

# **The Maritime Academy of Toledo Emergency Operations Plan**

*IRN: 000770*

*Address: 803 Water St*

*City: Toledo*

*County: Lucas*

*EOP Revision Date: 01/18/2024*

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## I. Approval and Implementation

This Emergency Operations Plan addresses The Maritime Academy of Toledo planned response to all hazards. It is the principal plan for mitigating emergencies and incidents to ensure the protection of life, health and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, ***all school personnel must have knowledge of the procedures set forth in this plan and trained in its use.*** Personnel having roles and responsibilities established by this plan shall be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the principal or Superintendent of The Maritime Academy of Toledo.

This School EOP is developed pursuant to the Ohio Revised Code 5502.262, 3313.666 and 3737.73 and Sections 4501: 5-1-01 and 1301:7-7-04 of the Ohio Administrative Code, and conforms to the National Incident Management System (NIMS).

ORC 5502.262 (B)(1) states, " Each administrator shall develop and adopt a comprehensive emergency management plan, in accordance with rules adopted by the state board of education pursuant to division (F) of this section, for each building under the administrator's control. The administrator **shall examine the environmental conditions and operations of each building to determine potential hazards** to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the **administrator shall involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building.** The administrator shall incorporate remediation strategies into the plan for any building where documented safety problems have occurred."

By signing the **Stakeholders Signature Page** as the school administrator, you are attesting that the requirements set forth in ORC 5502.262 (B)(1) have been met.

This plan supersedes any previous versions.

## II. Introduction

### Purpose of the Plan

The Maritime Academy of Toledo Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at The Maritime Academy of Toledo.

The comprehensive Emergency Management Plan consists of:

- Emergency Operations Plan (EOP)
- Floor Plan
- Site Plan
- Emergency Contact Information Sheet
- Stakeholder Signature Page

### Scope of the Plan

The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities licensed through the Ohio Department of Education that reside in this facility, regardless of their reporting structure, ownership of the building/facilities or the time of day the program operates. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theatre, clubs, Head Start) and can be found in each section as appropriate.

### Plan Activation

Decision-making authority and operational control must be clear, regardless of who is on-site. Primary and alternate decision makers should be identified for each program, regardless of the time of day that activity occurs. Plan activation responsibility does not preclude staff from taking action upon initial identification of a hazard.

See Section II.D – After Hours Activities for how the plan will be activated during after-hours.

This plan may be **activated** in part or in whole, as necessary, by the following:

- Primary: Jacob Lofton; Principal
  - First Alternate: Kathy Simpson; Business Manager
  - Second Alternate: Aaron Lusk; Superintendent

See **Emergency Contact Information Sheet** for contact information.

## Situation Overview

### Site Information

The Maritime Academy of Toledo includes the following buildings/facilities:

Main Campus, 803 Water Street

Annex, 720 Water St

This school EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

### School Population

Total population normally at The Maritime Academy of Toledo is approximately 270 to 280.

235 Students

22 Teachers

2 Administrators

4 Office/support staff

4 Instructional Assistants

2 Cafeteria staff

2 Maintenance and custodial staff

0 SRO

### Functional Needs Population

The Maritime Academy of Toledo is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

3 Limited English proficiency,

0 Blindness or visual disabilities,

10 Cognitive or emotional disabilities,

0 Deafness or hearing loss,

2 Mobility/Physical/Medically fragile disabilities (permanent and temporary),

3 Allergies (including asthma and severe allergies).

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by School Secretarial Staff and is available at the Helm (Front Desk).

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available, hanging on the bulletin board, at the Helm (Front Desk).

### After-Hours Activities

If the school is being used after regular school hours, groups utilizing the school will be trained on emergency procedures found in this plan by the school administrator or designee. A list of after-hours events with points

of contact (emergency decision-maker), meeting times, location and duration is available at the Helm. The POC of the group will be provided the emergency contact sheet to utilize during an emergency within the building.

For after-hours events, some aspects of this EOP may need to be adjusted. For example, the office may be closed/locked and not available for reporting an emergency. Incidents that occur after hours will be reported to Jacob Lofton; Principal. The school administration permits the groups using the facilities to make life-safety decisions if procedures in this plan are not available.

After regular school hours, this plan may also be activated in part or in whole, as necessary, by after school activities POCs.

### Off-Site Activities

Field trips and other off-site official school activities may require additional emergency planning. Consider the following:

- Take Emergency Contact sheet with you
- Identify medical needs of students and staff. Ensure appropriate medications are available on trip and kept secure with an adult who can administer
- Have ready access to medical treatment authorization forms
- Have ready access to emergency parent/guardian contact information
- Backup transportation and repair information
- Emergency funding mechanism for unexpected overnight housing/food
- Review emergency procedures for destination
- Provide emergency contact numbers for staff on trip to school administrators (to remain at school in case parent needs to reach child)

### Planning Assumptions

The following list of planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- A major disaster could occur at any time and at any place, some with little or no warning. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible.
- Any emergency may overwhelm the resources of the school building.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision-making and first aid.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- Risk of harm, injury and damage will exist regardless of how much a school may plan for an emergency. This plan facilitates reduction of that risk. Loss of life and property is still possible.

It is the policy of The Maritime Academy of Toledo that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, The Maritime Academy of Toledo will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

## Conditions That Could Impede School Functions

The following products and services are crucial to the daily needs of the school. The lack of these may create an emergency and/or may not be available following an emergency. Alternate sources shall be utilized and are identified below. If alternate sources are not available, the school will coordinate with the County Emergency Management Agency.

### Electric

Primary Source: Electric

- 1). Toledo Edison  
(800) 447-3333
- 2). External Generator for Emergency Power
- 3). Close School

### Gas

- 1). Columbia Gas  
1-800-344-4077
- 2). Close School

### Water

City Water City of Toledo–] of Toledo  
[419-245-1318 or Close School]

### Phone Service

Buckeye Telesystem– 1-866-535-9898

### Internet / VoiP

Buckeye Telesystem– 1 866-535-9898

Trash Removal Stephens disposal and recycling 734-856-8451]

### Food Service

Gordon Foods, Smith Dairy– 1-800-968-4164,419-476-6635]

### Transportation

Tarta– Contact, 1-800-750-0750



### III. Prevention

#### Training on the Plan

All students and staff should be trained on the school's emergency response procedures, and training records should be maintained by the school. Training records for all staff are located in EPICenter and at the Helm.

Specific personnel that are trained on the school's emergency response procedures include but are not limited to:

- 1). Principal
- 2). Business Manager
- 3). Dean of Students
- 4). Community Resource Coordinator
- 5). Save our Community Interrupters

Types of training provided by the school include but are not limited to:

- Annual Safety Drill OAC 1301:7-7-04(F)(2)
- Annual EOP Training
- CPI; Non-Violent Crisis Intervention Training
- Mental Health First Aid

Substitute personnel are provided 'just-in-time' training each time they work in the building. This training includes:

- Review of duties of substitute teachers as identified in this Plan.
- Review of all functional content areas
- Methods of notification
- Accountability procedures

#### Exercise the Plan

The Maritime Academy of Toledo will conduct an annual Emergency Management Test (EMT) in accordance with OAC 4501: 5-1-01. The school should coordinate exercise efforts with relevant community partners including first responders and County EMA. Schools shall submit an after-action report in [OH|ID](#).

The Maritime Academy of Toledo will conduct drills and exercises with the purpose of testing the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. The school will conduct the drills identified in ORC 3737.73 in accordance with all statutory requirements.

State Fire Marshal's Required Drills			
Type	Number and Frequency of Drills		Submit to
<b>Rapid Dismissals / Fire Drills</b>  <i>NOTE: 1st drill must be within first 10 days of school</i>	<b>6 per school year</b> <ul style="list-style-type: none"> <li>If all classrooms have either sprinklers or smoke detectors</li> </ul>	<b>9 per school year</b> <ul style="list-style-type: none"> <li>If one or more classrooms has neither a sprinkler or smoke detector</li> </ul>	<b>Code Enforcement Team</b> <ul style="list-style-type: none"> <li>Upload document via OSFM Code Enforcement Portal via <a href="#">OH   ID</a>.</li> </ul>
<b>Tornado Drills</b>	<b>1/monthly April - July</b> <ul style="list-style-type: none"> <li>Only when school is in session</li> </ul>		<b>Code Enforcement Team</b> <ul style="list-style-type: none"> <li>Upload document via OSFM Code Enforcement Portal via <a href="#">OH   ID</a>.</li> </ul>
<b>Safety Drills</b>	<b>3 Functional per school year</b> <ul style="list-style-type: none"> <li>May not be <u>combined</u> with Rapid Dismissal / Tornado Drills</li> <li><u>Must</u> involve students</li> <li><u>Must</u> be coordinated with law enforcement</li> <li>1 must involve being secured in the building</li> </ul> <b>1 Theoretical per school year</b> <ul style="list-style-type: none"> <li>Student participation <u>optional</u></li> <li>Provide instruction to school faculty and staff regarding procedures to be followed in such situations</li> <li>Can be conducted during annual training sessions required in R.C. § 3737.73(D)(3).3 R.C. § 3737.73(D)(1)(b)</li> </ul>		<b>Local Law Enforcement</b> <ul style="list-style-type: none"> <li>due NLT December 5th of each calendar year</li> <li>contains previous year's drills, dates, and times</li> <li>includes estimated dates of safety drills for the current school year</li> </ul>

Annual Emergency Management Test (EMT)			
Type	Frequency	Requirements	Submit to
<b>Tabletop Exercise</b>	<b>Once per 3-year cycle</b>	<ul style="list-style-type: none"> <li>must be a scheduled event</li> <li>include 1 <a href="#">functional content area</a></li> <li>exercise at least one <a href="#">threat/hazard</a></li> <li>should include at least one first responder</li> </ul>	Ohio Department of Public Safety <ul style="list-style-type: none"> <li>Due NLT December 31<sup>st</sup></li> <li>Enter into <a href="#">OH   ID</a> within 30 days of completion</li> </ul>
<b>Functional Exercise</b>	<b>Once per 3-year cycle</b>	<ul style="list-style-type: none"> <li>must be a scheduled event</li> <li>include 1 <a href="#">functional content area</a></li> <li>exercise at least one <a href="#">threat/hazard</a></li> <li>should include at least one first responder</li> <li>A rapid dismissal, tornado, or safety drill may fulfill this requirement if properly documented</li> </ul>	Ohio Department of Public Safety <ul style="list-style-type: none"> <li>Due NLT December 31<sup>st</sup></li> <li>Enter into <a href="#">OH   ID</a> within 30 days of completion</li> </ul>
<b>Full-scale Exercise</b>	<b>Once per 3-year cycle</b>	<ul style="list-style-type: none"> <li>must be a scheduled event</li> <li>include 1 <a href="#">functional content area</a></li> <li>exercise at least one <a href="#">threat/hazard</a></li> <li>should include at least one first responder</li> </ul>	Ohio Department of Public Safety <ul style="list-style-type: none"> <li>Due NLT December 31<sup>st</sup></li> <li>Enter into <a href="#">OH   ID</a> within 30 days of completion</li> </ul>

## IV. Protection/Mitigation

### Hazard & Threat Analysis

The Maritime Academy of Toledo is exposed to many hazards and threats, which have the potential for disrupting the school community, causing casualties and damaging or destroying school property. The **Lucas County Emergency Management Agency** maintains a countywide hazard analysis; this should not be included in its entirety. Each administrator, in consultation with the Lucas County EMA has been identified by as possible hazards and threats known to the school.

ORC 5502.262 (B)(1) states, “The administrator shall examine the environmental conditions and operations of each building to determine potential hazards”.

<i>Hazard/Threat</i>		<i>Yes</i>	<i>No</i>
<b>Required</b>	Active Shooter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Bomb Threat	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Bullying (HIB)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Bus Accident	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Fire	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Hostage	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Medical: Blood Borne Pathogen	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Severe Storm/Tornado	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Terrorism	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Optional</b>	Chemical Accident	<input type="checkbox"/>	<input type="checkbox"/>
	Civil Disturbance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Dam Failure	<input type="checkbox"/>	<input type="checkbox"/>
	Death	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
	Explosion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Flood	<input type="checkbox"/>	<input type="checkbox"/>
	Gas Outage	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Injury/Health Emergency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Lost Child	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Medical: Pandemic	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nuclear Incident	<input type="checkbox"/>	<input type="checkbox"/>
	Power Outage	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Sexual Assault/Abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Unidentified Substances (illicit drugs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Water Outage/Restriction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Winter Storm/Ice Storm	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	[Other] (Optional)	<input type="checkbox"/>	<input type="checkbox"/>
	[Other] (Optional)	<input type="checkbox"/>	<input type="checkbox"/>

**NOTE:** Each hazard checked “yes” in this table shall be included in the [hazards/threats section](#) of this EOP.

\*It is possible that a hazard/threat not identified in this chart may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards.

