

GALLATIN GATEWAY SCHOOL

Emergency Management Plan

Revised:
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MONTANA SENATE BILL 348

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

REFERENCE:

GGS policy 7060 (Appendix C)

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

SCHOOL SAFETY PLAN

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

- Prevention/mitigation
- Preparedness
- Response
- Recover

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

- School buildings and facilities
- Communications systems
- School grounds

GENERAL CONSIDERATIONS

A. Purpose

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

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

B. Scope

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

C. Identification of School Teams

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

- School Resource Officer, County Interdisciplinary Team
- Superintendent, County Interdisciplinary Team, and School Safety Representative
- School Counselor, County Interdisciplinary Team
- Madison/Gallatin SPED Coop
- Teacher
- Teacher
- Teacher
- Community member
- Community member

Members of the **Emergency Response Team** include local law enforcement officials, school personnel, representatives from local, regional, and/or state emergency response agencies, and other appropriate incident response teams. The members of this team include but are not limited to:

- School Resource Officer
- Superintendent and School Safety Representative
- Counselor
- Gallatin Gateway School Business Manager
- Gallatin Gateway School Office Manager
- Gallatin Gateway Fire Chief
- Additional Team Resources
 - MSGIA Representative
 - County Disaster and Emergency Services, 406-582-2350
 - Poison Treatment 1-800-222-1222
 - National Suicide Hotline 1-800-273-8255

Members of the **Post-Incident Response Team** include those who can assist the school community in coping with the aftermath of a serious violent incident or emergency. The members of this team and their positions or affiliations include, but are not limited to:

- School Resource Officer
- Superintendent and School Safety Representative
- School Counselor
- Gallatin/Madison SPED Coop
- School Nurse

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

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

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

- **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

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

PREVENTION, MITIGATION, PREPAREDNESS

A. Risk reduction and prevention programs include:

- District Code of Conduct Programs– Montana Behavior Initiative, Second Step Framework, Internet Safety training, Safeschools Risk Prevention, Title IX, Title II.
- School Nurse/Nurse Practitioner Clinic
- Staff training and professional development
- Practice drills with debriefing
- Facility security measures: cameras, locked doors, visitor badges, signing in/out, mirrored windows, bus cameras, fence and gate to the playground, internal facility gates, locked gates, and key procedures.
- School Resource Officer
- Community advisory through facility needs assessment
- Community service projects - third-grade fire prevention
- Fire Marshall building inspections
- Boiler inspections
- Asbestos inspections
- Property/Liability Insurance Carrier Risk Prevention
- Written *AED Plan*
- Written *School Emergency Procedures Manual* shared with 911 dispatch and Sheriff's Department
- Worker's Compensation risk reduction measures
- Blood borne pathogens training
- Bridger Care, ZoeCare, and School Nurse_educational lessons
- Two Medicine Health/Fitness– Healthy Futures Program
- Parent notification annually of sexual offenders in the District boundaries
- Montana Department of Public Health and Human Services (DPHHS)
- MSDS – Material Safety Data Sheet binder for review (chemicals, pesticides, etc.)
- Reflective vest use at recess and disaster drill practice
- School Hazard Vulnerability Assessment Outcomes (Appendix D)
- Natural disaster reporting: Midland WR300 Weather Radio
- Clean air signage by bus parking and visitor parking areas
- Drug free signage inside and outside the school building
- First aid/CPR/ Concussion Training
- Evacuation maps posted in each room of the school

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

- An annual review of the *School Safety Plan* and *Emergency Procedures Manual*
- Development with Sheriff and Fire Department of emergency management procedures
- Clarification of roles and responsibilities – see Incident Command System *Gallatin Gateway School Emergency Procedures Manual* (Appendix A). During all emergency situations communications will come

directly from the Superintendent or the next person in line in the Chain of Command, should Superintendent be absent or incapacitated

- School security training provided by Gallatin County Sheriff's Office
- The District conducts drills and other exercises to test and evaluate the effectiveness of the District-wide *School Safety Plan*. The District will be required to complete a minimum number of student drills as follows:
 - Eight (8) disaster drills a year
 - Drill procedures training with students by teachers at the beginning of each school year and review of procedures after each drill to debrief
 - Fire exit maps posted next to each exit door
 - Maintain a record of all drills
- The Board shall identify the local hazards existing within the District boundaries and design drills to address those hazards. (Pursuant to 20-1-401 – see *Gallatin Gateway School Emergency Procedures Manual* including: bomb, earthquake, fire, flooding, hazardous material incidents, infectious materials, pesticides, tornado, nuclear warning, and violent intruder)
- Identification of both internal and external hazards warranting protective actions, such as: evacuation and sheltering of the school population – (see *Gallatin Gateway School Emergency Procedures Manual* Appendix A)
- Additional resources for training (Appendix B)
- Gallatin Gateway School Policy, MCA, and FERPA regulations for training (Appendix C)
- Hazards Vulnerability Assessment Outcome for training (Appendix D)
- Tabletop exercises (Page 59)

C. Implementation of School Security

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

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

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

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

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

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

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

D. Early Detection of Potentially Violent Behaviors

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

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

E. Hazard Identification

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

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

RESPONSE

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

Response Protocols

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

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

RECOVERY

A. District Support

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

B. Disaster Mental Health Services

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

Appendix A:

Gallatin Gateway School
Emergency Procedure Manual

INCIDENT COMMAND SYSTEM

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

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

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

Chain of Command: Call 911 for an emergency!

