investigating criminal acts, directing wrecker service to remove vehicles impeding the movement of emergency vehicles, and if incident concerns Law Enforcement, the Police Chief or designee may serve as Incident Commander.
<b>Fire Department</b> Provides guidance on Fire Department capabilities and response to all hazards, and integrates school fire and <u>Hazardous Material Response</u> plans. During incident response, if incident concerns fire or Hazardous Materials, the Fire Chief or designee becomes the Incident Commander.
<b>Rescue (Emergency Medical Services)</b> Provides guidance to the School Crisis Team on Rescue capabilities and response to all hazards, and helps to identify school and community members who have CPR or other emergency medical skills. During incident response, they typically work with the School Nurse to coordinate the delivery of medical treatment.
<b>Transportation</b> Provides guidance to the School Crisis Team on Transportation capabilities and response to all hazards.
<b>Vermont Department of Health–Emergency Preparedness Specialist</b> Provides guidance to the School Crisis Team on Vermont Department of Health capabilities and response to all hazards. During incident response, if incident concerns bio-terrorism or a communicable disease incident, they typically work as a liaison with the Centers for Disease Control and Prevention.
<b>Designated Mental Health Agency</b> Provides guidance to the School Crisis Team on Designated Mental Health Agency capabilities and response to all hazards.

# Supervisory Union/District School Safety

## Planning Guidance



### INTRODUCTION

This planning tool is designed to synthesize information found in state and federal resources to support your team in developing and updating your school's emergency operations plan. It contains checklists and concrete action steps that will help your school build capacity and preparedness before, during, and after emergency situations.

The Vermont School Crisis Planning Team would like to acknowledge and thank the Orleans Southwest Supervisory Union for the invaluable assistance in developing this document.

School Crisis Teams	SU/D Public Safety Team	Central Office
<ul style="list-style-type: none"><li>● Focus on assessing risks, collaboratively developing action plans for students and staff using standard response protocols and threat- and hazard-specific guidelines, and embedding these into school culture and routines.</li><li>● Review and complete Safe Schools checklists as part of school team meetings.</li><li>● Annually review and update your School Emergency Operations Plan.</li><li>● Seek help from local agencies and community resources as needed.</li></ul>	<ul style="list-style-type: none"><li>● Focus on developing clear roles &amp; responsibilities, expectations, and sound communication strategies and tools across all stakeholder groups based on identified needs (incident command system, cell phone policies, media protocols, social media protocols, radio communication and usage, expected response times, etc).</li><li>● Support School Crisis Teams as requested.</li><li>● Identify community resources to support all-hazards preparedness (off site reunification locations, incident command locations, alternative transportation options, etc).</li><li>● Ensure alignment with town emergency operations plans.</li></ul>	<ul style="list-style-type: none"><li>● Focus on coordination across all teams and first responder/public agencies.</li><li>● Develop templates to be used by School Crisis Teams and SU/D Public Safety Team.</li><li>● Reduce busy work for school teams so they can focus on creating and practicing their action plans.</li><li>● Facilitate formal community partnership agreements for use of buildings or services in the case of an emergency within the SU.</li><li>● Coordinate with Local Emergency Planning Commissions and local Emergency Management Directors to develop a central office risk assessment and develop all-hazards guidelines for staff.</li></ul>

### PROJECT RESOURCES

- Master roster of school team members and public agency representatives
- [US DOE Developing Emergency Plans K-12 Workbook](#) and [Vermont School Crisis Guide](#)
- [Vermont School Safety Website](#)

# BIG IDEAS

## *Why develop an emergency plan?*

Schools are entrusted to provide a safe and healthy learning environment for students. Further, they are [legally obligated](#) to exercise due diligence in preventing and mitigating harm to students and staff. The lack of a comprehensive emergency operations plan (EOP) leaves your school district vulnerable to lawsuits.

In May 2016, the Agency of Education issued a [State Board Rules Regarding “Student Safety” Memo](#) to all Superintendents, Principals and School Crisis Planning Team members advising them to develop and maintain a School Specific Emergency Operations Plan.

## *What is an “All-Hazards Approach”?*

Unlike scheduled fire drills, emergencies are often unexpected and don’t stick to a script. All-hazards preparedness ensures that if an emergency occurs, regardless of the specific event, people are ready to get through it safely and respond to it effectively. This does not mean a school must painstakingly prepare for every possible type of incident. No organization has the resources to plan for every potential emergency, and it is impossible to foresee every possible hazard. Given these realities, it is best practice to plan using a flexible, all-hazards approach, where you:

- Stay informed of the most likely risks within your specific location and culture: every school has a unique structure, culture, and environment, so it is important to regularly review these factors in order to identify vulnerability to specific hazards;
- Develop capacity to deal with multiple hazards through similar, simple, clear response protocols and guidelines that are embedded into your school’s and community’s culture and routine.

## *What are Standard Response Protocols?*

Regardless of the specific scenario or emergency situation, there are a set number of actions, known as [Standard Response Protocols](#), that a well prepared school can learn and practice. The main ones include: Lockout, Lockdown, Evacuate, Shelter. These actions can be implemented at the same time or one after the other, depending on what the situation requires. It is strongly recommended by state-level emergency planning experts that all schools adopt and practice the same Standard Response Protocols.



## *What are Emergency Response Actions?*

Depending on the event, there are additional [Emergency Response Actions](#) that individuals within a school may wish to take. It is recommended that these Emergency Response Actions be posted in all classrooms and common spaces.

## *What are Threat- and Hazard-Specific Guidelines?*

These [Threat- and Hazard-Specific Guidelines](#) describe the course of action your school may take in response to a particular threat or hazard identified and prioritized as part of your school risk assessment process. Examples include Flooding, , Power Outage, Fire, and Intruder. These guidelines will likely include the activation of one or more standard response protocol.

## *Why collaborate across the Supervisory Union and with community partners?*

Given our geographic location and make up, many of our towns depend on similar services and resources in emergency situations, such as police or rescue. Schools may share buses with other schools in the SU and would be impacted when disruptions in transportation at any school occurs. Some towns may have listed the school as a shelter in their emergency plans, but what happens if the school is also impacted by the emergency? These are just some examples of why it is critical that our schools work closely with each other and public safety agencies to ensure we all remain connected and supported in our emergency planning efforts.

# SEPTEMBER-OCTOBER CHECKLISTS

## SCHOOL CRISIS TEAM

### OBJECTIVES:

- *Form a School Crisis Team*
- *Identify and document potential vulnerabilities and hazards*
- *Assess potential consequences of hazards and ability to respond given current resources and realities*
- *Identify and implement actions to prevent/mitigate hazards where possible*

✓	School Crisis Team Checklist	Resources
<input type="checkbox"/>	Confirm School Crisis Team members and that team roster contact information is complete and accurate. Determine which team member will sit on Public Safety Team.	
<input type="checkbox"/>	Collaboratively discuss and document your team member's roles & responsibilities (could be slightly different than samples to align with specific school staffing).	<a href="#">Team Roles &amp; Responsibilities Overview</a>
<input type="checkbox"/>	Update School Emergency Contact List.	<a href="#">Emergency Contact List Template</a>
<input type="checkbox"/>	Identify additional community resources and contacts that your school should have readily available (American Red Cross, Transportation Resources, etc).	
<input type="checkbox"/>	Review and update all student emergency contact information based on registration forms; generate reports and teach staff how to generate their own reports.	
<input type="checkbox"/>	Create a document that contains all relevant codes and instructions for controlling school systems (electrical, heating, generator, etc) for use when primary person is not on site or immediately available.	
<input type="checkbox"/>	Locate and review current School Emergency Operations Plan, school maps, recent building and grounds audits or reports; compile in one central location.	
<input type="checkbox"/>	Contact your Local Emergency Management Director to discuss your town's emergency operations plan and how it may impact your school.	
<input type="checkbox"/>	Decide what you want in your administration and classroom preparedness kit and create them; order supplies for kits as needed.	<a href="#">Classroom Preparedness Kit</a>
<input type="checkbox"/>	Review Nurse Preparedness Resources.	<a href="#">Summary of Suggested School Nurse Duties</a> <a href="#">School Nurse Related Resources</a>
<input type="checkbox"/>	Conduct risk assessments and/or review recent audits and reports in each of the three School Safety areas: <ul style="list-style-type: none"> <li>• Building and Grounds</li> <li>• School Culture/Climate (PBiS data or other)</li> <li>• Environmental Hazards</li> </ul>	
<input type="checkbox"/>	Collaboratively review risk assessment results and determine highest risk areas.	<a href="#">Risk Assessment Worksheet</a>

## SEPTEMBER-OCTOBER CHECKLISTS

<input type="checkbox"/>	Determine what action steps can be taken to address known risks and vulnerabilities (changes to building and grounds, adjustments to PBiS implementation, etc).	
<input type="checkbox"/>	Conduct Annual School Safety in-service training with staff.	
<input type="checkbox"/>	Ensure <a href="#">Emergency Response Action Guide</a> is posted in all classrooms and common spaces.	
<input type="checkbox"/>	Contact parents about on-going school safety activities and parent expectations.	
<input type="checkbox"/>	Create timeline for and implement action steps.	

### School Practice and Learning Opportunities

- Engage staff in a scenario discussion as a way to introduce and build awareness around the work ahead.
- Share risk assessment action steps with students and families (“These are the things we can control and will be working to change”).
- Invite and involve local first responders to participate in any drills or meetings to get to know staff and students.

### Available Training and Support

- State experts are available to help plan a scenario discussion, complete a school safety walk-through and discuss how to address identified vulnerabilities. Contact the [School Safety Center](#) for assistance.
- Look for monthly resources released by the School Safety Center based on their [annual training calendar](#). All members of the school crisis team should complete the [online Incident Command System](#).
- For additional assistance with School Safety, please contact the Vermont School Safety Liaison, Rob Evans, [revans@margolishealy.com](mailto:revans@margolishealy.com).

## PUBLIC SAFETY TEAM

✓	Public Safety Team Checklist	Resources
<input type="checkbox"/>	Conduct tabletop exercise that focuses on Incident Command System to identify potential questions or issues.	
<input type="checkbox"/>	Confirm Public Safety Team Member Roster and Contact Information.	
<input type="checkbox"/>	Report out on relevant news and information since July.	
<input type="checkbox"/>	Discuss and confirm evacuation/ reunification sites for each school.	
<input type="checkbox"/>	Discuss options for UHF or VHF radio communication across public agencies, school buildings, and central office.	

# NOVEMBER – FEBRUARY CHECKLISTS

## SCHOOL CRISIS TEAM

### OBJECTIVES:

- Collaboratively develop/confirm response protocols and guidelines for managing emergency situations
- Practice the skills necessary to respond effectively and efficiently.

✓	School Crisis Team Checklist	Resources
<input type="checkbox"/>	Review notes and materials from Public Safety Team quarterly meetings; incorporate decisions and recommendations into school team work as appropriate.	
<input type="checkbox"/>	Review and discuss key concepts of an Incident Command System (ICS) as well as notes from the Public Safety Team’s discussion on ICS at the October meeting.	Incident Command System Summary
<input type="checkbox"/>	Invite public agency representatives / first responders to monthly school team meetings to review and discuss key takeaways from school safety risk assessment or to help develop guidelines.	
<input type="checkbox"/>	Review materials related to Emergency Response Protocols and complete related tasks.	Emergency Response Protocols Overview, Resources, and Tasks
<input type="checkbox"/>	Communicate with parents that this work is happening, what students will be learning, and provide resources to keep parents/guardians informed.	
<input type="checkbox"/>	Engage in a series of <a href="#">scenario discussions</a> based on your identified risks to develop your school’s guidelines.	<a href="#">Vermont School Crisis Planning Team Sample Action Plans</a>
<input type="checkbox"/>	Be sure to consider various circumstances when creating your guidelines/ action plans, such as assisting students with disabilities, how to apply to after school programming, how to modify for public events located on school property.	<a href="#">After School Emergency Planning</a>
<input type="checkbox"/>	Test your protocols and guidelines through practice, including debrief to see if updates to protocols are needed.	
<h3>School Practice and Learning Opportunities</h3> <ul style="list-style-type: none"> <li>• Engage staff, students, and parents in scenario activities for one or more of the identified hazards to assist in response development and awareness building.</li> <li>• Invite and involve local first responders to participate in safety-related meetings or drills.</li> <li>• Review sample curriculum for age-appropriate lessons and implement.</li> </ul>		
<h3>Available Training and Support</h3> <ul style="list-style-type: none"> <li>• <a href="#">School Safety Trainings</a> are available through the Vermont School Safety Center.</li> <li>• All members of the school crisis team should complete the <a href="#">online Incident Command System</a></li> </ul>		

# NOVEMBER – FEBRUARY CHECKLISTS

## PUBLIC SAFETY TEAM

✓	Public Safety Team Checklist	Resources
<input type="checkbox"/>	Conduct tabletop exercise that focuses on communication strategies and protocols across schools and organizations.	
<input type="checkbox"/>	Review draft community resource list and provide feedback (Agency Names, Description of services /Reason to contact, best contact numbers).	
<input type="checkbox"/>	Review draft cell phone protocols.	
<input type="checkbox"/>	Review draft social media protocols and communication scripts, including scripts for public events on school property.	
<input type="checkbox"/>	Review School Emergency Operations Plan Template and provide feedback.	



# MARCH-JUNE CHECKLISTS

## SCHOOL CRISIS TEAM

### OBJECTIVES:

- Continue to practice the skills necessary to respond effectively and efficiently.
- Update school-specific Emergency Operations Plans

✓	School Crisis Team Checklist	Resources
<input type="checkbox"/>	Review notes and materials from the Public Safety Team quarterly meetings; incorporate decisions and recommendations into school team work as appropriate.	
<input type="checkbox"/>	Continue to implement and practice your protocols and guidelines by conducting learning events or drills, including debrief to see if updates to protocols are needed.	
<input type="checkbox"/>	Review and update Emergency Operations Plan Template provided by central office based on team work already completed and identify areas that need further discussion among school team.	
<input type="checkbox"/>	Submit completed draft of your school's Emergency Operations Plan to central office for Public Safety Team review.	

### School Practice and Learning Opportunities

- Continue to practice guidelines and action plans, including debrief to inform changes to plan.
- Invite and involve local first responders to participate in learning opportunities, discussions, etc.

### Available Training and Support

- [School Safety Trainings](#) are available through the Vermont School Safety Center.
- All members of the school crisis team should complete the [online Incident Command System training](#)

## PUBLIC SAFETY TEAM

✓	Public Safety Team Checklist	Resources
<input type="checkbox"/>	Conduct tabletop exercise.	
<input type="checkbox"/>	Review draft school Emergency Operations Plans (as available) and provide feedback.	
<input type="checkbox"/>	Discuss planning of coordinated functional or full-scale exercises in the following year.	
<input type="checkbox"/>	Review each school's draft Emergency Operations Plan and provide feedback.	
<input type="checkbox"/>	Determine annual Meeting Schedule.	
<input type="checkbox"/>	Discuss planning of coordinated functional or full-scale exercises in the coming school year.	

# ONGOING MAINTENANCE CHECKLIST

## SCHOOL CRISIS TEAM

### OBJECTIVES:

- *Once plan is developed, continue to keep plan up-to-date and relevant within your school community.*

✓	School Crisis Team Checklist	Resources
<input type="checkbox"/>	Review/update school safety assessments in the three identified areas: Building and Grounds, Culture/Climate, Environmental Hazards.	
<input type="checkbox"/>	Conduct interactive, annual training to review plan, roles and responsibilities before, during and after an emergency.	
<input type="checkbox"/>	Conduct a field trip to evacuation sites, including specific areas within the site, such as reunification areas, etc.	
<input type="checkbox"/>	Develop school-specific resources that your community finds helpful in reminding them of key courses of action (quick guides, cheat sheets, parent reminders).	
<input type="checkbox"/>	Keep posters and signs and other information up to date throughout the building (evacuation routes, room numbers, symbol for rooms that are not safe hiding places, etc).	
<input type="checkbox"/>	Invite first responders and community partners to come and engage with students, staff, and family about school safety and specific aspects of the plan.	
<b>School Practice and Learning Opportunities</b>		
<ul style="list-style-type: none"> <li>• Continue to practice guidelines and action plans, including debrief to inform changes to plan.</li> <li>• Invite and involve local first responders to participate in learning opportunities, discussions, etc.</li> </ul>		
<b>Available Training and Support</b>		
<ul style="list-style-type: none"> <li>• <a href="#">School Safety Trainings</a> are available through the Vermont School Safety Center.</li> <li>• All members of the school crisis team should complete the <a href="#">online Incident Command System training</a></li> </ul>		

**Prevention-Mitigation**

**Preparedness**

**Recovery**

**Response**

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# ACTIVE SHOOTER

Updated by VSCPT June 2016

The most dangerous and threatening incident which could occur at any school is an active shooter within the building. Great care needs to be taken to keep students, faculty and staff safe, quiet and out of sight from the intruder. Law enforcement officers entering the building will be concentrating on finding the perpetrator and ending the assault. Extreme caution should be used in all decisions.

√	TIME	PRIORITY PROCEDURES
		Contact 911 immediately
		Place the school in an immediate lockdown.
		Determine the appropriate option based on known information and instruct students in that option. Your best option may include Lockdown: Locks, Lights, Out of Sight.
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL RESOURCE OFFICER		
FACULTY AND STAFF		
√	TIME	PRINCIPAL OR DESIGNEE
		Activate School Emergency Operations Plan
		Contact 911 immediately.
		Contact the School Resource Officer.
		Secure the Main Office area.
		If possible and safe to do so, gather all information of suspect(s) involved and relay to 911
		Initiate a lockdown command.
		Remain on 911 call to assist in law enforcement deployments
		Lock doors if it can be safely done. Follow your training.
√	TIME	SCHOOL RESOURCE OFFICER
		Lockdown the building.
		If possible, attempt to identify location of suspect(s) involved and relay to responding officers
		Make personal decision to initiate possible contact with suspect(s) or wait for first responding officers.
		Inform responding officers of location in building and how you can be identified to responding officers
		Attempt to isolate and/or contain scene until further resources arrive
		Do not stop to render first aid unless you are sure the threat has been removed.
√	TIME	FACULTY AND STAFF
		Determine the appropriate option based on known information and instruct students in that option. Your best option may include Lockdown: Locks, Lights, Out of Sight.
		In lockdown, maintain silence and listen for further directions from authorized personnel. Ensure all cell phones and pagers are off or in the "silent" mode

(Continued on back)

# ***ACTIVE SHOOTER***

		Be a good witness. If you have seen the suspect or others involved, try and keep track of what you have observed
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*(Continued on back)*

# ACTIVE SHOOTER: AFTERMATH

Updated by VSCPT June 2016

The length of recovery time after a traumatic incident will be in several phases ranging from immediate to long term. School leaders should understand that months of planning and the involvement of many agencies will be needed. The VSCPT recommends reviewing this partial list and conducting a table top exercise with your local school/public safety team to understand the impact of a school shooting. As always, training in the Incident Command System (ICS) is recommended and available for administrators on line.

ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
FACULTY AND STAFF		
SCHOOL NURSE		
MAIN OFFICE SECRETARY		
SCHOOL COUNSELOR		
√	TIME	PRINCIPAL OR DESIGNEE
		Help establish control of the site
		Decide on whether or not to evacuate
		Provide a Reunification Center for access to witnesses, set up interviews
		Know the resources and organizations available to help students, teachers and parents and make contact
		Plan on using an alternate site for future school days
		Keep teachers informed to minimize stress and fear
		Understand the challenges in creating a school schedule and return to normalcy
		Arrange for long term mental health support for teachers and students with places for students to go and staff to help them
		Establish a grief support hotline
		Do not give out details of injuries
		Call the School Crisis Team together
		Make sure there is a district Public Information Officer
		Send the media to the Public Information Officer for information
		Start a plan to resume school; date, location, support services
√	TIME	FACULTY AND STAFF
		Understand coping skills, have some idea of what to do
		Monitor student behavior to spot difficulties
		Work on developing "scripts" for all students
		Keep students calm and under safe control, teach coping skills
		Understand the long term effects of trauma
√	TIME	SCHOOL NURSE
		Report to the Incident Commander, find out where to report first
		Respond to the emergency as needed
		Prepare to respond with first aid, be prepared for any possibility
		Start triage, provide care until EMS arrives
		Transfer serious injuries to EMS

(Continued on back)

# ACTIVE SHOOTER: AFTERMATH

		Provide medical information (school records) for injured
√	<b>TIME</b>	<b>MAIN OFFICE SECRETARY</b>
		If evacuation occurs, bring all school records, attendance and contact information
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Contact Mental Health and Guidance Counselors network
		Help coordinate long term mental health planning
		Create a list of contacts from Designated Mental Health Agencies
		Make arrangements for visitors, create peaceful spaces
		Mental Health will need to process information with students because it can bring up other memories and fears. Lots of people will be needed.

A list of Designated Mental Health Agencies is available online: <http://mentalhealth.vermont.gov/Dalist>

*(Continued on back)*



# ALLERGIC REACTION

Updated by VSCPT June 2016

Many students and staff are allergic to certain foods or food additives or may develop a dangerous reaction to prescription medicine or other chemicals/substances. Consistent with VT State Board of Education (16 V.S.A. § 1388\*) policy and the Family Educational Rights to Privacy Act (FERPA), and in conjunction with the school nurse, schools should provide appropriate training to respond to a life threatening allergy. Every staff person who routinely interacts with students or staff known to have food or other allergic reactions, needs to be familiar with the school allergy management plan and student specific Emergency Care Plans (ECP). An ECP includes student/staff names, parent/guardian/relative names, phone numbers and allergic symptoms as well as appropriate first aid measures. For all school sponsored events, on or off campus, schools may implement a system to provide epinephrine auto-injectors to *any* individual who is observed to have symptoms of a life-threatening allergic reaction. Designated school personnel\* will be trained, available, and have access to epinephrine auto-injectors and will carry out the allergy management plan.

√	TIME	PRIORITY PROCEDURES
		Check for a Medical Alert Tag
		Contact Allergy Management Team Leader immediately
		Contact Epinephrine Designee* or School Nurse** if available.
		Keep victim calm and in place. Ask another staff/student to search for epi auto-injector in backpack/on person if prescribed.
		For obvious signs of life-threatening (total body) allergic reaction, administer epinephrine auto-injector immediately per Emergency Care Plan.
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
DESIGNATED STAFF/SCHOOL NURSE		
PRINCIPAL OR DESIGNEE		
√	TIME	DESIGNATED STAFF/SCHOOL NURSE
		Observe symptoms of severe allergy per Allergy Management Plan
		Check for Medical Alert Tag/Emergency Care Plan information for individual
		Direct someone else to call 911, and inform the principal
		Monitor and maintain ABC's (Airway—Breathing— Circulation) as needed
		Locate Epinephrine Auto-injector
		Administer <b>Epinephrine</b> (dosage as prescribed by physician) or Emergency Care Plan
		Continue to observe student or adult
		Transport to emergency department by EMS
		Notify parent, close family member, physician
		Instruct parents to carefully watch child for next 24 hours and for them to contact physician at first sign of any delayed allergic reaction
		Complete an incident report and file as directed by Allergy Management Plan*.
		Convene debriefing team, restock used items, verify effectiveness of plan*.
√	TIME	PRINCIPAL OR DESIGNEE
		In needed, clear the halls
		Contact parent(s)/guardian(s)/designated family member

\* [16 V.S.A. § 1388 Epinephrine Auto-Injector Law \(2013\)](#)

\*\* School nurse may not be the Epinephrine Designee

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# ASSAULT / FIGHTING

Updated by VSCPT June 2016

**Violence or threat of physical harm to students, staff, administrators or other persons not involving a dangerous weapon or firearm**

√	TIME	PRIORITY PROCEDURES
		Notify School Resource Officer
		Approach in a calm manner and direct combatants to stop fighting
		Escort combatants to the office, keeping them isolated from other students and each other
		Convene Threat Assessment Team and School Crisis Team, depending on the situation and decide what additional resources and support will be needed

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
WITNESS/REPORTED BY	
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE	
SCHOOL CRISIS TEAM	
PUBLIC INFORMATION OFFICER	

TIME	WITNESS/REPORTED BY
	Inform police of your observation and be prepared to make a written statement.
	Check for injuries and if confirmed, call 911
	Use appropriate de-escalation strategies: √ remain emotionally neutral; √ quickly analyze situation to decide response, especially if police need to be called; √ if warranted and trained staff are available, restrain combatants; √ seek additional trained support staff for backup; √ remove other students and secure the scene.
	Get names and addresses of any witnesses and report to law enforcement and principal or designee

√	TIME	PRINCIPAL OR DESIGNEE
		Approach in a calm manner and direct combatants to stop fighting
		Separate combatants to a safe area, if possible
		Verify extent of assault or fight and notify law enforcement
		Attempt to determine who has been injured, and the extent of injuries. Notify the school nurse and request additional medical help as needed
		Direct the clearing of the classroom or halls in the immediate vicinity or request all of the hallways be cleared
		Direct preparation of a phone list identifying names of students and parents who need to be notified
		Contact superintendent
		Work with the School Counselor to initiate plan as determined by need and severity of the situation
		Work with Public Information Officer if a press release is needed after consulting with police

(Continued on back)

# ASSAULT / FIGHTING

		Conduct investigation and follow school discipline polices and administrative procedures, which may include anger management or other appropriate counseling
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, criminal charge, group conferences, restorative justice methods, and referral to community justice center
		Debrief with School Crisis Team and staff
		Complete an incident report and file
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Assist principal or designee with notifying parents of victims
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Assess extent of injuries, administer first aid and seek further medical support as needed
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Approach in a calm manner and direct combatants to stop fighting
		Escort combatants to the office, keeping them isolated from other students and each other
		Convene School Crisis Team, depending on the situation and decide what additional resources and support will be needed
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		Handle press
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed
		Contact media with predetermined message that has been approved by principal or designee after communication with the police

(Continued on back)

# BIOTERRORISM

Updated by VSCPT June 2016

A possible bioterrorist event might include the discovery of a suspicious unknown substance (e.g. anthrax, gas, mist, etc.). A bioterrorist event differs from other crises. The level of fear and anxiety is greatly increased due to uncertainty in determining whether an attack has occurred, identifying the boundaries and scope of the attack, and the possibility of contagion. Unlike other events, when it is clear to the public that the immediate danger of an event has passed, the “end” of a bioterrorist attack may become apparent only after a period of time during which no new cases are documented. A bioterrorist event must involve new strategies and extend beyond traditional mental and clinical interventions.