## Security Measures

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

An yearly review of the school’s physical security features is conducted by the Superintendent. Security equipment will be checked every 6 months by the Business Manager to ensure the equipment is working properly. The Superintendent has the responsibility of identifying funding opportunities and/or obtaining grants to cover future costs of physical security improvements.

The school will also utilize the Department Of Homeland Security Safety Assessment located at:

<https://www.cisa.gov/school-security-assessment-tool>

The school should make a plan to repair, replace or update equipment that is found to be ineffective as the result of the Emergency Management Test or actual emergencies.

Effective physical security measures address a variety of hazards and threats.

<b>Security Self-Assessment</b> <i>Recommended Security Measures</i>		Existing – 100%	Existing - Partial	Does Not Exist	Future Budget Item	Not Relevant
<b>Exterior</b>	Lockable exterior doors	X				
	All exterior doors are locked during school hours	X				
	Exterior doors labeled		X			
	Exterior windows labeled			X		
	Anti-ballistic/Shatter-proof glass or film on doors/windows			X		
	Landscaping maintained from obscuring windows	X				
	Fenced playground					X
	Bollards used to protect building access					
	Adequate lighting at exterior doors	X				
	Adequate lighting in parking lot(s)	X				
	Adequate lighting on walkways	X				
	Parking decals used	X				
	Driving lanes are clearly marked		X			
	Traffic patterns and procedures for drop off/pick up are enforced		X			
	Fire lane marking maintained		X			
<b>Building Access</b>	Controlled access (Front door buzzer)	X				
	Security vestibule exists at entry	X				
	Swipe card system	X				
	Key control/management system	X				
	Visitors must report to the main office upon arrival	X				
	Visitor sign-in log	X				
	Visitor badging system	X				
	Weapon/metal scanners		X			

	After-hours access to the building is limited/monitored	X				
	2-way communication device at main entry	X				
<b>Security Cameras</b>	Security cameras on exterior doors	X				
	Security camera in vestibule	X				
	Security cameras interior to school	X				
	Cameras accessible by law enforcement during emergencies only		X			
<b>Interior</b>	Locking mechanisms on the interior of classroom/office doors	X				
	TDLs/barricade systems are available for classrooms	X				
	Alarm system	X				
	Protective gloves and masks	X				
<b>Communications</b>	PA system reaches all parts of the building	X				
	PA reaches outdoor venues (playground, sports fields, parking lot)			X		
	Hand-held 2-way radios/MARCS Radios	X				
	Radio building repeater			X		
	All classrooms are able to communicate with the main office		X			
	Tip line	X				
	Anti-bullying posters displayed	X				
<b>Staff and Students</b>	Teachers monitor hallways and restrooms between classes	X				
	Security staff or SRO on duty during school hours			X		
	Students and staff are trained not to open exterior doors for those attempting to gain entry to the building and avoid the office	X				
	Students and staff are trained not to prop open exterior doors	X				
	Students trained on "See Something, Say Something"	X				
<b>Other</b>						

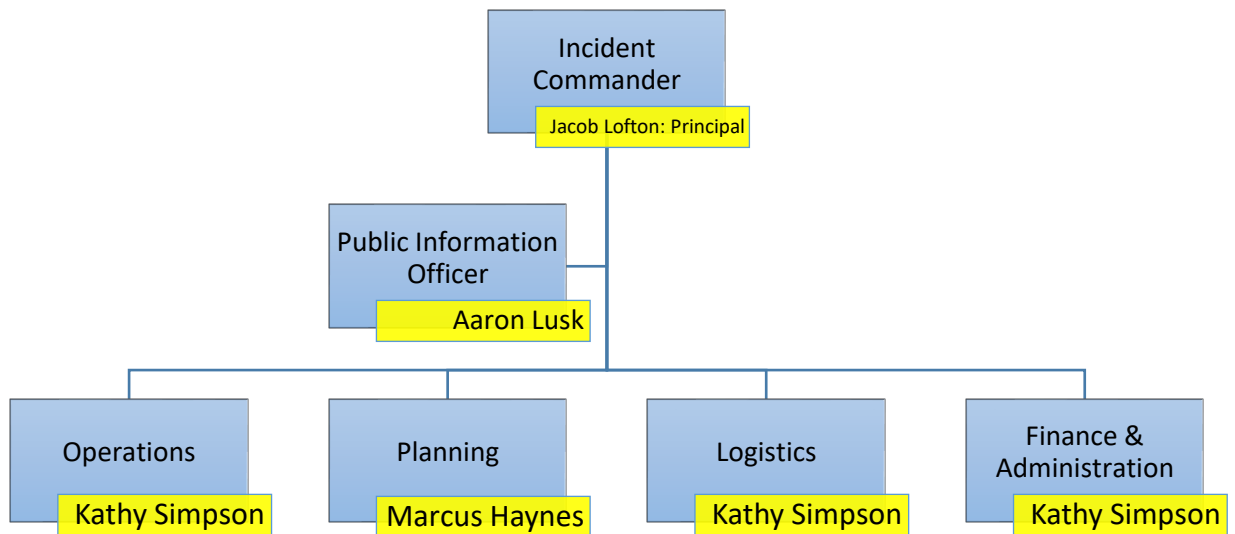
## V. Response

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

### Incident Command Structure (ICS): Roles and Responsibilities

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.



There are many responsibilities to fulfill before, during and after an emergency. The below table indicates general responsibilities that must be addressed regardless of the type of hazard. See each hazard for additional responsibilities.

### School Staff Responsibilities

School staff is responsible for handling emergencies until the first responders arrive.

<b><i>School Staff Responsibilities</i></b>	<b><i>Superintendent</i></b>	<b><i>Principal</i></b>	<b><i>Teachers</i></b>	<b><i>Instructional Aides</i></b>	<b><i>Substitute teachers</i></b>	<b><i>Non-teaching staff</i></b>	<b><i>Cafeteria</i></b>	<b><i>Students</i></b>	<b><i>Dean of Students</i></b>	<b><i>Parents/Guardians</i></b>	<b><i>Custodian</i></b>	<b><i>Business Manager</i></b>
Makes policy decisions	X											
Informs Policy Group (Superintendent, Board, legal, etc.)	X											
Incident command/unified command		X										
Identifies resources	X											X
Notifies First Responders (calls 9-1-1)		X										X
Secures scene/preserves evidence		X										
Makes all school resources available to first responders (PA, keys, security cameras, radios, etc.)		X										X
Activates Emergency Communication System(s)		X										X
Accounts for all building occupants during/after an incident (staff, students, visitors, vendors, etc.)		X										X
Reports to IC any missing/unaccounted students, staff, visitors or vendors.			X	X	X	X	X	X		X	X	X
Provides first aid	X	X	X	X	X	X	X	X	X	X	X	X
Provides just-in-time training to substitute teachers/staff		X							X			
Accesses school emergency records						X						
Maintains Custody Records (parent, guardian, other authorized adults)						X						
Monitors phones/emergency radio												X
Provides training to students on emergency procedures		X							X			
Follows decisions of incident command			X	X	X	X	X	X	X	X	X	X
Reports emergencies	X	X	X	X	X	X	X	X	X	X	X	X
Complies with school policies during an incident	X	X	X	X	X	X	X	X	X	X	X	X
Coordinates functional content adjustments for after-hours activities		X							X			X

<b><i>School Staff Responsibilities</i></b>	<b><i>Superintendent</i></b>	<b><i>Principal</i></b>	<b><i>Teachers</i></b>	<b><i>Instructional Aides</i></b>	<b><i>Substitute teachers</i></b>	<b><i>Non-teaching staff</i></b>	<b><i>Cafeteria</i></b>	<b><i>Students</i></b>	<b><i>Dean of Students</i></b>	<b><i>Parents/Guardians</i></b>	<b><i>Custodian</i></b>	<b><i>Business Manager</i></b>
Arranges for transportation of students to reunification site		X										X
Leads/directs students during an incident		X							X			
Ensures kitchen equipment has been shut-off prior to leaving building							X					X
Interfaces with IC/media/parents	X	X							X			X
Shuts off utilities, as needed												X
Surveys building for damage											X	X
Participates in after-action meetings following an activation of this plan	X	X	X	X	X	X	X	X	X	X	X	X
[Other – specify]												



## Functional Content Areas (Protective Measures)

Functional content areas are protective measures used to protect life and property. Protective measures are used in response to hazards and threats that occur. It is likely that multiple protective measures may be used to provide the greatest protection to life and property.

To become familiar with these functional content areas staff and students will participate in drills, the annual Emergency Management Test and additional training.

Response Matrix												
		Functional Content Areas										
		Behavioral Threat Assessment	Close School	Drop, Cover, Hold on	Emergency Communication	Evacuation	Family Reunification	Lockdown	Medical Response	Rapid Assessment	Reverse Evacuation	Shelter-in-Place
Threat / Hazard												
<b>Required</b>	Active Shooter	X	X		X	X	X	X	X	X	X	X
	Bomb Threat	X			X	X	X			X		X
	Bullying (HIB)	X			X					X		
	Bus Accident				X	X	X		X	X	X	X
	Fire		X		X	X	X			X		
	Hostage	X	X		X	X	X	X		X		X
	Medical: Blood borne Pathogen				X			X	X	X		X
	Severe Storm/Tornado		X		X		X			X	X	X
	Terrorism	X	X		X	X	X	X		X	X	X
<b>Optional</b>	Chemical Accident				X	X	X		X	X	X	X
	Civil Disturbance	X	X		X		X	X		X	X	X
	Dam Failure		X		X	X	X			X		
	Death		X		X				X	X		X
	Earthquake		X	X	X	X	X		X	X		X
	Explosion		X	X	X	X	X		X	X	X	X
	Flood		X		X	X	X			X		
	Gas Leak/Outage		X		X	X	X			X		
	Injury/Health Emergency				X			X	X	X		
	Lost Child	X			X					X	X	
	Medical: Pandemic		X		X				X	X		
	Nuclear Incident		X		X	X	X		X	X		
	Power Outage		X		X	X	X			X		X
	Sexual Assault/Abuse	X			X				X	X		
	Unidentified Substances /Illicit Drugs	X			X					X		
	Water Outage /Restriction		X		X	X	X			X		
Winter Storm/Ice Storm		X		X	X	X			X	X	X	

**Behavioral Threat Assessment**

**Note:** Pages 20-25 details important information concerning threat assessment plans and Ohio’s threat assessment protocol.

Pages 26-31 has The Maritime Academy’s threat assessment protocol.

**Below is a list of The Maritime Academy of Toledo’s threat assessment team members:**

Threat Assessment Team				
Name:	Position:	Phone #:	Email:	Training Certificate Uploaded?
Jacob Lofton	Principal	419-244-9999	jlofton@maritimeacademy.us	Yes
Kathy Simpson	Business Manager	419-244-9999	ksimpson@maritimeacademy.us	Yes
Stephanie Dixon	EMIS Coordinator	419-244-9999	sdixon@maritimeacademy.us	Yes
Beth’a El-Shamey	Therapist “A Step Beyond”	419-244-9999	belshamey@maritimeacademy.us	Yes
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

**Definition**

In Ohio schools, behavioral threat assessment teams' function to conduct assessments and interventions for individuals whose behavior indicates they may pose a risk of harm to the school community and/or themselves.