1. Superintendent/Principal
2. Counselor
3. District Clerk
4. Administrative Secretary

Emergency Response Team

Superintendent
(School Safety Representative)

SRO

Counselor

District Clerk

Administrative Secretary

E- The electrical shutoff is at the main panel in the cafeteria

W- The water shutoff is in the basement at the pump

G- The gas shutoff is outside by the doors to the gym

COMMUNICATIONS PROCEDURE FOR INCIDENT COMMAND

Emergency Service**911**

Additional Numbers:

Gallatin Gateway Fire Department	406-763-4318 (non-emergency)
County Sheriff Department	406-582-2100 option 2
County Disaster and Emergency Services	406-582-2350
Poison Treatment	1-800-222-1222
Building Emergency:	
Superintendent	830-522-0233
Business Manager	406-209-0156
School Resource Officer	406-582-2100

Inform the dispatcher of the specific location that the person in charge can be found or contacted. Remain there until help arrives. *Do not hang up!* **100 Mill Street, Gallatin Gateway** (6 miles south of Four Corners). If it is necessary to send anyone to a hospital by ambulance for a serious injury, send a responsible person along to serve as a liaison between hospital and school with instructions to relay progress reports when possible.

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

Report Event or Incident to:

Superintendent	-
Business Manager	
School Resource Officer	
North-Western Energy (gas & electricity)	1-888-467-2669

CRISIS RELEASE FORM

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

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

_____ Phone #
Signature of Person Picking up Student

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

My relationship to the student:

_____.

The time is _____ and the date is _____

Signature of Superintendent or Homeroom Teacher

time: _____

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

MEDIA PROCEDURE

Radio is used to inform the public of any school closures or disaster event. The Superintendent or designee provides prompt and accurate information to the local radio stations when needed. Employees should not provide information to the media. Any misinformation may create confusion. Isolated quotes from individuals may be incomplete or misleading and therefore must be avoided.

RADIO NUMBERS:

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

SCHOOL CLOSURE

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

Procedures:

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

TEACHER’S CHECKLIST

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

SCHOOL SAFETY REPRESENTATIVE CHECKLIST

(Superintendent or Designee)

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

Calling 911: What to Do in an Emergency

When accidents happen you often need to act quickly, but in the terror of the moment it's easy to become confused and disoriented. That is why experts recommend that you prepare for an emergency before it happens by gathering all the information you'll need to provide the 911 operator and the emergency team. This 911 information is also essential to have on hand for a caregiver, relative, or friend, if you are not at home, or in case you are incapacitated. It should include:

- Your street address and closest cross street.
- A call-back number, in case emergency personnel have additional questions
- Chronic medical conditions, if any
- Recent medical events, if any

Making the 911 Call: What to Expect

Someone is sick or has suffered an injury. You've placed a call to 911. Now what? "Let the operator drive the call," advises emergency physician Darria Long, MD, a spokeswoman for the American College of Emergency Physicians. She says callers should not interrupt the 911 dispatcher and should follow all instructions and be ready to answer questions, the most important of which is your location. You should also be prepared to answer questions about the person's condition. These questions may include:

- Is the person awake?
- Is the person breathing?
- Is there an injury?
- Is the person in a dangerous spot or position where further injury could occur?
- Has the person experienced a recent major medical event?
- Does the person have a chronic medical condition?

What to Do While You Wait

Do not hang up until the 911 operator tells you to do so. While waiting for emergency care, you should do the following:

- If the person is not breathing, begin CPR, but only if you have been trained to do so.
- If there is a wound, begin first aid.
- Stay calm and reassure the person that help is on the way.
- Make the person as comfortable as possible.
- Gather the person's medications to give to the emergency team.
- Move furniture to allow easy access to the person.
- Recall the facts: How long has the person been sick? How long has he been unconscious? When and how did the accident happen?
- Have someone at the door to let in the emergency personnel and guide them to the person.

FIRE EVACUATION PROCEDURE

1. At the sound of the fire alarm, occupants must walk quietly and rapidly out the exit designated by the emergency exit chart near the door in each room. The teachers will pick up their emergency backpacks, check to see that students are out of the room, turn off the lights, and close the windows and door.
2. The first students outside should move away from the building, so they do not block the exit for those following.
3. When outside, students should meet at the designated location. Teachers should take attendance and hold up Green Card when all students are present, Red Card if student(s) are missing. In the case of a Red Card, a member of the ERT will initiate the search for missing student(s).
4. In the event an alternate site is needed, members of the ERT will notify occupants of the alternative designated location.

EARTHQUAKE PROCEDURES

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

1. The first indication of a damaging earthquake may be gentle shaking.
 - a. There may be jarring at first followed by a violent jolt.
 - b. There may be a low (and perhaps very loud) rumbling noise.
2. During the ground shaking, the school population is safest finding immediate shelter under desks, tables, or counters.
 - a. Students will drop, cover, and hold on. This means dropping to the floor (to prevent falling), making themselves as small a target as possible, and protecting head, neck, and chest.
 - b. Occupants should take cover under a sturdy desk or table or near an interior wall, covering head and neck with hands, unless they need to hold onto the legs of their shelter and move with it.

3. When no shelter is available:
 - a. Move to an inside wall.
 - b. Turn away from windows and kneel next to the wall.
 - c. Bend head close to knees, cover sides of head with elbows, and clasp hands behind neck. If a coat is available, hold it overhead for protection from flying glass and ceiling debris.
 - d. In the library: move away from windows and bookshelves and take appropriate cover.
 - e. In the gym: move to an inside wall, kneel next to the wall, bend head close to knees, cover sides of head with elbows, and clasp hands behind neck to protect head from flying ceiling debris.
4. In an aftershock, everyone should duck and cover until the shaking stops.
5. Leave all doors to rooms open to prevent them from jamming.
6. If outdoors:
 - a. Move away from the building to an open space.
 - b. Avoid overhead wires and utility poles.
 - c. Lie flat on the ground with your face down. Wait for the earth to stop moving. The rolling motion of the earth is frightening, but not dangerous.
 - d. Keep students assembled and take roll count of students. Be prepared to provide the roll count information to the person in charge.
 - e. Be alert for instructions from person in charge.

