

Bill Metz Elementary School Crisis Plan

2019-20 Crisis Team Members:

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I. Preparedness

A. Roles and Responsibilities

Counselor/Behavior Interventionist:

- Revise crisis plan and phone tree, and walkthrough building with principal for appropriate window covers and SRP signage before students arrive each year.
- Meet with Crisis Team to review procedures and elicit revisions.
- Assist principal in scheduling monthly emergency procedures practices.

Principal:

- Review and approve revised crisis plan. Walkthrough building with counselor for appropriate window covers and SRP signage before students arrive each year.
- Schedule and conduct monthly emergency practice drills.
- Discuss possible revisions according to staff feedback with Crisis Team.
- Supply teachers with fanny packs and Help Request cards. Provide new staff with copy of crisis plan, Help Request cards, and a fanny pack.

Crisis Team:

- Attend Crisis Team meetings to review plans and suggest revisions.
- Keep a copy of Crisis Team Phone tree at home.
- Additional assigned duties.

Teachers:

- Maintain fanny pack with current records and supplies as needed.
- Check flashlight batteries and make sure roster is updated in fanny pack after each drill.
- Review Standard Response Protocol procedures regularly.
- Ensure guest teachers have easy access to emergency procedures and buckets.
- Practice attention signal with students regularly to secure attention in the event of an emergency.
- Have students program Safe2Tell number in phones (1-877-542-7233)

Secretary:

- Maintain updated emergency records file and enter updated contact information in Infinite Campus.
- Send reminder to staff to check batteries on day of drill. Maintain supply of batteries.
- Maintain visitor sign-in sheet, student check-out list, and staff in/out log to quickly ascertain the whereabouts of students and staff in an emergency. Assure all agency support, visitors and parents receive name tags.

All Staff:

- Report to the office to sign out/in when leaving and returning to the building.
- Introduce yourself to unknown people in the building and ask if they need help. Direct them to office to sign in and obtain a name-tag. Report suspicious behaviors to the office.

Parent Volunteers:

- Help plan parent gathering area. Know who to obtain script from to share information with other parents.

B. Emergency Drill Procedures

Emergency drills will be practiced monthly. The type of drill will vary according to various scenarios for the responses of Lockout, Lockdown, Evacuation and Shelter

➤ Staff Roles and Responsibilities:

Teachers:

- Study the scenario and review Standard Response Protocol procedures in advance of the drill.
- Prepare students to follow the protocol expectations.
- Assume responsibility for taking roll, locking doors and lowering blinds if required by protocol.
- Inform office (If in Lockout) or hold appropriate card up (If in Evacuate or Shelter) to indicate need for assistance in locating a student.
- Following the drill, reflect on issues that may need to be addressed in the safety plan and discuss in staff debrief meeting or submit to the school counselor for review with crisis team.

Support Staff:

- Assist nearest teacher after returning students to appropriate classroom if indicated in the scenario. Assume role designated in the crisis plan. Following the drill, reflect on issues that may need to be addressed in the safety plan and discuss in staff debrief meeting or submit to the school counselor for review with crisis team.

Principal, Secretary, Custodian, Counselor:

- Clear designated areas and assist staff members as needed.
- After drill, reflect on possible revisions to safety plan and discuss with Crisis Team.

➤ Emergency Assignments at Bill Metz Elementary School

- I. Please see section II. B.

II. Immediate Response: Standard Response Protocol

(Adapted from SRP Guidance for Schools, Districts, Departments, and Agencies
Version 1.1.3 | 03/10/2009 | Revised: 10/14/2009)



Lockout



Lockdown



Evacuate



Shelter

A. Standard Response Protocol for Lockout, Lockdown, Evacuate, and Shelter



Lockout

Condition

Lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal.

Lockout uses the security of the physical facility to act as protection.

Intercom Announcement

The intercom announcement for Lockout is: **“Lockout! Secure the perimeter”** and is repeated twice.

Actions

The Lockout Protocol demands bringing students into the main building and locking all outside access points. Where possible, classroom activities continue uninterrupted. Classes that were held outside, must return to the building and if possible continue class inside the building. There may be occasions where students expect to be able to leave the building - end of classes, job commitment, lunch etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned “Primary Responsibility” for a “Lockout Zone” should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having **“Lockout Duty.”** There should also be assigned a person with “Secondary Responsibility” for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol. Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office. The front office should field information from the classrooms regarding missing or extra students in the classroom.