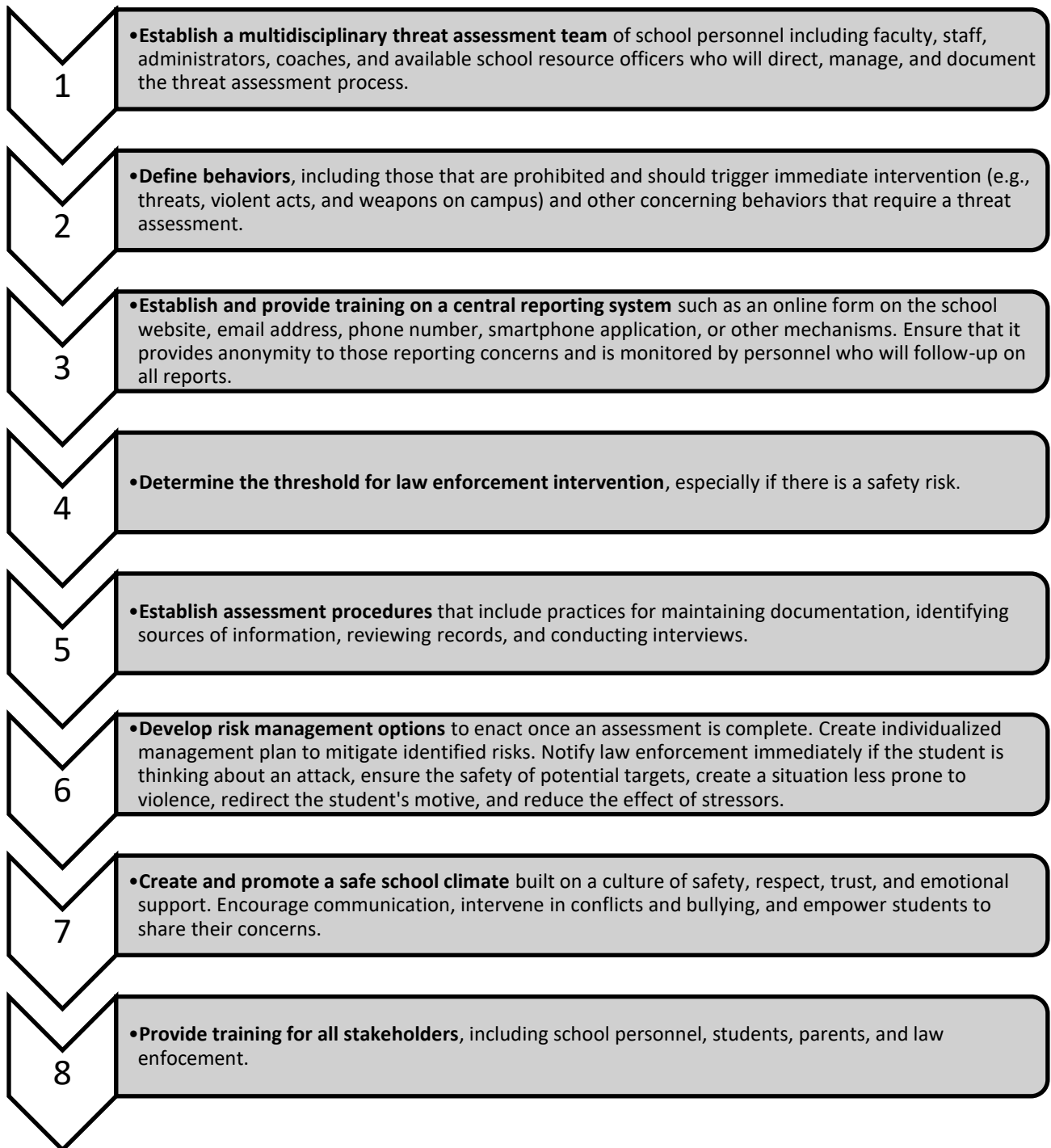
Behavioral Threat Assessment: In K-12 schools, a behavioral threat assessment is a proactive approach to identify, assess, and provide appropriate interventions and resources for students who display a behavior that elicits concern for the safety of themselves or others.

A behavioral threat assessment:

<ul style="list-style-type: none"><li>✓ Focuses on behaviors, not traits or profiles</li><li>✓ Involves multidisciplinary school staff</li><li>✓ Identifies threatening and other concerning behaviors, and assesses them in context</li><li>✓ Provides students with additional supports</li><li>✓ Utilizes existing school resources</li><li>✓ Promotes a safe school climate</li></ul>	<ul style="list-style-type: none"><li>✗ <i>Is not</i> a criminal investigation</li><li>✗ <i>Is not</i> a disciplinary process</li><li>✗ <i>Does not</i> involve zero tolerance</li><li>✗ <i>Does not</i> replace student support programs</li><li>✗ <i>Is not</i> a physical security measure</li></ul>
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See page 26 for the individualized Maritime Academy Threat Assessment Protocol.

## 8 Steps to Establishing a Behavioral Threat Assessment Model:



## Ohio School Behavioral Threat Assessment Model Protocols: 3 Phases

When the threat assessment team at a school receives a report, **Phase 1** is initiated. See the following pages for The Maritime Academy of Toledo protocol.

### Phase 1:

**Initial response and Information Gathering.** Phase 1 of the behavioral threat assessment process includes initiating emergency protocols when appropriate and moving through the initial information gathering stage. Initial information is gathered through interviews with relevant parties, and an initial Classification Level is determined.

If the result of Phase 1 is a Classification Level of moderate, high, or imminent, the team should proceed to **Phase 2** of the Threat Assessment Model Protocol for additional information gathering (a Classification Level of low will progress directly to Phase 3).

### Phase 2:

**Additional Information Gathering and Risk Classification.** Phase 2 of the behavioral threat assessment process includes opportunities for additional information gathering for individuals with an initial Classification Level of moderate, high, or imminent. Additional information gathering includes identification of other factors of concern, protective factors, as well as additional sources of information. At this stage, the team will review and adjust the Classification Level as appropriate based on the findings from the additional information gathering process.

All behavioral threat assessments will proceed to **Phase 3** of the Threat Assessment Model Protocol, where the team develops a plan to intervene and manage the concern.

### Phase 3:

**Intervention and Case Management.** Phase 3 of the behavioral threat assessment process includes identifying and implementing intervention and risk mitigation strategies. This should include a *Case Plan* to assist with case management strategies.

## Risk Classification Level

As information is gathered from interviews and other sources, the team will use the information to assess a level of risk posed by the individual of concern. When determining the level of risk associated with a threat, the central questions is not whether a person **made a threat**, but whether a person **poses a threat**.

Classification Level		Suggested Response Guide
LOW	The reported concerning behavior has been investigated and assessed as benign. The individual or situation does not appear to pose a risk of violence or serious harm to self or others, and any <b>exhibited issues or concerns can be addressed using existing support structures.</b>	<ul style="list-style-type: none"> <li>• Communicate information to school leadership</li> <li>• Notify appropriate school staff, to include the SRO</li> <li>• Contact parents/guardians of student of concern</li> <li>• Determine if school and/or community-based referrals are needed</li> <li>• Continue to monitor behavior through school counselor follow-up</li> <li>• Determine if a release of information is needed, and obtain signatures when appropriate</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop a management plan (Phase 3)</li> </ul>
MODERATE	<p>The individual or situation does not appear to pose a risk of violence or serious harm to self or others, at this time; however, the <b>behaviors exhibited indicate a need for intervention</b>. Examples of interventions that may be required include increased academic or behavioral supports, services intended to address the impact of stressors, mental health or drug abuse treatment, and mediation for student conflicts or bullying.</p>	<ul style="list-style-type: none"> <li>• Communicate information to school leadership</li> <li>• Notify appropriate school staff, to include the SRO</li> <li>• Contact parents/guardians of student of concern</li> <li>• Determine if school and/or community-based referrals are needed, and initiate appropriate referrals for the student</li> <li>• Determine if a release of information is needed, and obtain signatures when appropriate</li> <li>• Assign a team member to monitor behavior and student response to interventions</li> <li>• Incidents at this level may require law enforcement notification if prohibited behaviors are present</li> <li>• Continue gathering more information (Phase 2) and develop a management plan (Phase 3)</li> </ul>
HIGH	<p>The individual or situation appears to <b>pose a risk of violence or serious harm to self or others</b>. The behaviors exhibited may indicate the student is considering a planned act of violence, has planned to harm self or others, or other concerning behaviors or communications that indicate an interest and/or intention to commit violence.</p>	<ul style="list-style-type: none"> <li>• Incidents at this level may require immediate law enforcement intervention or hospitalization</li> <li>• Communicate information to school leadership</li> <li>• Notify appropriate school staff, to include the SRO</li> <li>• Contact parents/guardians of student of concern</li> <li>• Provide direct supervision of the student until any immediate concerns are addressed</li> <li>• Follow district policies for notifying parents/guardians and potential victims</li> <li>• Initiate interventions to stabilize the situation as needed</li> <li>• Determine if a release of information is needed, and obtain signatures when appropriate</li> <li>• Assign a team member to monitor behavior and student response to interventions</li> <li>• Continue gathering more information (Phase 2) and develop a management plan (Phase 3)</li> </ul>
IMMINENT	<p>The individual or situation appears to pose an <b>immediate risk of violence</b> toward self or others that <b>requires immediate containment and action to prevent violence from occurring</b>. The individual is known to have the present desire and capacity to conduct a violent act.</p>	<ul style="list-style-type: none"> <li>• Incidents at this level require immediate law enforcement intervention or hospitalization</li> <li>• Notify the SRO/law enforcement to address imminent risk</li> <li>• Initiate lock-down procedures, per policy, if appropriate</li> <li>• Communicate information to school leadership</li> <li>• Notify appropriate school staff</li> <li>• Contact parents/guardians of student of concern</li> <li>• Provide direct supervision of the student of student until parents/guardians assume custody and/or student is removed.</li> <li>• Follow district policies for notifying parents/guardians and potential victims</li> <li>• Initiate interventions to stabilize the situation as needed</li> <li>• Determine if a release of information is needed, and obtain signatures when appropriate</li> <li>• Assign a team member to monitor behavior and student response to the safety and intervention plan</li> <li>• Gather more information (Phase 2) and develop a</li> </ul>

### Considerations for Information Gathering

When the threat assessment team is investigating a report, the team should examine the following behavioral themes as a starting point for the information gathering process.

The student's motives and goals.

- Concerning, unusual, or threatening communications.
- Inappropriate interest in weapons, school shooters, mass attacks, or other types of violence.
- Access to weapons.
- Stressful events, such as setbacks, challenges, or losses.
- Home-life factors (e.g., domestic violence, abuse, instability).
- Impact of emotional or developmental issues.
- Evidence of desperation, hopelessness, or suicidal thoughts/gestures.
- Whether the student views violence as an option to solve problems.
- Whether others are concerned about the student's statements or behaviors.
- Capacity to carry out an attack.
- Evidence of planning for an attack.
- Consistency between the student's statements and actions.
- Protective factors such as positive or prosocial influences or events

Those evaluating the risk associated with a concerning behavior should keep in mind that a student demonstrating a pattern of concerning behavior over time may warrant an elevated Classification Level. If you observe an escalating pattern of low-level concerning behavior, all three phases of the threat assessment process should be completed to determine if the student requires additional resources.

The Classification Level assigned to a concerning behavior will determine the next steps to be taken in the threat assessment process. If the behavior is determined to be low risk, and it is not connected to an escalating pattern of behavior, you may decide as a team to proceed to Phase III and document the outcomes associated with this behavior. However, if you determine that the behavior should be assessed at medium, high, or imminent risk, you should proceed to Phase II of the threat assessment process before moving to Phase III.

The team will need to document the Classification Level at which the behavior is assessed and the justification for that decision. If the team is made aware of additional information, the Classification Level could change. Any change in Classification Level should be documented and the date/time of the change should be noted as well.

Going forward, a Classification Level can be amended based upon new information, mitigating circumstances, aggravating circumstances, or upon successful compliance with interventions. ***It is important to remember that removing a student from school does not mean that student no longer poses a risk of harm to themselves or others. If the student's behavior indicates that they still pose such a risk, the Classification Level should not be lowered.***

There may be additional stakeholders outside of the behavioral threat assessment team that may be of value to the team in determining the appropriate outcomes or interventions. Teams should consider including community case managers, special education case managers, teachers, counselors/therapists,

social workers, parents/guardians, MTSS or student assistant program teams, and mentors. Any person taking part in Phase III decisions should be documented on the Phase III fact sheet

**Teams should ensure consistency between behavioral threat assessment and case management strategies.** Based on an individualized assessment of the risk posed by the individual, teams will employ case management strategies that are appropriate, fair, and reasonable to address the concerns identified. For each Classification Level, there is a minimal level of response or intervention that should guide the initial development of a case management strategy (see Risk Classification). **A given case may have a fact pattern that necessitates deviation from the general guidelines. When that is the case, teams should deliberate, reach consensus upon action steps, and document the facts or circumstances that factored into their case management planning.**

Again, it is the responsibility of the team leader to make sure all the assigned tasks in the Case Plan are being completed successfully. If the student requires an extended period of monitoring, regular meetings of the threat assessment team will be scheduled and documented.

As best practice dictates in the treatment of juveniles, interventions should be implemented in the least restrictive environment. School administrators and law enforcement should provide a supportive environment for the individual and the safest situation possible for the school community.

### **Additional Considerations**

Schools should review their code of conduct, policies/procedures, and any memoranda of understanding with outside agencies to ensure that they are aligned with recommended best practices and current state and federal law.

