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**Emergency Procedure**

**&**

**Communication**

**Approved Date: 9/14/2023**

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Plan Authentication and Maintenance

The pages in this section will not be needed during an emergency.

## Plan approval

I have reviewed and approved the emergency operations plan for the Maine Academy of Natural Sciences.

**Matthew Newberg** 9/14/23

MeANS Head of Schools Date

**Mike Muir** 9/

MeANS Governing Board Chair Date

## Plan coordination

I have reviewed and coordinated on the emergency operations plan for the Maine Academy of Natural Sciences.

**Michael Smith** 9/22

Date

Somerset County Emergency Management Director

**Chief Thomas Gould** 9/22

Date

Law enforcement representative

**Chief Duane Bickford** 9/22

Date

Fire and Emergency Services Representative

Town of Fairfield

**Michelle Flewelling** 9/22

Date

Town Manager

Town of Fairfield

**Karen Normadin** 9/22

Date

President

Kennebec Valley Community College

## Plan update procedure

This plan will be reviewed in August prior to every school year and whenever there is a significant change in circumstances, policy, or personnel. It will be approved by the Governing Board at the first meeting of the year. It will also be reviewed after any emergency. The following people will conduct the review, with additional participants as needed:

* Head of School
* Asst. Head of School
* Office Manager
* Custodian
* Emergency Management Director, Town of Fairfield
* Fire Chief, Town of Fairfield
* Director of Emergency Medical Services, Somerset County

The following people are authorized to make routine changes (such as updating phone trees or staff lists) without formal approval:

* Head of School or authorized representative

Questions to review annually include the following:

* Are the evacuation sites and routes still available, barrier-free, and hazard-free? Have we reconfirmed availability with the site managers? (Have the locks changed?)
* Have there been any changes to staff or staff phone numbers?
* Have there been any changes to who is in charge of emergency functions?
* When a change is made to the plan, the secretary will (1) circulate the changed page(s) to everyone on the distribution list with a cover letter asking them to insert the new page and destroy the old page and (2) enter the change on the Record of Changes (see next page).

When the annual review finds that no changes are necessary, fill in the date, write “no change,” and initial.

At the time of the annual plan review, check all emergency kits and replace batteries and expired medications and food items.

## Record of changes

| **Date of change** | **Nature of change** | **Page(s)** | **Head of School’s initials** | **Date distributed** |
| --- | --- | --- | --- | --- |
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## Plan distribution list

Head of School

Administration, Faculty and staff

Governing Board

Maine Charter School Commission

KVCC

Good Will-Hinckley

LC Bates Museum

One copy for each emergency kit

Superintendent

District transportation director

District facilities director

District public information officer

Local emergency management director

Local Emergency Medical Services director

Local police department

Local fire department

County emergency management director

Contact person, relocation site 1

Contact person, relocation site 2

Contact person, relocation site 3

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

## PURPOSE

The purpose of this plan is to help the staff and students of the Maine Academy of Natural Sciences prepare to respond quickly, safely, and effectively to emergencies on the campus of Good Will-Hinckley.

By emergencies, we mean sudden events that endanger life, health, or safety. They may occur on campus, during a field trip or other off-campus school event, or in the community in a way that endangers the school.

The plan consists of three sections:

1. Plan Authentication and Maintenance

2. Mitigation and Preparedness

3. Response and Recovery

Pages in each section are numbered separately.

Only section 2 will be needed during an emergency.

! No plan can be more than a general guide; each emergency is different. Know the plan, but carry it out with common sense and flexibility.

! In any list of actions, scan forward and backward to see whether you may need to do them in a different order.

Mitigation and Preparation

The pages in this section will not be needed during an emergency.

**Hazard analysis and mitigation**

Since every site is different, it’s important to look closely at each school’s specific needs, vulnerabilities, and resources and adapt emergency plans accordingly.

The word “hazard” can describe two different things: external dangers that may affect the school, such as a severe storm or an armed intruder, and internal situations that could create or exacerbate a danger, such as chemicals that are stored insecurely or shrubbery behind which an intruder could hide.

Some hazards can be removed entirely; others can be made less dangerous (mitigated). Ongoing hazards need to be prioritized based on the likelihood of their occurrence and how much harm they would do to people and property if they did occur.