Reporter

Lockout is typically reported by emergency dispatch to the school secretary. The secretary then informs administration and invokes the intercom announcement. It may also be reported to the school secretary by students, staff or teachers if a threat is directly observed outside of the building.

Preparation

Identification and marking of perimeter access points that must be locked in the event of a Lockout defines the **“Lockout Perimeter.”**

Logical areas, building wings or other access point groupings define individual **“Lockout Zones”** within the Lockout Perimeter. **BME Lockout Zones are detailed in emergency assignments.**

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. **BME perimeters are detailed in emergency assignments.** There may be conditions where the campus perimeter would or would not be affected by Lockout. Individual Lockout Duty Checklists should be created for each person assigned with

either Primary or Secondary Lockout Duty. Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

Drills

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

Contingencies

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular buildings are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building. If during a Lockout a hazard manifests inside the school -i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

Examples of Lockout Conditions

1. Dangerous animal on school grounds
2. Criminal activity in area
3. Civil disobedience



Condition

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes to intruders, to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

Intercom Announcement

The public address for Lockdown is: “**Lockdown! Locks, Lights, Out of Sight!**” and is repeated twice each time the public address is performed.

Actions

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence. There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building. Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door. (Principal will inform School Resource Officer of scheduled Lockdown Drills.)

Incident Command System

The School Incident Command System should be initiated. (Principal serves as school Incident Commander until most qualified first responders arrive on scene.)

Responsibility

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight. Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

Reporter

Lockdown is typically reported by students or staff to the school secretary. The secretary then invokes the public address and informs administration. It may also be reported to the school secretary by local emergency dispatch.

Preparation

Identification and marking of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

Teachers and students should be trained to not open the classroom door until a first responder or school administrator unlocks it. Teachers will instruct students to turn cell phones off. Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

Drills

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every two years.

Contingencies

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom. In this situation students and staff must be trained to hide or even evacuate themselves away from the building. If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, and then situational decisions must be made. Evacuation to a non-usual location may be required.

Examples of Lockdown Conditions

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter



Evacuate

Condition

Evacuate is called when there is a need to move students from one location to another.

Intercom Announcement

The public address for Evacuate is: **“Evacuate! Type/Location”** and is repeated twice. Type is added when special actions need to be taken during evacuation. For instance **“ Evacuate! To the far eastern side of the playground. Evacuate! To the far eastern side of the playground.”**

Actions

The Evacuate Protocol demands students and staff move in an orderly fashion. In a tactical response, students are instructed to form a single file line and hold hands front and back. A different tactical response may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

Incident Command System

The School Incident Command System should be initiated. (Principal serves as Incident Commander until most qualified first responders arrive.)

Responsibility

The classroom teacher is responsible for initiating an evacuation. In a tactical situation, students may be instructed to establish a single file line and hold hands front and back.

First responders may also ask students and staff to place their hands on their heads or use different evacuation methods, i.e. run, crawl, cover mouth and nose, etc.

Reporter

Evacuate is typically called by the school secretary.

Preparation

Evacuation preparation involves the identification and marking of facility Evacuation Points using consistent signage, as well as student, teacher, and administrator training for both normal and tactical evacuations.

Evacuation Assembly

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point. Use Red/Green cards.

Evacuation Points:

On campus:

- Far eastern side of playground area, by the fence.
- Front of school, between the car drop off/ pick up loop & auditorium
- Any other possible locations

Off campus primary:

- Monte Vista High School

Off campus secondary:

- St. Joseph's Catholic Church

Red Card/Green Card Card

After taking roll the Red/Green Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Medical help needed, or vital information must be exchanged; Extra or missing students

Drills

Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

Contingencies

Students are trained that if they are separated from their class during a tactical evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site. Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.



Shelter

Condition

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or airborne irritants.

Intercom Announcement

The intercom announcements for shelter are:

1. **Shelter for Tornado! Drop, Cover and Hold**
2. **Shelter for Bomb! Drop, Cover and Hold**
3. **Shelter for Hazmat! And Seal**
4. **Shelter! In Silence**

The public address is repeated twice.

Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Earthquake

Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

Actions

These are the current Shelter Methods that are currently in the Protocol. Other methods may be situationally appropriate and may be added to the SRP. These methods are sourced from FEMA language available at <http://www.fema.gov/hazard>.

1. **Drop, Cover and Hold** - During an earthquake or when directed the following actions should be performed. DROP, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. COVER your head with your hands and stay under cover until the shaking stops. HOLD onto the desk or table; if it moves, move with it. People confined to a wheelchair also need to know the proper actions to take to protect themselves during earthquakes. If you are in a wheelchair, you should immediately lock your wheels, lean forward and cover your neck with your hands. (See FEMA detail on Drop, Cover and Hold.)
2. **And Seal** - Close and lock all outside doors and windows. Locking may provide a tighter seal. If you are told there is danger of explosion, close the window shades, blinds or curtains. Turn off the heating, ventilation or air conditioning system. Turn off all fans, including bathroom fans operated by the light switch. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room.
3. **For Tornado** - Learn emergency shelter plan. If a specific shelter area does not exist, move into interior hallways or small rooms on the building's lowest level. Avoid areas with glass and wide, freespan roofs. If you can't get into a basement or designated shelter, move to the center of the lowest level of the building, away from windows, and lie flat.
4. **In Silence** - Maintain Silence

Incident Command System

The School Incident Command System should be initiated. (Principal serves as Incident Commander until most qualified first responders arrive.)

Responsibility

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

Reporter

Shelter is typically called by the school secretary but may be called by students, teachers or first responders.

Preparation

Identification and marking of facility Shelter Points.

Drills

Each Shelter Method should be drilled at least once a year.

Additional Protocol Details

Signage/Decals

The “I Love U Guys” Foundation recommends schools use identification signage or decals. The design reflects common icons in use for the associated actions. If these designs are in keeping with school and district aesthetics and or policies, it is encouraged that schools adopt this common signage.

Lockout Zones

It is recommended that defining areas, in advance, that comprise a Lockout Zone of a specific number of doors. For instance, a school might have 7 doors on the northwest side of the building. Signage above the doors indicates the zone, the door number, the number of doors and the direction of the next door with an arrow - **NW 3 of 7**→ . The last door in the Lockout Zone would replace the arrow with a stop symbol.

Lockout Point

Within a Lockout Zone, the Lockout point reflects the number of doors that must be locked.

Lockdown Point

Within a classroom or other room Lockdown points are the doors that should be locked during a Lockdown. This is important when a classroom or lab has multiple entries.

Evacuation Assembly Point

These should be placed in areas where evacuation assembly may occur.

Lockout Duty

Staff or teachers may be assigned Lockout Duty. If Lockout Duty is part of a teacher response, signage in the classroom of the teacher assigned Lockout Duty should be installed. When a substitute teacher is in that classroom, provision for notification of Lockout Duty and location of access points should be reviewed.

Public Address Protocol

The public address is repeated twice. The following represents the Public Address for The Standard Response Protocol

1. **Lockout! Secure the Perimeter**
2. **Lockdown! Locks, Lights, out of Sight**
3. **Evacuate to a (Location)**
4. **Shelter Type / Method**

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

Emergency Assignments



Lockout

Duty	Primary Responsibility	Secondary Responsibility
Announce: “Lockout! Secure the Perimeter!” 2X	Principal - Futrell	Secretary- Lupe/Ingrid
Call staff who have signed out to assure they do not return to the premise before all clear	Nurse - Villagomez/Mortensen	Para- Arroyo
Secure lockout points: Main entrance doors	Secretary – Lupe	Secretary - Ingrid
Secure lockout points: N Door 1 point (1. North Hall)	Teacher – Williams	Teacher – Velasquez/Barbosa-Fraire
Secure lockout points: E Doors (playground)	Teacher – Hinds	Teacher - Stevenson
Secure lockout points: S Doors 2 points	Teacher - Stahle	Teacher - Carter
Secure lockout points: SW Doors (fire escape)	Teacher – Malouff	Teacher - Boyd
Secure lockout points: NW Doors (cafeteria)	Para – McGee	Teacher – Gonzalez/Rutherford
Secure lockout points: Gym Doors	Teacher – Velasquez	Teacher – Barbosa-Fraire
Check all perimeters	Custodians – Donald/Teresa	Custodians – Donald/ Teresa
Communicate with law enforcement	Principal- Futrell	Behavior interventionist - Josh Keeling
Handling parent calls/picking up	Secretary- Lupe/ Ingrid	Behavior interventionist - Josh Keeling
Lock windows	All staff	
Runners to get students	Any staff without students come to the office to help	