√	TIME	PRIORITY PROCEDURES
		DO NOT TOUCH the substance; cover and ISOLATE the substance immediately
		Inform anyone who has touched a substance or package containing the substance to WASH their hands immediately
		Isolate people who have come in contact with the substance
		Shut down the ventilation system immediately
		Evacuate the immediate area
		Direct individuals to Shelter and do not dismiss students until directed to do so by health authorities

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE	
SCHOOL RESOURCE OFFICER	
MAIN OFFICE SECRETARY	
CUSTODIAN/MAINTENANCE STAFF	
PUBLIC INFORMATION OFFICER	

√	TIME	PRINCIPAL OR DESIGNEE
		Call Fire Department who will access the HAZMAT Hotline
		Evacuate non-contaminated students and staff after conferring with emergency responders
		Isolate any people who have come in contact with the substance
		Direct individuals to Shelter. Isolate or redirect students discovered in hallways, bathroom, etc
		Call Superintendent
		Delegate roles
		Call District Office of Vermont Department of Health
		Ensure accountability of all students and staff
		Convene Threat Assessment Team
√	TIME	SCHOOL COUNSELOR
		Assist principal and set up debriefings as needed
√	TIME	MAIN OFFICE SECRETARY
		Forward phones to secondary answering site
√	TIME	CUSTODIAN/MAINTENANCE STAFF
		Shut down the ventilation system immediately
√	TIME	PUBLIC INFORMATION OFFICER

# ***BIOTERRORISM***

		Coordinate with Incident Commander on how to handle press
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# BOMB THREAT

Updated by VSCPT June 2016

Receipt of an oral or written threat of a bomb, or discovery of a suspicious device or note.

## PRIORITY PROCEDURES

√	TIME	PHONE CALL THREAT
		Record exactly what the caller says using the police bomb threat call card (available from FBI or Vermont State Police)
		If bomb threat card is not available ask the caller: Time bomb set to detonate? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed in school or on grounds? _____ How it got in school? _____
		Note caller accent, age, sex, noise, mental state, etc.
		Write down perpetrator's <i>Caller ID</i> number
		Activate *57 Call Tracing (note time of call)
		Notify the principal or designee as soon as possible
√	TIME	WRITTEN THREAT
		Avoid putting fingerprints on written note
		Preserve for police if written on door, wall, etc.
		Notify the principal or designee as soon as possible

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
THREAT RECIPIENT	
PRINCIPAL OR DESIGNEE	
FACULTY AND STAFF	
SCHOOL COUNSELOR	
SCHOOL NURSE	
SCHOOL CRISIS TEAM	
CUSTODIAN/MAINTENANCE STAFF	
PUBLIC INFORMATION OFFICER	

√	TIME	PRINCIPAL OR DESIGNEE
		Contact police and fire department using regular phone numbers so as not to trigger scanners
		Contact superintendent
		Quickly convene the Threat Assessment Team and School Crisis Team. Use the information gathered to decide how the school should respond.
		After consultation with Law Enforcement, decide whether or not to evacuate the building. If you evacuate, establish the relocation area for the students and staff members. Determine transportation needs. Follow procedures and communicate to staff and students.
		In advance of relocation have pre-assigned staff check for suspicious devices at relocation site if time allows.
		Make arrangement for providing food for students and staff if they remain at relocation site through lunch

(Continued on back)

# BOMB THREAT

		Set up Incident Command Post at pre-designated site where school leaders can stage with emergency responders
		Ensure accountability of all students and staff
		Activate pre-trained bomb search team(s) to conduct the building sweep according to administrative procedures after consultation with police
		If suspicious device is found, don't touch it. Notify Law Enforcement.
		Keep an informal time and procedure log of crisis response
		Work with School Counselor to initiate grief-counseling plan determined by need and severity of the situation
		Debrief with School Public Safety Team
		Complete incident report and file in the principal's office
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		While evacuating the building, scan work area for any suspicious items that could be an explosive device
		Take attendance in evacuation area and immediately report missing students to the backup team leader
		Report suspicious objects to principal once evacuation procedures are complete
		Do not touch or attempt to move any suspicious device
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Plan to assist students who are affected by the incident and also deal with anxious parents or friends
		Initiate grief-counseling plan as determined by need and severity of the situation
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Evacuate students in nurse's office and give to a teacher
		Grab first aid kit and report to Incident Command Post
		Be prepared to treat injuries that may arise
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Plan to assist students who are affected by the incident and also deal with anxious parents or friends
		Initiate grief-counseling plan as determined by need and severity of the situation
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		Turn off school utilities, weather permitting, and secure designated area for suspicious device
		Wear identifying vests and work with Law Enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles, and prevent unauthorized people from entering school grounds
		Do not touch or attempt to move a suspicious device
		Report findings to principal or designee as soon as possible
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with Incident Commander



# CPR & AED

Updated by VSCPT July 2017

## Individual is unconscious and not breathing

√	TIME	PRIORITY PROCEDURES
		<b>Call 911.</b> (Communicate <b>specific</b> location of the event and any potential safety threats)
		<b>Get the AED, School Nurse or someone trained in CPR/AED</b> (communicate <b>specific</b> location of event and any potential safety threats).
		AED Locations: <i>(include here the specific locations of AEDs at your school. For example: Atrium entry, outside health office, outside Athletic Office, Math Resource Center 3rd Floor, Athletic trainer's office.)</i>
		<b>Send runner to notify principal or designee</b>
		<b>Assure that the scene is safe before approaching the victim</b>
		<b>Check for responsiveness and check for breathing.</b> (If victim is not responsive and not breathing, <b>begin CPR</b> )
		<b>Bare victim's chest and locate CPR hand position</b> (on lower half of the sternum)
		<b>Provide 30 chest compressions</b> (compress chest at least 2 inches at a rate of 100 compressions per minute)
		<b>Give 2 breaths</b> (each breath given over 1 second to produce chest rise)
		<b>Continue providing cycles of 30 chest compressions and 2 breaths, until CPR certified person able to relieve you</b>
		<b>When AED arrives, turn AED on, apply pads to victim and follow the AED voice prompts.</b> (Continue chest compressions until prompted by the AED to pause)

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE OR SN DESIGNEE	
MAIN OFFICE SECRETARY	
PUBLIC INFORMATION OFFICER	
SCHOOL RESOURCE OFFICER	

√	TIME	PRINCIPAL OR DESIGNEE
		Contact parents/family
		Contact superintendent
		Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation
		File incident report

(Continued on back)

# CPR & AED

		<p><i>After the event</i>, Debrief school crisis team and staff. Evaluate outcome, plan for system improvement including name of individuals assigned to take action, implement improvements, document actions.</p> <p><i>Before the event</i>, Collaborate with local EMS to align school with EMS response protocols. Consider developing a list of staff trained in CPR/AED with a protocol identifying who responds in an emergency. Having more than one person performing CPR avoids fatigue. Keep a copy of the manufactures graphics with the equipment (i.e. taped to the back) if the graphic is important.</p>
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Coordinate grief-counseling, if needed
√	<b>TIME</b>	<b>SCHOOL NURSE OR SN DESIGNEE</b>
		Collect AED, proceed immediately to victim(s)
		Coordinate/Supervise CPR until emergency medical services arrive
		Communicate/Update information regarding specific location, safety threats or victim updates to those communicating with emergency medical dispatch
		<i>After the event</i> , document first aid actions, follow school protocol for filing documentation. Assign designee to reset all equipment and confirm systems are in working order.
√	<b>TIME</b>	<b>MAIN OFFICE SECRETARY</b>
		If emergency medical services have not already been contacted, <b>call 911</b> . Communicate specific location of event, any safety threats and specific instructions on how best to access the victim.
		Meet first responders and ambulance team at most appropriate access door (remember more than one responding unit may require access).
		If necessary, assign an escort to arriving emergency medical responders to facilitate rapid access to the victim
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with the Incident Commander before disseminating a consistent and predetermined statement
√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>
		Consult with nurse and provide CPR/AED assistance if needed
		Assist with keeping calm orderly access for EMT arrival, maintaining a clear scene if not performing CPR/AED
		Assist with support for all that may be affected as a public safety team member. (i.e. directing Mental health support, etc.)
		Maintain communications with first response organizations

# DEMONSTRATION/RIOT

Updated by VSCPT June 2016

An event where a group of people threaten to disrupt school activities, cause personal or property damages.

√	TIME	PRIORITY PROCEDURES
		Obtain as much information as possible about the size of the group
		Assess the type of action engaged in (e.g. blocking traffic, yelling at passersby)
		Notify principal or designee as soon as possible
		Keep students and staff at a safe distance from the demonstration
ROLE REQUIRED		
		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		SCHOOL CRISIS TEAM
		SCHOOL COUNSELOR
		SCHOOL NURSE
		CUSTODIAN/MAINTENANCE STAFF
		PUBLIC INFORMATION OFFICER
√	TIME	PRINCIPAL OR DESIGNEE
		Determine whether to ask demonstrators to disperse
		Convene the Threat Assessment Team if deemed appropriate
		Decide whether or not to contact law enforcement
		Use Lockdown or Lockout protocol, depending on the situation
		Request students who are in bathrooms or halls to join closest class
		Contact superintendent
		Inform media or assign task to Public Information Officer, if deemed appropriate
		Keep an informal time and procedures log of crisis response activities
		Debrief school crisis team and staff
		Complete and file an incident report
√	TIME	SCHOOL CRISIS TEAM
		Decide what additional resources and support will be needed
√	TIME	SCHOOL COUNSELOR
		Assist principal or designee with notifying parents as appropriate
√	TIME	SCHOOL NURSE
		Be prepared to treat injuries and help EMS as needed
		Assess the degree of injuries and report back to Incident Commander
√	TIME	CUSTODIAN/MAINTENANCE STAFF
		Wear identifying vest if directed by Incident Commander and assist Law Enforcement with traffic control
√	TIME	PUBLIC INFORMATION OFFICER
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with Incident Commander before disseminating a consistent and predetermined statement

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# EXPLOSION

Updated by VSCPT June 2016

Whoever observes open flames, smells or sees smoke or experiences excessive heat or is aware of an explosion, should immediately notify the office, and activate the nearby fire alarm.

√	TIME	PRIORITY PROCEDURES
		Pull the fire alarm - call 911
		Evacuate the area/building and use the fire extinguisher if appropriate
		Notify the principal/designee
ROLE REQUIRED		
		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		SCHOOL COUNSELOR
		SCHOOL NURSE
		SCHOOL RESOURCE OFFICER
		MAIN OFFICE SECRETARY
		CUSTODIAN/MAINTENANCE STAFF
		RELOCATION SITE MANAGER
		PUBLIC INFORMATION OFFICER
√	TIME	PRINCIPAL OR DESIGNEE
		Pull fire alarm and call 911
		Evacuate the building
		Set up Incident Command Post
		Ensure accountability of all students and staff
		Gather information from witnesses regarding the location of explosion
		Delegate roles for transport of students to Relocation Site
		Meet with Incident Commander at Incident Command Post and pass on information regarding accountability of staff and students, and the location of the explosion
		Notify superintendent
√	TIME	SCHOOL COUNSELOR
		Set up debriefs as needed
√	TIME	SCHOOL NURSE
		Evacuate students in nurse's office and hand off to a teacher
		Report to Incident Command Post
		Be prepared to treat injuries
		Set up casualty collection site, if necessary
		Triage injured for additional medical attention
√	TIME	SCHOOL RESOURCE OFFICER
		Help with evacuation and securing of affected area
√	TIME	MAIN OFFICE SECRETARY
		Call bus company if necessary
		Forward phones to secondary answering site
√	TIME	CUSTODIAN/MAINTENANCE STAFF
		IF SAFE, go to alarm panel to determine location of explosion
		Communicate location of fire to principal or designee

(Continued on back)

# EXPLOSION

		Stay with principal or designee to assist Fire Department with layout of school
√	<b>TIME</b>	<b>RELOCATION SITE MANAGER</b>
		Assemble all students at a predetermined site at least 300 feet from the school unless utilizing a safe relocation structure. Restrict use of radios and cell phones within the perimeter if the threat or suspected device is determined to be valid.
		Determine order of students to load into the buses
		Direct transport of students to secondary site
		Contact relocation site personnel
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with the Incident Commander before disseminating a consistent and predetermined statement

# FIRE

*Updated by VSCPT June 2016*

Whoever observes open flames, smells or sees smoke, or experiences excessive heat radiating from an adjoining wall, ceiling, or floor should immediately notify the office and activate the nearby fire alarm.

√	TIME	PRIORITY PROCEDURES
		Pull the fire alarm and call 911 from a safe area
		Evacuate the area/building and use fire extinguisher if appropriate
		Notify the principal/designee

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE	
SCHOOL RESOURCE OFFICER	
MAIN OFFICE SECRETARY	
CUSTODIAN/MAINTENANCE STAFF	
RELOCATION SITE MANAGER	
PUBLIC INFORMATION OFFICER	

√	TIME	PRINCIPAL OR DESIGNEE
		Pull fire alarm and call 911
		Evacuate the building
		Set up Incident Command Post
		Ensure accountability of all students and staff
		Gather information from staff regarding location of fire
		Delegate roles for transport of students to Relocation Site
		Meet with Fire Department at Incident Command Post and pass on information regarding accountability of staff and students, location of fire
		Notify superintendent

√	TIME	SCHOOL COUNSELOR
		After an event, set up debriefs as needed

√	TIME	SCHOOL NURSE
		Evacuate students in nurse's office and hand off to a teacher
		Collect First Aid Kit and report to Incident Command Post
		Be prepared to treat injuries
		Set up casualty collection site, if necessary
		Triage injured for additional medical attention

√	TIME	SCHOOL RESOURCE OFFICER
		Help with evacuation and securing of affected area

√	TIME	MAIN OFFICE SECRETARY
		Forward phones to secondary answering site if time allows
		Evacuate the building
		Call bus company if needed
		Direct transport of students to Relocation Site
		Contact Relocation Site personnel

*(Continued on back)*

# FIRE

√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		IF SAFE, go to alarm panel to determine the location of the fire.
		Communicate location of fire to principal
		Stay with principal or designee to assist Fire Department with layout of school
√	<b>TIME</b>	<b>RELOCATION SITE MANAGER</b>
		Determine order of students to load into the buses
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with the Incident Commander before disseminating a consistent and predetermined statement



# FLOODING

Updated by VSCPT June 2016

Severe weather can often strike unpredictably. One effect of severe weather can result in localized flooding that could prevent access to the school or getting students home safely. Accordingly, appropriate emergency procedures must be developed and ready to be initiated in the event such weather strikes or is anticipated. Schools should use tone-alert or weather radios, or other such media sources, to receive notice of any such weather.

√	TIME	PRIORITY PROCEDURES
		Obtain an advance warning of a flooding event from the National Weather Service or local radio stations or emergency responders; notify administration.
		Call local Emergency Management Director for updates
		Keep radio tuned to an Emergency Alert System (EAS) participating station for updates

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL CRISIS TEAM	
MAIN OFFICE SECRETARY	
RELOCATION GROUP SUPERVISOR	
FACULTY AND STAFF	
SCHOOL NURSE	
PUBLIC INFORMATION OFFICER	

√	TIME	PRINCIPAL OR DESIGNEE
		Tune radio/television to an EAS Participating Station
		Check with local highway manager or public works commissioner to find out what local roads are open and passable. Monitor VT 511 to find out what state roads are open and passable
		Notify the school's transportation provider of the potential need of buses
		Decide whether to remain in school, conduct early closing, evacuate or relocate
		Notify Superintendent and remain in contact with Central Office
		If necessary, set up Incident Command Post
		Ensure accountability of all students and staff
		Gather information on actual or potential flooding in the area
		If evacuation to a relocation site is considered, notify the Relocation Group Supervisor to prepare for the student population relocation and the possibility of an extended occupation
		Delegate roles for transport of students to Relocation Site. If needed call upon School Public Safety Team
		Meet at Incident Command Post and receive information regarding staff and students and status of the potential for flooding
		Ensure contact with emergency responders, transportation providers, emergency managers and public works commissioner
		If the decision is to relocate the students, implement the media plan for alerting parents and guardians
		Implement the school recovery plan and crisis counseling as needed
		Set up debriefs as needed after the event

(Continued on back)

# FLOODING

√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Prepare to handle a large volume of telephone calls from parents or guardians
		Tune radio/television to an EAS Participating Station. Gather information from all resources
		In the case of relocation, coordinate the responsibilities of school staff with the response procedure
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses
√	<b>TIME</b>	<b>MAIN OFFICE SECRETARY</b>
		Gather student attendance from faculty and staff for administration
		Assemble all materials for an office on the move or portable office
		Prepare to handle a large volume of telephone calls from parents or guardians
		Report to Incident Command Post with administration
√	<b>TIME</b>	<b>RELOCATION GROUP SUPERVISOR</b>
		Contact Relocation Site Manager and notify of the possibility of relocation
		In the case of relocation, coordinate the responsibilities of school staff with the response procedure
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		Ensure the accountability of all students to main office. Account for students who are missing/out of the class
		Retrieve "Classroom Preparedness Kit" and keep on hand
		If relocating, supervise students and remain with them until they are released to parents or you are relieved from duty
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Remove students in nurse's office and hand off to a teacher
		Collect First Aid Kit and report to Incident Command Post
		Be prepared to treat injuries that may have occurred
		Set up casualty collection site, if necessary
		Assist EMS as needed
		Document status of patients and maintain log
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send home to parent(s)/guardian(s) describing the known facts and procedures for accessing support.

# HAZMAT (Hazardous Material)

Updated by VSCPT June 2016

Whoever observes or suspects an uncontrolled or unexpected release of a hazardous material that could cause harm or death to humans or damage to the environment should first protect the people in the immediate area and then notify the office and call 911.

√	TIME	PRIORITY PROCEDURES
		Avoid contamination and warn others of the same concern.
		Evacuate affected area and, if possible, isolate those who have been potentially exposed to a safe and secure area.
		Notify the principal/designee to call 911 if necessary
		In coordination with the Fire Department, decide whether to evacuate the entire school or shelter in place.
		Shut down the air circulation system if Sheltering in Place.
		Do not use the fire alarm to evacuate students. Predetermined exits may lead to a hazmat exposure.

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE	
SCHOOL RESOURCE OFFICER	
MAIN OFFICE SECRETARY	
CUSTODIAN/MAINTENANCE STAFF	
RELOCATION SITE MANAGER	
PUBLIC INFORMATION OFFICER	
FACULTY AND STAFF	

√	TIME	PRINCIPAL OR DESIGNEE
		Evacuate affected area and if possible, isolate those who have been potentially exposed to a safe and secure area.
		Shut down air circulation system.
		Gather information from staff or witness regarding location of spill, extent and the name of the chemical.
		Decide to evacuate or shelter in place.
		Meet First Responders at the Incident Command Post. Upon their arrival, pass on staff and student information and the nature and location of the spill.
		Ensure accountability of all students and staff
		Delegate roles for transport of students to Relocation Site
		Notify superintendent
√	TIME	SCHOOL COUNSELOR
		Assist principal with evacuation in role as designated
		Set up counseling support as needed
√	TIME	SCHOOL NURSE
		Transfer responsibility of students in nurse's office
		Collect Nurse Preparedness Kit and report to Principal or designee
		Prepare to set up triage and treat injuries

(Continued on back)

# HAZMAT (Hazardous Material)

		Assist in setting up a decontamination site with Fire and HAZMAT Officials as needed
√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>
		Assist Incident Commander as needed and help secure the affected area
√	<b>TIME</b>	<b>MAIN OFFICE SECRETARY</b>
		Call bus company if needed
		If evacuating the school, forward phones to secondary answering site
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		Determine location and extent of spill if possible.
		Shut down the air circulation system for the building
		Communicate location of spill to Principal
		If release of substance is internal, provide MSDS sheets to Principal and responders.
		Be available to assist Emergency Responders with layout of school
√	<b>TIME</b>	<b>RELOCATION SITE MANAGER</b>
		Notify Relocation Site Manager of potential for relocation
		Assemble all students at a predetermined site at least 300 feet from the school unless an alternate, safe location is available.
		Determine order of students to load into the buses
		Direct transport of students to Relocation Site
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support as needed (medical, emotional, and follow up care).
		When communicating with the media, always coordinate with the Incident Commander before disseminating a consistent and predetermined statement
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		Ensure the accountability of all students to main office
		Retrieve Classroom Preparedness Kit and keep on hand
		Account for students who are missing/out of the class
		If relocating, supervise students and remain with them until they are released to parents or you are relieved from duty

# HOSTAGE

Updated by VSCPT June 2016

Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. This may include situations where a person barricades him or herself in a building or vehicle and threatens suicide. Law enforcement officials should always handle a hostage situation.

√	TIME	PRIORITY PROCEDURES
		Do not intervene in the hostage/barricade situation
		Notify principal or designee who will call 911
		Inform police of your observation
		IF TAKEN HOSTAGE, follow instructions of hostage taker
		Remain calm and do not panic
		Reassure students
		Treat the hostage taker with respect and act as normal as possible
		Ask permission to speak and do not argue or make suggestions
		Don't intervene; allow law enforcement to negotiate
		Obtain good description of hostage(s) takers
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL COUNSELOR		
SCHOOL NURSE		
SCHOOL CRISIS TEAM		
PUBLIC INFORMATION OFFICER		
FACULTY AND STAFF		
√	TIME	PRINCIPAL OR DESIGNEE
		Yield Incident Command to Law Enforcement who directs procedure for securing the building or evacuation
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified
		Contact superintendent
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation in the recovery phase
		Keep an informal time and procedure log of response activities
		Complete an incident report and file
		Debrief School Public Safety Team and staff
√	TIME	SCHOOL COUNSELOR
		Assist principal or designee with notifying parents of victims
		Be prepared to deal with friends or relatives of the person(s) taken hostage
√	TIME	SCHOOL NURSE
		Be prepared to treat injuries and help EMS as needed
√	TIME	SCHOOL CRISIS TEAM
		Convene Threat Assessment Team and School Crisis Team at the school or relocation site, and decide what additional resources and support will be needed

(Continued on back)

# HOSTAGE

√	TIME	PUBLIC INFORMATION OFFICER
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with the Incident Commander before disseminating a consistent and predetermined statement
√	TIME	FACULTY AND STAFF
		Direct students in bathrooms or halls to join closest class and then report to assigned teacher as soon as it is safe
		Inform the main office, as soon as appropriate, about unassigned students under their supervision
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation
		If the fire alarm is activated, staff should direct students to use alternate evacuation routes away from the hostage incident
		Staff, students and visitors remain quiet in designated secured area, on the floor, away from windows and doors, and with all lights turned off
		Remain in Lockdown or Lockout mode until the Incident Commander gives the "all clear" command
		If evacuation occurs, teachers take attendance in evacuation area and immediately report missing students to the backup team leader

# INFECTIOUS DISEASE

*\*Refer Pandemic Questions to the Vermont Department of Health or the Vermont Agency of Education for further guidance*

**Update by VSCPT June 2016**

Vermont law<sup>1</sup> requires that health care providers report diseases of public health importance, which includes an unexpected pattern of cases, suspected cases, deaths or increased incidence of any illness of major public health concern. School officials should report any suspected disease outbreaks among students or staff even if a specific cause has not been identified. Sudden increased absences can be a surveillance indicator, and should be reported to the Vermont Department of Health.

ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL NURSE		
CUSTODIAN/MAINTENANCE STAFF		
SCHOOL COUNSELOR		
RELOCATION GROUP SUPERVISOR		
PUBLIC INFORMATION OFFICER		
√	TIME	<b>PRINCIPAL OR DESIGNEE</b>
		Notify the School Nurse upon receiving notification that a student has been diagnosed with or is suspected to have an infectious disease.
		In collaboration with the school nurse and public health officials, provide information to parents/guardians and staff as appropriate
		Maintain routine exclusion written guidelines found in your school's handbook.i.e. vomiting, diarrhea, fever, etc.
		Work with the Vermont Department of Health as needed to identify close contacts of ill student for possible intervention measures to prevent disease transmission.
√	TIME	<b>SCHOOL NURSE</b>
		Contact the Vermont Department of Health as soon as possible. Call Cases should be reported within 24 hours by calling the 24-hour reporting line at 802-951-4080 or 1-888-588-7781.
		Under the direction of the Vermont Department of Health, work with staff to identify close contacts of ill student for possible intervention measures to prevent disease transmission.
		When applicable, identify susceptible and high risk individuals, e.g. unimmunized, immunocompromised persons. Determine immunization status of students and staff (e.g., measles).
		Increase surveillance at the school for other ill students/staff, refer them for medical evaluation and notify the Vermont Department of Health (e.g. staff refers students with signs/symptoms of illness to school nurse)
		Reinforce guidance to students, parents, and staff on general disease prevention (e.g. hand hygiene).
		Continue to monitor absences for illness spread and report findings as appropriate to the Vermont Department of Health
		Provide information to parents/guardians and staff as appropriate. The Vermont Department of Health may provide this information, using FERPA guidelines, and will work with the school to distribute it in a timely manner.
√	TIME	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		Routine cleaning methods should be continued. More stringent guidelines will be provided by the Vermont Department of Health when appropriate.
√	TIME	<b>SCHOOL COUNSELOR</b>

(Continued on back)

# INFECTIOUS DISEASE

		Be prepared to assist students and staff that might be directly or indirectly affected by the incident
√	<b>TIME</b>	<b>RELOCATION GROUP SUPERVISOR</b>
		It is unlikely that relocation will occur. School closures will be guided by school staffing needs. Consider educational needs for students off site due to quarantine or exclusions for health (e.g. incomplete vaccine status or other susceptible persons).
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Vermont Department of Health, prepare a statement for staff to share with students and to notify parent(s)/guardian(s) describing the known facts and procedures for accessing support if needed.
		Consider translation and interpreter needs for non-English speakers or hearing/visually impaired persons.
		When communicating with the media, always coordinate with the Vermont Department of Health before disseminating a consistent and predetermined statement

<sup>1</sup> [Vermont Communicable Disease Regulations:](http://healthvermont.gov/regs/communicable_disease_regs.pdf)  
[http://healthvermont.gov/regs/communicable\\_disease\\_regs.pdf](http://healthvermont.gov/regs/communicable_disease_regs.pdf)



# INFLUENZA

Updated by VSCPT June 2016

Vermont law requires that health care providers report diseases of public health importance, which includes an unexpected pattern of cases, suspected cases, deaths or increased incidence of any illness of major public health concern. School officials should report any suspected disease outbreaks among students or staff even if a specific cause has not been identified. Sudden increased absences can be a surveillance indicator, and should be reported to the Health Department.