Complying with the Individuals with Disabilities Education Act and the Americans with Disabilities Act  
It should be noted that the completion of a threat assessment does not excuse a school from following all Individuals with Disabilities Education Act (IDEA) or Americans with Disabilities Act (ADA) requirements for students with disabilities. Instead, the threat assessment process should be completed concurrent to any IDEA or ADA required process, to determine if the student's needs are being met by their current services. Conversely, the presence of an Individualized Education Plan (IEP) does not excuse a school from completing a behavioral threat assessment, which should be a collaborative process in conjunction with any IEP requirements. For example, an IEP for a child who has difficulty expressing himself may have accommodations in place so that in times of crisis he goes to talk to a trusted person such as a counselor, not the SRO. If instead of the counselor the SRO interviews the child during that time of crisis, the IEP may have been violated, and the child's behavior may escalate.

### **Records Retention and Sharing**

The completed behavioral threat assessment form and associated corroborating documents should be maintained as a part of the student of concern's education record. Should a student transfer to another school district, there is no legal requirement to prevent the receiving school district from viewing these records. For example, if a student transfers to another school district to avoid expulsion, it does not mean that this student no longer poses a risk. Information regarding the student's threatening/concerning behavior and actions taken to mitigate such behaviors should be shared with the receiving school district as soon as possible. If an expulsion process has been initiated as a result of prohibited/concerning behavior, regardless of whether a student transfers to another school district, the expulsion process should be completed.



## **The Maritime Academy of Toledo Threat Assessment Protocol/Guidelines**

### **1. Formation of Threat Assessment Team:**

- Establish a multidisciplinary Threat Assessment Team (TAT) comprising individuals with expertise in education, mental health, law enforcement, and school administration.

*The Maritime Academy of Toledo has established a Threat Assessment Team in conjunction with the Save our Community School Based Violence Interrupter Program. The school is also actively working on obtaining more members by getting them trained on Threat Assessment.*

- Clearly define the roles and responsibilities of each team member.

*Jacob Lofton, Building Principal: Team Leader*

*Stephanie Dixon, EMIS Coordinator: Records Keeper and Documentation*

*Kathy Simpson, Business Manager: Policy expert*

*Beth'a El'Shamy, Therapist: Mental Health*

### **2. Define Behaviors:**

In the context of a school, a threat refers to any expression, behavior, or indication that suggests a potential danger or harm to the safety and well-being of students, staff, or the school community as a whole. Threats can take various forms and may be verbal, written, or implied. It's essential to take all threats seriously and investigate them thoroughly to assess the level of risk and implement appropriate measures to ensure the safety of everyone involved.

#### **Types of threats in a school setting may include:**

##### **Verbal Threats:**

Direct statements or expressions of intent to harm others or disrupt the school environment.

##### **Written Threats:**

Threatening notes, letters, emails, or messages that convey a danger to individuals or the school community.

##### **Physical Threats:**

Actions or behaviors that indicate a potential for physical harm, aggression, or violence.

**Cyber Threats:**

Threats made through online platforms, social media, or other digital means that target individuals or the school community.

**Bullying Threats:**

Threats associated with bullying behavior, including verbal or physical intimidation, harassment, or coercion.

**Weapon Threats:**

Statements or actions indicating the presence or intent to use weapons on school premises.

**Disruption Threats:**

Threats to disrupt the normal functioning of the school, such as bomb threats or threats to cause chaos during events.

**Discriminatory Threats:**

Threats based on discrimination, targeting individuals or groups due to their race, ethnicity, gender, religion, or other characteristics.

Behaviors or actions that trigger a classification level of imminent and immediate implementation of emergency protocols.

Weapon Threats

Disruption Threats concerning bombs

**3. Training and Awareness:**

- The staff will be trained on Threat Assessment, and this emergency operations plan, through the Public School Works training system.
- Promote a culture of awareness and encourage reporting of concerns among students and staff.

**4. Reporting Mechanisms:**

1). The Maritime Academy of Toledo primarily utilizes the Ohio School Tip Line for anonymous reports. There are posters throughout the school and students are taught about how to use the system.

2). We have an anonymous box at the front desk that any student can put a letter concerning incidents or threats at the school.

- The staff at The Maritime Academy of Toledo will clearly communicate the reporting mechanisms and the importance of reporting any suspicious behavior.

#### 5. Threat Assessment Process:

- The Maritime Academy of Toledo has developed a standardized threat assessment process that includes 3 phases (Same as the Ohio model) designed to guide the incident commander (Building Principal):

##### ➤ Phase 1: Information Gathering

*Should emergency protocols, such as a lockdown, reverse evacuation, calling 911, etc. be implemented immediately?*

Yes    No

- A. Can the reporting person be interviewed?
- B. What information exists regarding this threat? (i.e. a social media post, witnesses, answering machine message, email?)
- C. Does the offending student have an IEP or 504?
- D. What is the initial classification level for the threat? If it is “low” proceed to phase 3 otherwise continue with Phase 2.

##### ➤ Phase 2: Information Gathering and Risk Classification

- A. What additional information needs to be gathered?
  - a. IEP? ETR?
  - b. Additional Interviews?
  - c. Were any staff present during the threat?
- B. Is the accused in a safe space being monitored?
- C. After further investigation should the classification level be modified?
- D. Have parents been notified?
- E. What other stakeholders need to be notified?
- F. If not already involved do the police need to be involved?
- G. If emergency protocols were put in place should they be lifted?

##### ➤ Phase 3: Intervention and Case Management

- According to Navigate 360 86% of students who receive a threat assessment are able to return to school. This highlights the importance of case management after a threat has

been identified and investigated. The following procedures may change based upon the individualized needs of each student and situation.

**1. Team Collaboration:**

- The threat assessment team, consisting of mental health professionals, law enforcement, school administrators, and other relevant stakeholders, collaborates to evaluate the threat and develop an intervention plan.

**2. Immediate Safety Measures:**

- Implement immediate safety measures if necessary, such as removal of weapons or restriction of access to certain areas.
- Determine the need for law enforcement involvement and coordinate their response if deemed necessary.

**3. Supportive Interventions:**

- Develop and implement supportive interventions based on the assessed level of risk.
- Involve mental health professionals, counselors, and other relevant personnel to provide support to the individual involved.

**4. Communication with Parents/Guardians:**

- Communicate with parents/guardians to share information about the situation, ensuring they are aware of the actions being taken and any necessary steps they need to follow.

**5. Referral to Community Resources:**

- Refer the individual to appropriate community resources, such as mental health services, counseling, or other support networks.

**6. Continuous Monitoring:**

- Establish a system for continuous monitoring of the individual's behavior and progress.
- Conduct regular check-ins and reassess the level of risk as necessary.

**7. Case Management:**

- Designate a case manager responsible for overseeing the intervention plan.
- The case manager ensures that all necessary actions are taken, communicates with relevant stakeholders, and monitors the overall progress of the intervention.

**8. School Reintegration Plan:**

- If the individual is a student, develop a reintegration plan for their return to school.
- Work closely with school staff to ensure a supportive and safe environment for the individual's return.

## **9. Legal Considerations:**

- Adhere to all relevant legal and ethical considerations, ensuring that the intervention plan complies with state and federal laws.

## **10. Documentation:**

- Maintain thorough documentation of all actions taken, assessments, and communications related to the intervention.
- This documentation is crucial for accountability, future reference, and potential legal requirements.

## **11. Follow-Up Assessments:**

- Conduct follow-up assessments to evaluate the effectiveness of the intervention.
- Adjust the intervention plan as needed based on ongoing assessments and feedback.

## **12. Reporting and Review:**

- Report the outcomes of the intervention to the appropriate authorities and stakeholders.
- Conduct a review of the threat assessment process to identify areas for improvement and to enhance future responses.

## **6. Communication Protocols:**

- See Page 33

## **7. Documentation and Record Keeping:**

- Maintain detailed records of all threat assessments, interventions, and follow-up actions.
- Ensure compliance with data protection laws.

## **8. Regular Review and Evaluation:**

- The Maritime Academy will conduct regular reviews, once per semester, of the threat assessment protocol to identify areas for improvement.
- Adjust the protocol based on feedback, emerging threats, and changing circumstances.

## **9. Community Engagement:**

- The Maritime Academy will engage with parents, students, and the broader community to foster a sense of shared responsibility for school safety through

various communicative methods including through the family nights held each month.

- Provide resources and information on recognizing and reporting potential threats.
-

# Emergency Protocols

The following pages contain procedures for various incidents.



## Close School

### Definition

School closure is a useful method for preventing/mitigating damage to people and property, in a variety of instances.

### Applicable to Below Hazards

Active Shooter  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Influenza Outbreak  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Weather/Tornado  
Terrorism  
Water Outage  
Winter Storm/Ice Storm

### Close School Procedure

Notification is paramount when it becomes necessary to close school.

#### Before or after school being in session;

Provide information relevant to the closing, including the expected duration

Notify Parents by *Automated Message and Social Media Post*

Notify Staff by *Automated Message and Phone tree*

Notify Bus/transportation providers by Phone

Notify Media through each station's website: See below for login information if Superintendent is incapacitated.

#### During a school day:

Provide information relevant to the closing, including the expected duration

Notify staff and students

Notify Bus/transportation providers

Notify Parents by Automated Text Message and Social Media Post

Notify Media through each station's website: See below for login information if Superintendent is incapacitated.

Make arrangements for students who are cannot be picked up (unable to reach parent/guardian, etc.);

reunification, law enforcement or social services

Cancel on-site after school program(s)

Activate Family Reunification, if needed



Consider what may occur (absence of adult supervision) if students are sent home mid-day.

Students sent home mid-day will be used a last resort and will require parent or other person(s) listed on emergency contact forms. All emergency contact forms will be kept up to date in PowerSchool and on paper by the secretarial staff.

## Emergency Communication

### Definition

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

### Applicable to Below Hazards

Active Shooter  
Bomb Threat  
Bullying (HIB)  
Bus Accident  
Chemical Accident  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Injury/Health Emergency  
Lost Child  
Medical: Blood borne Pathogen  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Sexual Assault/Abuse  
Terrorism  
Unidentified Substances/Illicit Drugs  
Water Outage/Restriction  
Winter Storm/Ice Storm

### Methods of Communication

The below table indicates which method of communication is likely to be used to implement the **functional content areas** (left column). If the situation warrants or a communication method fails, additional methods should be implemented immediately.

<b>Methods of Communication</b>									
<b>Functional Content Area (Protective Measures)</b>	<i>Phone</i>	<i>Radios</i>	<i>Public Address System</i>	<i>Cell phones</i>	<i>Mega phone</i>	<i>Social Media</i>	<i>Computer alert popups</i>	<i>School wide email</i>	<i>Other [Emergency Alert PA System]</i>
<b>Close School</b>	X		X	X		X		X	
<b>Emergency Communication</b>	X		X	X		X		X	X
<b>Evacuation</b>	X		X	X	X	X		X	X
<b>Family Reunification</b>									
<b>Lockdown</b>	X	X	X	X				X	X
<b>Medical Response</b>	X	X	X	X				X	X
<b>Mental Health Services</b>	X	X		X					
<b>Rapid Assessment</b>									
<b>Reverse Evacuation</b>	X	X	X	X	X	X		X	X
<b>Shelter-in-Place</b>	X	X	X	X		X		X	X

\*This table does not limit the school administrator from altering this plan if the incident requires alternate communication methods.

The school is aware of the following communication system limitations or deficiencies:

- The Walkie Talkie and cell phone signal is intermittent in this building.
- Priority of communication to recipients
- Those directly involved in the incident
- First responders
- Policy group/superintendent/school administration
- Parents
- Media
- Community

### **Before an Emergency**

Prior to the first day of each school year, administrators are required to notify parents and legal guardians of how they will be notified in the event of an emergency. This is accomplished via The School Website, enrollment packet, and parent/cadet handbook.

The emergency notification system is tested weekly.

The governing board has created the policies and plans for communicating emergency information internally and to the public. These policies are separate from this School Emergency Operations Plan and can be found at <https://www.maritimeacademy.us/aboutus/doctract-document-portal/> including:

- A plan to address an influx of phone calls from parents and community members.

### **Emergency Phone Call Management Plan:**

#### **1. Communication Team:**

- A. Kathy Simpson
- B. Stephanie Dixon
- C. Linzy Wilbur

#### **2. Phone Scripts:**

- A. Develop scripts for communication team members to ensure consistent and accurate information is provided.
- B. Include key messages, current status updates, and instructions for callers.

#### **5. Call Logging System:**

- A. Implement a system for logging and tracking incoming calls, including the nature of inquiries and responses provided.
- B. This helps identify common concerns and ensures follow-up if necessary.