Important points to consider:

* **Make it a team job.** The greater the variety of campus and community members represented on the team, the more effective it will be. This will also help build relationships needed in any future emergency response.
* **Consider not only the school grounds** but also routes to and campus, major transportation routes, and any nearby buildings that are large or vulnerable or contain hazardous materials. Consider hazards that could affect community events that take place at school.
* **Conduct a walk-through** in addition to pen-and-paper exercises.
* **Brainstorm first,** then choose the high-priority hazards to address first.
* **Update the emergency plan** based on what this analysis uncovers.
* **Repeat yearly** and whenever there are significant changes to the building or grounds.

Base your analysis on the checklists that follow,[[1]](#footnote-1)\* and modify them as needed.

## Identify hazards

Could these hazards occur at or near this campus? For items checked “yes,” see next page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes |  | No | Accident, off site, during school activity, involving serious injury or death |
|  | Yes |  | No | Accident, on site, involving serious injury or death |
|  | Yes |  | No | Blight/infestation |
|  | Yes |  | No | Bomb threat or suspicious package |
|  | Yes |  | No | Building collapse (*Glenn Stratton Learning Center and Moody Schools*) |
|  | Yes |  | No | Contamination of food, drinking water, air, or soil |
|  | Yes |  | No | Cyber attack |
|  | Yes |  | No | Dam failure (Transportation) |
|  | Yes |  | No | Demonstration or protest |
|  | Yes |  | No | Earthquake |
|  | Yes |  | No | Erosion, including coastal |
|  | Yes |  | No | Fire or explosion at school |
|  | Yes |  | No | Hazardous materials release, offsite near school |
|  | Yes |  | No | Hazardous materials release, onsite |
|  | Yes |  | No | Hostage incident |
|  | Yes |  | No | Infectious disease or pandemic |
|  | Yes |  | No | Landslide |
|  | Yes |  | No | Medical emergency on campus |
|  | Yes |  | No | Subsidence (sinkholes, etc.) |
|  | Yes |  | No | Suicide at School |
|  | Yes |  | No | Transportation incident, air |
|  | Yes |  | No | Transportation incident, highway |
|  | Yes |  | No | Transportation incident, rail |
|  | Yes |  | No | Tsunami |
|  | Yes |  | No | Uncontrolled animal/insects (including bee and wasp attacks) |
|  | Yes |  | No | Utility failure |
|  | Yes |  | No | Violence at school: armed intruder |
|  | Yes |  | No | Violence at school: fights |
|  | Yes |  | No | Violence at school: other |
|  | Yes |  | No | Water loss or contamination |
|  | Yes |  | No | Weapons of mass destruction (biological, nuclear, incendiary, chemical, or explosive) |
|  | Yes |  | No | Weather: flooding |
|  | Yes |  | No | Weather: severe heat or cold |
|  | Yes |  | No | Weather: severe storm |

## Prioritize hazards

Enter the items for which you checked “yes” into the left-hand column, answer the questions, and assign a priority.

| **Hazard** | **Frequency?** | **Severity?** | **Warning?** | **🡪 Priority** | **Score** |
| --- | --- | --- | --- | --- | --- |
| Accident, Off-Site | **4—**Highly likely  **3—Likely**  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—Critical**  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| Accident, On-Site | **4—Highly likely**  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—Critical**  **2**—Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 11 |
| Bomb Threat or Suspicious Package | **4—Highly likely**  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| Building Collapse | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—Catastrophic**  **3—**Critical  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| Contamination of Food and Water | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—Critical**  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 9 |
| Cyber Attack | **4—Highly likely**  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—**Limited  **1—Negligible** | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 9 |
| Dam Failure (Transportation) | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—Unlikely** | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—**Minimal  **3—**6 to 12 hours  **2—12 to 24 hrs**  **1—**24+ hours | \_\_\_ High  \_\_\_ Medium  **\_\_\_ Low** | 5 |
| Demonstration or Protest | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—**Minimal  **3—6 to 12 hours**  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  \_\_\_ Medium  **\_\_\_ Low** | 7 |
| Fire or Explosion | **4—**Highly likely  **3—Likely**  **2—**Possible  **1—**Unlikely | **4—Catastrophic**  **3—**Critical  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 11 |

Each hazard that is assigned a high or medium priority should be addressed in the emergency response plan.