√	TIME	PRIORITY PROCEDURES
		Notify the School Nurse
		Notify the Principal
		Notify Supervisory Union / Superintendent
		Obtain as much information as possible, including the student's name, date of birth, parent contact information, home telephone number, and the child's health care provider
		Track aggregate student health data (general statistics)
		School Closure Considerations at ___% of absence

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE	
CUSTODIAN/MAINTENANCE STAFF	
RELOCATION SITE MANAGER	
PUBLIC INFORMATION OFFICER	

√	TIME	PRINCIPAL OR DESIGNEE
		Notify the School Nurse upon receiving notification from a parent/guardian, or other source, that a student has been diagnosed with or is suspected to have an influenza
		In collaboration with the school nurse and public health officials, provide information to parents/guardians and staff as appropriate
		Maintain exclusion guidelines as appropriate
		List Exclusion Guidelines (closure of neighboring schools, students return no sooner than 1 week after symptoms are gone, extra curricular activities canceled, etc.)
		Work with the Vermont Department of Health as needed for possible intervention measures

√	TIME	SCHOOL COUNSELOR
		Be prepared to assist students and staff that might be directly or indirectly affected by the incident

√	TIME	SCHOOL NURSE
		Contact the Vermont Department of Health as soon as possible. Call the local district office or the central office in Burlington (863-7240 or 1-800-640-4374).
		Work with staff to identify close contacts of ill student for possible intervention.
		Determine immunization status of students and staff (e.g., Flu Shots).
		Increase surveillance at the school for other ill students/staff, refer them for medical evaluation and notify the Vermont Department of Health

(Continued on back)

# INFLUENZA

		Provide guidance to students and staff on general disease prevention (e.g. hand hygiene, cough etiquette)
		Continue to monitor absences for illness spread and report findings as appropriate to the Vermont Department of Health
		Provide information to parents/guardians and staff as appropriate. The Vermont Department of Health will usually provide this information and will work with the school to distribute it in a timely manner
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		Be prepared to appropriately clean areas affected after direction from the Vermont Department of Health
√	<b>TIME</b>	<b>RELOCATION GROUP SUPERVISOR</b>
		It is unlikely that relocation will occur. School closures will be guided by school staffing needs. Consider educational needs for students off site due to quarantine or exclusions for health (e.g. incomplete vaccine status or other susceptible persons).
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Vermont Department of Health & Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with the Incident Commander before disseminating a consistent and predetermined statement

# INTRUDER

Updated by VSCPT June 2016

## Unauthorized person in school building or on school property

√	TIME	PRIORITY PROCEDURES
		Ask unauthorized visitor to report to office
		Contact the principal or designee if visitor is uncooperative
		Do not intervene if person is acting hostile or threatening
		Clear the halls in the immediate area
		Notify principal or designee who will call 911
		Inform School Resource Officer (if you have one)
		Inform law enforcement of your observation
		Remain calm and do not panic
		Write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information. Report to principal or designee if intruder leaves before law enforcement arrives

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL RESOURCE OFFICER	
SCHOOL COUNSELOR	
SCHOOL NURSE	
SCHOOL CRISIS TEAM	
PUBLIC INFORMATION OFFICER	
FACULTY AND STAFF	

√	TIME	PRINCIPAL OR DESIGNEE
		Ask intruder about purpose for being in school
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school
		Contact law enforcement if intruder remains uncooperative
		Contact School Resource Officer (if you have one)
		Announce to staff to Lockout if intruder is outside the school
		Direct staff to Lockdown or Evacuate depending on the circumstances, if intruder is inside the school
		Contact superintendent
		Work with the School Counselor to initiate counseling plan as determined by need and severity of the situation
		Keep an informal time and procedure log of response activities
		Complete an incident report and file in principal's office
		Debrief with School Public Safety Team and staff

√	TIME	SCHOOL RESOURCE OFFICER
		Coordinate law enforcement measures with responding police officers

√	TIME	SCHOOL COUNSELOR
		Assist principal or designee to support students and/or staff, if needed

√	TIME	SCHOOL NURSE

(Continued on back)

# INTRUDER

		Be prepared to treat injuries
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Convene Threat Assessment Team and School Crisis Team. Decide what additional resources and support will be needed
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		When communicating with the media, always coordinate with Incident Commander before disseminating a consistent and predetermined statement
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		If the Principal or designee gives the lockdown command, students who are in hallways at the time the lockdown is called should move to the closest classroom and continue with their lockdown procedures. Faculty/staff/students who may be in bathrooms at the time the lockdown is called should either stay in those locations or if safe to do so, move to the another safe location within the building.
		Do not lock or barricade doors that would prevent rapid evacuation
		Inform the main office about students' locations when the command to Lockdown or Lockout
		Ask students and visitors to remain quiet in designated secured area, away from windows and doors, and with all lights turned off
		Remain in Lockdown or Lockout mode until the Incident Commander gives the "all clear" command
		If Evacuation takes place, take attendance in evacuation area and immediately report missing students to the backup team leader

# KIDNAPPING

Updated by VSCPT June 2016

Kidnapping means the unauthorized removal of a student from school property without consent either from school officials and /or parent(s)/ guardian(s). In many instances this violation of school rules and state law is perpetrated by a parent or relative involved in a domestic dispute.

√	TIME	PRIORITY PROCEDURES
		Report child is missing to the principal or designee
		Gather facts about abduction; description of abductor, student and any vehicle information if known
		Inform police of your observation and be prepared to write a notarized statement
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL COUNSELOR		
SCHOOL CRISIS TEAM		
PUBLIC INFORMATION OFFICER		
√	TIME	PRINCIPAL OR DESIGNEE
		Verify the student is missing
		Call 911
		Follow school policy and procedure on confidentiality
		Contact parents(s)/guardians(s) and check student file for any restraining orders or other background information
		Contact superintendent
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation
		Complete an incident report and file in principal's office
		Debrief with School Public Safety Team and staff
√	TIME	SCHOOL COUNSELOR
		Assist principal or designee with notifying parents of victims
		Provide victim assistance services
√	TIME	SCHOOL CRISIS TEAM
		Convene Threat Assessment Team and School Crisis Team. Decide what additional resources and support will be needed
√	TIME	PUBLIC INFORMATION OFFICER
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		Respond to media questions after consulting with Incident Commander

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# 9.1 MASS/MULTIPLE CASUALTY TRIAGE

## PURPOSE

- The goal of the mass/multiple Casualty Triage protocol is to prepare for a unified, coordinated, and immediate EMS mutual aid response by prehospital and hospital agencies to effectively expedite the emergency management of the victims of any type of Mass Casualty Incident (MCI).
- Successful management of any MCI depends upon the effective cooperation, organization, and planning among health care professionals, hospital administrators and out-of-hospital EMS agencies, state and local government representatives, and individuals and/or organizations associated with disaster-related support agencies.
- Adoption of Model Uniform Core Criteria (MUCC).

## DEFINITIONS

### Multiple Casualty Situations

- The number of patients and the severity of the injuries do not exceed the ability of the provider to render care. Patients with life-threatening injuries are treated first.

### Mass Casualty Incidents

- The number of patients and the severity of the injuries exceed the capability of the provider, and patients sustaining major injuries who have the greatest chance of survival with the least expenditure of time, equipment, supplies, and personnel are managed first.

## GENERAL CONSIDERATIONS

Initial assessment to include the following:

- Location of incident.
- Type of incident.
- Any hazards.
- Approximate number of victims.
- Type of assistance required.

## COMMUNICATION

- Within the scope of a Mass Casualty Incident, the EMS provider may, within the limits of their scope of practice, perform necessary ALS procedures, that under normal circumstances would require a direct physician's order.
- These procedures shall be the minimum necessary to prevent the loss of life or the critical deterioration of a patient's condition.
- All procedures performed under this order shall be documented thoroughly.
- See [Communications Policy 8.4](#) or [Communications Failure Policy 8.5](#).

## TRIAGE

Utilize a triage system such as "SALT" (Sort, Assess, Lifesaving Interventions, Treatment/Transport) to prioritize patients. SALT is part of a CDC-sponsored project based upon best evidence and designed to develop a national standard for mass casualty triage.

- Assess each patient as quickly and safely as possible.
- Conduct rapid assessment.
- Assign patients to broad categories based on need for treatment (Still, Wave, Walk).
- Remember: Triage is not treatment! Stopping to provide care to one patient will only delay care for others. Standard triage care is only to correct airway and severe bleeding problems.

Protocol Continues 

Protocol Continued

## TRIAGE CATEGORIES

- Immediate: **RED** Seriously injuries, immediately life-threatening problems, high potential for survival (i.e., tension pneumothorax, exposure to nerve agent resulting in severe shortness of breath or seizures). Likely to survive given available resources. If no to any of the following: Has a peripheral pulse? Not in respiratory distress? Hemorrhage is controlled? Follows commands or makes purposeful movements?
- Delayed: **YELLOW** Serious (not minor) injuries requiring care but management can be delayed without increasing morbidity or mortality (i.e., long bone fractures, 40% BSA exposure to Mustard gas). If yes to all of the following: Has a peripheral pulse? Not in respiratory distress? Hemorrhage is controlled? Follows commands or makes purposeful movements?
- Minimal: **GREEN** Injuries require minor care or no care (i.e., abrasions, minor lacerations, nerve agent exposure with mild runny nose). If yes to all of the following: Has a peripheral pulse? Not in respiratory distress? Hemorrhage is controlled? Follows commands or makes purposeful movements?
- Expectant: **GREY** Unlikely to survive given available resources. Does not mean Dead. Method of preserving resources: should receive comfort care or resuscitation when resources are available. Serious injuries: very poor survivability even with maximal care in hospital or pre-hospital setting (i.e., 90% body surface area burn, multiple trauma with exposed brain matter). If no to any of the following: Has a peripheral pulse? Not in respiratory distress? Hemorrhage is controlled? Follows commands or makes purposeful movements?
- Dead: **BLACK** Patient is not breathing after opening airway. (In children, if after giving 2 rescue breaths, if appropriate.) Deceased or casualties whose injuries are so severe that their chance of survival does not justify expenditure of limited resources. Tag patients to prevent re-triage. Do not move bodies unless they are hindering efforts to rescue live patients, or they are in danger of being further damaged, for example, burned by fire, building collapse, etc.

## TAGGING SYSTEM

- Use water-repellent triage tags with waterproof markers and attach to the patient.
- Indicate patient's triage priority, degree of decontamination performed, treatment and medications received.

## TRIAGE IN HAZARDOUS MATERIAL INCIDENTS

### Decontamination

The need for decontamination is the "first triage decision." since decontamination can be a lengthy process, the "second decision" is which patient(s) are the first to be decontaminated. The "third decision" is based on need for treatment during the decontamination process, since only simple procedures such as antidote administration can be accomplished while wearing PPE.

### Identification and Treatment

- Signs and symptoms of exposure will usually dictate the treatment required, however, at the earliest possible time, identification of the specific chemical should be made.
- Reference additional hazardous materials protocols as necessary.
- Request additional resources. Initial antidote and medical supplies may be limited to priority patients.
- Respiratory compromise is a leading factor of fatalities due to hazardous material exposure. Symptoms of chemical exposure may be delayed and occur suddenly. Constant reevaluation of respiratory status is necessary.

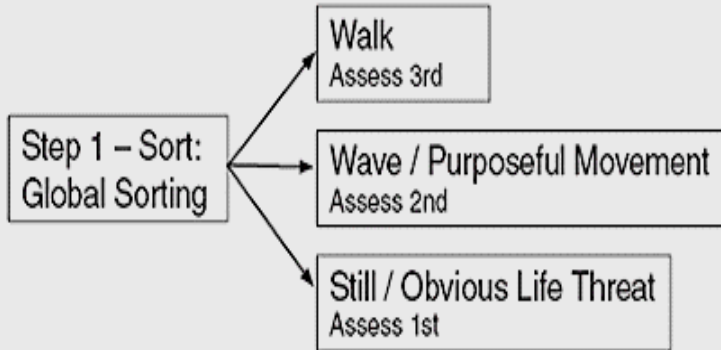
Protocol Continues



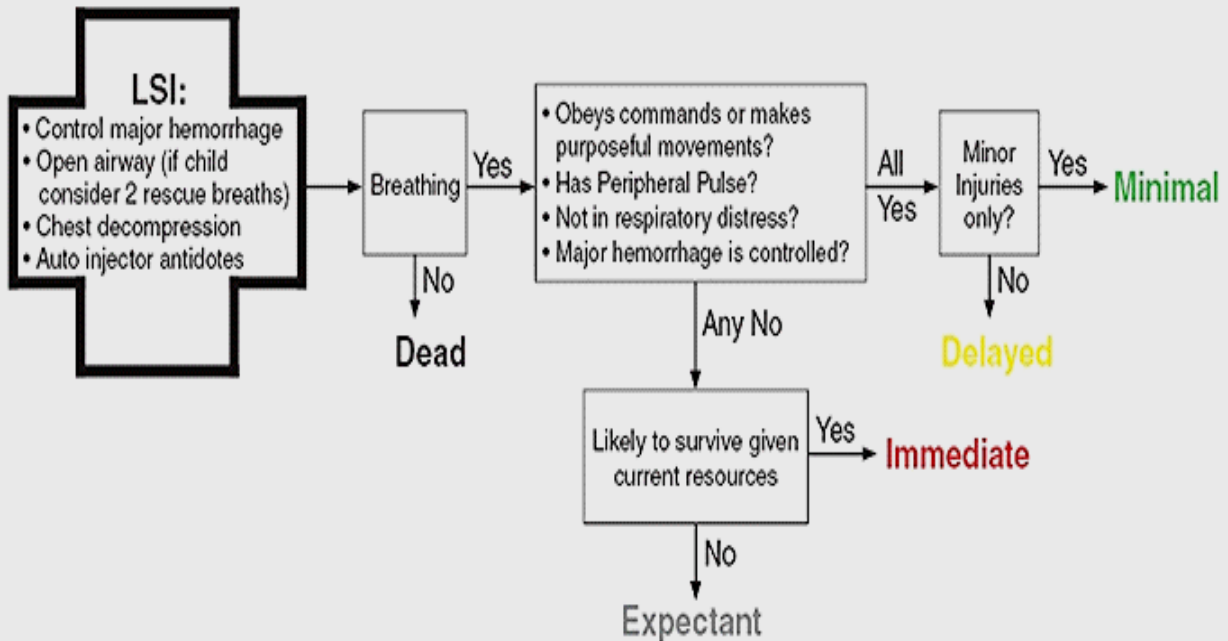
# 9.1 MASS/MULTIPLE CASUALTY TRIAGE

← Protocol Continues

## SALT Mass Casualty Triage



Step 2 – Assess: Individual Assessment



Hazmat & MCI 9.1

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# MISSING STUDENT

Updated by VSCPT June 2016

**Student(s) unaccounted for at school, on school property, or while traveling to and from school.**

√	TIME	PRIORITY PROCEDURES
		Notify the principal/designee
		Confirm that the student is missing from school grounds
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		FACULTY AND STAFF
		SCHOOL COUNSELOR
		SCHOOL RESOURCE OFFICER
		MAIN OFFICE SECRETARY
		PUBLIC INFORMATION OFFICER
√	TIME	PRINCIPAL OR DESIGNEE
		Verify that the student is missing
		Ensure contact with parents/guardian to report student absence/status
		Call 911, if necessary, to inform Law Enforcement of missing student. Notify staff of missing student
		Compile information for authorities on the missing student; name, DOB, school picture and description of what student was last seen wearing.
		Convene Threat Assessment Team.
√	TIME	FACULTY AND STAFF
		Notify principal of any suspicious student absence or unknown person in the building
		Be on the lookout for missing student and immediately report new information to the principal
		Refer all requests for release of individual students to the office prior to their departure from school
		Report observations of unknown or unauthorized persons to principal. Make note of appearance, vehicle type and color, registration plate number, etc.
		Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person to office for approval
√	TIME	SCHOOL COUNSELOR
		Interview missing student's friends to gain information on student's whereabouts or potential danger to student.
		Pass on important information to Incident Commander
√	TIME	SCHOOL RESOURCE OFFICER
		Assist Principal or designee in search for missing student
√	TIME	MAIN OFFICE SECRETARY
		Gather student attendance from faculty and staff for administration
		Assemble all materials for an office on the move or portable office
		Report to Incident Command Post with administration
√	TIME	PUBLIC INFORMATION OFFICER
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support

# ***MISSING STUDENT***

		Respond to media questions after consulting with Incident Commander
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# MOTOR VEHICLE CRASH

Updated by VSCPT June 2016

**Bus and/or automobile collision involving students and/or staff traveling to or from school and during field trips.**

√	TIME	PRIORITY PROCEDURES
		Check for injuries and if confirmed, call 911
		Inform police about details

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
<b>BUS DRIVER or SCHOOL-SPONSORED DRIVER</b>	
<b>PRINCIPAL OR DESIGNEE</b>	
<b>SCHOOL RESOURCE OFFICER</b>	
<b>SCHOOL COUNSELOR</b>	
<b>SCHOOL NURSE</b>	
<b>SCHOOL CRISIS TEAM</b>	
<b>PUBLIC INFORMATION OFFICER</b>	

√	TIME	BUS DRIVER or SCHOOL-SPONSORED DRIVER
		Call or direct someone to call 911
		Ensure children remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from the scene of the collision
		Secure vehicle, position flares at a safe distance from crash scene and display other appropriate warning devices
		Administer first aid by utilizing trained staff from the immediate vicinity
		Direct responsible person to flag down oncoming motorists for additional assistance
		Get names and addresses of any witnesses and report to law enforcement and principal or designee
		Notify principal or designee
		Make no statements to bystanders or media
		Fill out school bus seating chart form for EMS, police and administration if available

√	TIME	PRINCIPAL OR DESIGNEE
		Direct a Lockout if motor vehicle crash takes place within sight of school in order to minimize the trauma to students
		Establish direct communication with the incident commander
		Verify crash report with law enforcement and attempt to determine who has been injured, extent of injuries and hospital where victims have been taken
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified
		Contact parent(s), guardian(s), or other close relative(s) of crash victims
		Contact Superintendent and Transportation Coordinator
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation
		Complete an incident and bus injury report and file
		Work with bus driver to complete bus seating & injury charts
		Decide what additional resources and support will be needed

(Continued on back)

# MOTOR VEHICLE CRASH

		Debrief with School Public Safety Team and staff after consultation with Incident Commander
√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>
		Assist Principal or designee with incident
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Assist Principal or designee with notifying parents of victims
		Assist students and staff who are obviously affected by incident
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Check with Principal or designee to determine need to report to scene of crash
		Bring first aid kit to crash scene if requested.
		Bring cell phone to maintain communications
		Be prepared to treat injuries and help EMS as needed
		Assess the degree of injuries and report back to Principal or designee
		Follow procedures set forth by school policy
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Convene School Crisis Team and decide what additional resources and support will be needed
		Assist Principal or designee at scene of crash, if needed
		Coordinate assistance with members of School Crisis Team or School Public Safety Team
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with law enforcement agency in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		Refer all media questions to law enforcement officials

# MOTOR VEHICLE CRASH- SCHOOL BUS REPORT FORM

*Updated by VSCPT June 2016*

BUS DRIVER \_\_\_\_\_ (Tel: \_\_\_\_\_)

BUS# (\_\_\_\_)

(Co: \_\_\_\_\_)

(Fax: \_\_\_\_\_)

ROUTE# (\_\_\_\_)

Entry/Exit Door→

1	A	B	C	A I S L E  E X I T  D O O R	D	E	F	1
2	A	B	C		D	E	F	2
3	A	B	C		D	E	F	3
4	A	B	C		D	E	F	4
5	A	B	C		D	E	F	5
6	A	B	C		D	E	F	6
7	A	B	C		D	E	F	7
8	A	B	C		D	E	F	8
9	A	B	C		D	E	F	9
10	A	B	C		D	E	F	10
11	A	B	C		D	E	F	11
12	A	B	C		D	E	F	12
13	A	B	C		D	E	F	13

**INJURY CODES:**

1. Fatal

2. Incapacitating Injury

3. Non-incapacitating Injury

4. Potential Injury

5. No Injury

6. Unknown

<b>NO.</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>DATE OF BIRTH</b>	<b>INJURY REPORTED</b>	<b>CODE</b>
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**INJURY CODES:**  
1. Fatal                                  2. Incapacitating Injury                  3. Non-incapacitating Injury  
4. Potential Injury                    5. No Injury                                    6. Unknown



NO.	LAST NAME	FIRST NAME	DATE OF BIRTH	INJURY REPORTED	CODE
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**INJURY CODES:**

1. Fatal	2. Incapacitating Injury	3. Non-incapacitating Injury
4. Potential Injury	5. No Injury	6. Unknown



# POWER OUTAGE

Updated by VSCPT June 2016

The possibility of a power outage in our schools is very real. Accordingly, appropriate emergency procedures must be developed and ready to be initiated immediately in the event of such an occurrence.

√	TIME	PRIORITY PROCEDURES
		Obtain as much information as possible regarding the magnitude of the power outage (building level, neighborhood-wide, local, regional, etc.)
		If possible, discover the cause of the power outage (equipment failure, downed power lines, weather related, etc.)
		If necessary conduct a Lockout to ascertain student safety and cause of power outage
ROLE REQUIRED		
		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		MAIN OFFICE SECRETARY
		RELOCATION GROUP SUPERVISOR
		SCHOOL COUNSELOR
		SCHOOL NURSE
		CUSTODIAN/MAINTENANCE STAFF
		SCHOOL CRISIS TEAM
		PUBLIC INFORMATION OFFICER
√	TIME	PRINCIPAL OR DESIGNEE
		If possible, turn on radio or other media source to determine the cause and extent of outage.
		Determine if phone connection is still working. Use walkie-talkies if necessary. Contact emergency response officials if necessary.
		Notify Superintendent and maintenance supervisor and remain in contact with Central Office. Contact power or utility company if possible.
		Decide whether to remain in school, conduct early closing, or evacuate if necessary. Consider heating, cooling, food preparation, and other health related issues.
		Contact utility company and emergency response authorities.
		Ensure safety of all students and staff. Ensure emergency lighting is working properly. Move students to lit or appropriate central area if necessary. Coordinate move to ensure safety.
		Gather information from staff regarding building integrity and potential hazards
		Delegate roles for transport of students to secondary site. If needed, call the School Public Safety Team
		Contact emergency responders at 911 for instructions.
		Set up debriefs as needed after the event
√	TIME	MAIN OFFICE SECRETARY
		Prepare to handle a large volume of telephone calls from parents or guardians (assuming phones are working).
√	TIME	RELOCATION GROUP SUPERVISOR
		Contact Relocation Site Manager and notify of the possibility of relocation

(Continued on back)

# POWER OUTAGE

		In the case of relocation, coordinate the responsibilities of school staff with the response procedure
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Assist principal or designee during situation. Counsel students as necessary. Assist with contacting parents as necessary.
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Remove students in nurse's office and return them to a teacher
		Collect First Aid Kit and report to Incident Command Post
		Be prepared to treat injuries that may have occurred
		Document status of patients and maintain log
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		Start generator backup if available
		Report to principal of power status
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Prepare to handle a large volume of telephone calls from parents or guardians (assuming phones are working).
		Tune radio/television to an EAS Participating Station. Notify local media outlets if early release is utilized.
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		Tune radio/television to an EAS Participating Station
		Notify local media outlets if early release is utilized.

# RELOCATION

Updated by VSCPT June 2016

When possible, prior to evacuating a facility, focus on whether or not you need to go to a relocation site. Relocating students may expose them to greater danger than sheltering in place. School administrators know that the duty of care is greater with younger students and relocation can be carried out swiftly; whereas relocating hundreds of high school students with cars on campus can congest relocation routes and hamper response measures.

In case of a bomb threat situation, strive to have the relocation site searched for explosive devices in advance.

√	TIME	PRIORITY DECISIONS
		Emergencies requiring immediate response, i.e., fire alarm/evacuation do not require concurrence before action. The decision <i>to relocate</i> should be made in consultation with the superintendent or designee, or in the absence of both, the building principal and School Crisis Team.
		Decide on best location and route to relocate students and staff
		Notify relocation site manager to open the facility
		Make sure accessibility is easily gained to relocation site
		Make sure appropriate equipment is at the relocation site or being provided by school staff or the American Red Cross
		If relocation is to last for an extended period of time, activate system to provide nourishment.

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE	
SCHOOL COUNSELOR	
SCHOOL NURSE	
MAIN OFFICE SECRETARY	
RELOCATION GROUP SUPERVISOR	
PUBLIC INFORMATION OFFICER	
CUSTODIAN/MAINTENANCE STAFF	
FACULTY AND STAFF	

√	TIME	PRINCIPAL OR DESIGNEE
		Should an event occur that the principal determines warrants <i>relocation</i> to another site or should the principal be directed by an Incident Commander to evacuate and <i>relocation becomes necessary</i> , the principal should notify the superintendent or the superintendent's designee if time permits.
		Acquire permission to utilize Relocation Site from the Relocation Site Manager and notify Relocation Group Supervisor and transportation services
		Notify superintendent
		Determine the best means to get students and staff to site
		Make sure safety measures are taken
		Delegate roles for movement of students to site
		Ensure accountability of all students and staff
		Use alert system for notifying parents and guardians of the relocation
√	TIME	SCHOOL COUNSELOR

(Continued on back)

# RELOCATION

		Be prepared to deal with students that are disturbed by incident and/or movement
		Implement the mental health plan as needed
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Collect First Aid Kit and student medications and report to relocation site
		Be prepared to treat injured or those needing medication
		Set up casualty collection site, if necessary
		Triage injured for additional medical attention if necessary
		Assist EMS as needed
√	<b>TIME</b>	<b>MAIN OFFICE SECRETARY</b>
		Call transportation provider and prepare mobile office
√	<b>TIME</b>	<b>RELOCATION GROUP SUPERVISOR</b>
		Once notified of relocation, open building, call in support staff, make preparations for large population needs and prepare for the possibility for extended stay
		Work with law enforcement to ensure security of the building and coordinate traffic control
		Assign facilitators for interior of relocation site
		Assign personnel to specific areas like First Aid Station, Information Desk, Equipment room, etc.
		Work with principal or designee to determine order of students to unload and load on buses
		Staff telephones for communication
		If contacted by media, refer to Public Information Officer
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with Incident Commander, prepare a written statement for staff to read to students.
		Decide if notice of incident is needed to be sent home to parent(s) or guardian(s)
		Before communicating with the media, always strive to coordinate a consistent and predetermined statement with Incident Commander
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		If safe, secure building before leaving
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		Ensure the accountability of all students to main office
		Retrieve Classroom Preparedness Kit and keep on hand
		Account for students who are missing/out of the class
		If relocating, supervise students and remain with them until they are released to parents or you are relieved from duty

# SERIOUS INJURY/ILLNESS

Updated by VSCPT June 2016

**Serious Injury or Illness can occur at anytime. It is important to keep the individual experiencing the serious injury/illness safe until EMS can arrive.**

√	TIME	PRIORITY PROCEDURES
		Call 911
		Contact the main office to inform the Nurse and the School Crisis Team
		Administer first aid to level of training
		Keep the victim calm and in place. Maintain open airway and administer CPR, if necessary
		Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates
		Treat for shock; cover with a blanket
		Check for medical alert tags, and prepare information for emergency responders

ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL COUNSELOR		
SCHOOL NURSE		
PUBLIC INFORMATION OFFICER		

√	TIME	PRINCIPAL OR DESIGNEE
		Call 911 or verify that 911 has been called
		Contact parents
		Contact superintendent
		Debrief School Public Safety Team and staff
		File incident report

√	TIME	SCHOOL COUNSELOR
		Coordinate grief-counseling if needed. Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation

√	TIME	SCHOOL NURSE
		Collect first aid kit and proceed immediately to victim(s)
		Coordinate first aid until emergency medical services arrive
		If opioid overdose is suspected, consider administering NARCAN

√	TIME	PUBLIC INFORMATION OFFICER
		After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		Respond to media questions after consulting with Incident Commander

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# SEVERE WEATHER

Updated by VSCPT June 2016

Severe weather can often strike unpredictably. Accordingly, appropriate emergency procedures must be developed and ready to be initiated immediately in the event such weather strikes or is anticipated. Schools should use tone-alert or weather radios, or other such media sources, to receive notice of any such weather.