#### **6. Prioritize Communications:**

- A. Prioritize incoming calls based on urgency and importance.
- B. Ensure that calls from emergency services, parents, and staff are given immediate attention.

#### **7. Regular Updates:**

- A. Schedule regular updates to be provided via the emergency hotline, school website, and other communication channels.
- B. Include information on the current situation, safety measures, and any changes to normal school operations.

### **News Media Interaction Plan**

#### **1. Media Spokesperson:**

Aaron Lusk: Superintendent

#### **2. Media Holding Statement:**

See Appendix

#### **3. Media Briefings:**

- A. Schedule regular media briefings to provide updates on the situation.
- B. Choose a designated location and time for these briefings and ensure they are well-organized and controlled.

#### **5. Monitor and Correct Misinformation:**

- A. Continuously monitor news coverage and social media for any misinformation.
- B. Correct inaccuracies promptly and reiterate key messages.

#### **6. Prepare Spokespersons:**

- A. Jacob Lofton: Principal will be trained to be an additional spokesperson if the Superintendent is not available.

#### **7. Respect Privacy and Sensitivity:**

- A. Ensure that information shared with the media respects the privacy and sensitivity of those involved in the emergency.
- B. Avoid disclosing details that could compromise the ongoing response efforts.

#### **8. Post-Emergency Debrief:**

- A. Conduct a debriefing session after the emergency to evaluate the effectiveness of the communication plan.
- B. Identify areas for improvement and update the plan accordingly.

- Templates for statements/press releases, the communication plan and media contacts at the major television, Internet and radio stations are maintained by The Superintendent and located <https://www.maritimeacademy.us/aboutus/doctract-document-portal/>

- Contact list of Thread Marketing Group
- 



### **During an Emergency**

- Disseminate information Automated Voice and text messages, written letters from the Principal or designee, to inform parents about what is known to have happened.
- A reunification table will be used to communicate attendance/accountability status to Incident Command. This will be done in person.
- Implement a plan to manage an influx of phone calls and parents who arrive at school.
- Provide regular updates to media and school community.
- Establish a media site and reception area away from the school and an Incident Command Post.
- Coordinate media communications with relevant community partners through the Joint Information Center (JIC), if established.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the principal/senior leadership.

### **When to call 911 immediately**

**Since The Maritime Academy of Toledo does not have a school resource officer the principal should call 911 in situations where there is an immediate threat to the safety and well-being of students, staff, or anyone on the school premises.**

- **Medical Emergencies:**  
-If someone is experiencing a serious medical emergency, such as a heart attack, severe allergic reaction, or any condition that requires immediate medical attention.
- **Severe Injuries:**  
-In the case of a severe injury, accident, or any incident that requires urgent medical assistance.
- **Violent Incidents or Threats:**  
-When there is a threat of violence, an active assailant, or any other dangerous situation that poses an immediate risk to the safety of individuals on the school campus.

*Please note that threats would be classified as an imminent threat and possibly a high threat by the threat assessment team.*

- **Fires or Explosions:**  
-If there is a fire or explosion on the school premises, regardless of the scale, it is crucial to call emergency services immediately.
- **Suspicious Packages or Items:**

-If there are reports or discoveries of suspicious packages, devices, or items that could pose a threat to the safety of the school community.

- **Natural Disasters:**

-In the event of a natural disaster such as an earthquake, tornado, or severe weather that causes significant damage or poses a risk to individuals on the school grounds.

- **Criminal Activity on Campus:**

-When criminal activity is occurring on the school premises, including but not limited to theft, assault, or vandalism.

- **Suicidal Threats or Attempts:**

-If a student or staff member expresses suicidal intentions or if there is an attempted suicide, immediate intervention by emergency services is necessary.

- **Chemical Spills or Hazardous Materials:**

-If there is a spill of hazardous materials or exposure to toxic substances that requires emergency response.

- **Any Other Imminent Threat:**

-Any situation where there is an immediate and significant threat to the safety and well-being of individuals on the school campus.

**In these situations, it is crucial for the principal to remain calm, provide accurate information to the emergency dispatcher, and follow any instructions given by emergency services. Additionally, the school's emergency response plan should be activated, and communication with staff, students, and parents should be initiated as appropriate.**

#### **After an Emergency**

- After an incident, The Maritime Academy of Toledo administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- Inform parents about when and where school will resume.

## Evacuation

### Definition

Evacuation will take place if it is determined that it is safer away from the hazard. This could be in a different part of the building, outside, depending on your facility; or offsite.

### Applicable to Below Hazards

Active Shooter

Bomb Threat

Bus Accident

Chemical Accident

Dam Failure

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Nuclear Incident

Power Outage

Severe Storm/Tornado

Terrorism

Water Outage/Restriction

Winter Storm/Ice Storm

### Evacuation Procedures

Below are procedures to evacuate the facility.

#### Primary Evacuation Site(s)

A primary evacuation site may be pre-identified locations. The site to use is incident specific.

#### On-Site Evacuation Location:

Street address: Large field on Water Street North of School Property

Directions to the site:

The evacuation site should always be screened for safety purposes prior to using. For example, if the school receives a bomb threat and decides to use the football stadium as the on-site evacuation location, the stadium should be screened for any hazardous devices first.

#### Secondary Evacuation Site(s)

Secondary (off-site) Evacuation Location – Walking:

Street address: 720 Water St.

Directions to the site:

## Family Reunification

Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bus Accident  
Chemical Accident  
Civil Disturbance  
Dam Failure  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Terrorism  
Water Outage/Restriction  
Winter Storm/Ice Storm

## **Family Reunification Procedures**

### **Before an Emergency**

Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.

### **Primary Reunification Site**

Primary Site: Large Field North of the school

Street address: Address unknown

Directions to the site: Exit the school and walk north towards the grassy field. Reunification will happen on the north side of the grassy area. Pre-made signs will be carried in emergency bags.

Establish three (3) distinct areas that are not within sight of each other:

- Student staging- place where uninjured students are held until a parent/guardian pick them up. Counseling services should be available in a separate, private area. The structure of the environment should be adjusted to meet the students' needs
- Identification verification- outside of view of the student staging area and the public view. Records of emergency information must be available at this location for verification purposes.
- Student pickup- location where student/parent reunification occurs and family is released.



### **During Emergency**

Identify injured and deceased and where they have been transported. Coordinate notifications with law enforcement and/or medical personnel.

- Notify, in-person, parents/guardians of fatalities
- Notify, in-person, parents/guardians of injured
- Notify, via automated message, all parents. The message should state that if they have not received a personal message that their child is safe. Do not send message until **ALL** parents of injured/deceased are notified.

Provide information about reunification process

- Location
- Traffic pattern for entrance
- Required identification documents
- What parent should do if sending an alternate to pick up their child

### **Process of Reunification**

Get the students to the site (see Functional Content Area: Evacuation)

- Separate students from parent/guardian verification area
- Have student records, relating to emergency release of students, readily available
- Verify parent identification
- Send parent/guardian to a private area away from public eye to pick up their student. Students may only be released to parents/guardians who have custody rights.
- Instruct student to report to parent/guardian pick-up area.
- Students that cannot be picked-up will be released to law enforcement.

## Lockdown

### Definition

Lockdown is used to secure all building occupants against a possible or known immediate threat to life. The steady state of a building requires that all exterior doors be locked.

Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school's security regulations. They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.

### Applicable to Below Hazards

Active Shooter

Civil Disturbance

Hostage

Injury/Health Emergency

Medical: Blood borne Pathogen

Terrorism

### Lockdown Procedures

Initiation: Different levels of lockdown may be prudent depending on the situation. The Principal/and or designee will make an announcement declaring a level of lockdown using the school emergency alert PA system.

**Level 1** – secured in building – no admittance to or exit from building

**Level 2** – secured in classrooms – no movement in hallways

**Level 3** – secured in place – no movement within classroom

Accountability: Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

Recall: The pre-arrange signal for returning to normal activities is "The Ship has Sailed."

Communication and Coordination: The means of two-way communication between a central location and each secured area is Walkie Talkies or cell phones.

## **THE MARITIME ACADEMY OF TOLEDO LOCKDOWN PROCEDURES**

### 1. Stay Informed:

- Stay informed about potential threats or emergencies by maintaining communication with local law enforcement, emergency services, and other relevant authorities.
- Have a clear understanding of what situations warrant a lockdown and the appropriate level of that lockdown. (see above)

## **2. Develop a Plan:**

- Work with school staff, local law enforcement, and emergency management agencies to develop a comprehensive lockdown plan.
- Clearly define the roles and responsibilities of staff members during a lockdown.

## **3. Establish Communication Protocols:**

- Set up a reliable communication system that allows for quick and efficient communication with staff, students, and parents during emergencies.
- Establish a method for receiving information from external sources, such as law enforcement.

## **4. Train Staff and Students:**

- Conduct regular training sessions for staff and students on the lockdown procedures.
- Ensure that everyone is familiar with the signals or announcements that indicate the initiation of a lockdown.

## **5. Install Security Measures:**

- Implement security measures such as locking exterior doors, installing security cameras, and utilizing access control systems.
- Mark evacuation routes and safe areas within the school.

## **6. Create an Alert System:**

- The Maritime Academy of Toledo has an emergency alert system that is installed in every room and hallway.
- Make sure staff are trained on how to operate the emergency alert system.

## **7. Initiate the Lockdown:**

- Upon receiving credible information or in the presence of a potential threat, announce the lockdown using the emergency alert system.
- Instruct students and staff to move quickly to designated secure areas and follow established lockdown procedures.

## **8. Secure the Building:**

- Lock all exterior doors and windows to prevent unauthorized access.
- If possible, close blinds or curtains to obscure the view from outside.

**9. Silence and Conceal:**

- Instruct everyone to remain silent and turn off all electronic devices to avoid drawing attention.
- Encourage students and staff to stay low and away from doors and windows.

**10. Await Further Instructions:**

- Stay tuned to official channels for further instructions from law enforcement or emergency services if applicable.
- Only lift the lockdown when the principal confirms that it is safe to do so using the code “The Ship has Sailed.”

**11. Post-Incident Debrief:**

- After the incident, conduct a debriefing session with staff and relevant authorities to evaluate the effectiveness of the lockdown and identify areas for improvement.
- Use the debriefing to update and refine the lockdown procedures as necessary.

Remember, the safety and well-being of students and staff should always be the top priority. Regular drills and a well-practiced lockdown plan can help ensure a swift and coordinated response in case of an emergency.

## Medical Response

### Definition

Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.

The school has a school nurse licensed by the Ohio Department of Education.

A medical response team, consisting of specially trained staff does not yet exist.

### Applicable to Below Hazards

Active Shooter

Bus Accident

Chemical Accident

Explosion

Injury/Health Emergency

Medical: Blood borne Pathogen

Medical: Pandemic

Nuclear Incident

Sexual Assault/Abuse

### Medical Response Procedures

If a school nurse is present, take the student to the nurse or request for the nurse to come to the student.

- Assess the ill or injured person: develop and execute a plan of care.
- Instruct another adult to call 9-1-1.
- Notify school administration of incident.
- School administrator should contact the student's parent or guardian.
- Provide emergency medical care parent/guardian consent form to EMS
- School personnel must accompany a student to the hospital if the parent/guardian is not present.
- The incident should be documented per school policy.

Medical Supplies and Equipment						
<i>Location of supplies</i>	<i>Supplies/ Equipment</i>					
	<i>Student Medications</i>	<i>First Aid Supplies</i>	<i>Epinephrine Auto Injector</i>	<i>Asthma Inhaler</i>	<i>Narcan (naloxone)</i>	<i>AED</i>
Nurse Office	X		X	X		
Centralized Location on each floor		X				
Mariner's Hall						X
Helm (Front Desk)		X		X		

Student medication is stored in the Nurse’s office and is accessible by the Nurse and Business Manager/or designee.

**Medical Training of Staff**

The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. The below table provides a record of their training. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.

Enter the following in the Table below:

- **T** if a staff member is trained (only)
- **A** if a staff member has access (only)
- **T/A** if a staff member has both access and training

<b>Medical Training of Staff</b>									
<i><b>Trained Staff members</b></i> Training documentation is available at <a href="https://www.maritimeacademy.us/aboutus/doctract-document-portal/">https://www.maritimeacademy.us/aboutus/doctract-document-portal/</a>	<i>Type of Training</i>								
	<i>CPR</i>	<i>First Aid</i>	<i>Medication Administration</i>	<i>Epinephrine Injector</i>	<i>Asthma Inhaler</i>	<i>Breathing Treatments</i>	<i>Emergency Care for Diabetes</i>	<i>Narcan/naloxone</i>	<i>AED use</i>
All Staff	X	X		X			X		X
Nurse	X	X	X	X	X	X	X		X
Secretarial Staff	X	X	X	X	X		X		X

## Mental Health Services

### **Definition**

Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area. These services will be made available to staff and students.