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

If time allows, the Superintendent will:

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

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

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

TORNADO PROCEDURES

DEFINITIONS:

Watch – conditions are favorable for tornado or severe weather.

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

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

Take shelter--Take cover in designated rooms in building.

SIGNALS:

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

STEPS OF ACTION:

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

PERSONNEL ROLES:

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

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

Teachers: *Monitor students.

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

BOMB THREAT PROCEDURES

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

BOMB THREAT CHECKLIST

IF BOMB THREAT IS RECEIVED AT SCHOOL OFFICE – DO NOT DISCONNECT INCOMING CALL LINE. Use another line to dial 911 – call/motion over another person in the office to assist.

Exact wording of the threat:

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

How will you set off the bomb?

What time is it set for?

Where is it?

What does it look like?

Why are you doing this?

Who are you?

Whom do you want to hurt?

How do you know so much about the bomb?

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

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

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

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

<u>CALLER'S VOICE</u>	✓
LOUD	
SOFT	
HIGH PITCH	
DEEP	

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

<u>BACKGROUND NOISE</u>	✓
MUSIC	
CHILDREN	

IRRATIONAL	
COHERENT	
INCOHERENT	

RASPY	
PLEASANT	
INTOXICATED	
ACCENT	

AIRPLANES	
TRAFFIC	
TYPING	
MACHINES	
PARTY	
QUIET	
OTHER:	

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

DATE:

TIME OF CALL:

CALL RECEIVED BY:

OF CALL:

LENGTH

LOCKDOWN

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

If time and safety permits:

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

SPECIFIC PROCEDURES TO USE WHEN CONTACTING AUTHORITIES:

Clearly indicate specifics of the situation:

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

TEACHERS

In all cases:

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

IF EVACUATION IS NOT POSSIBLE:

1. Secure the individual classroom area and keep students and self out of sight from interior and exterior view. Turn out lights and lock doors if possible.
2. Students and adults should be quiet. Avoid actions that could cause hysteria and confusion
3. If you have an exterior window, place a green card in the window (room # facing out) to indicate all in room are safe. Place a red card in the window (room # facing out) to indicate there is a medical emergency.
4. Do NOT open door until an "all clear" has been announced, regardless of who is at the door.
5. Unless notified otherwise by Superintendent, remain with students. As soon as possible and when safety permits, students and staff will be directed to a location where they can best be protected. This may include evacuation to alternate sites outside of the building.

SHELTER-IN-PLACE PROCEDURES

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

The Superintendent will:

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

The Teacher will:

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

SUICIDE

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

DAY ONE:

1. Superintendent and counselor(s) meet.
2. Provide additional counselors from community resources:
 - a. Sheriff (Chaplin) 582-2100 option 2
 - b. SRO
 - c. Madison/Gallatin SPED Coop
3. A staff meeting will be scheduled for the day of/after the incident. Response protocol and procedures will be discussed with the staff.

If school is in session when death occurs:

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

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

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

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

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

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

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

DAY TWO:

1. Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
2. Provide extra supervision in non-instructional areas such as:

- a. Restrooms
 - b. Playgrounds
 - c. Areas of the school infrequently used.
3. Encourage parents to attend the funeral with their children, if age appropriate.
4. A group made up of counselors, administrators, and other personnel with pertinent expertise will meet to formulate follow-up procedures regarding the tragedy.
5. Try to get things back to normal as soon as possible.

SUICIDE GUIDELINES FOR THE CLASSROOM TEACHER

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

ACCIDENTAL DEATH OF A STUDENT/STAFF MEMBER

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

DAY ONE:

1. Administrator and counselor(s) meet.
2. Provide additional counselors from community resources:
 - a. Sheriff (Chaplin) 582-2100 option 2
 - b. SRO
 - c. Madison/Gallatin SPED Coop
3. A staff meeting will be scheduled for the day of/after the incident. Response protocol and procedures will be discussed with the staff.

If school is in session when death occurs:

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

If school is not in session when a death occurs:

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

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

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

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

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

DAY TWO:

1. Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
2. Provide extra supervision in non-instructional areas such as:

- a. Restrooms
 - b. Playgrounds
 - c. Areas of the school infrequently used.
3. Encourage parents to attend the funeral with their children.
4. A committee made up of counselors, administrators, and other personnel with pertinent expertise will meet to formulate follow-up procedures regarding the tragedy.
5. Try to get things back to normal as soon as possible.

GUIDELINES FOR THE CLASSROOM TEACHER

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

Appendix B:
Gallatin Gateway School
Automatic External Defibrillator Plan

Created: September 12, 2012
Revised: November 17, 2014
Revised: March 6, 2019
Revised: August 20, 2019

Automatic External Defibrillator Gallatin Gateway School Plan

Purpose:

The Automatic External Defibrillator Plan will provide guidance in the management or administration of a school-based AED program. It will be used within the boundaries of the Gallatin Gateway School District.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm called ventricular fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to victims, who are **unconscious, without pulse, signs of circulation and normal breathing**. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

The Program Coordinators for Gallatin Gateway School will be:

- **Christine Hodgson, RN, MSN, CPNP, (Medical Advisor)**
PO Box 265, Gallatin Gateway, MT 59730 406.763.4415 cell phone: 406-579-2251
- **Elizabeth Matthews, Health Teacher/AED Program Leader**
PO Box 265, Gallatin Gateway, MT 59730 406.763.4415

AED Unit Locations: see Attachment A - map

100 Mill Street, Gallatin Gateway, MT 59730, 406.763.4415

AED Location Number 1:

In the southeast corner of the main lobby, left of the door that goes out to the playground

AED Location Number 2:

In the hallway, west of the Gallatin Gateway School gymnasium doors.