√	TIME	PRIORITY PROCEDURES
		Obtain an advance warning of an event from the National Weather Service; notify administration
		Call local Emergency Management Director for updates
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter
		Keep radio tuned to an Emergency Alert System (EAS) participating station for updates
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		MAIN OFFICE SECRETARY
		RELOCATION GROUP SUPERVISOR
		FACULTY AND STAFF
		SCHOOL NURSE
		SCHOOL CRISIS TEAM
		PUBLIC INFORMATION OFFICER
√	TIME	PRINCIPAL OR DESIGNEE
		Tune radio/television to an EAS Participating Station
		Decide whether to remain in school, conduct early closing, or evacuate if necessary.
		Notify Superintendent and remain in contact with Central Office
		If necessary, set up Incident Command Post
		Ensure accountability of all students and staff
		Gather information from staff regarding building integrity and potential hazards (i.e. freezing temperatures, ice accumulations, rising flood waters, high winds that may cut power, etc.)
		Delegate roles for transport of students to secondary site. If needed call upon School Public Safety Team
		Meet at Incident Command Post and receive information regarding staff and students, location of the disaster, building damage, flooding, etc.
		Ensure contact with emergency responders, transportation providers, emergency managers and public works commissioner
		Implement the school recovery plan and crisis counseling as needed
		Set up debriefings as needed after the event
√	TIME	MAIN OFFICE SECRETARY
		Gather student attendance from faculty and staff for administration
		Assemble all materials for an office on the move or portable office
		Prepare to handle a large volume of telephone calls from parents or guardians
		Report to Incident Command Post with administration
√	TIME	RELOCATION GROUP SUPERVISOR
		Contact Relocation Site Manager and notify of the possibility of relocation

(Continued on back)

# SEVERE WEATHER

		In the case of relocation, coordinate the responsibilities of school staff with the response procedure
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		Ensure the accountability of all students to main office. Account for students who are missing/out of the class
		Retrieve Classroom Preparedness Kit and keep on hand
		If relocating, supervise students and remain with them until they are released to parents or you are relieved from duty
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Remove students in nurse's office and hand off to a teacher
		Collect First Aid Kit and report to Incident Command Post
		Be prepared to treat injuries that may have occurred
		Set up casualty collection site, if necessary
		Assist EMS as needed
		Document status of patients and maintain log
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Prepare to handle a large volume of telephone calls from parents or guardians
		Tune radio/television to an EAS Participating Station
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send home to parent(s)/guardian(s) describing the known facts and procedures for accessing support.

# SUICIDE ATTEMPT

Updated by VSCPT June 2016

When a student or staff member attempts to take his/her life, either at school or in the community.

√	TIME	PRIORITY PROCEDURES
		Take the threat seriously
		Contact the Principal who may call 911
		Assess scene for safety
		Assess and provide First Aid as needed
		Do NOT leave the individual alone
		Contact Designated Mental Health Agency and request screening
		Secure the scene for police investigation
ROLE REQUIRED		
		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		SCHOOL COUNSELOR
		SCHOOL NURSE
		SCHOOL RESOURCE OFFICER
		MAIN OFFICE SECRETARY
		CUSTODIAN/MAINTENANCE STAFF
		SCHOOL CRISIS TEAM
		PUBLIC INFORMATION OFFICER
√	TIME	PRINCIPAL OR DESIGNEE
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event
		Contact Designated Mental Health Agency and request screening
		Inform Superintendent
		Convene Threat Assessment Team
		Notify parent or guardian and offer assistance for appropriate medical and psychological care, referrals and emergency services
		On a 'need to know' basis, inform faculty/staff/students, including homeroom teacher, coaches, and others who have regular contact with the individual, while maintaining confidentiality
		If there is suspected abuse of the individual, notify the Vermont Department for Children and Families (if a student) and/or Law Enforcement, in accordance with state law and school policy
		Prepare and send letter home to parents as appropriate, while maintaining confidentiality
		Debrief School Public Safety Team and faculty/staff
		Complete incident report
		Prepare or update prevention protocols in case others attempt or complete suicide
√	TIME	SCHOOL COUNSELOR
		Contact Designated Mental Health Agency and request screening
		If others are aware of the threat or attempt, reassure them that action is being taken
		Notify parents of any students of concern
		Complete an assessment to determine risk level, using an approved screening tool
		Meet with referring staff/faculty and/or student
√	TIME	SCHOOL NURSE
		Make an immediate assessment and take any immediate action necessary to provide First Aid
√	TIME	SCHOOL RESOURCE OFFICER
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event
√	TIME	MAIN OFFICE SECRETARY

(Continued on back)

# SUICIDE ATTEMPT

		Initiate incident report, following school policy
		Gather student/staff contact information
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event
√	<b>TIME</b>	<b>SCHOOL CRISIS TEAM</b>
		Hold an immediate team meeting and institute immediate referral for assessment and treatment
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		Respond to media questions after consulting with Incident Commander

# **UNTIMELY DEATH of STUDENT or SCHOOL STAFF MEMBER**

*Updated by VSCPT June 2016*

√	TIME	PRIORITY PROCEDURES
		<b>Call 911 and inform Principal</b>
		Assess and provide First Aid as needed
		Confirm if deceased
		If untimely death occurred on school property, secure area and prevent non-essential people from accessing or witnessing the scene
		Offer emotional support to school community to facilitate recovery

ROLE REQUIRED	INDIVIDUAL ASSIGNED TO ROLE
<b>PRINCIPAL OR DESIGNEE</b>	
<b>SCHOOL CRISIS TEAM</b>	
<b>SCHOOL COUNSELOR</b>	
<b>SCHOOL NURSE</b>	
<b>SCHOOL RESOURCE OFFICER</b>	
<b>MAIN OFFICE SECRETARY</b>	
<b>CUSTODIAN/MAINTENANCE STAFF</b>	
<b>PUBLIC INFORMATION OFFICER</b>	

√	TIME	PRINCIPAL OR DESIGNEE
		Confirm if deceased
		If untimely death occurred on school property, secure area and prevent non-essential people from accessing or witnessing the scene
		Inform superintendent
		Convene School Crisis Team
		Verify details with the family and offer assistance, appropriate support, and referrals. Honor the family's wishes if possible
		Provide outside psychological support—contact Designated Mental Health Agency
		Inform faculty/staff of the death. If school is not in session, contact faculty/staff via phone tree
		Open the school to provide school/community support
		Complete incident report
		Prepare and send letter home to parents/guardians
		Allow faculty/staff/students to attend the funeral

√	TIME	SCHOOL CRISIS TEAM
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support
		Plan schedules and activities for the school day and week
		Identify those particularly affected, such as relatives, friends, classmates, teammates, those with a history of suicide ideation, depression and/or substance abuse
		Help create a Support Center in the building
		Provide safety measures and special services for students, faculty, and staff
		Ensure faculty and staff can attend the funeral to offer support to students
		Meet with parents, guardians, and families of those at increased risk
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery
		Prepare or update prevention strategies and protocol in case someone attempt or complete suicide

√	TIME	SCHOOL COUNSELOR
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*(Continued on back)*

# UNTIMELY DEATH of STUDENT or SCHOOL STAFF MEMBER

		Coordinate home visits with School Nurse to affected families to offer support and referrals
		Provide outside psychological support—contact Designated Mental Health Agency
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		Assess and provide First Aid as needed
		Confirm, if deceased
		Secure the area if untimely death occurs on school property
		Coordinate home visits with School Counselor to affected families to offer support and referrals
√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>
		If untimely death occurred on school property, secure area and prevent non-essential people from accessing or witnessing the scene
√	<b>TIME</b>	<b>MAIN OFFICE SECRETARY</b>
		Keep an informal time and procedures log of crisis response activities
		Permit students to leave school only with parental permission and carefully track attendance
		Provide substitutes for faculty and staff if they need to go home
√	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>
		If untimely death occurred on school property, secure area and prevent non-essential people from accessing or witnessing the scene,
		Assist in setting up a Support Center
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support
		Respond to media questions after consulting with Incident Commander
		Prepare faculty and staff by offering accurate and verified information regarding the death. Provide written statement for all to read to classes and make crisis hotline numbers available



**Vermont 2-1-1 Scripting Procedure**

**If Vermont 2-1-1 is part of your emergency plan, use this form to notify the Vermont 2-1-1 Director/call specialists of the appropriate protocol to use when calls come into the call center during an incident or time of an emergency.**

DATE: / /	TIME:	REPORTED BY: _____ ORGANIZATION: _____	Work # _____ Cell # _____
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**Incident/Emergency:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Priority Procedures:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Principal or designee contact information:**

Incident Commander/Duty Officer/CEO/Director/Principal: \_\_\_\_\_

Public Information Officer: \_\_\_\_\_

School Nurse: \_\_\_\_\_

Relocation Group Supervisor: \_\_\_\_\_

Other: \_\_\_\_\_

**Call: 2-1-1 or 1-866-652-4636 Fax: (802) 861-2544 E-mail information to: [info@vermont211.org](mailto:info@vermont211.org)  
 DEMHS Watch Officer: 1-800-347-0488**

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# WEAPONS

Updated by VSCPT June 2016

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

√	TIME	PRIORITY PROCEDURES
		Call 911
		Take safety measures to protect yourself and others
		Stay calm and avoid confrontation if possible
		Obtain good description of individual and the type of weapon he/she has
		Notify the principal or designee as soon as possible
		Inform police of your observation and be prepared to write a statement
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
		PRINCIPAL OR DESIGNEE
		SCHOOL COUNSELOR
		SCHOOL NURSE
		SCHOOL CRISIS TEAM
		PUBLIC INFORMATION OFFICER
		FACULTY AND STAFF
√	TIME	PRINCIPAL OR DESIGNEE
		Depending on the situation, direct students and staff to Lockdown, Lockout, or Evacuate
		Attend to the safety of students and staff at all times
		Meet with law enforcement upon arrival
		Convene Threat Assessment Team and School Crisis Team. Decide how the school will respond and what additional resources will be required
		Assess situation in regard to location of person with weapon and potential for injuries
		Contact superintendent
		Contact parent(s) or guardian(s) as appropriate
		Issue a press release or assign this task to the Public Information Officer as deemed appropriate
		Complete an incident report and file
		Debrief with School Public Safety Team and staff
√	TIME	SCHOOL COUNSELOR
		Assist principal or designee with notifying parents
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation
		Provide victim assistance services as necessary
√	TIME	SCHOOL NURSE
		Be prepared to treat injuries and assist EMS as needed
		Assess the degree of injuries and report back to principal or designee
		Establish triage area in safe location
√	TIME	SCHOOL CRISIS TEAM
		Convene Threat Assessment Team and School Crisis Team. Decide what additional resources and support will be needed

(Continued on back)

# WEAPONS

		Provide victim assistance services as necessary
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>
		After consultation with the Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts
		Respond to media questions after consulting with Incident Commander
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		Direct students who are in bathrooms or halls to join closest class and to inform the office about their location
		Lock all hallway and exterior doors; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation
		Ask teachers, staff, visitors and students to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off
		Remain in Lockdown, Lockout, or Evacuate mode until the Incident Commander gives the "all clear"
		During a gun incident, instruct students in what the appropriate option is. Your best option may be to drop to the floor/ground and remain out of view.
		If the fire alarm sounds, evacuate the building following the directions of the principal. Be prepared to use alternate evacuation routes away from the incident.

**Prevention-Mitigation**

**Preparedness**

**Recovery**

**Response**

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# ACTIVE SHOOTER: RECOVERY

Updated by VSCPT June 2016

The Recovery phase is designed to assist students, staff, and their families in helping to calm them down as much as possible under the circumstances. It is an ongoing progression that includes the mental, emotional and physical healing process of students, faculty, staff and their love ones. Strong partnerships with public safety and mental health communities are essential for effective recovery efforts. The type and extent of activities will vary in relation to the size and scope of the crisis.

ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL RESOURCE OFFICER		
RELOCATION GROUP SUPERVISOR		
FACULTY AND STAFF		
SCHOOL NURSE		
SCHOOL SECRETARY		
SCHOOL COUNSELOR		
SCHOOL CRISIS TEAM		
√	TIME	PRINCIPAL OR DESIGNEE
		As soon practical and safe to do so, check with incident commander or emergency personnel to get "all clear" signal indicating building safe from danger
		If triage area is needed for those injured, work with Incident Command to select appropriate site. Assign appropriate staff as needed to triage area
		If relocation site is needed, coordinate activation with Incident Command. Process might require separating victim/witnesses from the general population for questioning by police
		If using relocation site, activate committee as soon as possible
		If needed, request busing for transportation to relocation site and coordinate loading zone with Incident Command
		Coordinate with Incident Command movement of those going to the relocation site, as the school will be a crime scene.
		Have attendance taken as soon as possible and notify Incident Commander of outcome and status of injuries if known
		Activate mental health teams to assist with those in need of their help and direct them to appropriate meeting place
		If needed, coordinate Reunification Center with Incident Command. If possible, have school representative at Reunification Center to help maintain appropriate line of communication with those present
		Notify parents and/or guardians of status as needed by using pre-arranged means of communication
		Notify 2-1-1 if needed, for message to be given to parents and or guardians.
		Work with superintendent, Incident Command to coordinate media releases
		Work with superintendent to address other short/long term recovery efforts as needed

(Continued on back)

# ACTIVE SHOOTER: RECOVERY

√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>
		Help Incident Command with recovery as needed. Follow local public safety guidelines
		Help investigators as needed with witnesses, due to be familiar with staff and students
√	<b>TIME</b>	<b>RELOCATION GROUP SUPERVISOR</b>
		If relocation site is activated, help calm students, staff and visitors that are affected by the shooting incident
		If available, help calm those going to the Reunification Center
		Work with in-coming mental health responders
√	<b>TIME</b>	<b>FACULTY AND STAFF</b>
		Strive to be as calm as possible under the circumstances and help students, other staff members and visitors that were subjected to the trauma
		Monitor student behavior to spot difficulties and report those in need to appropriate help
		Avoid talking to the media unless cleared by principal or designee
		Be sure to be a good witness. If you have seen the suspect or others involved, try and keep track of what you have observed
√	<b>TIME</b>	<b>SCHOOL NURSE</b>
		When safe to do so, attend to those injured (depending on the circumstances, it may mean checking with the police and Incident Command first)
		Work with Principal/designee and Incident Command to setup a triage area if needed, and assist emergency medical responders
√	<b>TIME</b>	<b>SCHOOL SECRETARY</b>
		If evacuation occurs, bring emergency bag with student roster and contact information
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>
		Assist School Crisis Team as needed
		Assist Mental Health workers as needed

## **School Recovery after a Critical Incident or Tragedy**

*This document is intended for school teams to provide best practice guidance after a small or large scale incident or tragedy impacting your school community*

- **The Role of the School Crisis Team (or other core leadership team)**
  - This group needs to be highly visible in the school and will likely need to meet 2-3x/day (morning, lunchtime, afterschool) to coordinate all response activities and ensure strong communication.
  - Depending on the type of incident or tragedy, others may join this group including the superintendent, the lead mental health support, etc.
  
- **School Scheduling**
  - Routine and flexibility are key parts of the recovery process. As best as possible, maintain a regular class schedule with readily available options outside of class for students who are not able to engage in the classroom (such as a staffed quiet space). This may include having regularly scheduled exams or events but readily giving students a makeup or alternative option.
  - Even for an incident with school-wide impact, some students may not want to go to a funeral or memorial service for a variety of reasons. This decision should be left with the student and parents/guardians. If a service is held during the school day, maintain classes or provide an alternative.
  
- **Identifying Students/Staff of Concern**
  - In the hours or days after an incident, the School Crisis Team can make a list of students and staff who are most impacted. This may include siblings, best friends, teammates, current or former classroom teachers, coaches, etc. Additionally, students or staff can be identified who may not be directly involved but may be vulnerable (those who have experienced recent loss, etc.).
  - The School Crisis Team can make a plan for who specifically will check in with the people on this list, what supports can be offered and at what intervals the check ins should occur.
  
- **Maintaining Communication**
  - Identify one point person for internal and external communication.
  - Use the sample announcements and letters in the resources below as a guide.
  - Frequent communication with parents/guardians and the community is key as it provides reassurance that the school has a good plan and can be a reminder of supports available to students and the greater community.
  
- **Consider Outside Mental Health Support**
  - Even small scale incidents can have significant reverberations for a school community. It can be hard to ask for or accept outside assistance but this is often necessary to bolster your in-house supports.
  - Mental health supports may include school counselors from another school district, providers from your local designated agency (Crisis Team, Outpatient

program, School Services), and, for staff/faculty, the Employee Assistance Program.

- Resiliency and Recovery:
  - Establish resiliency building plans for supporting students and the school community including the use of therapy dogs, creating a drop in space for people to write cards or draw pictures, having a sensory space, and hosting mindfulness workshops, yoga classes and/or drumming circles. All of these interventions are trauma-informed and promote healing if facilitated by someone with proper training.
  - Young people grieve differently from adults. This can be hard for parents/guardians and even sometimes school staff to understand. Provide information to adults about understanding grief (see resources below). Provide information to students that is age appropriate.
  - Large group gatherings can be hard for some students and even triggering. Avoid school-wide assemblies or gatherings in the auditorium if at all possible. Instead, provide information and support in classrooms or in small groups.
  - Students, parents/guardians, staff and the greater community often want to “do” something tangible to honor those impacted by an incident. It is recommended that memorials are temporary and closely monitored (seek additional guidance from the resources below).
  
- A Note about Suicide
  - Stigma and the risk of suicide contagion or “copycat” suicides indicate that the response to a suicide death should be handled in a certain way. These best practices (see resources below) can mitigate risk while promoting healing and resilience.
  - It is important that the school response to a suicide death is similar to the response for any other death.
  - Having a written protocol is recommended so that decisions are made in an equitable way, especially related to fundraising for the impacted family, memorials including yearbook commemorations, and the school’s involvement with funeral or memorial service arrangements.
  
- A Note about Large Scale Incidents
  - An incident such as a school shooting or a mass casualty event needs special consideration.
  - Ensure an operational framework to identify qualified mental health professional who will aid in the response.
  - Established screening protocols for assessment and referral to additional services.
  - Emphasize resiliency and recovery in the school in the coming weeks and months but also throughout the school year (and in subsequent years).
  - Long term memorials need careful consideration using the resources below.



- Resources
  - Preventing Suicide: A Toolkit for High Schools. Substance Abuse and Mental Health Service Administration.  
<https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>  
This is a free resources available for download and includes tools, protocols, guidelines and sample letters/announcements
  - Lifelines Postvention: Responding to a Suicide and Other Traumatic Death. Hazleden.  
[http://www.hazelden.org/OA\\_HTML/ibeCCtpItmDspRte.jsp?item=54103](http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=54103)  
This best practice guide is available for purchase. Many schools use the Lifelines Suicide Prevention curriculum.
  - The Dougy Center: The National Center for Grieving Children and Families  
<https://www.dougy.org/>  
Resources and Tip Sheets for children, teens, parents and educators
  - The National Child Traumatic Stress Network  
<http://www.nctsnet.org/resources>  
Resources and tools for a variety of audiences

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# Appendix

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## **AED Guidance**

Many schools in Vermont are equipped with Automatic External Defibrillators (AEDs). The AED is used to administer an electric shock to the heart. This device contains internal decision making electronics and does not require that the user employ any judgement in its use. AEDs are designed to be used by anyone using the building.

It is recommended that the school nurse oversee the storage, maintenance, training, and use of the AED. The nurse will assess and determine in partnership with EMS and school administration when and to whom trainings and maintenance may at times be delegated.

### **NOTIFICATION:**

Notify local Emergency Medical Services of any new AEDs located in buildings.

### **LOCATION:**

AEDs should be strategically placed and readily accessible for rapid use.  
AEDs should be in an unlocked alarmed cabinet.

### **MONTHLY AED CHECKS:**

- Verify that the unit is in the proper location.
- Verify that the unit contains all of the appropriate equipment designated by the manufacturer.
- Verify that the unit has performed self diagnostic evaluations as recommended by the manufacturer.
- Record monthly check in a log.

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## *Communications Equipment*

School Administrators find that direct communication with responders, the School Crisis Team and Faculty during a crisis is important. This list reflects some of the equipment found in schools during the facilitator's visits.

### Portable Radios

An inexpensive, easy to use and valuable tool in directing the School Crisis Team. Conversations are public. Also known as walkie-talkies.

### UHF or VHF Radios

A more specialized system with multiple channels and licensed frequencies, these radios can be programmed to responder frequencies (police, fire, rescue) with permission of authorities. More privacy is possible.

### Cell Phones

Versatile and useful from long distances, cell phones offer privacy and direct communications with any person with an available telephone or cell phone. Private.

### Police Band Radio

A Private, direct link to local law enforcement.

### School/Community Alert System

Private companies can provide direct communication services (via telephone, cell phone or email) to parents and guardians. School districts can use them for a variety of emergencies to alleviate traffic congestion and provide important information.

### Surveillance Cameras

Cameras can be installed to deter vandalism, monitor the school entrance and grounds, and provide critical information to authorities.

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## Appendix G



### Division of Fire Safety Central Office

1311 U.S. Route 302 – Berlin (phone) (802) 479-7561 or 800-640-2106  
Suite 600 (fax) (802) 479-7562  
Barre, VT 05641-2351  
www.vtfiresafety.org

Department of Public Safety

## **LIFE SAFETY CODE REQUIREMENTS FOR LOCKING OF CLASSROOM AND EXIT DOORS.**

*Locks are NOT permitted on any door that would prevent egress or escape.*

- Doors shall be arranged to open readily from the egress side.
- Any latch or other fastening device on a door must release with one normal operation of the door handle. All must release at the same time.
- The releasing mechanism must be an obvious method of operation and be readily operated under all lighting conditions, without the need for special tools or knowledge.
- The releasing mechanism must be located between 34 and 48 inches above the floor.
- No devices, such as chains or bars, can be installed to interfere with the operation of panic hardware.

*EVERY SCHOOL MUST HAVE A WRITTEN EMERGENCY PLAN and practice fire, clear the halls, and secure the building drills monthly according to the schedule in the emergency plan.*

The above requirements are from the Life Safety Code 2003, Sections: 7.2.1.5, 7.2.1.6 and 15.7. The Life Safety Code addresses egress from buildings under fire and other emergency conditions, while maintaining features that are essential for security of the building occupants. The Code does allow Delayed Egress and Access-Controlled locking arrangement for limited applications and have specific requirements for use. Every school building is unique, not one plan or set of conditions will work for all schools. The school's crisis planning team should contact the Division of Fire Safety for specific issues.

FOR MORE INFORMATION OR QUESTIONS – Please contact one of our regional offices.

- Barre: 479-4434 or 1-888-870-7888
- Rutland: 786-5867 or 1-888-370-4834
- Springfield: 885-8883 or 1-866-404-8883
- Williston: 879-2300 or 1-800-366-8325
- Central Office: 479-7561 or 1-800-640-2106

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# PRESS RELEASE

## FOR IMMEDIATE RELEASE

### [HEADLINE]

[Town], VT, [Date], [Time of Day]—[Name of school/school district / supervisory union] [is being/has been] evacuated due to [a/an] [gas leak / explosion / hazardous materials incident / water leak / power outage / fire / bomb threat / natural disaster / severe weather / assault/fighting / demonstration/riot / hostage / student threat].

[Law enforcement, emergency responders, fire department / rescue] are [on-site / en route (optional).]

Students and staff [are relocating/have relocated] to [location].

(A) There are no confirmed injuries or damage.

—OR—

(B) The confirmed injuries **and/or** damage are as follows<sup>1</sup>:

Staff and students are currently receiving treatment at [location]. **To avoid interfering with patient care, please do not contact or travel to this location until you are notified; it is important to keep the phone lines **and/or** parking lots open.**

[Additional details, if available/necessary (optional).]

[We will provide more information as it becomes available via (VTAAlert / website / other) (optional)].

For more information, please contact [who/organization] at [phone number], or call 211.

###

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<sup>1</sup> NOTE TO SCHOOL: Do not identify student(s)/staff by name; simply state the number of individuals involved and/or any property damage that has occurred.

# PRESS RELEASE

## FOR IMMEDIATE RELEASE

### [HEADLINE]

[Town], VT, [Date], [Time of Day]—[Name of school/school district / supervisory union] [is issuing/has issued] [Lockdown / Lockout] due to [a/an] [hostage / intruder / kidnapping/missing student / student threat / assault/fighting / demonstration/riot / severe weather / natural disaster].

Students will be kept on the premises until further notice. [Additional details about dismissal or pickups of students (optional).]

[Law enforcement, emergency responders, fire department / rescue] are [on-site / en route (optional)].

[Additional details, if available/necessary (optional).]

(A) There are no confirmed injuries or damage.

—OR—

(B) The confirmed injuries and/or damage are as follows<sup>1</sup>:

Staff and students are currently receiving treatment at [location]. **To avoid interfering with patient care, please do not contact or travel to this location until you are notified; it is important to keep the phone lines and/or parking lots open.**

[Additional details, if available/necessary (optional).]

[We will provide more information as it becomes available via (VTAlert / website / other) (optional)].

For more information, please contact [who/organization] at [phone number], or call 211.

###

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<sup>1</sup> NOTE TO SCHOOL: Do not identify student(s)/staff by name; simply state the number of individuals involved and/or any property damage that has occurred.