Schools should have other plans in place to address the counseling needs of students, who have experienced personal trauma or who have ongoing mental health needs.

This procedure does not preclude the need to have a long-term plan to address the mental health needs of those impacted by the emergency.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bullying (HIB)  
Bus Accident  
Chemical Accident  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Injury/Health Emergency  
Lost Child  
Medical: Blood borne Pathogen  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Sexual Assault/Abuse  
Terrorism  
Unidentified Substances/Illicit Drugs  
Water Outage/Restriction  
Winter Storm/Ice Storm

### **Mental Health Procedures**

Counseling services beyond the capacity of the school counselor/psychologist are provided by A Step Beyond. A memorandum of understanding was signed in May 2023 and A Step Beyond is a signatory to this plan. In case A Step Beyond is unable to meet its MOU obligation, the school will seek backup services through the county emergency management agency (EMA).

## ***Collaborative Therapeutic Intervention for Student Success***

### **Student Information**

**Name: (Student's Name)**

**Date of Birth:**

**Grade/Year: (Current Grade/Year)**

**School:**

**Referral Source: (Who referred the student for assessment)**

***Presenting Concerns: (example)*** The student has been referred for a threat assessment and academic treatment team due to concerns about potential violent or harmful behavior within the school setting. Specific concerns include [details of incidents or behaviors].

### **Academic History:**

Current Grade/Year: (Grades, Academic achievements)

Attendance: (Regular attendance, any patterns of absenteeism)

School Behavior: (Disciplinary records, incidents, behavioral patterns)

Special Education Services: (Any history of special education services)

### **Family Background:**

Family Structure: Nuclear, extended, single parent, etc.)

Family members in the home: (names, ages, relationships)

Family Support: (Level and involvement)

Family Stressors: (Any significant stressors within the student's family)

History of Family Mental Health: (Any history of mental health issues in the family)

History of Suicide: (Any history of attempted or successful suicide.)

### **Social and Peer Relationships for the Student:**

Peer Relationships: (what is the level of student peer interactions?)

History of Bullying behaviors: ( Identified Bully, Bully-Victimization)

Social Media Presence: (Has the student made any social media post that have been concerning?)

### **Psychological Functioning:**

Intellectual Functioning: (What are the cognitive abilities of the student? Does he struggle in class?)

Emotional Function: (What is the typical mood of the student, affect, emotional regulation?)

Behavioral Observations: (Observable behaviors in different settings around the school, home,



community.)

Coping Skills: (Ask the student how they normally cope when they are stressed out?)

**Mental Health History for the Student:**

Diagnosed Conditions: (Has the student every been diagnosed with a mental health condition?)

Current Mental Health Diagnosis: (Does the student currently have a diagnosis?)

Current Mental Health Treatment: (Is the student receiving therapy, medication?)

Previous Hospitalizations: (Has the student ever been hospitalized for any psychiatric conditions?)

**Student Personality Factors:**

Personality Traits: (Highlight relevant personality traits for student)

Coping Mechanisms: (Highlight the student's coping skills that they utilize for stress)

Impulsivity: (Degree of impulsivity)

Aggression: (Does the student have a history of presence of aggressive behaviors?)

**Risk Factors:**

Previous Threats or Violent Behaviors: (Detail of any previous incidents that the student may have been involved in throughout his/her academic career.)

Current Threats or Warnings: (List any specific threat that were made if any.)

Access to Weapons: (List any access to weapons if the student should have any to your knowledge.)

Substance Use: (List any substance use as a risk factor.)

History of Victimization: (Any history of being a victim, that should be noted as emotional, physical.)

**Protective Factors:**

Supportive Relationships: (Please note any supportive relationships the student has.)

Treatment Engagement: (Willingness to engage in treatment.)

Mental Health Support: (In-School Mental Health support.)

Academic Support: (Support from teachers, special education services.)

Coping Skills: (Effective coping strategies.)

Positive School Engagement: (Involvement in Positive school activities.)

**Therapeutic Treatment Plan Ideally would be to:**

**Goals and Objectives:**

Improve Emotional Regulation:

Enhance Impulse Control:

Improve Social Skills:

Academic Success:

**Interventions:**

Cognitive-Behavioral Therapy (CBT)

Social Skills Training

Parent and Family Involvement

Individualized Academic Support

Reduce Aggressive Behaviors:

Regular Monitoring and Feedback  
Consistent Treatment Team Meetings

School-wide, strengths-focused programming, such as an assembly or curriculum for every classroom, should be implemented to provide asset building to students after a significant incident. The National Association of School Psychologists (2009) recommends universal screening for behavioral and mental health issues to identify at-risk students who could benefit from counseling. Ohio's Project Aware has Ohio-approved screening devices can be found here: <http://resources.oberlinkconsulting.com>

The universal screening instrument will be identified by A Step beyond with input from relevant stakeholders (e.g, school administration).

In addition to self-reported screening instruments, staff should be educated to recognize signs and symptoms of stress, grief, and trauma. If a staff member or student believes someone may be exhibiting concerning signs and symptoms, they should refer that person to Priscilla Roman, Marcus Haynes; Dean of Students; or Jacob Lofton School Principal.

## Rapid Assessment

### Definition

A rapid assessment is a decision-making process to help school administrators implement the appropriate functional content areas prior to arrival of first responders.

### Applicable to Below Hazards

Active Shooter  
Bomb Threat  
Bullying (HIB)  
Bus Accident  
Chemical Accident  
Civil Unrest  
Death  
Explosion  
Fire  
Gas Leak/Outage  
Hostage  
Injury/Health Emergency  
Lost Child  
Medical: Blood borne Pathogen  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Sexual Assault/Abuse  
Terrorism  
Unidentified Substances/Illicit Drugs  
Water Outage/Restriction  
Winter Storm/Ice Storm

### Rapid Assessment Procedures

Rapid assessment is conducted by the first adult to arrive on scene, and will assist in determining which functional content areas to implement and for which building occupants.

- Approach the scene with caution (e.g., suspicious package, injured, look for objects hanging overhead, spills, etc.)
- Assess the extent of the emergency; call or send someone to call 911 if assistance is needed
- Address life threatening issues prior to the arrival of first responders/administer First Aid for bleeding, breathing
- Identify and implement functional content areas as necessary
- Set a perimeter (establish a boundary for onlookers)
- Do not move victims unless their lives are endangered in the present location
- Once the scene is stabilized, ask bystanders for information
- Notify school administration/policy group
- Notify parents or guardians

## Reverse Evacuation

### **Definition**

Reverse Evacuation is rapid reentry into the building. Reverse evacuation should occur when conditions are safer inside the building than outside. Reverse evacuation is rapid re-entry into the building.

### **Applicable to Below Hazards**

Active Shooter  
Bus Accident  
Chemical Accident  
Civil Disobedience  
Explosion  
Hostage  
Lost Child  
Severe Storm/Tornado  
Terrorism  
Winter Storm/Ice Storm

### **Reverse Evacuation Procedures**

#### Notification

Cell Phones or walkie talkies will be used to communicate with school activities outside of hearing range of interior building communication systems. See emergency communication functional content area for specific information.

#### Direction

Upon receiving notification to reverse evacuate, staff should direct students to immediately re-enter the building (or wherever the notification has specified). A pre-designated location will be identified for each staff member. Depending on the emergency, regular activities may continue within the building. Additional protective measures should be taken as necessary.

#### All Clear

Wait for the "all clear" to be issued, indicating hazard has passed and normal activities can resume outside. The School's "all clear" will be indicated by "The Ship has Sailed."

## Shelter-In-Place

### Definition

Shelter-in-place is used when evacuation could unduly risk life and property. Shelter-in-place provides layers of protection against the hazard, but does not guarantee safety. Shelter-in-place is hazard specific and may involve staying in place or seeking shelter nearby.

Shelters are areas of the building that maximize the safety of occupants and may change depending on the hazard/threat. Shelter-in-place could last for minutes to days based upon hazard/threat.

Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).

### Applicable to Below Hazards

Active Shooter

Bomb Threat

Bus Accident

Chemical Accident

Civil Disturbance

Death

Explosion

Fire

Hostage

Medical: Blood borne Pathogen

Power Outage

Severe Storm/Tornado

Terrorism

Winter Weather/Ice

### Shelter-in-Place Procedures

Timely notification of the order to shelter in place is crucial. Multiple methods of notification are preferred. See Emergency Communication Functional Content Area for specifics on methods.

### Extended Shelter-in-Place

Sheltering in place beyond a few hours may require additional resources to support the sheltered population.

### Items that may be needed:

Life sustainment of sheltered occupants becomes a priority during extended sheltering events.

- Food, water, extra batteries, and toileting needs must be considered.
- Lack of access to medication stored at the school may cause a medical emergency.
- Supplies for sealing rooms to prevent transfer of contaminated air.

Products and services identified above may need to be resupplied during extended sheltering. Contact county emergency management agency (EMA) if anticipating an extended sheltering time period to obtain additional resources.

## Hazards/Threats

The following response information provided below is specific to each hazard or threat and supplements the actions found in the functional content areas (Response Matrix). Procedures and information outlined in each functional content area shall not be duplicated here.

### Active Shooter/Active Aggressor

#### Definition

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

#### Functional Content Areas That May Apply

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Lockdown  
Medical Response  
Mental Health Services  
Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

#### Active Shooter Procedures

All school staff receives active shooter training at least annually. The school utilizes Public School Works training and will soon use Navigate 360 active shooter training to respond to active shooter situations.

Temporary Door Locking Devices (barricade system) (TDLD) OAC 1008.1.9.11 are only to be used for Active Shooter threats, but are not required. A TDLD is *"an assembly of parts intended to be engaged by a trained school staff member in a school building for the purpose of preventing both ingress and egress through a door in a school building for a finite period of time in an emergency situation and during active shooter drills."*

The school has bolo sticks to barricade doors and all staff has and will receive training on its use.

#### Responsibilities

Those who are well acquainted with the suspect should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

Provide law enforcement with last known location of the suspect(s).

School authorities must inform police if any armed staff are in the crime scene area.

## Bomb Threat

### Definition

Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

### Functional Content Areas That May Apply

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

### Bomb Threat Procedures

The FBI bomb threat checklist is provided to each staff member to place near all phones.

### FBI/DOJ Bomb Threat Guidance

Conduct a Rapid Assessment

#### **Low Risk**

- Lacks realism: A threat that poses a minimal risk to the victim and public safety. Probably motive is to cause disruption.
- Vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- Threat was discovered instead of delivered (ie, written on a wall)

#### **Medium Risk**

- Increased level of realism: threat that could be carried out, although it may not entirely appear realistic
- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (ie, "I'm serious" or "I really mean this")

#### **High Risk**

- Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.
- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device
- Perpetrator provides his/her identify
- Threat suggest concrete steps have been taken toward carrying out the threat
- Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.

- Determine if a search is warranted
- Determine if protective measures for the building is warranted
- Coordinate with local Law Enforcement



## Bullying (Harassment, Intimidation, and Bullying {HIB})

### Definition

Harassment, intimidation or bullying behavior by any student/school personnel in the The Maritime Academy of Toledo is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying, in accordance with ORC 3313.666, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts (i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device), either overt or covert, by a student or group of students toward other student(s) with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop.

### Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

### Anti-HIB Procedures

School personnel must report prohibited incidents of which they are aware to the school principal or other administrator designated by the principal.

Custodial parent or guardian of any student involved in a prohibited incident must be notified in accordance with the "Family Educational Rights and Privacy Act of 1974," and have access to any written reports pertaining to the incident.

## II. 264 Sexual and Other Forms of Harassment

III. Students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct that has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the School, is strictly prohibited.

IV. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability, and/or other legally protected category.

V. The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline.

VI. The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the Principal or his/her designee. Any person who receives such a report shall immediately advise the Principal or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

VII. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator for further action in accordance with Board directives.

VIII. *20 USC 1681 et seq.; R.C. 4112.02; See 34 CFR part 106.*

IX. See Appendix 264-A Form for Reporting Incidents of Harassment, Intimidation and Bullying. See also Policy 222.1 Title IX Grievance Procedure; Policy 271 Student Code of Conduct.

**X. 264.1 Anti-Harassment, Intimidation, and Bullying Policy**

XI. The following policy must appear in any student handbook, and in any publications that set forth the comprehensive rules, procedures, and standards for the School and students. Information regarding this policy must be incorporated into employee training materials. Annually, the School shall send a written statement describing the policy and the consequences for violating the policy to each student's custodial parent or guardian, either electronically or with report cards.

