

## Westberry Middle School Sample Shelter-in-Place Annex

The Shelter-in-Place Annex may be activated when students, staff, and visitors need to stay indoors where it is safer. Shelter-in-place is used during a variety of emergency events, including possible exposure to severe weather or hazardous airborne materials, when it is determined that conditions on the outside of the building, or in designated parts of the building, are unsafe.

Shelter-in-place actions can involve taking protective measures against a possible severe weather situation, such as in the event of a tornado (See *Severe Weather Response Annex*<sup>1</sup>). Shelter-in-place can also be activated when hazardous materials (HazMat) contaminate the environment and it becomes necessary to temporarily seal off school occupants from the outside to prevent exposure to the contaminant. In this situation, actions include taking immediate shelter inside; shutting down HVAC (heating, ventilation, air conditioning) systems; and sealing off windows, doors, vents, and other openings to outside air (See *Hazardous Materials Response Annex* and *Reverse Evacuation Annex*). Our most probable HazMat incident in the Westfield community is from an accident involving a tanker truck carrying hazardous materials, or from an explosion at the mill or on the bay front.

Following are the Before, During, and After goals, objectives, and courses of action for Westberry Middle School to shelter-in-place.

BEFORE a Shelter-in-Place Is Required			
Goal: Have the capacity to shelter-in-place immediately			
Objective: Prepare to seal shelter locations or take personal protective actions			
Objective: Prepare to meet the basic needs of the whole school community until identified emergency is resolved			
WHO IS RESPONSIBLE	COURSE OF ACTION	DUE DATE	FOLLOW-UP REQUIRED
Assistant Principal, Town Engineer	<input type="checkbox"/> Identify most structurally sound locations in the building that provide maximum protection in a severe weather emergency. <input type="checkbox"/> Identify locations in the building that can be most easily sealed in a HazMat situation. See <i>Site Assessment Appendix</i> . <input type="checkbox"/> Identify routes that students will take to get to designated shelter-in-place locations in the event that a section of the building is inaccessible.	Two weeks before school starts in the fall	Produce building maps that mark the shelter-in-place area locations.

<sup>1</sup> References to other annexes, such as this reference to “see *Severe Weather Response Annex*,” do not refer to other sample annexes available from the REMS TA Center, but are instead meant to illustrate the interconnectedness of a real plan. All sample annexes are fictional and represent fictional schools. These are for reference only and do not depict actual decisions made by collaborative planning teams. A true annex would reflect the unique characteristics and resources of a school and its school district.

# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

## SAMPLE SHELTER-IN-PLACE ANNEX

WHO IS RESPONSIBLE	COURSE OF ACTION	DUE DATE	FOLLOW-UP REQUIRED
All Staff and Substitutes	<input type="checkbox"/> Take our <i>Safe Schools</i> online shelter-in-place training, which is located on the staff secure Website.	Before school starts in the fall	Human Resources (HR) Department verifies compliance.
Assistant Principal and New Staff/Visitors	<input type="checkbox"/> Orient new staff members to specific shelter-in-place locations in classrooms and/or in the building. <input type="checkbox"/> Teach new staff members how to turn off individual classroom ventilation units. <input type="checkbox"/> Prepare written instructions for visitors and substitute staff members, available at the front desk upon visitor registration. <input type="checkbox"/> Review procedures for assisting substitutes and visitors who may be in the building when drill/event occurs.	Before school starts in the fall	Indicate compliance on Planning Team Roles & Responsibilities Form.
Assistant Principal and Parents/Guardians (hereafter referred to as "Families")	<input type="checkbox"/> Information is presented to families on school shelter-in-lace procedures lockdown. <input type="checkbox"/> Information is also sent home to families.	During fall Open House In the second semester's school newsletter	Indicate compliance on Planning Team Roles & Responsibilities Form.
All Teachers (Coordinated by Assistant Principal with assistance from Secretary)	<input type="checkbox"/> Inventory, inspect, and replenish emergency supplies in each room. This includes a 5-gallon bucket (with toilet seat and lid) that should contain the following: <ul style="list-style-type: none"> <li>• Plastic sheeting (labeled and pre-cut to the size of doors, windows, vents);</li> <li>• Duct tape and masking tape;</li> <li>• Bottled water; and</li> <li>• See emergency supplies and go-kits approved inventory list.</li> </ul>	Before school starts in the fall	Report status to Secretary. Secretary procures and distributes missing, damaged, or expired supplies.
Principal, Assistant Principal, all administrators, all custodians, and at least one Planning Team member	<input type="checkbox"/> Physically walk to each HVAC location in the school and review/mimic procedures to turn them off. <input type="checkbox"/> Confirm that HVAC shut-off valves are labeled. <input type="checkbox"/> Inspect the valves for proper function. <input type="checkbox"/> Place operating instructions with Emergency Operations Plan (EOP).	Before the start of each school semester	Indicate compliance on Planning Team Roles & Responsibilities Form.
Health Assistant, coordinated with District Nurse Leader	<input type="checkbox"/> Using new student health forms, update shelter-in-place procedures for those with disabilities or access and functional needs.	Within first two weeks of start of school year	Send updated plan to District Nurse Leader.

# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

## SAMPLE SHELTER-IN-PLACE ANNEX

	<input type="checkbox"/> Share with Planning Team and with classroom teachers who may be responsible for students with disabilities or those with access and functional needs throughout the day and their class schedules.		
Kitchen Manager	<input type="checkbox"/> With Head Custodian, locate and inspect gas/electric shut-off valve in kitchen. <input type="checkbox"/> Inspect the valves for proper function. <input type="checkbox"/> Place operating instructions with EOP. <input type="checkbox"/> Review and share plan to quickly distribute snacks/meals to all shelter-in-place locations.	Before school starts in the fall	Send updated plan to Planning Team and District Food Services Director.
Teachers	<input type="checkbox"/> Become familiar with shelter-in-place locations within the classroom and school building, and alternative routes in the event that sections of the building are inaccessible. <input type="checkbox"/> Review shelter-in-place protocols with students. Show online video and assign roles for students (e.g., shutting windows, etc.). <input type="checkbox"/> Identify students who might require special consideration during a shelter-in-place situation, and communicate in advance with appropriate personnel to review any accommodations that will be made. <input type="checkbox"/> Prepare for drill.	Before November drill (Principal will review this during the October faculty meeting)	Review with students who were absent.
Planning Team, Principal, Fire and Police Department liaisons	<input type="checkbox"/> Plan and conduct shelter-in-place table-top exercise with various scenarios, including various times of day (before, during, and after the academic school day).	Before November drill	After-action analysis of exercise.
Whole School Community	<input type="checkbox"/> Conduct and participate in shelter-in-place drill. <input type="checkbox"/> Debrief and make immediate corrections. <input type="checkbox"/> Assistant Principal will communicate any plan revisions to all staff and families.	November	Principal completes and sends Drill Evaluation/ After-Action Report to Safety Office.

### DURING an Emergency Requiring a Shelter-in-Place

Goal: Protect students and staff from exposure to exterior hazards or contaminants

Objective: Seal the school or take personal protective actions until the emergency is resolved

Objective: Meet basic needs of the whole school community

WHO IS RESPONSIBLE	COURSE OF ACTION The following actions will occur within the <i>first 10 minutes</i> of the Shelter-in-Place announcement:
Incident	<input type="checkbox"/> Principal or School Secretary will make the announcement notifying all students, staff, and



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# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

## SAMPLE SHELTER-IN-PLACE ANNEX

Commander, Command Staff, and General Staff	visitors to immediately come inside/stay inside the building and the specific shelter-in-place procedures to implement. All staff members will follow emergency communications protocols. [See <i>Communications and Warning Annex.</i> ]
<b>WHO IS RESPONSIBLE</b>	<b>COURSE OF ACTION</b> <b>The following actions will occur within the <i>first 10 minutes</i> of the Shelter-in-Place announcement:</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal or designee will establish the Incident Command Post as Incident Commander and assign incident management personnel, as needed, according to Incident Command System (ICS) structure.</li> <li><input type="checkbox"/> First Aid/Medical Unit Leader [School Nurse]<sup>2</sup> activates procedures for tending to those with disabilities or those with access and functional needs.</li> <li><input type="checkbox"/> Food Unit Leader [Food Services Director] implements the procedures to distribute snacks/meals to each classroom.</li> <li><input type="checkbox"/> Security/Utilities Unit [security and custodians] will perform the following tasks:             <ul style="list-style-type: none"> <li>• Close and lock all common area exterior doors and windows, and any other openings to the outside; and</li> <li>• Turn off all HVAC systems and assist teachers with turning off classroom ventilation units, as needed.</li> </ul> </li> <li><input type="checkbox"/> Safety Officer [Physical Education teacher] will check log to see if there are visitors in the building, and support their safety by instructing them to stay—not leave.</li> <li><input type="checkbox"/> Operations Chief [Assistant Principal] will use the attendance roster and visitor log to account for all students, staff, and visitors (<i>see Accounting for All Persons Annex</i>).</li> <li><input type="checkbox"/> Incident Commander, in coordination with the Superintendent’s office, will assess need for off-campus evacuation protocols and/or family reunification and prepare to implement if necessary. [See <i>Evacuation Annex</i> and <i>Family Reunification Annex.</i>]</li> <li><input type="checkbox"/> Incident Commander will consult the <i>Incident Commander Checklist</i> for additional action steps.</li> </ul>
All Staff	<ul style="list-style-type: none"> <li><input type="checkbox"/> As directed by the Incident Commander and based on the nature of the emergency, all students, staff members, and visitors should remain in their classrooms or immediately go to their designated shelter-in-place areas (1–5 minutes).</li> <li><input type="checkbox"/> If directed to do so in preparation for severe weather, students and staff members will need to relocate to designated structurally sound locations, away from windows, and assume protective positions under desks, etc. (3–5 minutes). [See <i>Severe Weather Annex.</i>]</li> <li><input type="checkbox"/> If directed to do so in response to a HazMat emergency, seal the room, shutting interior door last, leaving time for delivery of food, water, and medications (5–10 minutes). [See <i>Hazardous Materials Annex.</i>]             <ul style="list-style-type: none"> <li>• Turn off classroom ventilation unit with the Hex Key taped to the lid of your yellow emergency supplies bucket.</li> <li>• Close and lock all windows and doors, and any other openings to the outside.</li> <li>• Use wet towels to seal gaps and openings around windows and under doors.</li> </ul> </li> </ul>

<sup>2</sup> Square brackets indicate who will likely fill the role under the Incident Command System (ICS).

# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

## SAMPLE SHELTER-IN-PLACE ANNEX

	<ul style="list-style-type: none"> <li>• Cover and seal all openings to the outside using plastic sheeting and tape; this includes doors, windows that can open, vents, and any other opening that would allow air from outside the building to get inside.</li> <li><input type="checkbox"/> Follow protocols to account for all students, staff members, and visitors (3–5 minutes). [See <i>Accounting for All Persons Annex</i>.]</li> <li><input type="checkbox"/> Reassure students. Continue instructional activities as feasible (until All Clear announcement).             <ul style="list-style-type: none"> <li>– In a HazMat situation:                 <ul style="list-style-type: none"> <li>▪ Activities requiring physical exertion should be avoided.</li> <li>▪ Be alert for anyone exhibiting physical symptoms like shortness of breath, dizziness or fainting, unexplained coughing or headache, etc. Request immediate medical attention by calling the First Aid/Medical Unit Leader if any of these symptoms are identified. [See <i>Public Health, Medical, and Mental Health Annex</i>.]</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Continue shelter-in-place procedures until an “All Clear” is announced or other instructions are given. Be prepared to move quickly to evacuation procedures if requested and review them with students.</li> </ul>
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### AFTER a Shelter-in-Place Emergency

Goal: Restore a safe and healthy learning environment

Objective: Clean up the physical environment

Objective: Tend to emotional needs

Objective: Evaluate and refine plans

WHO IS RESPONSIBLE	COURSE OF ACTION
Principal, Assistant Principal, School Secretary, School Nurse, and Planning Team	<p>As the situation resolves:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Incident Commander will transfer operational control back from ICS positions to those used on a daily basis.</li> <li><input type="checkbox"/> The Principal will follow emergency communications protocols to reassure stakeholders.</li> <li><input type="checkbox"/> The Head Custodian will coordinate with District Office to arrange for clean-up of the physical environment if indicated.</li> </ul> <p>Within one day:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Principal and Assistant Principal will debrief with staff, students, and community partners.</li> <li><input type="checkbox"/> The Assistant Principal will transcribe notes, update EOP, and oversee re-training as needed.</li> <li><input type="checkbox"/> The Head Custodian will oversee the restocking of shelter-in-place supplies for sealing rooms.</li> <li><input type="checkbox"/> The Cafeteria Manager will oversee the restocking of snacks/meals for shelter-in-place emergencies.</li> </ul> <p>0–5 days following the event:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Guidance Director will work with School Adjustment Counselors to provide for the</li> </ul>

# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

## SAMPLE SHELTER-IN-PLACE ANNEX

	<p>immediate mental health needs of students and staff. [See <i>Recovery Annex.</i>]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Principal, Assistant Principal, Head Custodian, and School Resource Officer (SRO) will assess impacts in the surrounding community that may affect school operations or impact students/families.</li> <li><input type="checkbox"/> The SRO will communicate with the Westberry Department of Human Services to complete the following actions:             <ul style="list-style-type: none"> <li>• Identify any possible local resources that may address needs; and</li> <li>• Identify families that have become homeless as a result of the event, and refer to the District’s McKinney-Vento Liaisons.</li> </ul> </li> <li><input type="checkbox"/> The Guidance Director, along with the District Superintendent’s Office, will update lists of community resources available for families who may have sustained home or property damage during the event.</li> </ul> <p>Within one month:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the effectiveness of the <i>Shelter-in-Place Annex</i>, related annexes, and response actions after an emergency and training exercises.</li> <li><input type="checkbox"/> Update the annexes based on the debriefing, after action report and team evaluation.</li> <li><input type="checkbox"/> Communicate any relevant updates to students, teachers, and staff members.</li> <li><input type="checkbox"/> Communicate any revised roles and responsibilities of families during response. Include media as applicable.</li> </ul>
<p>All staff, coordinated by Assistant Principal</p>	<p>Within one day:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report any damage or special concerns.</li> <li><input type="checkbox"/> Inventory and inspect supplies and report any deficiencies.</li> </ul> <p>0–5 days following the event:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will be aware of any students who need additional reassurance or support and follow referral procedures to Guidance or School Adjustment Counselor. [See <i>Recovery Annex.</i>]</li> <li><input type="checkbox"/> Guidance Director will provide information on symptoms of longer term traumatic response so that teachers are able to observe and refer students with lingering concerns. [See <i>Recovery Annex.</i>]</li> </ul>