**Prioritize Hazards – Continued**

| **Hazard** | **Frequency?** | **Severity?** | **Warning?** | **🡪 Priority** | **Score** |
| --- | --- | --- | --- | --- | --- |
| Hazardous Materials Release, Offsite | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—Critical**  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 9 |
| Hazardous Materials Release, On-site | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 8 |
| Hostage Incident | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—Catastrophic**  **3—**Critical  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| Infectious Disease or Pandemic | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—Critical**  **2—**Limited  **1—**Negligible | **4—**Minimal  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—24+ hours** | \_\_\_ High  \_\_\_ Medium  **\_\_\_ Low** | 6 |
| Medical Emergency | **4—Highly likely**  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| Transportation Incident, Air | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—Unlikely** | **4—Catastrophic**  **3—**Critical  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 9 |
| Transportation Incident, Highway (Road closure) | **4—**Highly likely  **3—Likely**  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—**Limited  **1—Negligible** | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 8 |
| Uncontrolled Animal/Insects | **4—Highly likely**  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| Utility Outage | **4—Highly likely**  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—**Limited  **1—Negligible** | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 9 |

**Prioritize Hazards – Continued**

| **Hazard** | **Frequency?** | **Severity?** | **Warning?** | **🡪 Priority** | **Score** |
| --- | --- | --- | --- | --- | --- |
| Violence at School: Armed Intruder | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—Catastrophic**  **3—**Critical  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | **\_\_\_ High**  \_\_\_ Medium  \_\_\_ Low | 10 |
| School Violence, Riot | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—Unlikely** | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  \_\_\_ Medium  **\_\_\_ Low** | 7 |
| Suicide at School | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—Unlikely** | **4—**Catastrophic  **3—Critical**  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 8 |
| Water loss or contamination | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 8 |
| Weapons of Mass Destruction | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—Unlikely** | **4—Catastrophic**  **3—**Critical  **2—**Limited  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 9 |
| Weather: severe heat or cold | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—**Minimal  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—24+ hours** | \_\_\_ High  \_\_\_ Medium  **\_\_\_ Low** | 5 |
| Weather: Severe storm | **4—**Highly likely  **3—**Likely  **2—Possible**  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—Limited**  **1—**Negligible | **4—Minimal**  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  **\_\_\_ Medium**  \_\_\_ Low | 8 |
|  | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—**Limited  **1—**Negligible | **4—**Minimal  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  \_\_\_ Medium  \_\_\_ Low |  |
|  | **4—**Highly likely  **3—**Likely  **2—**Possible  **1—**Unlikely | **4—**Catastrophic  **3—**Critical  **2—**Limited  **1—**Negligible | **4—**Minimal  **3—**6 to 12 hours  **2—**12 to 24 hours  **1—**24+ hours | \_\_\_ High  \_\_\_ Medium  \_\_\_ Low |  |

## Mitigate hazards

Address as many of the following as are applicable. List other concerns discovered during walk-through.

|  | **Yes** | **No** | |
| --- | --- | --- | --- |
| **Not applicable** | **Planned** |
| All rooms are numbered, with big signs on doors inside and out. |  |  |  |
| A building map with room numbers labeled, to give to first responders, is located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  |  |  |
| All locks and lights are working. |  |  |  |
| We have an effective system for IDing staff and monitoring visitors. |  |  |  |
| The following campus access issues have been addressed:   * The number of entrances and exits is limited. |  |  |  |
| * All infrequently used rooms and closets are locked. |  |  |  |
| * Access to utilities, roofs, and cleaning closets is secured. |  |  |  |
| * Bus lots are secured and monitored. |  |  |  |
| * Other: |  |  |  |
| Hazardous and flammable items are safely stored. |  |  |  |
| Any structural problems within the building have been addressed. |  |  |  |
| Slippery surfaces and slip/fall hazards have been repaired or removed. |  |  |  |
| Fire-retardant window shades have been installed in all rooms. |  |  |  |
| The following are as secure as possible from storms, earthquakes, and explosions:   * suspended ceilings, hanging lights, and hanging plants |  |  |  |
| * large windows |  |  |  |
| * tall bookcases and cabinets and other heavy furniture and appliances |  |  |  |
| * computers and other equipment and heavy objects |  |  |  |
| * hazardous materials storage areas and other sources of radiation, gas, or vapor |  |  |  |
| * power lines and gas delivery systems |  |  |  |
| Parking is at a distance from the building. |  |  |  |
| The grounds do not provide hiding places for intruders. |  |  |  |
| All areas neat and uncluttered. |  |  |  |
| Well heads are padlocked. |  |  |  |
| Reporting of safety hazards is encouraged. |  |  |  |
| Reporting of lost and stolen keys is encouraged. |  |  |  |
| Bullying is discouraged, and students are encouraged to report concerns. |  |  |  |
| Cough etiquette, hand-washing, and staying home when sick are encouraged. |  |  |  |
| Other: |  |  |  |
|  |  |  |  |