# PRESS RELEASE

## FOR IMMEDIATE RELEASE

### [HEADLINE]

[Town], VT, [Date], [Time of Day]—As previously communicated, [name of school/school district / supervisory union] has recently [description of previous event].

[Updates/additional details, if available/necessary (optional).]

(A) There are no confirmed injuries or damage.

—OR—

(B) The confirmed injuries and/or damage are as follows<sup>1</sup>:

Staff and students are currently receiving treatment at [location]. **To avoid interfering with patient care, please do not contact or travel to this location until you are notified; it is important to keep the phone lines and/or parking lots open.**

[Additional details, if available/necessary (optional).]

[We will provide more information as it becomes available via (VTAlert / website / other) (optional)].

For more information, please contact [who/organization] at [phone number], or call 211.

[Statement of action on how to prevent this from happening again, if necessary (optional).]

We would like to thank [staff, teachers, students, emergency personnel / responders, police (optional)].

[Statement of condolence, if necessary (optional).]

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<sup>1</sup> NOTE TO SCHOOL: Do not identify student(s)/staff by name; simply state the number of individuals involved and/or any property damage that has occurred.

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## **Psychological Support, Recovery & Healing**

Key to healing a traumatized school community is the provision of psychological first aid, assessment, support, and referral within hours and days following a critical incident. The School Crisis Team is a key component of implementing the school's strategic response. Recovery and healing occurs when community comes together to plan, support, and work in concert with the school on reentry and recovery steps following a tragic event. A call to the community mental health agency or the Vermont Department of Mental Health will provide additional crisis response, guidance, and resources for assessment of needed psychological support. Immediate and planned on-going crisis response can mitigate long term effects of crisis, such as post traumatic stress disorder.

Educational resources regarding coping and recovery for parents, teachers, school administration, children, emergency responders, and other service providers can be located at.

- Vermont Department of Mental Health - Disaster Response: <http://mentalhealth.vermont.gov/services/disaster>
- Vermont Designated Mental Health Agencies: <http://mentalhealth.vermont.gov/DAlist>
- Helping to Heal: <http://www.vdh.state.va.us/oep/pdf/CWD-HelpingToHealFieldGuide.pdf>
- Substance Abuse and Mental Health Services Administration (SAMHSA): <http://www.samhsa.gov/disaster-preparedness>

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## *School Safety*

### **Ten Steps You Can Take Now**

1. *Form a School Public Safety Team to work with your School Crisis Team.*

The School Public Safety Team should include the Superintendent and representatives from Emergency Management, Law Enforcement, Fire, Rescue, Transportation, Vermont Department of Health Emergency Preparedness Specialist, and Designated Mental Health Agencies.

2. *Practice, practice, practice.*

Stage simulation exercises to guide you in establishing procedures. Invite emergency responders to drills.

3. *Review your School Emergency Operations Plan.*

The **Vermont School Crisis Guide** is available for everyone to use.

<http://demhs.vermont.gov/programs/school/>

4. *Use Standard Response Protocol.*

Lockdown, Lockout, Evacuate, Shelter. <http://iloveguys.org/srp.html>

5. *Delegate specific emergency responsibilities.*

Each adult should know exactly what to do in an emergency.

6. *Be proactive, not reactive; plan ahead.*

Understand the gridlock on telephones, traffic and communications.

7. *Create efficient Classroom Preparedness Kit.*

Place the most important articles for emergencies in a bag in your work area.

8. *Use all of your resources.*

Get community assistance from the Red Cross, volunteers, parents and civic leaders.

9. *Buy radios and cell phones and learn how to use them.*

Communications is an important key in emergency response. Know who to contact and create an emergency contact list.

10. *Keep the focus on student and staff safety.*

Involve teachers in the School Crisis Team as they work on the maintenance of the School Emergency Operations Plan. Insist on accurate attendance collection.

Submitted By: Tom Perry, Steve Earley Vermont School Crisis Planning Team

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## ***School Safety***

### ***Ten More Steps You Can Take Now***

*11. Create a safe and supportive school climate.*

Foster a culture of respect, listen to students, create connections between adults and students with Teacher Advisors and develop trusting relationships, break the teen “Code of Silence”, work to prevent bullying and harassment and create mechanisms to sustain safe school climates.

*12. Practice your emergency drills once a month.*

A drill schedule is accessible here: [http://education.vermont.gov/documents/EDU-News\\_2013\\_05\\_20\\_Drill\\_Schedule.pdf](http://education.vermont.gov/documents/EDU-News_2013_05_20_Drill_Schedule.pdf)

*13. Conduct a Risk Assessment.*

School safety is more than protection against intruders.

*14. Read the 2004 Safe Schools Initiative Report.*

Published by the United States Secret Service and Department of Education, available here: <https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf>

*15. Create individual school communications templates.*

Plan your media releases and responses. Templates are available in the Vermont School Crisis Guide. Remember the 3-3-30 Rule: 3 short sentences, 3 key messages, 30 words or less.

*16. Adopt a procedure for student cell phone use in an emergency.*

Cell phones can be a help or a hindrance in releasing information.

*17. Evacuate to a Relocation site.*

Visit the site with the school staff and understand the challenges of transporting, sheltering and releasing students.

*18. Identify the Chain of Command in the district, region.*

Knowing who does what will help to eliminate ineffectiveness and confusion. Learn about and work with emergency responders to create an Incident Command Structure for making decisions and communicating during an emergency.

*19. Control the entrance to the building during core teaching hours.*

Train the office staff to monitor entry and respond quickly to a “Secure the School” command.

*20. Institute a Threat Assessment protocol.*

Protocol is available in the Vermont School Crisis Guide.

Vermont School Crisis Planning Team

Contact: Stephen Earley, Chair, [searley@gmavt.net](mailto:searley@gmavt.net)

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# ***SUMMARY of Suggested School Nurse's Roles and Responsibilities from the VERMONT SCHOOL CRISIS GUIDE***

CRISIS	PRIORITIES	ROLES & RESPONSIBILITIES
<b>ALL</b>	<b>Health and safety of students, staff, and responders</b>	<b>(1) Have emergency Nurse Preparedness Kit ready at all times. (2) Be knowledgeable of the Incident Command System and specific emergency protocols for your school. (3) If students are under your care at time of crisis, transfer their supervision to another staff member. (4) Provide medical attention to the sick and injured, only after the scene is declared safe by the Incident Commander (most often initially, the principal). (5) Transfer responsibility of care and provide assistance to EMS when arrives. (6) Document; maintain log of those treated and their disposition. Update Incident Commander as needed. (7) If multiple casualties, meet with MCI team, bring MCI supplies, assemble at staging area and prepare to provide triage/first aid.</b>
<b>Anaphylaxis (Severe Allergic Reaction)</b>	Locate and follow the individual's anaphylaxis plan.	Ensure that EMS (911) is called. Administer emergency medication(s) as ordered and monitor response. Ensure notification of principal and parent/emergency contact.
<b>Assault / Fighting</b>	(If first upon the scene, assess situation to determine best course to prevent injuries)	<u>As directed by Incident Commander.</u> Assess extent of injuries, administer first aid, and seek / refer for further medical intervention as needed.
<b>Bioterrorism</b>	Take measures to prevent / minimize staff/student/responder contact with substance.	<u>As directed by Incident Commander.</u> Consult with the Vermont Department of Health for guidance. Determine those exposed, follow isolation procedures, provide first aid, and seek / refer for further medical intervention as needed.

<b>Bomb Threat</b>	If you, yourself, receive the threat, follow your school's bomb threat procedure	Evacuate building with students in your charge at the time and transfer responsibility for their safety to another staff member. <u>As directed by Incident Commander.</u>
<b>Death of a Student</b>	If you discover student, assess for signs of life. Avoid disturbing the scene. Notify principal, Call 911.	<u>As directed by Incident Commander.</u> Provide informal support for affected students and staff.
<b>Demonstration / Riot</b>		<u>As directed by Incident Commander.</u>
<b>Explosion</b>	If first to note, activate fire alarm, notify principal	Evacuate building with students in your charge at the time and transfer responsibility for their safety to another staff member. <u>Assist Incident Commander as directed.</u>
<b>Fire</b>	If first to note, activate fire alarm, notify principal.	Evacuate building with students in your charge at the time and transfer responsibility for their safety to another staff member. <u>Assist Incident Commander as directed.</u>
<b>Flooding</b>		<u>As directed by Incident Commander.</u>
<b>Hazmat</b>		<u>As directed by Incident Commander.</u>
<b>Hostage</b>		<u>As directed by Incident Commander.</u>
<b>Infectious Disease</b>	Monitor illness trends within the school community.	<u>As directed by Incident Commander.</u> Consult with the Vermont Department of Public Health. Work with school staff to identify close contacts of ill student/staff member and proceed as directed by DOH. If applicable, determine immunization status of affected individuals. Educate school community on disease prevention measures (i.e. hand hygiene, cough etiquette). Provide information to parents/guardians and staff as allowed by FERPA. Provide on-going surveillance of disease spread within the school community and refer individuals for medical evaluation as indicated. Continually update school administration and DOH .
<b>Influenza</b>	See "Infectious Disease"	

<b>Intruder</b>	If you notice an unauthorized visitor, direct him/her to check in with the office. However, if person is acting suspiciously, hostile or threatening, do not approach; report presence immediately to principal.	<u>As directed by Incident Commander.</u>
<b>Kidnapping</b>		<u>As directed by Incident Commander.</u>
<b>Missing Student</b>	Report missing student(s) to principal immediately.	<u>As directed by Incident Commander.</u>
<b>Motor Vehicle Accident</b>	If you are first to witness MVA, Call 911	Provide first aid as appropriate, stay with victims until EMS arrives. <u>As directed by Incident Commander.</u>
<b>Multiple Casualty Incident</b>	See specific causal event	<u>As directed by Incident Commander .</u> Assemble MCI team / MCI supplies at staging area (which will be designated by the IC) and wait until casualty site is declared safe before entering and conducting triage. School Nurse is MCI team leader and conducts triage using current evidence-based triage principles. MCI team members assist with organization, documentation, transportation, communication and first aid as directed by the team leader.
<b>Natural Disaster</b>		<u>As directed by Incident Commander.</u>
<b>Power Outage</b>		<u>As directed by Incident Commander.</u>
<b>Recovery</b>		<u>Immediate Recovery: As directed by Incident Commander.</u> The crisis itself, the staff, the students, the community, and the scope of the loss will determine the shape and extent of the longer term recovery process. You, the students and staff will need emotional support. Be cognizant that mental and emotional stress is often manifested in physical symptoms.
<b>Relocation</b>		<u>As directed by Incident Commander.</u>
<b>Serious Injury</b>		<u>As directed by Incident Commander.</u> Assess extent of injuries, administer first aid, and seek / refer for further medical intervention as needed.
<b>Severe Weather</b>		<u>As directed by Incident Commander.</u>

<b>Shooter</b>	If you observe armed person(s) on school grounds, without drawing attention to yourself, notify principal immediately,	<u>As directed by Incident Commander.</u>
<b>Student Threat</b>	If recipient of threat, notify principal immediately.	<u>As directed by Incident Commander.</u>
<b>Suicide Attempt</b>	If witness, stay with victim and notify principal immediately.	Provide immediate first aid as needed and <u>as directed by Incident Commander.</u>
<b>Suicide Committed</b>		<u>As directed by Incident Commander.</u>
<b>Weapons</b>	Do not approach, notify principal immediately.	<u>As directed by Incident Commander.</u>



# *“Good Samaritan Law”*

## The Vermont Statutes Online

### Title 12: Court Procedure

#### *Chapter 23: Limitation Of Time For Commencement Of Actions*

#### **519. Emergency medical care**

##### **§ 519. Emergency medical care**

(a) A person who knows that another is exposed to grave physical harm shall, to the extent that the same can be rendered without danger or peril to himself or without interference with important duties owed to others, give reasonable assistance to the exposed person unless that assistance or care is being provided by others.

(b) A person who provides reasonable assistance in compliance with subsection (a) of this section shall not be liable in civil damages unless his acts constitute gross negligence or unless he will receive or expects to receive remuneration. Nothing contained in this subsection shall alter existing law with respect to tort liability of a practitioner of the healing arts for acts committed in the ordinary course of his practice.

(c) A person who willfully violates subsection (a) of this section shall be fined not more than \$100.00. (1967, No. 309 (Adj. Sess.), §§ 2-4, eff. March 22, 1968.)

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# **The Vermont Statutes Online**

## **Title 23 : Motor Vehicles**

### **Chapter 013 : Operation Of Vehicles**

#### **Subchapter 014 : Equipment**

#### **§ 1285. Pupil instruction**

At least twice during each school year, each pupil who is transported in a school bus shall be instructed by school authorities in safe riding practices, and participate in emergency evacuation drills. (Added 1975, No. 149 (Adj. Sess.), § 10.)

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# VERMONT SCHOOL BUS MANUAL



**2016**



**Peter Shumlin**, Governor  
State of Vermont

**Chris Cole**, Secretary  
Agency of Transportation

**Robert Ide**, Commissioner  
Department of Motor Vehicles



## Message from the Commissioner of Motor Vehicles

The task of safely transporting children to and from our schools is a tremendous responsibility. We hope this manual will assist school bus drivers to better perform their duties and will also serve as a guide for others involved in school bus transportation.

School bus drivers must at all times obey traffic laws such as speed limits, traffic control signs and special regulations pertaining to interstate highways.

Drivers convicted of violating any motor vehicle laws or regulations are subject to a loss of license as well as any fines that are levied. Conviction could mean your job!

One's success as a school bus driver depends largely on knowledge, attitude, good driving habits and caution behind the wheel.



Robert Ide  
Commissioner

Note: This study guide is a supplement to Section 10 of the Vermont Commercial Driver License Manual (Form VN-111)

The Department of Motor Vehicles does not discriminate against individuals with disabilities in the provision of services, programs, activities or employment.

Reprinted June 2016

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## Vermont State Holidays

New Year's Day	January 1
Martin Luther King, Jr. Day	3rd Monday in January
Washington's Birthday	3rd Monday in February
Town Meeting Day	1st Tuesday in March
Memorial Day	Last Monday in May
Independence Day	July 4
Bennington Battle Day	August 16
Labor Day	1st Monday in September
Veterans' Day	November 11
Thanksgiving Day	4th Thursday in November
Day After Thanksgiving	Friday after Thanksgiving
Christmas Day	December 25

Any legal holiday which falls on a Saturday shall be observed on the preceding Friday. Any legal holiday which falls on a Sunday shall be observed on the following Monday.

## *School Bus Driver License Testing Locations*

CDL license and endorsement knowledge tests and school bus knowledge tests can be taken at the locations listed below.

- Scheduling appointments **802-828-2085**
- General information **802-828-2000**
- TTY/TDD **711**

## *Road Test*

- **Bennington** – 359 Bowen Road (AOT Garage)
- **Colchester** – Barnes Avenue, Fort Ethan Allen (AOT Garage)
- **Rutland** – 280 Seward Road
- **St. Johnsbury** – 1998 Memorial Drive
- **Springfield** – 77 Hartness Road (Fire Department)



## *Knowledge Test*

- **Bennington**, 120 Depot Street
- **Dummerston**, 870 US Route 5\*
- **Middlebury**, 7 Mahady Court \*
- **Montpelier**, 120 State Street
- **Newport**, 100 Main Street
- **Rutland**, 01 State Place
- **Saint Albans**, 27 Fisher Pond Road\*
- **Saint Johnsbury**, 1998 Memorial Drive\*
- **South Burlington**, 4 Market Street
- **Springfield**, 100 Mineral Street
- **White River Jct**, 226 Holiday Drive\*

For hours visit [dmv.vermont.gov](http://dmv.vermont.gov)

### ***PART I – School Transportation***

School bus transportation is one of the safest forms of transportation in the United States. Every year, our nation's 475,000 public school buses travel more than 4.3 billion miles to transport 25 million children to and from school and school-related activities.

Students are nearly eight times safer riding in a school bus than with their own parents and guardians in cars. The fatality rate for school buses is only 0.2 fatalities per 100 million miles traveled compared to 1.5 fatalities per 100 million miles traveled for cars. An average of 10 occupants die each year in school buses, while an average of 600 occupants die each year riding to and from school in motor vehicles other than school buses.

Vehicles and drivers are the two key factors that contribute to this impressive highway safety record.

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\* This location does not accept cash for payment. This location processes only renewal, no new issue

## **The Vehicle:**

School buses are equipped with more safety equipment than any other vehicle on the road. Additionally, the size and design of the school bus gives it an important advantage in all but the most catastrophic circumstances. Both state and federal regulations set the standards for safety equipment.

State of Vermont regulations for school bus equipment are detailed in the “School Bus Laws” section of this manual. Additionally, Vermont school buses must conform to the Federal Motor Vehicle Safety Standards. The key federal safety requirements include:

- Well-padded, high back, energy-absorbing seats, as well as special requirements for wheelchair restraint systems.
- Brake systems that enable the school bus to stop in a shorter distance than other large vehicles.
- Lamps and reflective devices that indicate when the bus is loading and unloading passengers.
- Special mirrors that allow the driver to see critical areas directly in front of and along both sides of the school bus.
- A stop arm on newer buses that extends out to the left side of the bus to warn motorists when the bus is loading and unloading passengers.
- Several emergency exits.
- Rollover protection that reduces the likelihood of a roof collapse and allows for operable emergency exits even after the roof is subject to extreme forces.
- A passenger compartment designed to reduce the chances of injury to occupants caused by sharp edges of body panels that might tear loose in a crash.

- Protected fuel tanks and fuel pump, fuel delivery system, emissions control lines and connections to protect against fuel spills in severe crashes.
- Buses painted “national school bus glossy yellow.”
- ◆ **Non-Conforming Vehicles:**

Any vehicle with a manufacturer’s rated seating capacity of 11 or more, used to transport school children, must meet all Federal Motor Vehicle Safety Standards for school buses if owned, leased or hired by a school.

Vehicles not meeting these safety standards, often referred to as non-conforming school buses or non-conforming vans, cannot be used to transport school children to or from home and/or school or school activities. While these vehicles cannot be used to transport students, they still can be used to transport equipment, staff, teachers and other personnel.

**Note:** Removal of seats from a non-conforming vehicle, by the manufacturer, dealer or the user, to reduce capacity to 10 or fewer, is not permitted if the vehicle will be used to transport school children.

***23 VSA §4 - "School bus" means any motor vehicle used to transport children to or from school or in connection with school activities, except:***

- Buses operated by common carriers who incidentally accept school children as passengers;
- Private motor vehicles used to carry members of the owner's household. For the purposes of this section, private motor vehicle means a vehicle neither owned nor leased by a public school or an approved independent school;
- Private motor vehicles used to transport children without compensation. For the purposes of this section, compensation

means payment in any form except reimbursement for mileage or the normal salary paid to a person otherwise employed by the school;

- Motor vehicles with a manufacturer's rated seating capacity of fewer than 11 persons, including the operator, which are owned, leased, or hired by a school, or for which services are reimbursed by a school. However, if used to transport students, these shall be considered a Type II school bus for purposes of licensure, shall display an identification sign as prescribed in subdivision 1283(a)(1) of this title, and shall be equipped with a simple system of at least two red alternating warning lights; unless the driver is a school employee or a volunteer subject to a criminal background check and is transporting no more than five persons excluding the operator; provided that the vehicle has safety belts for all persons being transported;
- Motor coaches provided with a driver to a school on a single-trip or multi-trip contract basis to provide transportation to or from, or to and from, athletic or other special events. A motor coach is a vehicle at least 35 feet in length with a manufacturer's rated seating capacity of more than 30 passengers and is designed for long distance transportation of passengers, characterized by integral construction with an elevated passenger deck located over a baggage compartment. Pursuant to 16 VSA §255, a superintendent or headmaster shall request criminal record information for a driver of a motor coach if the driver may be in unsupervised contact with schoolchildren;
- Multifunction school activity buses, as defined in section 1287 of this title, provided with a driver to a school on a single-trip or multi-trip contract basis to provide transportation to or from, or to and from, athletic or other special events. Pursuant to 16 VSA §255, a superintendent or headmaster shall request criminal record information for a driver of a multifunction school activity bus if the driver may be in unsupervised contact with schoolchildren;

- Other multifunction school activity buses as defined in section 1287 of this title.
  - "Type I school bus," means a school bus with a manufacturer's rated seating capacity of more than 15 passengers, including the operator.
  - "Type II school bus" means a school bus with a manufacturer's rated seating capacity of more than 10 and fewer than 16 passengers, including the operator.

**23 VSA §1287 Multifunction School Activity Bus:**

- A “multifunction school activity bus” is a vehicle which is used to transport students on trips other than on a fixed route between home and school, and which meets the construction safety standards for a “multifunction school activity bus” adopted by rule by the National Highway Traffic Safety Administration.
- If a school owns a multifunction school activity bus or leases one other than as provided in subdivision 4(34)(A)(vi) of this title, the driver shall be required to hold a license which includes a school bus driver’s endorsement. The endorsement shall be a Type I or Type II endorsement as appropriate to the size of the vehicle.
- A multifunction school activity bus may be a color other than national school bus yellow.

**The Driver:**

School bus drivers are expected to meet the highest traffic safety standards. They must adhere to the many rules and regulations that ensure safety in and around the bus, and ensure the vehicle is in top mechanical condition. Their attention to safety is another key factor in the impressive safety record of school bus transportation.

This publication details the requirements and recommended practices of operating a school bus. It is designed to prepare the driver-

applicant with the knowledge necessary to pass the DMV driver's test and to provide reference material for existing drivers, school bus contractors and others in the school bus transportation business.

## ***PART II – Becoming a School Bus Driver***

School bus drivers must possess special knowledge and skills in order to ensure the safe transportation of their passengers. In addition to the knowledge and skill requirements of operating commercial motor vehicles, school bus drivers must be aware of the risks that are unique to transporting school children. It is this responsibility that makes school bus operation a specialized driving task.

To become licensed as a school bus driver, you must meet certain training, testing and medical qualifications, and obtain a school bus endorsement. Listed below are the basic steps that are required. A more detailed guide listing the requirements for various types of licenses follows this general information.

### **Type I Operation (manufacturer's rated seating capacity is more than 15 passengers including the operator):**

- Physical examination conducted by a licensed physician, physician's assistant or nurse practitioner.
- School bus driver training clinic.
- **Valid commercial driver license, passenger endorsement, and school bus endorsement, vision, written, and Road tests.**

### **Type II Operation (manufacturer's rated seating capacity is fewer than 16 passengers including the operator, which are owned, leased, or hired by a school, or for which services are reimbursed by a school and if used to transport students):**

- Physical examination conducted by a licensed physician, physician's assistant or nurse practitioner.

- School bus driver training clinic.
- Valid license, school bus endorsement, vision, written and Road tests.

The principle differences between Type I (CDL) and Type II (non-CDL) are the following:

- A CDL requires additional knowledge tests based on the class and type of commercial vehicle being operated.
- A CDL requires an entire vehicle pre-trip inspection as part of the road test.

## **Driver Qualifications**

The physical and mental condition, of school bus drivers is of primary importance. For that reason, school bus drivers must submit to their employer, and to the Department of Motor Vehicles, certification that they meet the physical, mental and vision standards required by law. A licensed physician, physician's assistant or nurse practitioner must sign these forms. If vision testing is done separately, a medical doctor, ophthalmologist, optometrist or nurse practitioner must sign a **Driver Eyesight Evaluation Form**. Vision testing can also be administered at the DMV exam office.

**Type I – Medical Examination Report form and Medical Examiners Certificate required for Type 1 school bus drivers, can be obtained through employers, physicians or online at the Federal Motor Carrier Safety Administration website, [www.fmcsa.dot.gov](http://www.fmcsa.dot.gov).**

**Type II – The Universal Medical Evaluation/Progress Report form, required for Type II school bus drivers, can be obtained from the Department of Motor Vehicles or online at the DMV website, [www.dmv.vermont.gov](http://www.dmv.vermont.gov)**

**You must provide the following information to DMV:**

**Type I - The Medical Examination Report and Medical Examiners Certificate when applying for or renewing a CDL and/or School Bus Endorsement.**

In order to assure school bus drivers continue to be medically qualified, it is also required a current Medical Examiners Certificate always be on file at the DMV.

Failure to maintain current medical documentation may result in suspension and/or downgrade of a CDL. Certificates can be mailed, faxed or provided electronically to the DMV CDL office.

Email to: [DMV.Medcert@state.vt.us](mailto:DMV.Medcert@state.vt.us)  
Fax to: 802-828-5548  
Mail to: Department of Motor Vehicles  
CDL Office  
120 State Street  
Montpelier, VT 05603-0001

**Type II – Universal Medical Evaluation/Progress Report form or a Medical Examination Report form when applying for or renewing a Type II school bus endorsement.**

**You must provide the following information to your employer:**

**Type I - A copy of the Medical Examination Report and Driver Eyesight Evaluation (if done separately) annually before the commencement of the school year.**

**Type II – A copy of the Universal Medical Evaluation/Progress Report form or a Medical Examination Report and Driver Eyesight Evaluation (if done separately) annually before the commencement of the school year.**



## **Type I and Type II**

Because the driving history of school bus drivers is of great importance, employers must also be provided with a copy of the individual's 3-year driver record, prior to their first date of employment as a school bus driver. Driving records can be obtained from the Department of Motor Vehicles.

Driving records requests forms can be obtained from any DMV office or from the DMV website, [dmv.vermont.gov](http://dmv.vermont.gov).

## **Disqualification for Use of Alcohol**

A person with a blood alcohol concentration (BAC) of 0.02 or above operating a school bus or a person with a BAC of 0.04 or above operating a commercial motor vehicle is subject to a civil suspension. See 23 VSA §1205 (2).

## **Training**

To provide a foundation of knowledge about school bus statutes and recommended operating procedures, state law requires that each driver attend a training course that has been approved by the Commissioner of Motor Vehicles. This must be successfully completed prior to adding or renewing a school bus endorsement.

The approved training known as the "school bus driver training clinic," is taught by certified instructors. Clinics are conducted by school districts, school bus transportation contractors, driving schools and independent instructors. It is important to understand this is a minimum requirement only. Drivers should obtain additional knowledge and skills training through other sources such as driving schools and employer training programs.

The training curriculum includes, but is not limited to the following subjects:

- The Role and Responsibility of a School Bus Driver.

- Loading, Unloading, Passenger Control and Discipline.
- Collisions and Emergency Procedures.
- Vehicle Maintenance and Inspection.
- Driving Fundamentals.

Drivers are issued a “School Bus Driver Training Certificate” upon completion of the course. This certificate is good for six (6) months. It must be surrendered to the Department of Motor Vehicles and a school bus endorsement must be obtained within six (6) months of date of issue.