XII. The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

XIII. "Harassment, intimidation, or bullying" means either of the following: (1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once, and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or (2) violence within a dating relationship. The definition of "harassment, intimidation, or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying."

XIV. The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

XV. Some acts of harassment, intimidation, bullying, and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying, or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying, or cyber-bullying range from positive behavior intervention up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and Code of Conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

XVI. All school personnel, volunteers, and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment as defined by Title IX, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Principal or his/her designee is responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See **Appendix 264.1-A** Form for Reporting Incidents of Harassment Intimidation and Bullying). Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. All School personnel, volunteers, and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy promptly and in good faith.

XVII. The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

XVIII. Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

XIX. The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

XX. Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e.*, detention, in- and out-of-school suspension, or expulsion) is a matter left in the professional discretion of the Principal, or other decision-maker in the case of sexual harassment. The following procedure sets

forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation, or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

XXI. 1. Non-Disciplinary Interventions

XXII. When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

XXIII. 2. Disciplinary Interventions

XXIV. When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying, and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

XXV. Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio or federal law that may apply.

XXVI. To the extent state or federal funds are appropriate, the School shall require that all students enrolled in the School be provided with age-appropriate instruction of this policy annually, including a written or verbal discussion of the consequences for violations. The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct.

XXVII. The School shall incorporate training on this policy into the in-service training required under R.C. 3319.073. The School may provide training, workshops, or courses to other Staff and volunteers who have direct contact with students.

XXVIII. *R.C. 3313.666, 3313.667, 3319.073*

XXIX. See also Policy 222 Title IX Grievance Procedure; Policy 271 Student Code of Conduct; Policy 273 Expulsion and Suspension; Policy 232 Technology and Internet Acceptable Use; Policy 234 Electronic Communication Devices; Policy 261 Student Expression; Policy 262 Student Bill of Rights/Responsibilities; and Policy 264 Sexual and Other Forms of Harassment.

## Bus Accident

### **Definition**

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities, etc.). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained.

School buses are required to have a first aid kit that conforms to federal standards. See OAC 4501-83 for specifics on emergency and evacuation procedures.

### **Functional Content Areas That May Apply**

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Bus Accident Procedures**

The school and bus driver must adhere to the Ohio Pupil Transportation Operation and Safety Rules – current edition.

The bus driver is the decision maker, unless incapacitated by accident, and should take all steps to protect students until help arrives, compliant with OAC 3301-15-83.

The principal should send appropriate transportation and/or other staff to the accident location.

## Fire

### **Definition**

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

Ensuring compliance with the **Fire Code OAC 1301:7-7-04** is the responsibility of the local jurisdiction having authority, due to their expertise and physical access to the building.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### **Fire Procedures**

Ensure that all staff members have been trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, report the fire to the Principal.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- Take attendance.
- No one may re-enter building(s) until it is declared safe by the fire department.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.

## Hostage

### **Definition**

A hostage situation involves one or more person's being held against their will by one or more individuals. If weapons are present, this should be viewed as an active shooter hazard/threat. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Lockdown

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Hostage Procedures**

- Cooperate with hostage taker
- De-escalate the situation, if possible
- Stall for time, if possible
- Do not aggravate the hostage taker
- Provide law enforcement with last known location of suspect(s).
- Those who know hostage and/or hostage taker should identify themselves to the incident commander and be prepared to cooperate with law enforcement.



## Medical: Blood borne Pathogen

### Definition

Blood borne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

### Functional Content Areas That May Apply

Emergency Communication

Lockdown

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

### Medical: Blood Borne Pathogen Procedures

#### Training

Custodial, maintenance, and other employees that may be exposed to human blood or other regulated body fluids have received training annually and periodically on blood borne pathogens.

#### Special Supplies and Equipment

- Goggles/face protection
- Nitrile Gloves
- [INSERT PRODUCT NAME]/cleaning agent
- Disinfectants
- Medical Waste Disposal Containers/Red bags
- Shoe protection

### Medical: Blood Borne Pathogen Procedures

- If it is wet and not yours, do not touch it.
- Determine the nature of the event. (Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye, but still require special handling.)
- Disposable gloves and disinfectant cleaning agents are more than adequate for clean-up.
- Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.
- Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.
- The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not to use bar soap or cloth towels for hand-washing that could pass contamination to others).

#### Contaminated Supplies and Labeling Infectious Waste

Soiled items must be placed in a biohazard bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Disposal of bags or other biohazard containers will be disposed of properly based upon the school policy.

## Severe Storm/Tornado

### Definition

A severe storm or tornado may occur anywhere, any time of year, day or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.

### Watch

The conditions exist for severe weather to form. Continue to monitor conditions.

### Warning

Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category they are Lightning, Severe Thunderstorm, and Tornado.

### Lightning

Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last rumble of thunder.

### Severe Thunderstorm

A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.

### Tornado

A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.

EF Number	3 Second Wind Gust (MPH)
0	65-85
1	86-110
2	111-135
3	136-165
4	166-200
5	Over 200

### Functional Content Areas That May Apply

Close School  
Emergency Communications  
Evacuation  
Family Reunification  
Mental Health Response  
Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

### Severe Storm/Tornado Procedures

- Monitor NOAA weather radio.

- Stay away from windows and doors.
- Hallways with exterior doors may become a wind tunnel and would be dangerous.
- Do not seek shelter in rooms with a large roof span (gymnasium, auditorium, cafeteria).

For a tornado

**D** - Go **DOWN** to the lowest level

**U** - Get **UNDER** something

**C** - **COVER** your head

**K** - **KEEP** in shelter until the storm has passed

## Terrorism

### Definition

Terrorism is defined in Title 22 Chapter 38 U.S. Code § 2656f as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents."

Examples include (but are not limited to): chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks, vehicle-borne and improvised explosive devices, hostage situations and suicide attacks.

### Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Lockdown

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### Terrorism Procedures

The school has designated Aaron Lusk, The Superintendent and/or his designee to coordinate with Ohio Homeland Security officials in the event of a terrorist threat.

### ***"SEE SOMETHING, SAY SOMETHING"***

Suspicious activity should be reported to:

- Local Law Enforcement
- Ohio Homeland Security (OHS); Fusion Center Network
- 1-877-647-4683, OHS Terrorism Analysis Unit, Tip line
- 1-844-557-8222, [STACC@dps.ohio.gov](mailto:STACC@dps.ohio.gov) (Columbus)
- 1-216-515-8477, [info@neorfc.us](mailto:info@neorfc.us) (Northeast Ohio Regional Fusion Center)
- 1-513-263-8000, [gcfc@gcfc.org](mailto:gcfc@gcfc.org) (Greater Cincinnati Fusion Center)

School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.
- Coordinate with local law enforcement to determine recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

## Chemical accident

### Definition

A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Schools located near highways or railroads have a greater risk because of the quantity and variety of chemicals transported.

For the purpose of emergency planning and incident response, the Local Emergency Planning Committee (LEPC), managed by the County Emergency Management Agency, may be able to assist schools with identifying facilities near the school that are required to report specific chemicals or chemicals in excess of 10,000 pounds. In the event that a chemical accident were to occur, the local fire department or county hazmat team would be the appropriate agencies to respond.

### Functional Content Areas That May Apply

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### Chemical Accident Procedures

- A list of chemical stored onsite is maintained by The Business Manager and can be found in Room 226.
- Cleanup equipment and personal protective equipment are located in a storage closet on the fifth floor.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- If the spill occurs within the building, isolate the area.

The following are possible sources of a chemical accident nearby the school:

- BP Oil Refinery
- Freighter Ships sailing in the Maumee River and Lake Erie

## Civil Disturbance

### **Definition**

Civil disturbance is a general term used to describe a variety of violent situations. It does not include nonviolent demonstrations protected by the first amendment. For this reason, actions to be taken should be determined by administration.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Family Reunification

Lockdown

Mental Health Services

Rapid Assessment

Reverse Evacuation

### **Civil Disturbance Procedures**

Crowd control is complex and unpredictable.

- Announce to the school occupants in plain language what is occurring and which protective measure they should take.
- If there is a disruption within the school, utilize the Lockdown functional content area and move all of the students and staff that are not involved to safe areas.
- Warn staff and students to be alert for unattended and suspicious items carried or left by disrupters; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.

## Death

### **Definition**

Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency or an accident.

### **Functional Content Areas That May Apply**

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

### **Death Response Procedures**

Immediately clear the area except those who are providing direct support to the victim.

Clear scene of any ongoing hazards for any medical or other hazards created by the event.

Notify family

If the victim is a staff member, notify Human Resources to provide notification to family. Notification must be made in person.

If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene.

Notification must be made in person.

Mental Health assistance and programming should be made available for the entire educational community.

## Explosion

### **Definition**

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other manmade (bomb) or natural hazard.

### **Functional Content Areas That May Apply**

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Explosion Procedures**

- Do not re-enter the building until declared safe by the fire department.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Do not store petroleum and fertilizer in the same location.



## Flood

### **Definition**

Floods can occur anywhere, anytime of year. Floodwaters can appear suddenly, known as flash flooding, or can rise slowly.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### **Flood Procedures**

- Never drive through a flooded street.
- It is never safe to walk near or in floodwaters.
- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Designated staff members will assist the search team to ensure that all students have been located and/or evacuated.

## Gas Leak/Outage

### Definition

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

### Functional Content Areas That May Apply

Close School

Emergency Communications

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### Gas Leak/Outage Procedures

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.

- Evacuate population to on-site evacuation site (away from the hazard)
- **SMELL and TELL:** Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)
- Determine whether the source of the leak is inside or outside building

### Follow Fire Department instructions before relocating building to an off-site location.

- Consider the potential consequences of an outage:
- Heating may not be available
- Hot water may not be available
- Some food preparation equipment may not be available
- Some Science labs may be affected

The School has put the following plans in place to mitigate these issues:

Maritime Academy will coordinate with TARTA Public Transportation to provide busses for temporary shelter.

## Injury/Health Emergency

### **Definition**

Medical emergencies can occur at a varying level of severity.

A school nurse is on school-premises Monday-Thursday.

### **Functional Content Areas That May Apply**

Emergency Communication

Lockdown

Medical Response

Mental Health Services

Rapid Assessment

### **Injury/Health Emergency Procedures**

Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.

- Administer appropriate first aid according to your level of training until help arrives.
- Isolate the victim except for those assisting.
- Principal shall designate a staff member to accompany the injured who are transported to the hospital.
- Notify parent, guardian or another appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

## Lost Child

### Definition

A child is considered lost whenever a question has been raised as to their current location.

The following scenarios are included in this hazard:

- Stranger or family abduction
- Missing from class
- Not returning from recess
- Not arriving at the expected after-school location whether it be home, daycare or school event
- Abducted or kidnapped

### Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Reverse Evacuation

### Lost Child Procedures

- Report missing child to office with a description and other noteworthy information about the child.
- Be aware of lost child's special needs (i.e., medication, learning disability)
- Attempt to locate the child.
- Use PA system to call child to office
- Conduct a walk-through of the interior and exterior.
- Pre-assign search areas adjacent to daily staff assignments.
- Staff members who do not supervise students should search all other areas.
- Search all buses.

### If child is not found

- Increase number of staff members searching exterior and interior
- Contact Police (911)
- Notify Parents
- Contact bus transportation, if appropriate
- Notify Field Trip location
- Contact Central Office

## Medical: Pandemic

### **Definition**

A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local, regional, or global outbreak.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

### **Medical: Pandemic Procedures**

- The school will decontaminate all surfaces when 40% of school population is absent.
- The school administration will close school when 50% of school population is absent.
- Adjust school academic hours to ensure state academic hours are met for all students impacted.

## Nuclear Incident

### Definition

An accident at a nuclear power plant could result in dangerous levels of radiation that could affect the health and safety.

Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis.

There are four (4) levels of an emergency at a nuclear power plant:

- **Notification of an Unusual Event (NOUE)** – Actual or potential degradation of the level of safety of the plant or indication of a security threat to the facility.
- **Alert** – Actual or potential substantial degradation of the level of safety of the plant or a security event that involves probable life-threatening risk to site personnel or damage to site equipment because of intentional malicious dedicated efforts of a hostile act.
- **Site Area Emergency (SAE)** – Actual or likely major failures of plant systems needed for protection of the public or security events that result in intentional damage or malicious acts: (1) toward site personnel or equipment that could lead to the likely failure of, or (2) prevents effective access to equipment needed for the protection of the public.
- **General Emergency (GE)** – Actual or imminent substantial core degradation or melting with potential for loss of containment integrity or security events that result in an actual loss of physical control of the facility.