Responsibilities of Program Leader/Coordinators:

- Oversees all non-medical aspects of the AED Program.
- Develops AED Program written plan as required by Gallatin Gateway School and makes changes as needed to the plan in conjunction with Travis Anderson, Superintendent.
- Coordinates with Medical Advisor and EMS, as needed, for training and use of AED
- Identifies individuals to be AED responders and maintains list of AED responders in conjunction with the superintendent.
- Coordinates and documents initial AED training and all subsequent training of AED responders.

- Conducts quarterly proficiency evaluations for AED responders: **August, November, January, and April** – evaluation will cover the location of the AED units, safety precautions, and three major steps of AED use (see attachment B1 and B2).
- Coordinates and maintains documentation of all AED usage.
- Conducts immediate post incident debriefing.
- Ensures AED use is reported to the Medical Advisor within 24 hours of the occurrence of the event.
- Coordinates and oversees documentation of AED maintenance and service procedures.
- Registers device with: <http://www.defibtech.com/device-registration-product-support-program>
- Completes registration at: MTAED.com contact: Janet Trethewey: JTrethewey@mt.gov

MEDICAL OVERSIGHT:

The AED program Medical Advisor is Christine Hodgson, RN, MSN, CPNP, cell: (406) 579-2251

The Medical Advisor of the AED program has ongoing responsibility for:

- Oversees all medical aspects of the AED Program
- Ensures compliance with appropriate regulatory requirements
- Ensures proper training and maintenance for AED responders
- Establishes and reviews procedures for AED use
- Establishes a quality review and improvement program, including post-drill and post debriefing
- Establishes and maintains relationships with local EMS
- Ensures AED use reports are sent to the Superintendent within 48 hours of the occurrence of the event

Appropriate Training of Anticipated Users:

Training Schedule:

All persons who are identified users will be trained in CPR/AED and will maintain training according to the Emergency First Response Corporation guidelines. A training schedule including names of those trained and dates both the current training and due dates for recertification will be maintained by the AED program leader in the school office.

A list of individuals trained and authorized to use the AED is attached as Attachment C

Individuals Authorized to Operate the AED:

The AED may be used by:

- Employees including: administrators, nurses, athletic/activities director, athletic trainers and office staff.
- Additional staff as identified by administration. Examples: teachers, coaches, field/game managers and security staff.
- Any trained volunteer responder who has successfully completed an approved CPR/AED training program and has a current successful course completion card.

AED Trained Employee Responsibilities:

- Activating internal emergency response system and providing prompt basic life support, including AED and first aid according to training and experience.
- Understanding and complying with requirements of this policy.
- Following the more detailed procedures and guidelines for the AED program.

Volunteer Responder Responsibilities:

Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent they are comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid.

School Office Responsibilities:

The school office staff is responsible for:

- Receiving emergency medical calls from internal locations
- Using an established 9-1-1 checklist to assess emergency and determine appropriate level of response (see Attachment D)
- Contacting the external community 9-1-1 response team (EMS) immediately
- Deploying AED-trained employees to emergency location
- Assigning someone to meet responding EMS aid vehicle and direct EMS personnel to site of medical emergency

Coordination of the EMS system:

All licensed EMS systems providing coverage in the area (**Gallatin Gateway Fire Department; Gallatin Valley Sheriff's Office**) will receive copies of the AED plan. Every time an AED is attached to a patient, the local EMS must be activated. The Plan Coordinators will be responsible to coordinate with the local fire departments and police departments. The Gallatin Gateway Fire Department will be the primary advising EMS department. (see attachment E)

Equipment:

Equipment shall be an Automated External Defibrillator in working condition that meets standards established by the Federal Food and Drug Administration and is in compliance with the manufacturer's maintenance schedule. The two units at Gallatin Gateway School are: **Defibtech DDU-100, Semi-automatic external defibrillator.**

Appropriate Device Maintenance:

Device maintenance will be done according to the manufacturers guidelines and will be recorded for each unit. Routine inspections and testing of the AED is to be performed on a monthly basis and recorded on a separate written service log form by a AED program leader.

After-School Hours:

If a CPR and/or AED trained individual is available, CPR and AED procedures should be initiated until EMS arrives.

Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

POST-AED EVENT:

Medical Response Documentation

Internal Post-Event Documentation: It is important to document each use of the medical emergency response system.

The following forms shall be sent by an AED Program Leader or designee within 24 hours of a medical event:

- An accident report form shall be completed by a responding employee for each accident requiring first aid of any type.
- The AED-trained employee or volunteer responder shall complete the Gallatin Gateway School District Automated External Defibrillator Report, whenever an AED is used.

External Post-Event Documentation

A copy of AED use information shall be presented within 48 hours of the emergency to the following:

- Medical advisor of the AED program
- Local EMS, county, state officials as designated in state AED requirements and local regulations
- At a minimum, event information supplied shall include any recorded data, and all electronic files captured by the AED.

Post-Event Review

Following each deployment of the response team member, or if a volunteer responder uses an AED, a review shall be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post-event review shall be sent to the Montana EMS and Trauma Systems. The Montana EMS and Trauma Systems coordinator according to the record retention policy shall maintain a copy of the post-event review summary.

Ongoing Quality Improvement Program:

The program coordinators will evaluate the AED plan on an annual basis and after each event in which the AED was used.