Lockdown

Duty	Primary Responsibility	Secondary Responsibility
Announce: "Lockdown! Locks, Lights, Out of Sight!" 2X	Principal - Futrell	Secretary- Lupe/Ingrid - could also be any other staff with 7604
Unlock the front door so help can come in (if they can)	Secretary- Lupe	Secretary- Ingrid
Call staff who have signed out to assure they do not return to the premise before all clear (if possible)	Secretary- Ingrid	Secretary- Lupe
Secure Lockdown points	All staff	
Communicate with law enforcement	District office; Principal- Futrell if possible	Behavior interventionist - Josh Keeling
Handling parent calls/getting Script	District office	
Responder Opening Doors to release	Law Enforcement/Principal	Law Enforcement/Behavior interventionist - Josh Keeling



Evacuate

Duty	Primary Responsibility	Secondary Responsibility
Announce: "Evacuate! Type/Locations" 2X	Principal - Futrell	Secretary- Lupe/Ingrid
Assign evacuation points for certain emergencies (Far eastern side of playground, High School, St. Joseph's Catholic Church, Front of school)	Principal- Futrell /Law Enforcement	Behavior interventionist – Keeling/Fire Department
Check staff and student bathrooms in 4 th /5 th Hallway	Behavior interventionist – Keeling	Custodians – Donald/ Teresa
Check staff and student bathrooms in 3 rd /4 th Hallway	Behavior interventionist – Keeling	Custodians – Donald/ Teresa
Check staff and student bathrooms in east wing	Secretary – Lupe/Ingrid	Nurse - Villagomez/Mortensen
Communicate with emergency response personnel	Principal- Futrell	Behavior interventionist - Josh Keeling
Red/Green card status checks Zone: On Campus	Principal- Futrell	Behavior interventionist – Keeling
Red/Green card status checks Zone: Off Campus	Principal- Futrell	Behavior interventionist – Keeling



Shelter

Duty	Primary Responsibility	Secondary Responsibility
Announce: “Shelter for ___, method” 2X	Principal - Futrell	Secretary- Lupe/Ingrid
Assign shelter points for each emergency Tornado- Hallway	Principal- Futrell /Law Enforcement	Behavior interventionist – Keeling
Communicate with emergency response personnel	Principal- Futrell	Behavior interventionist - Josh Keeling
Red/Green card status checks:	Fire/Police/Principal-Futrell	Behavior interventionist – Keeling

B. Emergency Telephone Number List

Contact the following resources as needed:

- Monte Vista Police Department911 or 852-5111
- Rio Grande County Sheriff’s Office911 or 657-4000
- Ambulance911
- Monte Vista Fire Department911 or 852-5111
- District Transportation852-2881
- District Maintenance852-4050
- Monte Vista Water & Sewer852-2692
- Electric.....1-800-895-1999
- Gas1-800-895-2999
- Poison Control Center1-800-222-1222
- Building Crisis TeamSee phone tree
- District Office852-5996
- St. Peter’s Lutheran Church (school)852-5449
- St. Peter’s Lutheran School Director- Linda Navo (home)852-3485
- St. Peter’s Lutheran Church- Pastor’s Home852-5123
- District Food Service852-5986
- St. Joseph’s Catholic Church (Metz evacuation site)852-2673
- Homelake Veteran’s Center.....852-5118
- LDS Church, Rio Grande Ward (High school evacuation site).....852-3727
- SLV BOCES.....589-5851
- SLV Mental Health.....589-3671/852-5186
- Tu Casa.....589-2645
- Victims Advocate.....657-4000
- Clergy Reverend Wayne Wittner.....852-5086/850-2198/852-5520

C. Building Map with Evacuation Route

- Insert: Building Map with Evacuation Route - See last page

III. Non-emergency Procedures and Crisis Follow-up

A. Roles and Responsibilities

Upon hearing about a non-emergency crisis, the principal will:

- Call the superintendent; determine the impact on other buildings in the district.
- Call an emergency meeting with the crisis team to assess the crisis and discuss specific tasks.
- Verify all facts concerning the incident (location, time and date, description of incident, cause, persons involved).