For the purposes of emergency planning and incident response, **four Nuclear Power Facilities** could directly affect Ohio residents.

Approximately 225,000 Ohio residents, across six-counties, live within the 10-mile radius Emergency Planning Zone (EPZ) of three of these facilities.

- **Davis-Besse Nuclear Power Station (DBNPS)** in Ottawa County
- **Perry Nuclear Power Plant (PNPP)** in Lake County
- **Beaver Valley Power Station (BVPS)** in Shipping port, Pennsylvania: approximately four miles east of the Columbiana County line in Ohio.

A fourth nuclear power facility affects Ohio residents in the 50-mile ingestion zone planning area.

- **Fermi-2 Nuclear Power Plant** located near Monroe, Michigan,

### Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

### Nuclear Incident Procedures

The School Administrator should activate the Radiological Preparedness Plan.

## Power Outage

### Definition

A power outage can occur at any time, for a variety of reasons and usually without warning.

### Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

### Power Outage Procedures

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.

- If downed lines, sparking or another danger is observed, call 9-1-1 immediately.
- Call Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).
- Notify the District Office.
- For extended outages (i.e., more than 2 hours) contact the county EMA.

### Consider the potential consequences of an outage

- Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.
- Heating/Cooling will not be available.
- If water is pumped from a well, water may not be available.
- Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and be unavailable.
- Refrigerators (including Nurse's Office), Freezers will cease cooling.
- Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable.
- Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.
- VoIP (Voice over internet protocol) phone systems will not function.
- Building internet servers may not be available.
- Emergency Notification systems (PA, paging, and computer-generated alerts) may not be available.
- Emergency radio and television broadcasts may not be accessible.
- Battery chargers will not function.
- Student breathing treatments, etc., cannot take place.

### The school has put the following plans in place to mitigate these issues

- UPS unit(s) are in place for school office computer.
- A sufficient supply of useable batteries are available and checked bi-annually.
- [Insert mitigation plans]
- Turn off available electrical equipment prior to power being restored.
- Stagger turning equipment on following an outage.

## Sexual Assault/Abuse

### Definition

This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse is any type of sexual activity that a person does not willingly permit including touching, child molestation, rape and attempted rape (vaginal, anal or oral penetration).

### Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

### Sexual Assault/Abuse Procedures

- Preserve the crime scene until law enforcement arrives.
- Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.
- Only clean the scene once it has been released by law enforcement.
- Assign a compassionate adult trained in trauma to remain with the victim.
- School authorities should not permit the victim to wash or shower until after a physical exam as taken place.
- Advise staff not to use victim's name on walkie-talkies, PA system, etc., and not to release victim's identity EXCEPT to law enforcement.
- Security camera tapes shall be preserved and secured.
- If the victim's clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.
- School authorities are obligated to notify law enforcement of suspected criminal acts.
- Law enforcement will investigate to determine if the allegation is credible. ORC 2921.22
- School authorities will cooperate with law enforcement in a lawful investigation. ORC 2921.31



## Unidentified Substances/Illicit Drugs

### **Definition**

Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.

School authorities must be aware that certain commonly used drugs are “transdermal” which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.

### **Functional Content Areas That May Apply**

Emergency Communication

Mental Health Services

Rapid Assessment

### **Unidentified Substances/Illicit Drugs Procedures**

- Proper personal protective equipment (PPE) shall be used during any search.
  - Nitrile gloves
  - Mask
- Do not touch, taste or handle unidentified substances.
- Narcan (Naloxone) is not available at the school to be used during exposures or overdoses.
- Secure the area where the unidentified substances are found until first responders arrive.
- School authorities will contact the law enforcement if unidentified substances are discovered.
- School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.

## Water Outage/Restriction

### Definition

A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).

### Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### Water Outage/Restriction Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
- Call Water service provider and report the outage.

### Consider the potential consequences of an outage

- Toilets will not flush.
- Drinking water will not be available.
- Hand washing will be unavailable.
- Food prep would be difficult, if not impossible.
- Washing/sanitizing dishes would be impossible.

### The school has put the following plans in place to mitigate these issues

- Mobile toilets will be rented as a temporary measure.
- Bottled water will be provided for drinking by Lucas County EMA
- Hand sanitizer is available in each classroom and restroom.
- Food will be provided utilizing sack lunches.
- Disposable dishes, flatware, etc. will be provided.
  
- Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.

## Winter Storm/Ice Storm

### Definition

Snow, ice and wind have significant and varying impacts on schools.

Winter Storm Warning- Life-threatening severe winter conditions have begun or will begin within 24hours.

Winter Storm Watch- Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.

Significant and hazardous winter weather is defined as a combination of any of the following:

- 5 inches or more of snow/sleet within a 12-hour period **or** 7 inches or more of snow/sleet within a 24-hour period.
- Enough ice accumulation to cause damage to trees or power lines.
- Life threatening or damaging combination of snow and/or ice accumulation with wind.

Ice Storm Warning- ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads and bridges)

Wind Chill Index- Measure of how cold people feel due to the combined effect of wind and cold temperatures.

### Functional Content Areas That May Apply

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Mental Health Services  
Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

### Winter Storm/Ice Storm Procedures

- The Business Manager is responsible to look at long range forecasts to stockpile adequate amounts of snow and ice removal resources.
- The Superintendent is responsible to monitor the weather and make recommendations to delay and/or close.
- Road conditions should be considered when determining to stay open, delay, or close.
- Decisions to delay or close are made by The Superintendent, who has the authority to delay and/or close school. The alternate decision maker is Kathy Simpson; Business Manager.
- A decision to delay or close will be made by 9pm-10pm the night before or 5am-6am that morning.

### Decisions to delay or close

Thresholds for delaying school for snow, ice and wind chill.

- Level 1 snow emergency to delay for snow
- Level 1 snow emergency to delay for ice

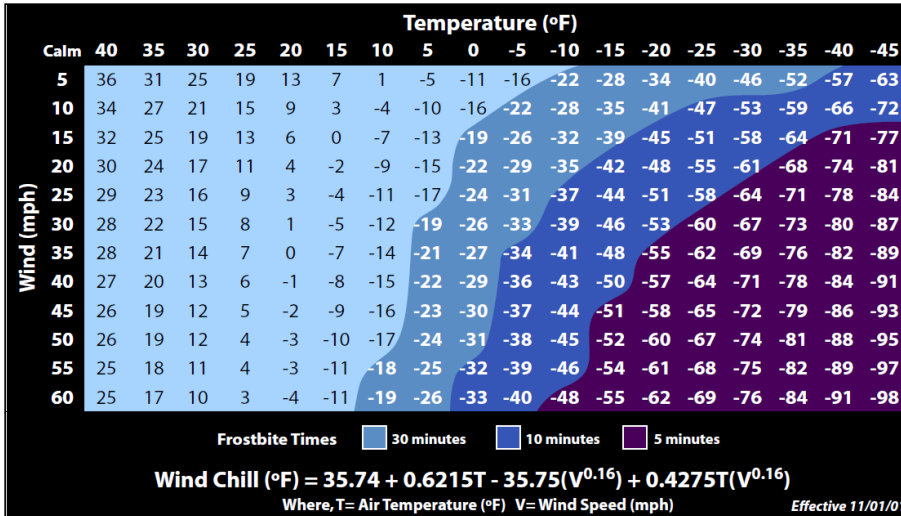
- 10 degrees F to delay for wind chill

Thresholds for closing school for snow, ice and wind chill.

- Level 2 or 3 Snow Emergency to close for snow
- Level 2 or 3 snow emergency to close for ice
- 0 degrees F to close for wind chill



## Wind Chill Chart



## VI. Recovery

Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.

The school administrator will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations as found in Section II.E of this plan. If structure is not safe, implement the **Continuity of Operations Plan (COOP)**.
- Verify continued access to student and administrative records.
- Confirm an adequate number of staff and teachers are available.
- Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with county emergency management agency as federal disaster reimbursement may be available.

### Continuity of Operations Plan (COOP)

#### Definition

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period-of-time, typically weeks or months. Plans may vary depending upon the circumstance and duration of unavailability.

#### Procedure

School districts, joint vocational school districts, and chartered nonpublic schools will be required to be open for instruction for a minimum of:

Community schools, such as The Maritime Academy of Toledo, must provide a minimum of 920 hours of learning opportunities per year.

If the facility is unavailable, the school is required to provide instructional hours that meet the annual requirement. Below are some possible solutions:

#### Short-Term Unavailability:

- If building restoration can happen within 2 weeks, consider a temporary closure and the following methods to restore instructional hours:
- Add an hour to each school day
- Hold classes on Saturdays
- Extend the school year

#### Long-Term Unavailability:

- Contact County Emergency Management Agency who can assist with resources.
- Contact the Ohio Department of Education who can provide assistance on how to meet educational requirements.
- Locate an alternate facility

- Consider local churches and community centers, with adequate space and restrooms.
- Establish a Memorandum of Understanding (MOU) for use of the facility.
- Share a building with another school by running on split schedules
- Establish an MOU.
- Transition to an online educational format
- Ensure that all students have computer and internet access.
- The local Library may be able to provide assistance.

Permanent Closure:

- Transfer student records to the Ohio Department of Education.
- Communicate closure to parents as quickly as possible.

## VII. Plan Administration

### Approval of the Plan

While developing the emergency management plan for each building, the administrator must involve the following stakeholder who **must sign** the plan as described in ORC 5502.262.

- Community law enforcement
- Fire Officials
- Emergency Medical Technician
- Emergency Management
- Behavioral Health Community Partner
- Parents of students who are assigned to the building
- Teaching employees who are assigned to the building
- Nonteaching employees who are assigned to the building

Changes made to the plan shall be shared with all emergency responders and with all signatories.

### Planning Team/Safety Committee

The Planning Team/Safety Committee, per OAC 4501: 5-1-01, is the group of building personnel and community stakeholders who address safety issues within the school. They meet 1 time per month. The team also collaborates via email, phone calls and one on one meetings. Persons who are not members of the team are invited to make security recommendations at any time and directly with school staff.

The Safety Committee members are:

Building personnel

- Jacob Lofton, Principal
- Marcus Haynes, Dean of Students
- Nurse Erin, Non-Teacher
- Lily Kilpatrick, Teacher
- Joy Goodner; Board Member

Community Stakeholders

- [INSERT NAME], Law Enforcement
- [INSERT NAME], Fire Department
- [INSERT NAME], EMS
- [INSERT NAME], Emergency Management
- Beth'a El-Shamy Behavioral Health

### Annual Plan Certification

The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

Between **January 1 and July 1** of each calendar year, the school administrator shall review the plan and certify to the Ohio Department of Public Safety that the plan is current and accurate. The certification must be entered into [OH|ID](#) no later than July 1. During the annual review, the School EOP and all

components of the Comprehensive Emergency Management Plan will be checked for compliance with ORC 5502.262 and any other applicable state or local ordinance.

Additionally, if at any time changes are made to the School EOP, the revised content will be uploaded to the school's [OH|ID](#) account within 10 days of those changes being adopted.

In order to remain in compliance with ORC 5502.262, the administrator shall renew the school emergency management plan at least once every three years. Evaluation for compliance will occur at this time.

### Personal Emergency Preparedness

All of The Maritime Academy of Toledo staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Families of staff members should anticipate that their family member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every **staff member** should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school







# Appendix

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Letter template for media release



[Insert Date]

FOR IMMEDIATE RELEASE

Subject: [Brief Description of the Emergency]

Toledo, OH,— The Maritime Academy of Toledo is currently managing a [brief description of the emergency, e.g., safety incident, weather-related event, etc.]. Our top priority is the safety and well-being of our students, staff, and the entire school community.

We are actively working with [appropriate authorities, if applicable, e.g., local law enforcement, emergency services] to address the situation. Regular updates will be provided through official channels, including our website and designated communication platforms.

At this time, we ask for the cooperation of parents and guardians to allow emergency responders to carry out their duties efficiently. We understand the concern and worry that such incidents may cause, and we are committed to providing timely and accurate information.

We appreciate the support and understanding of our community during this challenging time. Our thoughts are with those affected, and we are doing everything in our power to ensure a swift and effective resolution.

For media inquiries, please contact:

Aaron Lusk  
Superintendent  
superintendent@maritimeacademy.us

Additional updates will be provided as more information becomes available.

Thank you.

Aaron Lusk; Superintendent  
The Maritime Academy of Toledo  
803 Water St Toledo, OH 43604  
www.maritimeacademy.us

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For information on K-12 School Security Assessment Tool or any other information in this  
Emergency Operations Plan

**Visit:** <https://www.maritimeacademy.us/aboutus/doctract-document-portal/>