Drivers who wish to renew their school bus endorsement must attend a school bus driver clinic or a defensive driving course (DDC) for school bus drivers.

To obtain information about the dates and locations of driver clinics visit our website at [dmv.vermont.gov](http://dmv.vermont.gov).

## License Testing and Issuance

The type of license you now hold, and the type of school bus you will be operating determines what tests you have to take. The following guide provides those details.

- **Type I School Bus Endorsement:** Use the following chart to determine what tests are required.

Your Present License ↓	CDL General Knowledge Knowledge test	CDL Passenger Endorsement Knowledge test	Vision Screening	School Bus Knowledge test	CDL/School Bus Road test
Driver's License – no endorsement	✓	✓	✓	✓	✓
Driver's License – Type II endorsement	✓	✓		✓	✓
CDL – no endorsements		✓	✓	✓	✓
CDL – Type II bus endorsement – no passenger endorsement		✓		✓	✓
CDL – passenger endorsement			✓	✓	✓

Your Present License ↓	CDL General Knowledge test	CDL Passenger Endorsement Knowledge test	Vision Screening	School Bus Knowledge test	CDL/School Bus Road test
CDL – Type II bus – passenger endorsement				✓	✓

**Note:** If the school bus you will be driving is equipped with air brakes, a written air brake test, and a road test in a school bus equipped with air brakes is required.

- **Type II School Bus Endorsement:** Use the following chart to determine what tests are required.

Your Present License ↓	CDL General Knowledge test	CDL Passenger Endorsement Knowledge test	Vision Screening	School Bus Knowledge test	CDL/School Bus Road test	School Bus Road Test
Driver's License – no endorsement			✓	✓		✓
CDL with or without passenger endorsement			✓	✓		✓

## Scheduling and Taking the Driver's Tests

- **Scheduling:**

Written and vision tests are administered at several DMV offices located throughout the state. Road tests (pre-trip inspection, road test) are administered at locations that are designated as CDL test sites. The written and vision tests must be passed before taking the Road tests.

**A scheduling deposit must be submitted to the DMV prior to scheduling a CDL road test.** This fee can be paid at any office when you take the knowledge test/s or can be mailed to DMV in Montpelier. After paying the fee, wait at least one full day before calling to schedule an appointment. **If you are adding a Type II endorsement, or if you have a passenger endorsement on your license and are adding a Type II school bus endorsement, no scheduling fee is required.**

Test appointments for the entire state are made through the central scheduling service at 802-828-2085. All DMV locations are listed near the front of this manual. When scheduling your appointment, the operator will ask you for the following information:

- The tests you wish to take.
  - The DMV location that is most convenient to you.
  - Your name as it appears on your driver's license.
  - Your driver license identification number.
  - Your date of birth.
  - Your phone number.
- **Taking the Vision and Knowledge tests:**

The vision test is administered using a vision-screening device that tests for visual acuity and field of vision.

The Type II school bus test is based on information provided in the School Bus Driver's Manual. This test consists of thirty-seven (37) questions which are a combination of fill in the blanks (9), true and false (26) and essays (2). The passing score is 80% or better. **Type II drivers do not need to study the CDL manual.**

The Type I school bus knowledge test is based on information provided in the School Bus Drivers Manual and Section 10 of the Vermont Commercial Driver License Manual. The test consists of thirty-one (31) questions, which are a combination of multiple choice, nine (9) fill in the blank, and two (2) essay questions. The passing score is 80% or better.

All the required knowledge tests including CDL General Knowledge, CDL endorsements and school bus endorsement can be taken on the same day. The following checklist is provided to help you prepare for the test session. **Bring the following items with you:**

- Your driver's license/s and permit (if applicable).
  - All required fees (see CDL manual for details). A test fee is not required for the school bus endorsement knowledge test.
  - Medical Examination Report and DOT or VT medical card.
  - School Bus Driver Training Certificate.
  - Receipt from previous testing (if applicable).
- **Taking the Road tests:**

The road test for Type I drivers are based on information provided in the School Bus Drivers Manual **and** the Commercial Driver License (CDL) Manual.

To successfully complete the road test, you must pass a vehicle pre-trip inspection (CDL only), demonstrate the proper procedures for stopping at a railroad grade crossing, discharging students at a bus stop, turning around and obeying other rules of the road in general.

The following checklist is provided to help you prepare for the road test. **Bring the following items with you:**

- A properly equipped and inspected school bus of the type and size you will be driving.
- A licensed CDL Driver with a School Bus and Passenger endorsements. (No licensed CDL Driver is required for a Type II School Bus exam.)
- Your driver's license and permit (if applicable).
- Vehicle registration certificate.
- Vehicle insurance identification card.

- Medical Examination Report, and if driving a Type I school bus, a Medical Examiners Certificate.
- Receipt from previous testing (if applicable), including the school bus application.
- School Bus Driver Training Certificate.

## **Non-Resident Drivers**

Out of state school bus drivers holding a CDL, must obtain and maintain a School Bus Endorsement in their home state. Out of state individuals who will be operating a Type II school bus are required to complete the same requirements as Vermont residents. They will be issued a Vermont School Bus Endorsement Card to carry with their out of state licenses.

## **Endorsement Renewal**

The school bus endorsement is only valid on a four (4) year license. School bus endorsements may not be issued or renewed on a two (2) year license. To renew your endorsement, you must first attend a school bus driver's clinic and then take the DMV school bus endorsement examination.

**Note:** A school bus clinic card is only valid for six (6) months. The clinic card must be surrendered to the Department of Motor Vehicles and the school bus endorsement must be obtained within six months of date of issue.

The school bus endorsement examination consists of the vision, written and road tests. This is the same examination that is required for a first-time endorsement, however, for renewal purposes, the examiner may waive the road test portion.

The endorsement expires at the same time as your Driver's License or CDL. Prior to license expiration the DMV will send you a notice, which details the requirements for renewing the endorsement. The DMV must have your current mailing address on file to mail the notice to you. **It is**

**the driver's responsibility to apply for the endorsement renewal, whether or not this renewal is received.**

**Note:** Because the endorsement expires at the same time as your Driver's License or CDL, the first endorsement may be valid for less than four years. Thereafter the endorsement will be valid for full four (4) year terms.

**☞ 23 VSA §1282 ~ Operator, Equipment and Inspection:**

(a) Before a person may assume the duty of transporting school pupils in either a Type I or Type II school bus, he or she shall as a minimum:

- (1) For Type I, have a valid state of Vermont commercial driver license with a passenger endorsement and a school bus driver's endorsement or, for Type II, have a valid state of Vermont license with a school bus driver's endorsement or have a license from another jurisdiction valid for the class or type of vehicle to be driven;
- (2) Furnish the department of motor vehicles or in the case of a person licensed in another jurisdiction furnish his or her employer a certificate signed by a licensed physician, or a certified physician's assistant or a nurse practitioner in accordance with written protocols, that he or she is, as far as can be determined by reasonable inquiry and examination, mentally and physically competent to perform his or her duties. Any newly diagnosed diabetic or established diabetic must be stabilized and must be certified by his or her personal physician that he or she has not had a hypoglycemic reaction (loss of consciousness or near loss of consciousness) for the last two years or since his or her last physical, whichever is longer. Any diabetic must be recertified every six months by his or her personal physician who must state that the patient has not had a hypoglycemic reaction during that time;

- (3) Have completed training in school bus operation, including evacuation and emergency procedures, as the commissioner deems necessary;
  - (4) Be licensed for Type I or Type II or both, Type I being an automatic qualification for a Type II operator;
  - (5) Furnish to his or her employer prior to the first date of employment as a school bus driver, a copy of his or her three-year operating record.
- (b) A school bus shall not be operated in the transportation of children to and from school unless and until it is inspected at an inspection station designated as such by the motor vehicle department. The inspection shall thoroughly cover mechanical conditions, standard equipment, extra equipment and safety and comfort conditions all as provided in section 1281 of this title; and, if the inspected vehicle meets all of these requirements, the inspection station shall give the owner or operator of the inspected vehicle a signed certificate so stating. This certificate shall be shown as soon as possible by the owner or operator to a school director in the town in which this vehicle is to be operated, and shall thereafter be carried in some easily accessible place in the vehicle. Thereafter, so long as this bus remains in this service, it must be reinspected as provided in this section during each of the following periods: July-August, November-December, and February-March. School buses of the pleasure car type, if regularly used in this service, shall display signs required in subdivision 1281(9) of this title when transporting schoolchildren.
- (c) (1) A school bus shall not regularly transport more passengers than seating space of thirteen inches for each child will permit.
- (2) Bus routing and seating plans shall be coordinated so as to eliminate standees when a school bus is in motion, and standees shall be permitted only in emergency situations.



- (3) There shall be no auxiliary seating accommodations such as temporary or folding jump seats in school buses.
- (d) (1) No less often than every two years, and before the start of a school year, a person licensed by the Department of Motor Vehicles to assume the duty of transporting school pupils in either a Type I or Type II school bus shall furnish the employer, who employs him or her as a school bus driver, the following:
- (A) a certificate signed by a licensed physician, or a certified physician assistant, or a nurse practitioner in accordance with written protocols, certifying that the licensee is, as far as can be determined by reasonable inquiry and examination, mentally and physically competent to perform his or her duties, and that he or she meets or exceeds the minimum hearing standards, based on voice testing, as prescribed by the Commissioner; and
- (B) A certificate signed by a properly registered and authorized medical doctor, ophthalmologist, optometrist, or nurse practitioner certifying that he or she meets or exceeds the minimum vision standards as prescribed by the commissioner.
- (2) Upon receipt of a certificate required by this subsection which indicates that the school bus driver is not mentally or physically competent or does not meet the minimum hearing or vision standards, the employer shall immediately notify the commissioner.
- (3) The certificates required under this subsection may be valid for up to two years from the examination.
- (e) In the event the school bus driver is subject to 49 C.F.R. part 391, subpart E, the provisions of those regulations rather than the standards of this section shall apply.

(f) Subject to State Board of Education rules, which may provide for limited idling, the operator of a school bus shall not idle the engine while waiting for children to board or to exit the vehicle at a school and shall not start the engine until ready to leave the school premises. The board, in consultation with the Agency of Natural Resources, the Department of Health, and the Department of Motor Vehicles, shall adopt rules to implement this subsection. The rules shall set forth periods or circumstances that reasonably require the idling of the engine, including periods when it is necessary to operate defrosting, heating, or cooling equipment to ensure the health or safety of the driver or passengers or to operate auxiliary equipment; and periods when the engine is undergoing maintenance or inspection.

### **23 VSA § 4103 ~ Definitions**

- “Commercial motor vehicle” means: a motor vehicle designed or used to transport passengers or property:
  - if the vehicle has a gross vehicle weight rating of 26,001 or more pounds or such lesser rating as determined by federal regulation;
  - if the vehicle is designed to transport more than 15 passengers, including the driver;
  - if the vehicle is transporting hazardous materials and is required to be placarded in accordance with 49 C.F.R. part 172, subpart F.
  
- the term shall not include:
  - authorized emergency vehicles as defined in section 4 of this title;
  - motor homes as defined in 32 V.S.A. § 8902(11) and trailer coaches as defined in subdivision 4(41) of this title; however, this exemption shall only apply to vehicles used strictly for recreational, noncommercial purposes;
  - equipment owned or operated by the United States Department of Defense, including the National Guard, and operated by noncivilian personnel or by National Guard military technicians (civilians who are required to wear

- o military uniforms) and active duty U.S. Coast Guard personnel;
- o farm vehicles, which are vehicles:
  - controlled and operated by a farmer;
  - used to transport either agricultural products, farm machinery, farm supplies or both to or from a farm;
  - not used in the operations of a common or contract motor carrier; and
  - used within 150 miles of the farm.

### **23 VSA §4107 ~ Commercial driver license required**

- A. Except when driving under a commercial driver instruction permit and accompanied by the holder of a commercial driver license valid for the vehicle being driven, no person may drive a commercial motor vehicle on the highways of this state unless the person:
  - 1) holds a commercial driver license; and
  - 2) is in immediate possession of the license; and
  - 3) the license has the applicable endorsements valid for the vehicle he or she is driving.
- B. No person may drive a commercial motor vehicle while his or her driving privilege is suspended, revoked, or cancelled, while subject to a disqualification, or in violation of an out-of-service order.
- C. Notwithstanding the provisions of this section, employees of farm-related service industries shall be exempt from the knowledge and Road tests required under this chapter, and shall be issued restricted Commercial Drivers Licenses as long as the applicants meet the requirements of 49 C.F.R. part 383 and upon payment of the appropriate fee.

“Farm-related service industries” shall include farm retail outlets and suppliers, agri-chemical businesses, custom harvesters, and livestock feeders

## *Part III – Safe Operating Procedures*

### *Railroad Grade Crossings*



Crossing railroad tracks represents one of the greatest hazards insofar as mass casualties and fatalities are concerned. **STOP, LOOK** and **LISTEN**. All school buses, loaded or empty, must stop for railroad crossings. This is an important safety procedure and it is the law.

The following procedures must be followed when approaching and crossing railroad tracks. Learn these procedures and practice them until they become automatic actions.

## **Procedures**

### **▪ Prepare to Stop:**

1. As the school bus approaches a railroad crossing, activate the four-way hazard lights approximately 200 feet before the crossing
2. To reduce distractions, request silence and turn off radio and heaters.
3. Get the “Big Picture”. Check all traffic control devices.
4. Apply your brakes to give adequate warning to motorists behind the bus.

### **▪ Stop the Bus:**

1. Stop in a position that gives a clear view of the tracks in both directions. Stop no closer than 15 feet, nor further than 50 feet from the nearest rail.
2. Place bus in neutral or park and set parking brake.
3. Turn off the master switch so the red lights will not come on when the door is opened. (Remember to turn it on when clear of the tracks.)

### **▪ Look and Listen:**

1. Always anticipate a train.
2. For Type I buses, open the service door and the driver’s window. On Type II buses, open the driver’s window.
3. Look and listen thoroughly and carefully.

- **If the Tracks are Clear:**

1. Shift into the proper starting gear, so that there is no need to shift gears while crossing the tracks.
2. Look and listen a second time, close the door and proceed quickly and smoothly. After crossing the tracks completely, activate the master switch for the warning lights system.
3. Four-way hazard lights should be deactivated after the vehicle crosses the tracks.

- **If a Train is Approaching:**

1. Hold the bus in position with the use of the parking brake.
2. Once the train has passed, the gate is up, and the flashing lights are off, use proper procedure for crossing the tracks.

- **Multi-Track Crossings:**

1. Make sure a train is not approaching on any of the tracks.
2. After the train passes, wait until other tracks become visible before proceeding. A second train might be approaching.
3. When clear, use proper procedure for crossing tracks.

## **Railroad Traffic Control Devices**

Flashing lights and bells warn of an approaching train. If a train is stopped and a railroad attendant is directing traffic, you may cross with the attendant's directions.

All traffic must obey railroad-crossing gates. Vehicles may proceed around the gates **only** at the direction of a law enforcement officer or an authorized railroad attendant. If the gate appears to be stuck, contact your dispatcher or law enforcement.

If the gate comes down as you are starting across a railroad crossing, do not stop, drive through the gate, even if it means you will break the gate.

If the school bus stalls or becomes trapped while crossing the railroad tracks, immediately evacuate the bus. Move everyone away from the bus at an angle that is both away from the track and toward any oncoming train.

**Important Note:** When approaching a crossing where a stop sign or traffic control device is on the other side of the tracks, additional care must be taken.

At some of these locations, there might not be enough room available to stop for the traffic control device, and at the same time be clear of the railroad tracks. If this situation arises, the driver should not cross the tracks until they are clear of rail traffic, and when it is not required to make another stop at the traffic control device. If this type of crossing is on a proposed or existing school bus route, drivers and transportation administrators should work together to establish the safest procedure for the particular situation.

▪ **Exempt Crossings:**

A school bus is not required to stop at a crossing marked “exempt.” If a railroad wishes to use this type of crossing, a flagger must be present when the train crosses.

**23 VSA §1072 ~ *Certain Vehicles Must Stop:***

- (a) The driver of any motor vehicle carrying passengers for hire except for jitneys designed to carry not more than seven passengers including the driver, of any school bus or of any vehicle carrying explosive substances or flammable liquids as a cargo or part of a cargo, before crossing at grade any track or tracks of a railroad, shall stop within fifty feet, but not less than fifteen feet, from the nearest rail of the railroad and while so stopped shall look and listen in both directions along the track for any approaching train and for signals indicating the approach of a train and may not proceed until he can do so safely. After

stopping as required herein and upon proceeding when it is safe to do so the driver of any said vehicle shall cross so that there will be no necessity for changing gears while traversing the crossing, and the driver may not shift gears while crossing the track or tracks.

- (b) No stop need be made at any crossing where an attendant, an enforcement officer or a traffic-control signal directs traffic to proceed.
- (c) The driver of a Type I school bus stopping as required under subsection (a) of this section shall open the door of the bus before crossing the railroad tracks. Drivers of Type II school buses shall open the left front window.
- (d) Except when required by section 1071 of this title, stopping is not required at a crossing that has been signed as "exempt" in accordance with a designation of the transportation board.

### **Railroad Grade Crossing Facts**

- A 150-car freight train, traveling at 50 mph and using emergency braking procedures, will travel 1½ miles before coming to a complete stop. At 30 mph, the stopping distance is 2/3 mile.
- It is difficult to judge the speed at which a train approaches. Because of its large size, a train appears to be moving slower than it is.
- If you race to reach a crossing before a train and it's a tie – **you lose.**

### ***Passenger Loading and Unloading***

One of the most important safety concerns for a school bus driver is the boarding and discharging of passengers. It is at this point that they are exposed to many potential hazards. Foremost among these hazards is other drivers disregarding or being inattentive to a stopped school bus.





By law, school buses must be equipped with an “eight-light system,” and these lights must be used each and every time students are loaded and unloaded, regardless of location. There is no exception to this legal requirement. These warning lights are the primary method of controlling traffic at a school bus stop. The driver is responsible for the proper use of the light system, and must be attentive to the conditions that exist in and around the bus. No one other than a Law Enforcement Officer has the authority to direct a vehicle around a stopped school bus displaying its flashing red warning lights.

By law the warning lights must only be used when approaching a stop to load or unload passengers. When a school bus is being used for non-school purposes, the SCHOOL BUS sign must be covered or removed and the eight-light system must not be used.

The following procedures must be followed when loading or unloading passengers.

### Loading Procedures

- **Prepare to Stop:**

1. Activate the warning light system and approach the stop cautiously, watching for traffic and pedestrians. Turn on the alternating flashing amber lights at least 200 feet or approximately 5 – 10 seconds before the stop. If driving a Type

II bus equipped with a simple light system, turn on your four way flashers.

2. Keep your bus in the center of the lane. Do not drive to the right side of the road and do not use the right directional light. Doing so might communicate to other drivers that you want them to pass the bus.
3. Check all mirrors to see that traffic is clear and it is safe to stop. Approach students with extreme care, giving due consideration to road conditions.
4. Make a final check to be sure all traffic has stopped before opening the door and signaling students to approach.

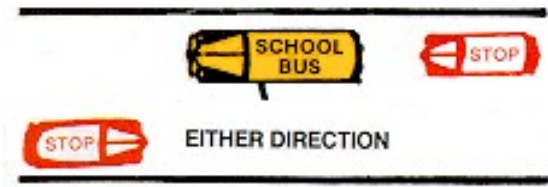
▪ **Stop the Bus:**

1. Stop the school bus with the front bumper at least 10 feet away from the students. This requires the students to walk to the bus enabling you to have a better view of their movements. Students should be waiting at least 10 feet back from the shoulder (space permitting) of the road.
2. Shift into park or neutral and hold the bus in position by applying the parking brake at each stop.
3. Check all mirrors and note the location of any oncoming traffic. Unlatch the door (called “cracking the door”). This will activate the red warning lights, but will prevent students from attempting to enter the bus before the driver is sure it is safe. If driving a Type II bus equipped with a simple light system, activate the red lights.
4. Check to be sure traffic has stopped; continue to check mirrors. Open the door and signal the pupils to approach the bus entrance. If the students are waiting on the opposite side of the road, check again to be sure traffic has stopped before signaling them to cross. Students should cross at least ten feet in front of the bus.

5. Before proceeding account for all students that were at the stop. If a student cannot be accounted for, shut off the bus, set the parking brake, remove the key and get out to look for the missing student. Be sure to check under the bus.

▪ **Proceed:**

1. Check to ensure all passengers are seated.
2. Close the door (which turns off the red warning lights). If driving a Type II bus equipped with a simple light system, turn off the red lights.
3. Check traffic and accelerate smoothly.



## Unloading Procedures

▪ **Prepare to Stop:**

1. Follow instructions in above section on loading.

▪ **Stop the Bus:**

1. Come to a complete stop. Shift to neutral and hold the bus in position with the parking brake. Students should remain seated until the bus has come to a complete stop.
2. Check all mirrors and note the location of any on-coming traffic. Unlatch the door (called “cracking the door”). This will activate the red warning lights, but will prevent students from attempting to exit the bus before the driver is sure it is safe. If driving a

Type II bus equipped with a simple light system, activate the red lights.

3. Check to be sure traffic is stopped. Open the door and allow students to leave the bus, counting them as they get off, and re-counting before moving the bus. Continue to monitor the traffic situation.
4. If students must cross the street, proceed as follows:
  - a. Instruct them to first walk at least 10 feet away from the side of the bus (space permitting). They should then walk forward and wait at least 10 feet in front of the right corner of the bus. Count the number of students who will be crossing the street.
  - b. Check to be sure traffic is stopped; continue to check mirrors.
  - c. Give a signal for them to cross. Do not use a signal that might confuse motorists in front of you.
  - d. Count the pupils that have walked to the other side of the street. Do not close the door (which will turn off the warning lights) or move the bus until all students are clear of the highway. If driving a Type II bus equipped with a simple light system, turn off the red lights after all students are clear of the highway.
5. After all students who got off the bus are accounted for, proceed as in above instructions under Loading. If they cannot all be accounted for, shut off the bus, set the parking brake, remove the key and get out to look for the missing student. Be sure to check under the bus.

Teach students to move out of the buses danger zone as soon as they exit the bus. Assure they understand they are never to stop or to go back to retrieve a dropped object. Teach them to move to a point of safety, out of the danger zones, and get the driver's attention.

If you should miss a child's stop, never back up. Contact your dispatcher and follow the school's procedures

When unloading students at the school, secure the bus by turning off the ignition switch. Students should remain seated until told to exit. Have students exit in an orderly fashion. Watch to be sure they move promptly away from the unloading area as soon as they exit the bus.

### **23 VSA §1283 ~ Identification and Equipment of School Buses:**

- Types I and II school buses shall be:
  - Equipped with a system of signal lamps approved by the commissioner, including an eight light system on any new or used school bus ordered on and after July 1, 1976. The driver of a Type I or a Type II school bus shall keep the alternately flashing red signal lamps lighted whenever school children are being received or discharged, and they shall be used only for that purpose. A school bus driver found in violation of this subdivision shall be guilty of a traffic violation;

### **23 VSA §1075 ~ Passing School Bus:**

- The operator of a motor vehicle, including authorized emergency vehicles under section 1015 of this title, upon meeting or overtaking a vehicle marked and equipped as provided in section 1283 of this title which has stopped on the highway for the purpose of receiving or discharging public or private school children shall stop his vehicle immediately and shall keep it stationary while the flashing red signal lights are in operation.
- The driver of a vehicle need not stop upon a highway with separate roadways upon meeting or overtaking a school bus which is on a different roadway, or upon a controlled access highway where the school bus is stopped in a loading zone which is a part of or adjacent to the highway at a point where pedestrians are not permitted to cross the roadway.

### **23 VSA §1015 ~ *Authorized Emergency Vehicles:***

- (a) The driver of an authorized emergency vehicle, when responding to an emergency call or when responding to, but not returning from, a fire alarm and a law enforcement officer operating an authorized emergency vehicle in fresh pursuit of a suspected violator of the law:
  - (1) May park or stand contrary to the provisions of this chapter;
  - (2) May proceed past a red or stop signal or stop sign, but only after slowing down as may be necessary for safe operation;
  - (3) Shall come to a full stop when approaching a school bus which is flashing red lights and may proceed only when the flashing red lights are extinguished;
  - (4) May exceed the maximum speed limits;
  - (5) May disregard regulations governing direction of movement or turning in specified directions.
- (b) The exemptions granted to an authorized emergency vehicle apply only when the vehicle is making use of audible or visual signals meeting the requirements of this title.
- (c) The foregoing provisions shall not relieve the driver of an authorized emergency vehicle from the duty to drive with due regard for the safety of all persons, nor shall such provisions protect the driver from the consequences of his reckless disregard for the safety of others.
- (d) The operator of a school bus, upon the approach of an authorized emergency vehicle as described in subsection (a) of this section, shall take action immediately to get school children out of the public highway and to a safe place and shall thereafter extinguish the flashing red lights.

## *23 VSA §1013 ~ Authority of enforcement officers*

Enforcement officers may make arrests for violation of this title, may direct, control and regulate traffic and make reasonable orders in enforcement of this title or to prevent or alleviate traffic congestion, property damage, or personal injury. No person may knowingly fail or refuse to comply with any lawful order or direction of any enforcement officer.

### ***PASSING***

When approaching another vehicle or vulnerable user from the rear and you want to pass, be sure you have enough distance to pass safely. Signal left to let other drivers know that you will be pulling out, look to the rear to see if your vehicle is being passed (look in the rearview mirrors and over your left shoulder to check the blind spot), change lanes and pass on the left. At night it might be necessary to blink your headlights from low to high to low beam to warn the driver in front of you that you intend to pass.

Pass vehicles and vulnerable users on the left. Leave at least four feet of clearance between your vehicle and any vehicle or bicycle you are passing. You should go far enough beyond the motor vehicle or bicycle you are passing so that you are able to see the entire front of the motor vehicle vulnerable user in your inside rearview mirror. Use your right signal, check the right blind spot over your shoulder, and return to the right side of the road. When you are being passed by another vehicle, you should slow a little and keep right. This will allow the other driver to pass more safely.

A driver may pass on the right of another vehicle on a multilane road. On roads that are not multilane, a driver may pass on the right of a vehicle or vulnerable user turning or preparing to turn left, if there is room to go by safely. Under no conditions can a motor vehicle be passed by driving off the pavement or main traveled part of the road.