With Superintendent and/or appropriate members of Crisis Team:

- Draft a statement, considering confidentiality issues, for notification purposes, including a letter home to parents and community, if applicable.
- Decide how phone calls will be screened and responded to.
- Decide where, when, and how to notify the staff of the crisis. An adult should deliver any message, written or oral, to the staff. (Remember to include custodians, food service and bus drivers impacted and take note of staff and students who are absent and may need to be notified.)
- Instruct all staff members to refer all information and questions to principal or building spokesperson.
- Assign members of crisis team to faculty work area to support staff.
- Relieve key or highly-impacted people from normal duties so they can attend to the crisis.
- With Touch Base Team, complete a list of high risk students and have members of crisis team make contact with these students first.
- Decide which of the following resources are needed, who will be the contact person, and when needed.
Police.....852-5111
Sheriff.....657-4000
Mental Health.....589-3671/852-5186
Social Services.....657-3381
Food Service.....852-5986
Tu Casa.....589-5291
Victim's Advocate.....657-4000
Clergy...Pastor Wayne Wittner, Ministerial Alliance Contact 852-0586, 850-2198

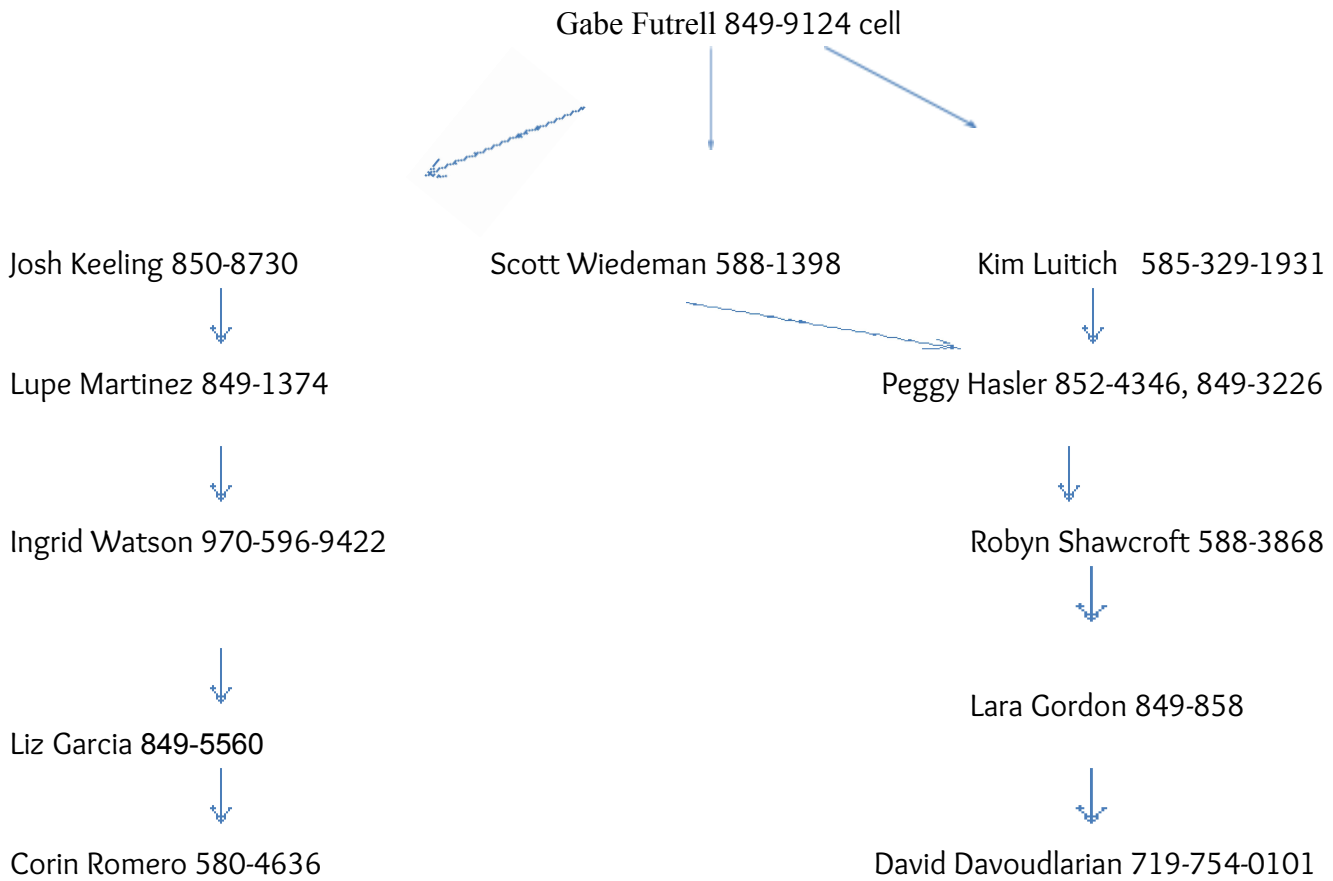
- Assign appropriate staff member to contact the student's family to offer assistance.
- Solicit written permission from parents to inform appropriate student body members. Develop a statement with the family to be announced to these students.
- Assign a counselor to assist the student’s siblings, classmates, friends and their parents. Notify these students individually before any general announcement.
- Develop a consistent written statement for the press.
- Consider designating a place for students or impacted parents to gather, if appropriate.
- Notify the principals of other buildings:

Marsh.....	852-3231
Bill Metz Elementary.....	852-4041
Middle School.....	852-5984
High School.....	852-3586
Delta Center.....	852-2212
- If necessary, assign members of team to several areas of the school for small group meetings for the grieving process for the first day.
- Assign administrator as the contact person for the press (notify secretary of this contact person).
- Disseminate funeral information to staff and students as soon as possible, if necessary.
- Establish time and place to evaluate day’s happenings at end of the day.

Ongoing follow-up procedures (Principal and Counselor, with support from “Touch Base Team” members):

- Establish a time and place several days after for the team to process the event. Revise plan for improvement, if necessary, once the process has been completed.
- If necessary, establish a group or meeting place for staff, friends and high risk students for several weeks after the crisis.
- Continue to “check in” with students and staff members who are most affected.
- Make preparations for return of victim or student.
- Anticipate anniversary reactions and predictable milestones.
- Social Services must be contacted if the student’s immediate problem originated within a family or if after a period of time, the student’s well being has deteriorated and the family has taken no action.
- Post links to support literature on website and distribute materials to affected individuals.

B. Crisis Team Phone Tree



C. Crisis Impact Response Form

- Flowers _____
- Card _____
- Food _____
- Phone Call _____
- Home Visit _____
- Hospital Visit _____
- Funeral Home _____
- Church _____
- Services: Day/Time/Place _____
- Counseling Referral _____ School _____ Mental Health _____ Hospice _____
_____ Private Therapy

➤ Plan _____

➤ Anniversaries/Milestones to consider _____

D. Touch Base Team Form

Crisis Impact

Name _____

Teacher _____

Mother _____

Father _____

Stepmother _____

Stepfather _____

Grandparents _____

Siblings _____

Incident Information

Time _____ Date _____ Location _____

Description of incident:

Impact Assessment

School	Adult Relationships	Siblings	Cousins	Close Friends	Anniversaries

IV. Reunification Plan

A. Onsite Reunification of just BME students

* Reunification of students only takes place after a lockout, lockdown, evacuation, or shelter in place has been ended. The goal is to get students back to their parents/guardians safely in as an efficient and effective manner as possible.

- a. Roles/Responsibilities - When we are reunifying only our students, all of the students will be in one central location (gym) as they await reunification with parents/guardians. Homeroom teachers will be with their class in the gym.