For items in the “planned” column, attach a copy of the plan, with target completion date, name of person(s) responsible, and method for reviewing progress.

# Preparedness

Once hazards have been identified, and plans have been made to remove or mitigate as many of them as possible, the next steps are:

* Forming an emergency planning and response team or teams
* Creating an emergency response and recovery plan, or reviewing and modifying the existing plan
* Practicing the plan

## Team

Team can be useful at every step of the emergency management process.[[2]](#footnote-2)\* They can be campus-based, district-wide, or regional. The most effective teams incorporate a variety of perspectives from within and outside the school. The following teams have been established:

* **Campus Wide Emergency Preparedness Team**

Head of School, Admin, Faculty and Staff, Local Law Enforcement – Fairfield Police Chief, Fairfield Fire Department Chief, Somerset Regional Communications Center

Emergency response team members’ roles and responsibilities should be clearly outlined in the emergency plan, and at least one alternate should be listed for each team member.

### Incident Command System

Campuses and Schools are increasingly being encouraged to learn the federal Incident Command System (ICS), which is discussed briefly in the “Liaison with Other Agencies” section of this plan. It’s especially important for anyone who will be working with emergency responders during an incident to understand this system.

The Federal Emergency Management Agency offers free online ICS classes through its Independent Study Program (http://training.fema.gov/IS/). Click on the “ISP Course List” and look for “Introduction to the Incident Command System for Schools.” Your municipal or county emergency management agency may also be able to arrange an on-site class for you.

## Planning

A campus response and recovery plan is the next section of this document. It must be adapted in any case to meet each site’s needs. Municipal and county emergency managers are also available to help and advise.

Plans should be updated yearly and whenever major changes to the school environment occur.

## Training, Drills, and Exercises

A minimum annual training plan might consist of the following.[[3]](#footnote-3) Whenever possible, include emergency responders (police, fire, medical) and other community partners in training.

| **Function to be trained** | **Participants** | **Month of drill**  **Time of day** | **Simultaneous with other training?** |
| --- | --- | --- | --- |
| Evacuation/Fire Drill | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | Fire Drills - 6 per year  Evacuation – 1 per year | [if yes, list] |
| Evacuation with primary exit blocked | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | 1 per year | w/ evacuation/fire drill |
| Reverse evacuation | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | 1 per year | [if yes, list] |
| Lockdown/ Lockout | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | 2 per year | [if yes, list] |
| Shelter in place | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | [vary times] | [if yes, list] |
| Student and staff accounting (attendance) | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | This will take place for each drill | [if yes, list] |
| Internal and external communications  (Alerting Staff, Parental Notifications, media and emergency responders) | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | Practice during our evacuation drill | [if yes, list] |
| Other: | \_\_\_ students  \_\_\_ teachers and staff  \_\_\_ parents  \_\_\_ volunteers  \_\_\_ district staff  \_\_\_ emergency responders [list]  \_\_\_ other [list] | [vary times] | [if yes, list] |

**Additional training and orientation issues**

|  |  |
| --- | --- |
| Plan for orientation of new and itinerant staff and substitutes: | Itinerant staff will need to be updated by the principal, as they will probably not be around when the plan is reviewed. Review of emergency plan will be part of training for new hires. |
| Plan for orientation and involvement of parents: | Evacuation drill will be prefaced in weekly newsletter. |
| For each drill, an after-action review will be held: | Immediately following drill. |
| Lessons learned will be incorporated into the plan: | Following after-action review. |
| Other: |  |

## Memoranda of Understanding

Insert copies behind this page of any written agreements with relocation sites, the Red Cross, health and mental health agencies, the county, and other schools.