Extra care must be given when passing “Vulnerable Users.” 23 VSA 1033(b) requires a driver passing a “vulnerable user” shall exercise due care by increasing clearance and cross the center line only in accordance

with 23 VSA 1033(a)(1). “Vulnerable Users” are defined in 23 VSA §4(81) as:

*“Vulnerable user” means a pedestrian; an operator of highway building, repair, or maintenance equipment or of agricultural equipment; a person operating a wheelchair or other personal mobility device, whether motorized or not; a person operating a bicycle or other non-motorized means of transportation (such as, but not limited to, roller skates, rollerblades, or roller skis); or a person riding, driving, or herding an animal.”*

## **DO NOT PASS AT THESE LOCATIONS**

- Hills
- Curves
- Railroads
- Intersections
- If you see a “changed path ahead”

## ***23 VSA §1033 Passing motor vehicles and vulnerable users***

(a) Passing motor vehicles. Motor vehicles proceeding in the same direction may be overtaken and passed only as follows:

(1) The driver of a motor vehicle overtaking another motor vehicle proceeding in the same direction may pass to its left at a safe distance, and when so doing shall exercise due care, shall not pass to the left of the center of the highway unless the way ahead is clear of approaching traffic, and shall not again drive to the right side of the roadway until safely clear of the overtaken vehicle.

(2) Except when overtaking and passing on the right is permitted, the driver of an overtaken motor vehicle shall give way to the right in favor of the overtaking motor vehicle on audible signal and shall not increase the speed of his or her vehicle until completely passed by the overtaking vehicle.



(b) Passing vulnerable users. The operator of a motor vehicle approaching or passing a vulnerable user as defined in subdivision 4(81) of this title shall exercise due care, which includes increasing clearance, to pass the vulnerable user safely, and shall cross the center of the highway only as provided in subdivision (a)(1) of this section.

### ***School Bus Idling***

Vermont state law prohibits school bus idling on school grounds. School grounds are defined as any area adjacent to school buildings and used at any time for school-related activities, including parking lots, playing fields and driveways.

#### 23 VSA §1282(f) ~ Operator, equipment and inspection

(f) Subject to state board of education rules, which may provide for limited idling, the operator of a school bus shall not idle the engine while waiting for children to board or to exit the vehicle at a school and shall not start the engine until ready to leave the school premises. The board, in consultation with the agency of natural resources, the department of health, and the department of motor vehicles, shall adopt rules to implement this subsection. The rules shall set forth periods or circumstances that reasonably require the idling of the engine, including periods when it is necessary to operate defrosting, heating, or cooling equipment to ensure the health or safety of the driver or passengers or to operate auxiliary equipment; and periods when the engine is undergoing maintenance or inspection.

#### Vermont Board of Education Rule 6005 ~ School Bus Idling:

The district shall communicate this rule to all parents, drivers, and staff. The provisions of this rule shall be incorporated into transportation contracts and agreements.

The employer of a school bus driver shall ensure that the driver is informed of the rule and any related district policy, and that all complaints of non-compliance are reviewed and that appropriate corrective actions are taken.

The operator of a school bus:

- (a) shall turn off the primary propulsion engine immediately upon arrival at student loading or unloading areas on school grounds, and shall not restart the engine until the bus is loaded or unloaded and is ready to depart; and
- (b) shall not otherwise idle the bus engine for more than five (5) minutes in a sixty (60) minute period on school grounds.

The provisions of this rule shall not apply under the following conditions:

1. when the engine is required to operate special equipment for disabled persons;
2. when the engine is required to operate safety equipment other than lighting systems, such as windshield defrosters, and the operation of the equipment is necessary at that time to address specific safety, traffic, health, or emergency concerns; and
3. when the vehicle is being serviced and the operation of the engine is essential to the service being performed.

Contact the Department of Education for more information or questions about this rule.

## *Visual Search*

It is important for the driver to get a clear, complete and accurate picture of the traffic scene. To find out what is happening around you in traffic, you must use your senses of sight, sound, and smell. Sight is the most important sense in driving. It is your best source of information about the traffic scene.

To know what you see quickly and correctly, you must use a visual search pattern or routine. This is called **systematic seeing**. It helps you know:

- What to look at.
- What to look for.
- Where to look.

Look ahead of where you intend to travel. Search the traffic scene ahead of the bus and to the sides. Use your mirrors to see to the rear.

### **Looking Ahead:**

You should look ahead as far as you will travel in 12 or 15 seconds. This is called eye-lead time. In city driving, 12 seconds is equal to about one block. On the open highway, it is about ¼ mile. Looking far enough ahead will give you time to:

- Identify problems.
- Prepare for trouble.
- Decide how to avoid the problem.
- Check for anything that might keep you from making the proper change.
- Take the right action.

Looking well ahead and having enough visual lead time increases safety, saves fuel, and saves time.

### Looking at Intersections:

After stopping at an intersection, it is important for you to know how to look before you move into and across traffic lanes. The following guidelines should be helpful.

1. Move your bus forward very slowly. Give other drivers a chance to see you. The slow, controlled speed will also let you stop again before driving into the path of cross traffic.
2. Look in the right order. Look left, right then left again as you begin to move forward.

The reason to look in this order is the first lane you cross carries traffic from the left. Until that lane is clear to enter, you cannot move forward.

If your search shows the right lane is also clear, you can safely begin to move forward. At this point, the second look to the left assures you there are no changes in that direction. You can now go through the intersection.

### ***Using Mirrors***

Using mirrors properly is an important driving skill. The driver must properly adjust and use the mirrors to effectively search the traffic scene.

School buses come in different sizes and designs. Therefore, it is important for new drivers, or those getting behind the wheel of a different bus, to properly adjust the mirrors and practice visual search around the entire vehicle. Using mirrors is especially helpful when driving in heavy traffic, backing, and picking up and discharging passengers.

“Crossover” mirrors are required on some buses to provide the driver with a clear view of pupils who might be crossing in front of the bus. The size and design of the bus, and a formula in state statute determines if this type of mirror is required.

More information regarding the use of mirrors can be found in Chapter 10 of the Commercial Driver License Manual.

### ***Communication***

If travel is to be safe and smooth, highway users need to talk to each other. Bus drivers must do their share. Tell others what you intend to do as you move your bus through traffic. At the same time, be alert for messages from other highway users such as drivers, pedestrians and bicyclists.

***Communicate your intent. Other highway users do not know what you are going to do unless you tell them. Therefore, whenever possible, you should signal what you intend to do before you do it.***

## Signaling for Turns:

1. **Signal Early:** The best way to keep others from trying to pass you when you are turning is to turn on the signal one-half block before an intersection or about 500 feet on the open highway. Vermont statute requires that a turn signal be activated at least 100 feet prior to the turn.
2. **Signal Continuously:** You might find that after turning on your signal, you must stop and wait for a safe break in traffic. Keep the signal on. It tells everyone what you are going to do.
3. **Cancel Your Signal:** When you have completed the turn, cancel the signal. Do not cancel the signal until you have completed the turn.
4. **Signaling for Lane Changes:** Lane changes need the same early signals as turns. They also need one more signal – the motion of your vehicle. Once you have started your lane change, pause for a few seconds as you enter the new lane. This will catch the attention of those who did not notice your earlier signal. It will give them a chance to react.

## 23 VSA §1064 ~ Signals required

- Before changing direction or materially slackening speed, a driver shall give warning of his or her intention with the hand signals as provided in section 1065 of this title, or with a mechanical or lighting device approved by the commissioner of motor vehicles.
- No person may turn a vehicle at an intersection unless the vehicle is in proper position upon the roadway as required in section 1061 of this title, or turn a vehicle to enter an alley, private road or driveway, or otherwise turn a vehicle from a direct course or move right or left upon a roadway unless such movement can be made with reasonable safety.
- No person shall stop or suddenly decrease the speed of a vehicle without first giving an appropriate signal in the manner provided

herein to the driver of any vehicle immediately to the rear when there is opportunity to give such signal.

### ***Slowing Down***

Highway users expect vehicles ahead of them to keep moving. Any time you slow suddenly, give the driver behind you some warning. Light taps on the brake pedal – enough to flash the brake lights should accomplish that.

You should give a warning when there is trouble ahead, when you are approaching a tight turn, when driving slowly and, especially, when approaching rail grade crossings or when stopping to pick up or discharge passengers.

### ***Poor Visibility***

Visibility is affected by the time of day (dawn or dusk) and by poor weather. If you are having trouble seeing oncoming vehicles, you must assume that other drivers are having trouble seeing you. Turn on your low beam headlights. Do not use high beams in these conditions as they can be as much of a problem in the day as at night.

### ***Space Management***

One of the most important things a good driver does is to keep a cushion of safety around his or her vehicle at all times. We call this space management.

You need space all around your vehicle – in front, to the sides, and to the rear. When things go wrong on the road, space gives you time to adjust. At times, other vehicles will stop unexpectedly or turn in front of you. You might need space to change lanes, stop or slow down. If, for instance, you must change lanes or swerve right or left, you will need to check your side-view mirrors. That takes time, and time requires space.

## Space Ahead:

Of all the space around your bus, the space ahead is the most important. This is the amount of space you need to be able to stop.

In normal road conditions, you should maintain at least a 4-second following distance. The distance must be increased when operating at higher speeds or when road and weather conditions are poor.

Another situation that requires increased following distance is when a vehicle is following you too closely. Increasing your following distance will allow you to brake more gradually, which will reduce the possibility of that vehicle colliding with the rear of the bus.

To measure your following distance, note when the rear end of the vehicle ahead passes a marking on the road or other landmark. Then count off the seconds; 1,001, 1,002, 1,003, and so on, until the front of your bus reaches the same spot. Compare your count with your desired following distance.

## Space Behind:

It is difficult to control the space behind your bus. However, there are some things you can do to control the space to the rear.

When changing lanes, leave plenty of space. Wait a little longer before pulling in front of the vehicle you have just passed.

Anticipate tailgating and respond safely to tailgaters. If you find yourself being tailgated, some actions can help reduce the chance of a collision.

- Avoid quick changes. If you have to slow down or turn, signal your intentions early and make the changes slowly.
- Increase your following distance. Arrange for more space in front of the bus. This will help you avoid having to make sudden changes in speed or direction. It also makes it easier for a tailgater to get around you.

- Do not speed up. Tailgaters often tend to stay close no matter how fast you go. It is better to be tailgated at a slow speed than a high speed.
- Avoid tricks. Do not flash your brake lights to shake up the tailgater. You could make the situation worse by angering or confusing the driver.
- When traffic begins to build up between bus stops, pull over to the side of the road and allow traffic to pass. This should be done only in a location where such a stop is both convenient and safe.

### Space to the Sides:

Controlling space to the sides is especially important when traveling on multi-lane roadways.

Maintain as much space to the sides as possible. Concentrate on keeping your bus centered whenever you are meeting, passing, or being passed by another vehicle.

Whenever possible, avoid traveling beside other vehicles. Two dangerous situations can develop any time you travel alongside other vehicles:

1. Another driver might change lanes suddenly and turn directly into you.
2. You might need to change lanes and find there is no opening. You are trapped.

The best way to avoid either situation is not to travel with the pack. Find an open spot where you have the road pretty much to yourself. Of course, there are times when traffic is so heavy you cannot find an open spot. Then you have no choice except to be alert and careful. If you have to travel near other vehicles, stay out of their blind spots. Drop back or pull forward so the other drivers can see you.



## *Speed Management*

Managing speed is a big part of driving safely. The faster you go, the less time you have to react to what is happening around you. Conditions can change in a split second. Speed must be adjusted to each traffic condition.

### ▪ **Speed and Stopping Distance:**

The faster you go, the longer it will take you to stop. It takes over eight times more distance to stop at 50 mph than it does at 15 mph. There are three factors to consider when calculating braking distance.

1. **Perception Distance:** This is the distance your vehicle travels from the time your eyes see a hazard, until your brain recognizes it.
2. **Reaction Distance:** The distance traveled from the time your brain tells your foot to move from the accelerator, until your foot is actually pushing the brake pedal.
3. **Braking Distance:** The distance it takes to stop once the brakes are applied.

There is no speed that will always be a safe speed. Speed must be adjusted to the conditions. These conditions can and do change often during a trip – even a short one.

## *Road Surfaces*

It takes longer to stop when the road surface is slippery. It is also harder to turn your bus. If you are to control your bus, slow down when the road is slippery. This is called **managing your speed**.

If your bus has antilock brakes, do not expect to stop any quicker. All antilock brakes do is allow you to stay in control while braking.

How much you slow down depends on the conditions. Refer to the following chart for approximate speed reduction under various road conditions.

Normal Driving Speed	Driving in Rain	Driving in Snow	Driving on Ice
55 mph	40 mph	28 mph	18 mph
50 mph	35 mph	25 mph	17 mph
45 mph	33 mph	23 mph	15 mph
40 mph	30 mph	20 mph	13 mph

### *Identifying Slippery Surfaces*

Certain clues can help you identify slippery road conditions. When you see any of the following, slow down!

- **Shaded area:** When the sun begins to melt the ice and snow, the shaded areas of the road stay icy long after the open areas are clear. Examples are around bridges and wooded areas.
- **Bridges:** Because air circulates over, under and around bridges, they tend to freeze more quickly than other parts of the road.
- **Black ice:** This is a thin layer of ice that is clear enough to let you see the road underneath. It makes the road look wet. Any time it is below freezing and the road looks wet, watch out for black ice.
- **Just after it begins to rain:** When rain begins to fall after a period of dry weather, it mixes with dirt, grit, oil and other road particles. Then the road becomes very slippery.
- **Hydroplaning:** When water collects on the road, your wheels might lose contact with the road. A thin film of water separates the tires from the road and your bus simply slides along the water. This loss of traction is called **hydroplaning**. Under these conditions, you lose much of your ability to steer, brake and control the bus.

If you sense this is occurring, gradually decelerate, but do not brake or turn the wheel.

## *Speed and Vision*

You must adjust your speed when visibility is reduced. Driving at 45 mph on bare roads with good tires and brakes, you will need 310 feet to stop your bus. If, because of fog or rain, you can see ahead only 100 feet, you are in a dangerous situation. Imagine a stalled vehicle on the road just beyond the limit of your vision! A general guideline is you should always be able to stop within the distance you can see ahead.

You can apply the same general guideline to night driving. Low beams let you see about 250 feet ahead. If you drive faster than 40 mph at night with low beams, you will not be able to stop in time to keep from hitting something that suddenly appears on the road in front of you.

### ▪ **Speed and Field of Vision:**

Your **field of vision** includes everything you can see (front and both sides) while looking straight ahead. The faster you go, the less you can see to the sides. As your speed increases, your field of vision decreases.

### ▪ **Speed and Traffic:**

The safest speed in traffic is usually the same speed other vehicles are going. Collisions happen more often when vehicles are traveling at different speeds. As a general rule, it is best to blend in with other traffic. Adjust your speed to match the normal flow of legal traffic. Some drivers try to save time by speeding. This really does not work because:

- Speeding is risky and often leads to collisions.
- When there is other traffic, you usually cannot save more than a couple of minutes in an hour of driving.

It is simply not worth the extra risk to speed.

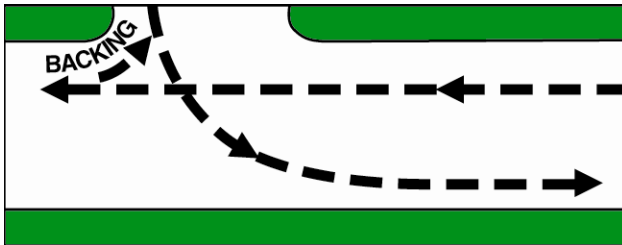
If you drive faster than the other traffic:

- You will have to pass many other vehicles. Each time you change lanes to pass, there is the risk of collision.
- You become more tired from driving.
- You will be more likely to attract the attention of the police.
- You will waste fuel and increase the wear on your brakes.

Going with the flow is safer, easier and cheaper.

### *Turning Around*

At the end of a route, or any time when it is necessary to turn a school bus around, it should be done off the highway if possible. A circular turnaround, which does not require backing, is the safest way. When this is not possible, use the following procedure.



1. Select a side street on the right.
2. Signal to the right, drive past the side street and stop about 30 inches from the curb.
3. Check traffic front and rear.
4. Allow traffic to pass if necessary, and then back into the side street.

5. When traffic is clear, signal to the left and re-enter the roadway.

### ***Texting and Hand Held Device Usage***

CDL drivers operating a motor vehicle requiring a CDL are prohibited from texting and using a hand held mobile telephone device by State and Federal Law. Operators of a non CDL vehicle are prohibited by State Law, from texting, and may be prohibited from using a hand held mobile telephone under Federal Law.

#### 23 VSA §1099 ~ Texting prohibited

- (a) As used in this section “texting” means the reading or the manual composing or sending of electronic communications, including text messages, instant messages, or e-mails using a portable electronic device as defined in subdivision 4(82) of this title, but shall not be construed to include use of a global positioning or navigation system.
- (b) A person shall not engage in texting while operating a moving vehicle on a highway.
- (c) A person who violates this section commits a traffic violation as defined in section 2302 of this title and shall be subject to a penalty of not less than \$100.00 and not more than \$200.00 upon adjudication of a first violation, and of not less than \$250.00 and not more than \$500.00 upon adjudication of a second or subsequent violation within any two-year period.

#### 23 VSA §4125 ~ Texting Violations; Handheld Mobile Telephone Violations

- (a) Definitions, As used in this section, “driving” means operating a commercial motor vehicle on a public highway, including while temporarily stationary because of traffic, a traffic control device, or other momentary delays. “Driving” does not include operating a commercial motor vehicle with or without the motor running when the operator has moved the vehicle to the side of or off a highway and has halted in a location where the vehicle can safely remain stationary.

(b)(1) General Prohibition on Texting. No operator shall engage in texting while driving a commercial motor vehicle.

(2) Exception. Texting while driving is permissible by operators of a commercial motor vehicle when necessary to communicate with law enforcement officials or other emergency services

(3) No person may be issued traffic complaints alleging a violation of this section and a violation of section 1099 of this title from the same incident.

(c)(1) General Prohibition on Use of Handheld Mobile Telephones. No operator shall use a handheld mobile telephone while driving a commercial motor vehicle.

(2) Exception. Use of a handheld mobile telephone is permissible by operators of a commercial motor vehicle when necessary to communicate with law enforcement officials or other emergency services.

(d) Motor Carriers

(1) A motor carrier shall not allow or require its drivers to engage in texting while driving a commercial motor vehicle.

(2) A motor carrier shall not or require its drivers to use a handheld mobile telephone while driving a commercial motor vehicle.

## 23 VSA §4116 ~ Disqualification

(d) A person shall be disqualified from driving a commercial motor vehicle for a period of 60 days if convicted of two serious traffic violations or if convicted of two violations of subsection 4125(c) of this chapter, or 120 days if convicted of a third or subsequent serious traffic violation or if convicted of a third or subsequent violation of subsection 4125(c) of this chapter, arising from separate incidents occurring within a three-year period. A disqualification for 120 days shall be issued to be consecutive with any previous disqualification.

## **PART IV – STUDENT MANAGEMENT**

The bus driver must accept the responsibility for supervising and controlling students while on the bus route. The driver is the person in charge and, therefore, must establish and discuss acceptable discipline procedures for students on the bus. These procedures must be consistent with local policies.

A list of school bus rules for proper behavior should be available for students and their parents. These rules should be printed in school handbooks or as information sheets. Drivers should read and be familiar with state laws, district policies and guidelines in regards to who has the authority to discipline and what procedures they should follow.

The employer must ensure that all drivers are trained in proper student management practices, which also includes proper management during emergency situations.

### ***Control and Disciplinary Action***

#### **▪ Information:**

All rules and regulations concerning pupil behavior should be well known and clearly understood by:

- Bus drivers,
- Students,
- Parents,
- Teachers, and
  
- School administrators and transportation directors.

Lists of school bus rules and regulations covering student behavior should be prepared by the school administration and distributed to students and their parents. The active participation of parents can be very helpful. The rules should also be posted at the front of the bus.

▪ **Desirable Student Conduct:**

An informal atmosphere that encourages pupils to relax and enjoy the ride is desirable. However, there are certain limits within which student activity must be confined. Your control over pupils should be sufficient to ensure they:

- Will enter and leave the bus at school loading stations and at roadway bus stops in an orderly fashion and in accordance with state law and school policies.
- Will remain quiet enough so you are not distracted from the driving task.
- Will remain seated while the bus is in motion.
- Will cross the roadway in accordance with instructions and the provisions of state law.
- Will neither purposely or carelessly destroy property.
- Will not extend arms or other parts of their body out the windows.
- Will not throw objects about in the bus or out through the windows.
- Will be on time at the bus stop location prior to the arrival of the bus, and on time at the school loading station.
- Will not get off at any stop except their own without written authorization from a school administrator.

▪ **Disciplinary Action:**

Drivers must remember when loading and unloading they must always concentrate on what is happening outside of the bus. They must not be distracted by what is happening inside the bus.

If, at any other time, a driver needs to handle unruly behavior, they should pull off the road in a safe location and firmly tell the students(s) what behavior they expect. The driver may also need to request an unruly student to move to a seat near the front of the bus. It is important to remember the driver has no legal authority to put a pupil off the bus, except at the regular stop or the school loading station.



There are many different types of disciplinary or corrective actions to take, depending on the type of behavior involved. Some of the most effective methods use psychology, which can be used without shouting, excitement, and threats of violence or evidence of irritation.

- **Reporting Discipline Problems:**

It is important to have a system in place to report problems. It is the responsibility of the contractor or school district to establish the procedures, and for drivers to understand and properly use them. Proper and accurate documentation of repeat-offenders' actions is the best way to provide information to authorities.

### *Emergency Evacuation*

Vermont state law mandates that students are to receive instruction in safe riding practices at least twice a year, and that school bus evacuations are to be included in these safety lessons. This should be done at the beginning of the school year, and again half way through the school year.

Evacuation procedures should be explained to all students who ride school buses. It should cover in detail the procedure to be followed if it is necessary to evacuate a bus. The evacuation drills should be conducted on the school grounds with school personnel to aid in supervision. **The school bus driver must be the one to direct the procedure.**

Usually it is safer to remain on the bus during an emergency. However, in situations where this is considered to be too dangerous, pupils must be evacuated. Keep in mind it is more difficult to manage a large number of pupils off the bus than on the bus. Situations that require evacuation are fire or a danger of fire, the bus is in an unsafe situation (railroad tracks) or the bus is in a dangerous position (on a steep bank, near water and in danger of rolling or falling into it).

If it is necessary to evacuate the bus, the driver must first determine the type of evacuation. The driver should then secure the bus, and if time permits, notify the dispatch office of evacuation location, conditions, and type of assistance needed.

As with general student management, there are programs available for in-service driver training. Employers and drivers must work together to learn and practice the procedures.

23 VSA §1285 ~ Pupil Instruction:

At least twice during each school year, each pupil who is transported in a school bus shall be instructed by school authorities in safe riding practices, and participate in emergency evacuation drills.

## **PART V – SCHOOL BUS ROUTES**

### *Evaluation and Planning*

Establishing school bus routes and schedules is usually the responsibility of school administrators or their transportation directors. When developing these routes and schedules, it is essential that those responsible work closely with the bus drivers who know the roads and are aware of the hazards that may exist. Constant dialogue between school bus drivers and route planners is critical to ensure the continued safe transportation of students.

Identifying hazards is a primary concern when planning routes. School bus route hazards are grouped into two main categories. They are “driving hazards” and “loading zone hazards.” Hazards are also identified as “fixed” and “non-fixed.” A fixed hazard is one that exists, can be identified, and drivers can be informed and educated about the hazard. Non-fixed hazards are ones that occur without advance warning – examples: (1) black ice and (2) flooded roadways.

Transportation efficiency is another concern. An efficient route plan saves time, fuel and money; and reduces the amount of time students must spend on the bus.

## Evaluation:

Administrators should develop a system to identify route hazards. The objective should be to:

- List potential driving hazards and;
- Establish a specified procedure/schedule for conducting on-site reviews of school bus routes.

The following is a list of potentially hazardous locations/situations on school bus routes:

## Railroad Grade Crossing:

- Number of tracks.
- Visual obstructions to determine type and travel speeds of trains.
- Train schedules.
- Presence or absence of grade crossing controls.
- Unique characteristics of operation of grade crossing controls.
- Presence or absence of traffic control signals, including interaction with grade crossing controls.
- Size of queuing area before and after the tracks.
- Expected traffic conditions at various times of the day.
- Roadway design near the grade crossing.

## Bus Stop:

- Excessive number of stops.
- Visual obstructions.
- Uphill or downhill grade.
- Student waiting areas.

## Dangerous Intersections and Roadways:

- High-frequency crash locations as defined by state transportation and/or law enforcement officials.
- Uncontrolled intersections.
- Curves and intersections with limited sight distances.
- Areas with no shoulders.

- Visibility of traffic control signals.
- Coordination of traffic control signals with others in the immediate area.

#### Bridges, Tunnels/Underpasses and Overpasses:

- Weight capacity.
- Height clearances.
- Lane width.

#### Queuing/Storage Areas:

- Short acceleration/deceleration lanes.
- Limited median areas crossing multi-lane highways.
- Turning lanes.

#### Industrial Intersections and Construction Zones:

- Areas where heavy vehicles/equipment operate on a regular basis, and may be entering, exiting, or crossing the roadway.

#### Steep Downgrades:

- Mountainous areas where brake condition and braking operations are important.
- Location of out-of-control vehicle run-off areas.

#### Areas of Significant Speed Differences Between Vehicles

- On-off ramps to high-speed roads.
- Farm vehicle areas, including non-motorized vehicles on the road.
- Mountain terrain.

#### Pedestrian Areas

- School bus loading/unloading zones.
- Narrow streets with parked motor vehicles, and children running between vehicles.

- Congested shopping and business areas.

Unique Roadway Conditions:

- Roadways without guardrails that are next to rivers, lakes etc.
- Dirt or gravel roads that could affect braking.
- Areas with problems related to right-turn-on-red laws.
- Areas with visibility problems due to air quality.
- Areas near fire stations and hospitals where emergency equipment operates on a regular basis.

### *Information and Planning*

Administrators should develop an efficient and effective means to inform all school bus drivers, including substitutes, of the presence of potential driving route hazards, and to work with the drivers to minimize the risks.

In addition to dealing with potential hazards, the route plan should address scheduling factors, such as the following:

- The school schedule.
- Amount of time students must wait at the school-loading zone or at stops.
- Extra time that might be necessary for boarding disabled students.
- The number of students.
- Walking distances for students.

A copy of the final plan and of each route should become a part of the area school transportation map.

## **PART VI – PUBLIC RELATIONS**

A school bus driver has many responsibilities, not the least of which is public relations. The importance of establishing and maintaining good public relations cannot be overemphasized. You must be constantly aware of your relations with students, parents, school officials and the community. Everything a school bus driver does is in the public eye.