Role	Staff Member(s)	Responsibility
Incident Commander	Gabe (then first responders)	Coordinating the objective of accountable, easy, reunification of students with parents.
Public Information Officer	Scott	Communicating with parents & press. Coordinating use of mass communication.
Social Media Coordinator	Leona	Messaging parents & press
Safety Officer	Donald, Teresa, Pat, Joey, Nick, cafeteria staff (other school's staff)	Site observation and safety concern remedy
Liaison Officer	Gabe	Communicating with fire, medical, or law enforcement
Operations	Josh	Establish and manage operational staff
Greeters	Sam, Elizabeth, Gladys, Annette	Coordinate the parent lines. Tell parents about the process. Help verify identity of parents without ID.
Checkers	Lupe, Ingrid, Cathy (other school's secretary)	Verify ID and custody rights of parents/guardians. Direct parents to reunification location.
Runners	Alejandra, Brandi, Veronica, Julia, Annie	Take bottom of reunification card to student staging area, recover student and bring to reunification area.
Crisis Counselors	Kim & other school's counselors	Inform and support parents of injured students who have been taken to the hospital or are elsewhere.
Kidheards	Ashly, Brooke, Briana/Shelby, classroom teachers, ES paras & teacher, (other school's staff)	Take care of students in the staging area (gym).

Entertainment director	Becky	Putting an appropriate show on using the projector and screen.
Checkout	Jodi	Collect bottom portion of the reunification card before parent/student exits
Scribe	Cory	Document the event
Logistics	Josh	In charge of overseeing initial set-up.
Stage Hands	Specials & intervention staff	Initial setup of the check-in area, the signage, student staging area, etc.

- b. Resources/Materials - Parent check-in banner, 2 folding tables, 3-4 Chromebooks, extension cords, chairs, pens, reunification cards (English & Spanish), bull horn, directional signs, batteries, flashlights, safety vests, alphabet or grade level sheets, plastic bins, duct tape, emergency contact list (hard copy), pop up tent, walkie talkies, cones
- c. Procedures
 - i. Come out of lockdown, lockout, evacuation, or shelter in place
 - ii. Students are in their classrooms with homeroom teachers
 - iii. All other staff come to office to set up for reunification and proceed with their roles/responsibilities
 - iv. Call, text, Facebook message, etc. parents to come to the school to reunify with their children
 - v. Parents come to the front door and are met by our greeters. They are given a reunification card for each student they have enrolled at Bill Metz Elementary and a pen to fill it out. Greeters also ask them if they have their ID for the checkers.
 - vi. Parents line up by the first letter of the student's last name (A-L or M-Z) if they have their ID. If they do not have their ID, then they line up in the "No ID" line.
 - vii. Once parents are cleared by the checker, the checker gives the reunification card to a runner. The runner radios the kidhearers to make sure the student is in the gym. If the parent has multiple children, they are all reunified at the same time.
 - viii. When the student is located, the runner walks with the parent toward the gym and the student is brought out to the checkout person in the hallway. The runner hands the card to the checkout person. The parent and student(s) meet at the checkout table, and the parent checks them out by signing them out and leaving the reunification card with the checkout person for our records.
 1. If a student is not located, then the parent is walked by the runner to one of the counseling rooms to be helped by a school district counselor.
 - ix. The parent and student(s) walk out the north playground door and walk out of the playground at the parking lot behind the gym (all other gates are locked). They are let out by a security person.
 - x. This is repeated until all students and parents have been reunified.

B. Onsite Reunification of BME and other district students

- a. Roles/Responsibilities - All roles and responsibilities remain the same for this type of reunification; however, the Metz students will remain in their classrooms with their teacher for reunification due to other district students being located in our central location (gym).
- b. Resources/Materials - Same as above with the addition of student records brought from school(s) coming to Metz to reunify.
- c. Procedures
 - i. Bring students from other school(s) to the gym through the west gym doors
 - ii. Follow the same procedures as above for off site students. Runners will check with classrooms to get Metz students and walk them down to the checkout table to be reunified with the parent.

C. Offsite Reunification of BME students

- a. Roles/Responsibilities - If at another school in the district, classroom teachers will remain with their students in the central location of the school as “kidheards.” Other staff will help school personnel (as needed) with similar roles that they have while at Metz. If off campus at another location, such as the Catholic church, then our roles/responsibilities remain the same as if we were at Metz.
- b. Resources/Materials - Bring materials in the tubs (in office) that are prepared for an onsite reunification, teachers also need to bring an attendance (hard copy) of who was there and not there that day at school.
- c. Procedures
 - i. Load buses or walk to reunification location
 - ii. Follow the same procedure outline as onsite reunifications while adjusting for the different location’s layout.