Educational Requirements:

All staff using the AED must complete training adequate to provide basic first-aid, CPR and AED. AED training will occur in August or September with the Medical Director or district approved

personnel certified in CPR and AED. School staff and employees will also be trained in universal precautions against bloodborne pathogens. The program leader shall maintain training records for the trained employees in the school office.

AED LAWS:

EMERGENCY MEDICAL SERVICES 37.104.601

Subchapter 6

Automated External Defibrillators (AED)

37.104.601 DEFINITIONS The following definitions apply to this chapter, in addition to the definitions contained in 50-6-501, MCA:

(1) "Automated external defibrillators (AED) training program" means a course of instruction approved by the department which provides the initial education in the use of the AED and which has requirements for continued assurance of the competency of individuals in using an AED.

(2) "CPR" means cardiopulmonary resuscitation.

(3) "Medical supervisor" means a physician, physician assistant, registered nurse, or nurse practitioner licensed in Montana who completes a training program provided by the department and who agrees to provide medical supervision to an approved AED program. (History: 50-6-503, MCA; IMP, 50-6-501, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305; AMD, 2008 MAR p. 337, Eff. 2/15/08.)

Rules 37.104.602 and 37.104.603 reserved

ADMINISTRATIVE RULES OF MONTANA

**3/31/08 (still current as of 3/6/19)
37-25703**

EMERGENCY MEDICAL SERVICES

37.104.604

37.104.604 WRITTEN PLAN (1) An entity wishing to use or allow the use of an AED shall develop, update as changes are made, and adhere to a written plan that:

- (a) for a stationary location specifies the physical address where the AED will be located;
- (b) for a mobile location specifies the geographic area in which the AED will be used and specifies how the AED will be transported to the scene of a cardiac arrest;
- (c) includes the names of the individuals currently authorized to use the AED;
- (d) describes how the AED use will be coordinated with each licensed emergency medical service providing coverage in the area where the AED is located, including how emergency medical services will be activated every time that an AED is attached to a patient;
- (e) specifies the name, telephone number(s), and address of the Montana licensed medical supervisor who will be providing medical supervision to the AED program and how the medical supervisor, or the medical supervisor's designee, will supervise the AED program;
- (f) specifies the name, telephone number(s), and address of the medical supervisor's designee, if any, who will assist the medical supervisor in supervising the AED program;
- (g) specifies the maintenance procedures for the AED, including how it will be maintained, tested, and operated according to the manufacturer's guidelines;

(h) requires that written or electronic records of all maintenance and testing performed on the AED be kept;

(i) describes the records that will be maintained by the program; and

(j) describes how the required reports of AED use will be made to the medical supervisor of the AED program, or their designee, and to the department. (History: 50-6-503, MCA; IMP, 50-6-501, 50-6-503, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305; AMD, 2008 MAR p. 337, Eff. 2/15/08.)

ADMINISTRATIVE RULES OF MONTANA

3/31/08

37-25705

37.104.605 DEPARTMENT OF PUBLIC HEALTH AND HUMAN SERVICES

37.104.605 WRITTEN NOTICE (1) Prior to allowing any use of an AED, an entity must provide the following, in addition to a copy of the plan required by ARM 37.104.604, to each licensed emergency medical service and public safety answering point or emergency dispatch center in the area where the AED is located:

(a) a written notice, on a form provided by the department, that includes the following information:

(i) the name of the entity that is establishing the AED program;

(ii) the business address and telephone number, including physical location, of the entity;

(iii) the name, telephone number, and address of the individual who is responsible for the onsite management of the AED program;

(iv) the starting date of the AED program; and

(v) where the AED is physically located. (History: 50-6-503, MCA; IMP, 50-6-502, 50-6-503, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305.)

ADMINISTRATIVE RULES OF MONTANA

3/31/08

37-25706

EMERGENCY MEDICAL SERVICES 37.104.606

37.104.606 REPORTS (1) Every time an AED is attached to a patient, its use must be reported to the medical supervisor or the medical supervisor's designee and the report must include the information required by the medical supervisor.

(2) Every time an AED is attached to a patient, the medical supervisor or the medical supervisor's designee shall provide to the department, on a form provided by the department, the following information:

(a) the name of the entity responsible for the AED;

(b) the name, address, and telephone number of the medical supervisor;

(c) the date of the call;

(d) the age of the patient;

(e) the gender of the patient;

(f) location of the cardiac arrest;

(g) estimated time of the cardiac arrest;

(h) whether or not CPR was initiated prior to the application of the AED;

(i) whether or not the cardiac arrest was witnessed;

(j) the time the first shock was delivered to the patient;

(k) the total number of shocks delivered;

- (l) whether or not there was a pulse after the shocks and whether or not the pulse was sustained; and
- (m) whether or not the patient was transported, and if so, the name of the transporting agency and the location to which the patient was transported. (History: 50-6-503, MCA; IMP, 50-6-502, 50-6-503, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305; AMD, 2008 MAR p. 337, Eff. 2/15/08.)

Rules 37.104.607 through 37.104.609 reserved

ADMINISTRATIVE RULES OF MONTANA **3/31/08** **37-25707**
EMERGENCY MEDICAL SERVICES 37.104.610

37.104.610 TRAINING (1) In order to be authorized by an AED program plan to use an AED, an individual must:

- (a) complete a cardiopulmonary resuscitation and AED training program that meets the standards of the American Heart Association and must renew this training at intervals not to exceed two years. (History: 50-6-503, MCA; IMP, 50-6-502, 50-6-503, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305; AMD, 2008 MAR p. 337, Eff. 2/15/08.)