Students on your bus are at an impressionable age. Your driving habits may have a profound effect on their practices on the highway when they learn to drive. You need to present a clean appearance and a good attitude. You need to be friendly, consistent, and fair and respond to the needs of the students. You may be the first school-related person some children meet when they embark on their school careers. This experience could affect their adjustment to the school situation for some time. The young child may hear about the school bus driver months before starting school.

Also consider the parents of the children who ride your bus. Promptness, and a courteous and polite attitude will be greatly appreciated. The school bus driver may also be the only person in the school system some parents meet. Good or bad impressions of the school can be created by the driver's attitude toward students and parents.

All members of your community frequently travel on the same roadways you do. Because their children are aboard your bus, you are no doubt the most observed driver on the road, whether in your school bus or your private vehicle.

Drive safely, properly maintain your bus, and present a good appearance and friendly attitude. Doing so will instill confidence in your ability as a driver and a respected member of the community.

## **PART VII – VEHICLE MAINTENANCE**

### ***Pre-Trip Inspection:***

Vermont law requires a daily pre-trip inspection of your school bus. This is necessary to ensure equipment defects, which may prevent safe operation of the vehicle, can be identified, reported and repaired.

Before driving a school bus, the driver shall:

1. Be satisfied the school bus is in safe operating condition;
2. Review the last driver's vehicle inspection report; and

3. Sign the report, only if defects or deficiencies were noted by the driver who prepared the report, to acknowledge the driver has reviewed it and there is a certification that the required repairs have been performed.

A suggested driver's pre-trip inspection checklist is provided on the following page.

- **Cleanliness:**

A school bus driver's workplace is, obviously, the school bus. As such, drivers should have pride in their workplace and make the necessary efforts to keep the bus clean and sanitary. However possible, drivers should seek cooperation of the pupils in this effort.

A dependable, daily inspection and cleaning routine will also help to identify vandalism, and which pupils may be responsible. The following are suggested cleaning routines.

- **Daily:**

1. Sweep the floor.
2. Dust seats and inspect for damage.
3. Clean windshield, side windows and mirrors (this is also a safety measure).
4. Clean all light lenses.

- **Weekly:**

1. Wash floors and seats.
2. Wash exterior of the bus to improve paint life and visibility.
3. Check and oil door hinges and door operating mechanisms.

### ***Post Trip Inspection***

After completing your route or school activity trip, you should conduct a post trip inspection of the bus. Walk through and around the bus looking for:

- Sleeping students
- Articles left on the bus
- Open windows and doors
- Mechanical/operational problems with the bus
- Damage or vandalism

Immediately report any problems discovered to your supervisor or school authorities.

### 23 VSA §1281 ~ Additional Equipment:

In addition to other equipment required by this title, any school bus as described in section 4 of this title shall be equipped as follows:

- A door in the rear and a door on the right side for entrance or exit purposes.
- At least one fire extinguisher of a type approved by the commissioner at all times in good and usable condition and easily accessible to the driver.
- A standard first-aid kit of a type approved by the commissioner at all times filled with necessary articles.
- A hot water heater at all times capable of keeping the interior at a comfortable temperature or other type of heater approved by the commissioner of motor vehicles.
- Adequate ventilation facilities.
- At least two windows of safety glass on each side to provide interior light and so secured as to afford protection against wind and rain.
- Seats securely fastened to the floor or sides of the interior and providing at least thirteen inches of seat space for each child to be transported.
- In addition to the foregoing, all motor vehicles in which the original seating equipment has been modified or added to must comply with the following:
  - All seats must be readily accessible by use of an aisle or door without interference from any other seat or seats.



- Minimum of 36 inches headroom for sitting position above top of undepressed cushion line of all seats shall be provided.
- Minimum of 12 inches shall be provided from the top of the undepressed cushion line to the floor.
- Seats shall be covered with fire-resistant material.
- Jump seats or portable seats shall not be used.
- Seat beside driver, if regular equipment or installed by vehicle manufacturer, may be used for pupil seating. It shall be securely fastened to body and shall be so constructed as not to interfere with pupils entering or leaving vehicle.
- All seats shall be at least 12 inches overall depth.
- If forward-facing seats are used, they shall be so placed that distance from center to center measured at top center of backs shall be not less than 26 inches.
- If longitudinal seats are used, only two shall be installed against sides of vehicle and distance between.

#### 23 VSA §1281a ~ Optional Equipment:

In addition to equipment required under section 1283, any school bus as described in subdivision (34) of section 4 of this title may be equipped with a stop arm sign with flashing red lights, of a type approved by the commissioner, securely mounted below the left front window on the vehicle in an area approved by the commissioner and must be visible to the driver when extended. Such sign shall not be activated unless the vehicle has stopped on the highway for the purpose of receiving or discharging public or private school children. At no time shall the sign be extended when the vehicle is in motion.

#### 23 VSA §1283 ~ Identification and Equipment of School Buses:

- Types I and II school buses shall be:
  - Identified with the words, "School Bus," printed in letters not less than eight inches high, located between the warning signal lamps as high as possible without impairing visibility of the lettering from both front and rear;

- Painted national school bus glossy yellow, except that the hood shall be either that color or lusterless black and the fenders shall be either that color or black. For Type II school buses, the requirements of this subsection and subdivision (a)(3) of this section shall apply to any new bus ordered on or after January 1, 2000;
- Equipped with bumpers of glossy black, unless for increased night visibility they are covered with a reflective material;
- Equipped with a system of signal lamps approved by the commissioner, including an eight light system on any new or used school bus ordered on and after July 1, 1976. The driver of a Type I or a Type II school bus shall keep the alternately flashing red signal lamps lighted whenever school children are being received or discharged, and they shall be used only for that purpose. A school bus driver found in violation of this subdivision shall be guilty of a traffic violation;
- Equipped with a system of mirrors, if such a system is necessary to give the seated driver a view of the roadway to each side of the bus, and of the area immediately in front of the front bumper, in accordance with the following procedure:
  - When a rod, thirty inches (30") long, is placed upright on the ground at any point along a traverse line one foot (1') forward of the forward most point of a school bus, and extending the width of the bus, at least seven and one-half inches (7 ½") of the length of the rod shall be visible to the driver, either by direct view or by means of an indirect visibility system.
  - In addition, equipped with an inside mirror so located as to give the driver clear vision of the interior of the bus, and an outside mirror located on each side of the bus located so as to give an unobstructed view of the road to the rear; and
  - In compliance with the Federal Motor Vehicle Safety Standards for school buses as of the date of manufacture.

- Any school bus meeting the identification requirements of this section that is permanently converted for use wholly for purposes other than transporting pupils to or from school, or transporting organized groups of pre-school or school age children, shall be painted a color other than national school bus glossy yellow, and shall have the stop arm, if any, and equipment required by this section removed.
- Type I and Type II school buses being operated on a public highway and transporting primarily passengers other than school pupils shall have the words, "School Bus," covered, removed, or otherwise concealed, and the stop arms and equipment permitted by section 1281a of this title shall not be operable through the usual controls.
- No motor vehicle other than a school bus shall display the identifying equipment and signs required by this section.

23 VSA §1284 ~ Vehicle Maintenance:

- School buses shall at all times be maintained in a safe operating condition.
- A systematic preventive maintenance program shall be established and records kept, which at all times shall be available for inspection by any enforcement officer.
- School bus drivers shall perform daily pre-trip inspections of their vehicles and report immediately, in writing, to their supervisors, any defects or deficiencies discovered that may affect the safety of the operation of the vehicle or result in its mechanical breakdown.

23 VSA §1303 ~ Flares Required:

A person shall not operate a motor truck, except those registered at pleasure car rates and those registered with a gross vehicle weight rating of less than 10,001 pounds, with or without a trailer or semi-trailer attached, or a motor bus, upon a highway outside the lighted area of a town or city, unless there shall be carried in such vehicle, ready at all hours for instant use, three electric flares or three

reflector type flares of a type approved by the commissioner of motor vehicles. However, if the vehicle is used in the transportation of hazardous material as defined in 5 VSA §2001(a)(1), three electric flares or three reflector type flares of a type specified in this section shall be carried.

### ***First Aid Kits:***

School Buses may be required to carry a standard first aid kit. A kit purchased from a regular supplier of this type of equipment is acceptable. For those assembling or refilling a kit, the following items must be included:

- 1" x 2½ yards adhesive tape rolls (2)
- Pair latex gloves (1)
- Pair plastic gloves (1)
- Sterile gauze pads 3" x 3" (24)
- ¾" x 3" Adhesive bandages (100)
- 2" Bandage compress (12)
- 3" Bandage compress (12)
- 2" x 6" Sterile gauze roller bandages (2)
- Sterile gauze pads 36" x 36" (3)
- Sterile eye pads (3)
- Mouth-to-mouth airway (1)
- Rounded end scissors (1)
- Non-sterile triangular bandages approximately 40" x 36" x 54" with two safety pins (2)

These items shall be carried in a durable, dust proof container, plainly marked "**FIRST AID KIT**" and located in full view in the driver's compartment.

## PRE-TRIP VEHICLE INSPECTION CHECKLIST

### ENGINE COMPARTMENT

- OIL LEVEL
- COOLANT LEVEL
- POWER STEERING (FLUID/BELT)
- WATER PUMP (BELT)
- ALTERNATOR (BELT)
- AIR COMPRESSOR (BELT)
- LEAKS
- HOSES
- WIRING
- WINDSHIELD WASHER
- STEERING BOX/LINKAGE

### ENGINE START

- CLUTCH AND GEARSHIFT
- TEMPERATURE
- OIL PRESSURE
- AMMETER/VOLTMETER
- AIR BRAKES OR HYDRAULIC CHECKS
- STEERING PLAY
- PARKING BRAKE
- LIGHTING INDICATORS
- HORN
- HEATERS/DEFROSTERS

### FRONT SUSPENSION

- SPRINGS
- SPRING MOUNTS
- SHOCK ABSORBERS

### REAR SUSPENSION

- SPRINGS
- SPRING MOUNTS
- SHOCK ABSORBERS

### FRONT WHEELS

- RIMS
- HUB OIL SEAL
- TIRES
- LUG NUTS

### REAR WHEELS

- RIMS
- TIRES
- AXLE SEALS
- LUG NUTS
- SPACERS

### FRONT BRAKES

- SLACK ADJUSTMENT (AIR)
- BRAKE CHAMBER (AIR)
- BRAKE HOSES/LINES
- BRAKE DRUMS/LININGS

### REAR BRAKES

- SLACK ADJUSTMENT (AIR)
- BRAKE CHAMBER (AIR)
- BRAKE HOSES/LINES
- BRAKE DRUMS/LININGS

### EXTERIOR

- WINDOWS/MIRRORS
- ALL LIGHTS AND REFLECTORS
- FUEL TANKS/LEAKS
- BATTERY/BATTERY BOX
- SPLASH GUARDS
- PASSENGER ENTRY/LIFT
- STOP ARM
- "SCHOOL BUS" SIGNS

### UNDER VEHICLE

- DRIVE SHAFT
- EXHAUST SYSTEM
- FRAME/BODY CLIPS

### INTERIOR

- SEATS/FLOOR ATTACHMENTS
- EMERGENCY EXITS
- CEILING LIGHTS
- FIRST AID KIT

## **APPENDIX – Miscellaneous Statutes and Regulations**

### ***Motor Vehicle Laws of Vermont***

#### **23 VSA §921 ~ Liability Insurance:**

A motor vehicle owned or hired by a board of school directors shall not be operated in the transportation of school children at any time when the owner and operator thereof is not insured under a liability policy issued by an insurance company authorized to transact business in this state to indemnify against liability for damages for personal injuries or damages to property. The amount of insurance shall be a minimum of \$100,000.00 for injury to, or death of any one person in any accident, subject to a minimum limit per accident of \$300,000.00 for injuries to or death of all persons in any one accident if the vehicle has a seating capacity of nine passengers or less. If the vehicle has a seating capacity in excess of nine passengers the amount of insurance shall be a minimum of \$300,000.00 for injury to, or death of any one person in any accident, and subject to a minimum limit per accident of \$500,000.00 for injuries to or death of all persons in any one accident. In addition, a minimum limit of \$50,000.00 per occurrence for property damage shall be required. It shall be the duty of the school directors to require the filing, by or with them, of proof that the insurance is in force prior to the opening of each school year and that it is kept in force so long as school children are being transported. A person who violates a provision of this section shall be fined not more than \$500.00 or imprisoned not more than six months, or both. This section shall not apply to any person who transports only his own children, whether with or without compensation.

#### **23 VSA §1205 ~ *Civil suspension***

(2) Upon affidavit of a law enforcement officer that the officer had reasonable grounds to believe that the person was operating, attempting to operate, or in actual physical control of a vehicle in violation of section 1201 of this title and that the person submitted to a test and the test results indicated that the person's alcohol

concentration was 0.08 or more, or 0.02 or more if the person was operating a school bus as defined in subdivision 4(34) of this title, or 0.04 or more if the person was operating a commercial motor vehicle as defined in subdivision 4103(4) of this title, at the time of operating, attempting to operate or being in actual physical control, the commissioner shall suspend the person's operating license, or nonresident operating privilege, or the privilege of an unlicensed operator to operate a vehicle for a period of 90 days and until the person complies with section 1209a of this title.

### 23 VSA §1286 ~ Penalties:

Any violation of sections 1283, 1284 or 1285 of this title shall be a traffic violation as defined in Chapter 24 of this title.

### 23 VSA §1301 ~ Emergency Exits:

The owner of a motor bus, designed to carry more than seven passengers and having a closed body, shall not operate such bus or permit the same to be operated, unless it has an exit in the rear end or an exit at the rear on the opposite side from the front door thereof through which passengers may pass in case of emergency.

### 23 VSA §1304 ~ Use:

If such vehicle is disabled so that it is necessary that it remain on the roadway or shoulder of the highway, the driver or other person in charge of such vehicle shall cause operating flares to be placed upon the roadway or shoulder of the highway, one approximately 100 feet in front of such vehicle, one approximately 100 feet to the rear and one on the traffic side of the vehicle. Such flares shall remain in place until such vehicle is removed from the roadway or shoulder.

## **Administrative Rules of the Department of Motor Vehicles**

### **☞ Driver's License Endorsements:**

(a) Requirements to Obtain a School Bus Endorsement.

Before a person may be licensed to assume the duty of transporting school pupils in either a Type I or Type II school bus, he or she shall comply with applicable provisions of 23 V.S.A. §1282, and shall:

- (1) Successfully pass the following tests:
  - a. Vision test.
  - b. A knowledge test based on the school bus manual and Section 10 of the Vermont Commercial Driver License Manual. The test consisting of thirty-one (31) questions, which are a combination of multiple choice, nine (9) fill in the blank, and two (2) essay questions. The passing score is 80% or better.
  - c. Road Test. The road test must be taken in either a Type I or Type II school bus. To pass the applicant must have less than 21 demerits. An accident, dangerous action, or serious violation would be cause for immediate rejection.
- (2) No person applying for a school bus endorsement will be permitted such endorsement unless he or she is physically qualified.

A person is physically qualified to drive a school bus only if he or she:

- A. Has no loss of a foot, a leg, a hand or an arm, or has been granted a waiver by the department following a determination that the loss/impairment will not interfere with his or her ability to control and safely drive a school bus. Such waiver will be subject to review upon renewal of the endorsement as described in section (b).
- B. Has no impairment of the use of a foot, a leg, a hand, fingers, or an arm, and no other structural defect or limitation, which is likely to interfere with his or her ability to control and safely drive a school bus, or has been granted a waiver by the department following a determination that the impairment will not interfere with his or her ability to control and safely



drive a school bus. Such waiver will be subject to review upon renewal of the endorsement as described in section (b).

- C. Has no current clinical diagnosis of unstabilized diabetes mellitus. An applicant's physician must certify that the applicant has not had a hypoglycemic reaction for at least two years. Any diabetic who obtains a school bus driver endorsement must submit a statement from his or her physician every six months that the applicant has not had a hypoglycemic reaction during that period.
- D. Has no current clinical diagnosis of myocardial infarction, angina pectoris, coronary insufficiency, thrombosis, or any other cardiovascular disease of a variety known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure.
- E. Has no established medical history or clinical diagnosis of a respiratory dysfunction likely to interfere with his or her ability to control and drive a school bus safely.
- F. Has no current clinical diagnosis of high blood pressure likely to interfere with his or her ability to operate a school bus safely. The federal regulations for blood pressure readings and medical recertification are as follows:
  - (a) An individual diagnosed with Stage 1 Hypertension (blood pressure reading is 140/90 – 159/99) may be certified for one year. At recertification, an individual with a blood pressure reading equal to or less than 140/90 may be certified for one year; however, if his or her blood pressure is greater than 140/90 but less than 160/100, a one-time certificate for 3 months can be issued.
  - (b) An individual diagnosed with Stage 2 Hypertension (blood pressure reading is 160/100 – 179/109) should be treated and a one-time certificate for 3-month certification can be issued. Once the driver has reduced his or her

blood pressure to equal to or less than 140/90, he or she may be recertified annually thereafter.

(c) An individual diagnosed with Stage 3 Hypertension (blood pressure reading equal to or greater than 180/110) should not be certified until his or her blood pressure is reduced to 140/90 or less, and may be recertified every 6 months.

G. Has no established medical history or clinical diagnosis of epilepsy or any other condition which is likely to cause loss of consciousness or any loss of ability to control a school bus, except where the established medical history shows no seizures or use of medication within the last five years preceding application.

H. Has no mental, nervous, organic or functional disease or psychiatric disorder likely to interfere with his or her ability to drive a school bus safely.

I. Meets the same vision standards as required for obtaining a Vermont Learner's Permit, Junior Operator's license and Operator's license.

J. Is not totally deaf but can perceive and understand, with or without a hearing aid, a conversation conducted in a normal tone of voice at a distance not to exceed five feet. However, a person unable to qualify as above can be granted an endorsement subject to the following restrictions:

(a) Left and right hand outside rear view mirrors which give an unobstructed view to the rear on any school bus he or she may operate.

(b) An inside rear view mirror which gives the seated driver clear vision of the interior of the bus.

(c) Must have at least one individual capable of hearing with or without a hearing device in the bus at all times when said bus is transporting school age pupils.

K. Does not use an amphetamine, narcotic, or any habit-forming drug, and

L. Has no current clinical diagnosis of alcoholism.

M. Is not using any medication, the side effects of which would affect the safe operation of a school bus.

The waivers permitted under letters A and B of this section will be determined during the road test. Acceptance or denial on the basis of high blood pressure will be determined by the School Bus Driver Medical Evaluation Form submitted by applicant's own doctor and progress reports at intervals of 6 months can be required. The possible exception under letter G, epilepsy, will be determined on the basis of a School Bus Driver Medical Evaluation Form submitted by the applicant's own doctor. Determination under letter M above will be based on a recommendation by the person's own doctor or a School Bus Driver Medical Evaluation Form. Said forms as referenced in this paragraph are required by statute at T. 23 V. S. A. § 1282.

(3) In the case of first time endorsement only, if the applicant's operator's license expires within one year, the endorsement shall expire coincidentally with the license's second expiration.

(b) School Bus Examination to Retain Endorsement.

A person who holds a license with a school bus endorsement is required to take an examination every four years.

(1) The examination consists of:

a. Vision test.

- b. A knowledge test based on the school bus manual and Section 10 of the Vermont Commercial Driver License Manual. The test consisting of thirty-one (31) questions, which are a combination of multiple choice, nine (9) fill in the blank, and two (2) essay questions. The passing score is 80% or better.
  - c. Road test required if the applicant has any physical disabilities, or at the discretion of the Examiner. The road test must be taken in either a Type I or Type II school bus. To pass, the applicant must have less than twenty-one (21) demerits. An accident, dangerous action, or serious violation would be cause for immediate rejection.
- (2) No person applying to retain his school bus endorsement under this section will be permitted to do so unless he or she is physically qualified pursuant to the standards set forth under section (a)(2) of this rule.
- (3) If an applicant's license with a school bus endorsement has been expired for six (6) months or more, it is required that the complete examination, as described in section (a) be administered. It is strongly recommended that an annual physical report be required by and filed with the school district.
- (4) When a school bus endorsement is being renewed, the endorsement shall expire coincidentally with the operator's license. A school bus clinic shall be required for renewal of an endorsement. Applicants must obtain a four-year operator's license upon renewal.

## **Education Laws of Vermont**

### **☞ 16 VSA §1222 ~ Pupils Who May be Furnished Transportation:**

- (a) Each legal pupil, as defined in section 1073 of this title, entitled or required to attend an elementary school, or a secondary school may be furnished with total or partial transportation to school, or board, as in the opinion of the board of school directors is reasonable and necessary to enable him to attend school. Each

board shall adopt a transportation policy for pupils required to attend school in accordance with the procedure specified in section 563(1) of this title. This policy must take into consideration the transportation needs of pupils supported by, but not limited to, such factors as age and health of pupils, distance to be traveled, condition of the road and type of highway. The policy shall be adopted by the board prior to September 1, 1971 and filed in the office of the principal of each school in the district. Any subsequent amendments in policy shall also be filed in the principal's office. Such compensation may be paid to parents or guardians, and shall be payable only in return for actual transportation or board as shall be stipulated by the school directors.

- (b) The provisions of section 376 of Title 23 relative to the use of motor vehicles for a municipal purpose shall apply to this section.
- (c) Expenditures by a school district for transportation or board under this act shall be included in computing current school expenses under Chapter 123 of this title.

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# School Emergency Information Guide



## FOR PARENTS AND GUARDIANS



### ◆ *When And Why Are Students and Staff Asked to Lockdown, Lockout, Shelter-in-Place, or Evacuate?*

#### SCHOOL EMERGENCY RESPONSE PROTOCOLS

A school crisis can take a number of forms including an environmental event, such as a chemical spill or gas leak; a weather emergency, such as a tornado warning; or an intruder in or near the school. The nature of a school crisis dictates whether school officials will put in place a lockdown, lockout, shelter-in-place, evacuation or any combination of these protocols, as a means to ensure the safety and well-being of students and staff.

### ◆ *Parent Responsibilities During a School Emergency and Reunification After a School Emergency*

#### THE ROLE OF PARENTS IN AN EMERGENCY

In a school emergency, the first instinct as a parent is to pick up the telephone and start calling the school or rush up to the school and get your child/children. The truth is, this only complicates matters from a safety and security standpoint.

Parents too close to an incident often hinder the rescue attempts of police and fire officials on the scene. The best action parents can take in an emergency is to stay close to their phone and email and to monitor local radio and TV reports for regular updates and instructions.

## Safety Terms & Procedures

In the event of an emergency at your child's school, it is important to know these terms.

#### LOCKDOWN

A lockdown takes place if an internal or external threat is identified at the school. All school doors are locked and students are confined to classrooms. No entry into or exit from the school will be allowed until an "all-clear" announcement is made. Students will **NOT** be released during a lockdown.

#### LOCKOUT

A lockout recovers all students from outside the building, secures the building perimeter, and locks all outside doors. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would trigger a lockout response.

#### SHELTER-IN-PLACE

Students take refuge in designated areas to protect them from hazardous materials or severe weather. No entry into or exit from the school will be allowed until an "all-clear" announcement is made. Students will **NOT** be released during shelter-in-place.

#### EVACUATION

In the event of certain building emergencies, students will be relocated to an evacuation assembly area. Students will be released to parents/guardians through a formalized family reunification process to ensure the safety of all children.

## ◆ *How Will You Be Reunited With Your Child?*

Parents/Guardians will be directed by school or public safety officials via TV/Radio or other emergency notification systems to their child's specific location. Based on internal standard operating procedures, students will be released to parents/guardians at the family reunification center. The reunification process can be time-consuming so parents are urged to be patient.

## ◆ *How Can You Help?*

### **BE PREPARED FOR A SCHOOL EMERGENCY**

Ensure that your child's emergency contact information is accurate and current.

Become familiar with your schools' emergency communication procedures. Each school is committed to providing accurate and timely information in the event of an emergency.



## ◆ *In Case of a School Emergency*

Although your first reaction would be to call or rush to your child's school, **please** follow the tips listed below.

**DO** tune into local TV/Radio Stations for official school news alerts.

**DO** rely only on official communication from school or public safety officials.

**DO** listen for official information regarding reunification with your child.

**DO NOT** call or rush to your child's school. Your presence could interfere with emergency responders.

**DO NOT** phone your child or school. Staff and students are discouraged from using cell phone communication for safety reasons.



*These resources have been developed from materials provided by Readiness and Emergency Management for Schools (REMS).*





## MEMORANDUM

TO: Superintendents, Principals, and Headmasters (All Vermont Schools)

FROM: Michael Desrochers, Director, Vermont Division of Fire Safety  
Rebecca Holcombe, Secretary, Vermont Agency of Education

SUBJECT: School Egress (evacuation) & Lockdown Drills

DATE: 8/9/2016

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The Vermont Fire & Building Safety Code mandates that six (egress) evacuation drills, and five lockdown drills must be conducted during the upcoming school year, according to a schedule developed by the Division of Fire Safety and the Vermont School Crisis Planning Team.

All schools, whether public or private, must include this new egress and lockdown schedule in their school's emergency plan. The new schedule will fulfill the emergency egress drill requirements outlined in the NFPA Life Safety Code and Title 16 V.S.A. Section 1481.

According to Section 15.7.1 (Existing Educational Occupancies) of the NFPA Life Safety Code, all schools must have an emergency plan in place. Section 4.8 of the NFPA Life Safety Code outlines what is required in the emergency plan. One of the requirements is that the evacuation plan must include the "evacuation procedures appropriate to the building, its occupants, emergencies, and hazards."

The Vermont Fire & Safety Building Code was adopted under Title 20 V.S.A Chapter 173 (Internal Security & Public Safety: Prevention & Investigation of Fires and Title 16 V.S.A. Chapter 33 (Education: Fire & Emergency Preparedness Drills & Safety Protocols).

Records must be kept of all such drills and be available upon request for review.

**\*Important to note:**

- At the beginning of the school-year (September), both the egress (evacuation) and the lockdown drills must be performed. After that, the drills will alternate each month, beginning with the egress drill in October.
- The school-year ends with the egress (evacuation) drill.

INTERIM AGREEMENT

NEW SCHOOL EGRESS (EVACUATION) AND LOCKDOWN DRILL SCHEDULE

Month	Egress (Evacuation) Drill	Lockdown Drill
September	1	1
October	1	
November		1
December	1	
January		1
February	1	
March		1
April	1	
May		1
June	1	

- Egress (evacuation) drills shall result in complete evacuation of the school.
- The first two egress drills shall result in the complete evacuation of the school.
- The remaining four (4) egress drills may alternate between a relocation drill and an egress drill.


This Interim Agreement will remain in effect until a legislative change is made.

The Vermont School Crisis Guide is online at; <http://demhs.vermont.gov/programs/school>

Regards,



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