Rules 37.104.611 through 37.104.614 reserved

ADMINISTRATIVE RULES OF MONTANA **3/31/08** **37-25709**
EMERGENCY MEDICAL SERVICES 37.104.616

37.104.615 MEDICAL PROTOCOL (1) A medical protocol for defibrillation use must be consistent with the requirements for defibrillation set out in the "2005 American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care" published in "Circulation", a journal of the American Heart Association, November 29, 2005, Volume 112, Issue 22 Supplement, and in the 2005 American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care.

- (2) The department adopts and incorporates by reference the guidelines for defibrillation referred to in (1), which set guidelines for proper defibrillation. A copy of the documents referred to in (1) may be obtained from the American Heart Association at http://circ.ahajournals.org/content/vol112/24_suppl/. (History: 50-6-503, MCA; IMP, 50-6-502, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305; AMD, 2008 MAR p. 337, Eff. 2/15/08.)

37.104.616 REQUIREMENTS OF AUTOMATED EXTERNAL DEFIBRILLATORS (AED) (1) An AED used by an AED program must be a unit approved by the U.S. Food and Drug Administration. (History: 50-6-503, MCA; IMP, 50-6-503, MCA; NEW, 1999 MAR p. 1913, Eff. 9/10/99; TRANS, from DHES, 2001 MAR p. 2305; AMD, 2005 MAR p. 2681, Eff. 12/23/05.)

Subchapter 7 reserved

Montana Codes Annotated, 2001 Automated External Defibrillator Programs
50-6-501. Definitions. As used in this part, unless the context indicates otherwise, the following definitions apply:

- (1) "Automated external defibrillator" or "AED" means a medical device that:
- (a) has received approval for marketing from the U.S. food and drug administration;
- (b) is capable of recognizing the presence or absence of ventricular fibrillation or rapid ventricular tachycardia and of determining, without intervention by an operator, whether

defibrillation should be performed;

(c) upon determining that defibrillation should be performed, automatically charges and indicates that it is ready to deliver an electrical impulse to an individual's heart; and

(d) may be used by an operator of the device to deliver an electrical impulse to an individual's heart.

(2) "Department" means the department of public health and human services provided for in [2-15-2201](#).

(3) "Emergency medical service" means an emergency medical service as defined by [50-6-302](#).

(4) "Entity" means a public agency, department, office, board, or commission or other governmental organization or a private corporation, partnership, group, or business or other private organization.

(5) "Physician" means an individual licensed to practice medicine pursuant to Title 37, chapter 3, part 3.

(6) "Public safety answering point" means a communications facility operated on a 24-hour basis that first receives [9-1-1](#) calls from persons in a [9-1-1](#) service area and that may, as appropriate, directly dispatch public or private safety services or transfer or relay [9-1-1](#) calls to appropriate public safety agencies.

History: En. Sec. 2, Ch. 335, L. 1999.

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

(1) establish a program for the use of an AED that includes a written plan that complies with this part and rules adopted by the department pursuant to [50-6-503](#). The plan must specify:

(a) where the AED will be placed;

(b) the individuals who are authorized to operate the AED;

(c) how AED use will be coordinated with an emergency medical service providing services in the area where the AED is located;

(d) the medical supervision that will be provided;

(e) the maintenance that will be performed on the AED;

(f) records that will be kept by the program;

(g) reports that will be made of AED use;

(h) the name, location, and telephone number of a physician, or other individual designated by the physician, designated to provide medical supervision of the AED program; and

(i) other matters as specified by the department;

(2) adhere to the written plan required by subsection (1);

(3) ensure that before using the AED, an individual authorized to operate the AED receives appropriate training approved by the department in cardiopulmonary resuscitation and the proper use of an AED;

(4) maintain, test, and operate the AED according to the manufacturer's guidelines and maintain written records of all maintenance and testing performed on the AED;

(5) ensure that the physician or other individual designated by the physician to supervise the AED program supervises the AED program to ensure compliance with the written plan, this part, and rules adopted by the department pursuant to [50-6-503](#) and reviews each case in which the AED is used;

(6) each time an AED is used for an individual in cardiac arrest, require that an emergency medical service is summoned to provide assistance as soon as possible and that the AED use is reported to the supervising physician or the person designated by the physician and to the department as required by the written plan;

(7) before allowing any use of an AED, provide the following to all licensed emergency medical

services and any public safety answering point or emergency dispatch center providing services to the area where the AED is located:

- (a) a copy of the plan prepared pursuant to this section; and
- (b) written notice, in a format prescribed by department rules, stating:
 - (i) that an AED program is established by the entity;
 - (ii) where the AED is located; and
 - (iii) how the use of the AED is to be coordinated with the local emergency medical service system; and

(8) comply with this part and rules adopted by the department pursuant to [50-6-503](#).

History: En. Sec. 3, Ch. 335, L. 1999.

50-6-503. Rulemaking. (1) The department shall adopt rules specifying the following:

- (a) the contents of the written notice required by [50-6-502](#)(7);
- (b) reporting requirements for each use of an AED;
- (c) the contents of a plan prepared in accordance with [50-6-502](#) and requirements applicable to the subject matter of the plan;
- (d) training requirements in cardiopulmonary resuscitation and AED use for any individual authorized by an AED program plan to use an AED;
- (e) requirements for medical supervision of an AED program;
- (f) minimum requirements for a medical protocol for use of an AED;
- (g) performance requirements for an AED in order for the AED to be used in an AED program; and
- (h) a list of the AED training programs approved by the department.

(2) The department may not adopt rules for any purpose other than those in subsection (1).

History: En. Sec. 4, Ch. 335, L. 1999.

50-6-504. Enforcement -- cessation order -- hearing -- injunction. (1) If the department receives information that an AED is being used in violation of this part or a rule adopted by the department pursuant to [50-6-503](#), it may send a written order to the entity responsible for use of the AED, as specified in the plan prepared pursuant to [50-6-502](#), ordering the entity to cease the violation immediately. The order is effective upon receipt by the entity, and the entity shall comply with the terms of the order. If the department receives information that the violation has been corrected, the department may rescind its order by sending a notice to that effect to the entity. The rescission is effective upon its receipt by the entity.

(2) The entity may request a hearing to contest an order issued by the department pursuant to subsection (1) by submitting a written request to the department within 30 days after receipt of the order. A request for a hearing does not stay the enforceability of the department's order. The hearing must be held within 30 days after the department receives the request, unless the hearings officer sets a later date for good cause. The hearing must be held pursuant to the contested case provisions of the Montana Administrative Procedure Act.

(3) Either the county attorney for the county in which the violation occurred or the department may bring an action in the district court of the county where the violation occurred or in the district court for Lewis and Clark County to enforce the department's order or to directly enjoin a violation of this part or a rule adopted pursuant to [50-6-503](#).

History: En. Sec. 5, Ch. 335, L. 1999.

50-6-505. Liability limitations. (1) An individual who provides emergency care or treatment by using an AED in compliance with this part and rules adopted by the department pursuant to [50-6-503](#) and an individual providing cardiopulmonary resuscitation to an individual upon whom an AED is or may be used are immune from civil liability for a personal injury that results from that care or treatment or from civil liability as a result of any act or failure to act in providing or arranging

further medical treatment for the individual upon whom the AED was used unless the individual using the AED or the person providing cardiopulmonary resuscitation, as applicable, acts with gross negligence or with willful or with wanton disregard for the care of the person upon whom the AED is or may be used.

(2) The following individuals or entities are immune from civil liability for any personal injury that results from an act or omission that does not amount to willful or wanton misconduct or gross negligence if applicable provisions of this part and rules adopted by the department pursuant to [50-6-503](#) have been met by the individual or entity:

(a) the physician supervising the AED program or the person designated by a physician to supervise the program, either of whom are designated in the plan prepared pursuant to [50-6-502](#);

(b) the entity responsible for the AED program, as designated in the plan prepared pursuant to [50-6-502](#);

(c) an individual providing training to others on the use of an AED.

History: En. Sec. 6, Ch. 335, L. 1999.

50-6-506. Exemptions. This part does not apply to the use of an AED by:

(1) a patient or the patient's caretaker if use of the AED is ordered by a physician; or

(2) a licensed health care professional, including an emergency medical technician, whose scope of practice includes the use of an AED.

History: En. Sec. 7, Ch. 335, L. 1999.

Attachment B1 – AED Use in Three Steps

Attachment B2 – AED Inspection Sheet

AED Serial Number _____

Model Number _____

Check each of the following carefully:

√ Electrodes: Set 1 Expire _____ Set 2 Expire _____

√Status Indicator

√Battery: Date Installed _____ Date Installed _____ Date Installed _____

√Rescue Kit:

✓General Condition:

[illegible]

Attachment B3 – EMS and PSAP Notification Form

EMS AND PSAP NOTIFICATION FORM

In accordance with A.R.M. Section 37.104.604, entities wishing to use or allow the use of an AED shall provide the following information to each licensed emergency medical service and Public Safety Answering Point (PSAP, 911, local emergency dispatch center) in the area where the AED is intended to be used.

Name of Entity Establishing AED Program

Gallatin Gateway School District #35 _____

Business Address, Physical Address, and Telephone Number of the Entity

P.O. Box 265/ 100 Mill Street, Gallatin Gateway, Montana 59730 (406) 763-4415

Name, Address, and Phone Number of the Individual Responsible for On-Site Management of AED Program

Elizabeth Matthews, P.O. Box 265, Gallatin Gateway, Montana 59730. (406) 763-4415

Starting date of the AED Program March 6, 2019 _____

Physical Location of the AED

AED #1 is located in the southeast corner of the main lobby, left of the door that goes out to the playground_

AED #2 is located in the hallway, west of the Gallatin Gateway School gymnasium doors.

Form provided to the following EMS and PSAPs:

American Medical Response, 2101 Industrial Drive, Bozeman, Montana 59715

Gallatin County Sheriff's Office, Montana 911 Center, 311 West Main Street, Bozeman, Montana 59715

Gallatin Gateway Fire Department, 320 Webb Street, Gallatin Gateway, Montana 59730

***All recipients mailed on March 6, 2019**

Appendix C: Additional Disaster Resources

Additional Disaster Resources

1. Authorities and References:
Homeland Security Fact Sheet, Oct. 30, 2007, "Creating a Culture of Preparedness Among Schools."
<http://www.homelandsecurity.ms.gov/docs/CreatingACultureofPreparednessAmongSchools.pdf>
2. Key Words:
 1. **Crisis** - An incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons, but may not involve the entire school or community.
 2. **Disaster** - Any incident, which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
 3. **Emergency** - A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school.
3. Websites:
 1. MT Safety Culture Act: <http://erd.dli.mt.gov/safety-and-health/montana-safety-culture-act.html> and <http://www.safemt.com/index.php/work-injuries-in-montana/montana-safety-culture-act>
 2. Bomb Threat Response: www.threatplan.org
 3. Gang Publications Library: www.iir.com/nygc
 4. Montana Department of Public Health and Human Services: www.dphhs.gov
 5. Jane's Model: www.janes.com
 6. SMART School Tool (All-Hazards Planning Tool): www.smartschooltool.org
 7. U.S. Department of Education - Keyword: Practical Information on Crisis Planning: A Guide for Schools and Communities: www.ed.gov/emergencyplan.org
 8. U.S. Department of Homeland Security: www.dhs.gov
 9. U.S. Department of Justice – COPS Program: www.cops.usdoj.gov
 10. Early Warning/Timely Response, A Guide to Safe Schools: <http://cecp.air.org/guide/guide.pdf>
 11. NetSmartz Lessons: <http://www.netsmartz.org>
 12. i-SAFE lessons: <http://isafe.org>
 13. Pesticides MCA [80-8-107](#)(1997), MCA [80-8-404](#) (1993)
 14. Health/Safety: <http://gallatingatewayschool.com/news/page.php?pageID=306>
 15. Guide for Developing High-Quality School Emergency Operations Plans
http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
 16. FERPA <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>
 17. Training resources, including the PFA-S Field Operations Guide,
<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>
 18. School Climate Surveys <http://safesupportiveschools.ed.gov/index.php?id=133>
 19. DHS Active Shooter Pocket Card: www.dhs.gov/xlibrary/assets/active_shooter_pocket_card.pdf
 20. DHS Active Shooter Booklet: www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf
 21. AED Program Requirements in Schools - <http://leg.mt.gov/bills/mca/50/6/50-6-502.htm>
 22. US Dept of Education, A Guide to School Vulnerability Assessments: Key Principles for Safe Schools, http://rems.ed.gov/docs/VA_Report_2008.pdf

Appendix D: Policy/Law

Code of Conduct/Weapons
GGS Policy 5223

Student Discipline
GGS Policy 3310

Sexual Harassment
GGS Policy 5012

Use of Automated External Defibrillation
GGS Policy 8450

School Closure
GGS Policy 2221
MCA 20-9-801

Safety
GGS Policy 8301

Suicide Awareness and Prevention
GGS Policy 2150

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

AED Program
MCA 50-6-502

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

FERPA

PESTICIDES: MONTANA CODE ANNOTATED

Pesticides

MCA 80-8-404

MCA 80-8-107

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

Montana School Integrated Pest Management (IPM)

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

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

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

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

AED PROGRAM: MONTANA CODE ANNOTATED

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

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

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

COUNTY INTERDISCIPLINARY: MONTANA CODE ANNOTATED

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

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

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

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

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

(a) physicians, psychologists, psychiatrists, nurses, and other providers of medical and mental health care;

(b) entities operating private elementary and secondary schools;

(c) attorneys; and

(d) a person or entity that has or may have a legitimate interest in one or more children that the team will serve.

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

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

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

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

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

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

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

*Notes for Gallatin Gateway School

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

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

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

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

What Is FERPA?

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

FERPA protects the rights of parents or eligible students to

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

What Are “Education Records?”

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

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

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

Records on services and accommodations provided to students under <i>Section 504 of the Rehabilitation Act of 1973</i> and <i>Title II</i> of the	Information obtained through a school official's personal knowledge or observation and not from the student's education records
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See the discussion under “Balancing Safety and Privacy” below for more detail on law enforcement units under *FERPA*, what constitutes a law enforcement unit record, and how these records may be used.

Who May Access *FERPA*-Protected Education Records?

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

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

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

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

***Balancing Safety and Privacy**

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

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

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

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

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

Appendix E:

School Hazard Vulnerability Assessments Outcomes

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

1. A visitor badge system is in place, which is strictly enforced, with visitors showing picture ID if they are unknown to staff. (GGG Policy 4301)
2. Receptionist or office staff has a clear unobstructed line of sight of persons entering the facility.
3. School employees wear standardized identification badges and lanyard with keys to the building.
4. Access to the school is restricted while school is in session by locking entry points. The only unlocked entrance is the front doors of the building.
5. Security cameras are placed at key indoor areas at all middle and high schools. (GGG Policy 3235)
6. Emergency backpacks exist and are inventoried as needed.
7. Emergency responders are provided with facility information including location of utility shut-offs, building diagrams, binder documenting the storage of hazardous materials (MSDS), and other emergency information requested. (Knox box and *Emergency Procedures Manual* provided to dispatch)
8. Rooms are easily identified inside and outside each door for emergency responders.
9. Procedures exist for facility lockdown that differentiate if attacker is inside or outside of facility. (*Emergency Procedures Manual*)
10. A means of locking doors from the inside exists that does not violate municipal fire codes. (Class Doorman <http://teacheropolis.blogspot.com/p/the-class-doorman.html>)
11. Procedures exist for evacuation to local and remote assembly area.
12. Procedures exist and school has identified a shelter-in-place area for school personnel to gather in the event of a threat from contaminated outside air. (*Emergency Procedures Manual*)
13. School has access to personnel designated and trained to assess security threats in accordance with U.S. Secret Service's Safe School guidelines. (School Resource Officer or Sheriff's Dept)
14. A random school locker and school district/school building inspection program utilizing canine units exists to locate drugs, weapons and other contraband. (Policy 3231)
15. Each school tests school alarms (e.g., security, fire, fire alarm pull stations) to ensure operability and personnel familiarity.
16. Fire department fire prevention: proper use of fire extinguishers, fire evacuation procedures, common fire code violations in schools, and special concerns for cafeteria personnel.
17. School has taken steps to properly secure all computers, audio/visual equipment, and valuable equipment. Security measures include steps to secure computers against unauthorized access. (*Parent/Student Handbook*)
18. Vegetation outside of building is not overgrown such that it blocks the view of law enforcement.
19. School classrooms that are not in use are kept locked.
20. The school has a system in place to ensure that serial numbers are on file for technology equipment.
21. Valuable school property has been clearly identified as school property and inventoried.
22. School has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner. (6th grade community service project)
23. School uses an Internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon- and bomb-making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork. (Policy 3612)
24. The school has a designated vault that is heavily secured.
25. The school safety and/or facility team may conduct a CPTED (crime prevention through environmental design).