Response and Recovery

**Who does what? Site specific –** Administration, Development, Cottages, College Step Up, Glenn Stratton Learning Center, Maine Academy of Natural Sciences, LC Bates Museum, Maintenance

This list specifies who has primary and backup responsibility for key response roles during an emergency.

**COMMAND**

| **Function** | **Designate** Name/title/contact info | **Assistant/backup 1** Name/title/contact info | **Assistant/backup 2** Name/title/contact info |
| --- | --- | --- | --- |
| **Incident command**   * Direct the emergency response. * Announce lockdown, evacuation, or other emergency steps. * Ensure that the other people on this list have what they need to do their jobs, are doing them, and are not taking unnecessary safety risks. | Matthew Newberg Head of School, 238-4102 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |
| **Liaison**   * Ensure that emergency responders have the information they need. * Ensure clear communication between the incident commander and emergency responders. * Ensure clear communication between the school and the district. | Matthew Newberg Head of School, 238-4102 | Emergency Management Director, Town of Fairfield | Joyce Ryan, Office Manager, 238-4100 |
| **Public information**   * Clear information with the incident commander before releasing it to the media. * Provide timely and accurate information to media representatives. Organize news releases, fact sheets, interviews, and news conferences as needed. Coordinate with public information staff from other responding agencies. If needed, provide a place for media representatives to work. * Oversee and support staff answering phones; organize phone bank if needed.   Update school and district websites. | Matthew Newberg Head of School, 238-4102 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |

**PLANNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Function** | **Designate** Name/title/contact info | **Assistant/backup 1** Name/title/contact info | **Assistant/backup 2** Name/title/contact info |
| **Student accounting and release**   * Ensure that all students are accounted for during and after an emergency. * Ensure that attendance rosters and emergency care cards are brought to any evacuation site.   Ensure that student release to parents after an emergency is orderly and well documented. | Matthew Newberg Head of School, 238-4102 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |
| **Evacuation**   * Ensure that the evacuation route and site are safe. * Ensure that nobody is left behind. * Ensure that emergency kit(s) are brought to the evacuation site. * Work with transportation coordinator to transport students and staff to the site. * Oversee the evacuation.   Work with the student accounting and release staff to ensure that all students are accounted for and safely released to a parent or guardian. | Matthew Newberg Head of School, 238-4102  Chief of Fairfield Fire Department – 453-2429 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |
| **Special needs**   * Ensure that students, staff, and visitors who may have difficulty understanding or complying with emergency instructions receive the help they need and that any medical needs exacerbated by the emergency are cared for. | Individual teachers of students with special needs | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |
| **Incident documentation**   * Keep a record of events, actions, and communications. * Keep copies of all correspondence and receipts. * When the emergency ends, turn these records over to the principal. | Matthew Newberg Head of School, 238-4102 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |

**LOGISTICS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Function** | **Designate** Name/title/contact info | **Assistant/backup 1** Name/title/contact info | **Assistant/backup 2** Name/title/contact info |
| **Communications**   * Help as needed with emergency announcements. * Verify that communications equipment is working; implement backup plan if necessary. * Distribute emergency communications equipment. * Ensure that warnings have reached the entire campus and any off-campus groups. * Ensure that warnings reach students, staff, and visitors with special needs. * Ensure that parents are informed quickly and accurately. * Answer phones and support the orderly flow of information. | Matthew Newberg Head of School, 238-4102  Town of Fairfield’s Emergency Management Director – 453-2429 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |
| **Site security**   * Ensure that entrances are locked, if this step is called for, but that it is still possible to exit. * Direct emergency responders to the emergency site. * Check utilities (water, electricity) and sanitation conditions and report problems to the incident commander. * Shut off utilities if necessary. * Monitor entrances; escort parents, media, and other visitors to the appropriate location. | Matthew Newberg Head of School, 238-4102  Eric Saucier – Maintenance Supervisor – 660-5824 | Patrick Henyan, Asst. Head of School, 238-4100  Chief, Fairfield Fire Dept. 453-2429 | Joyce Ryan, Office Manager, 238-4100 |
| **Transportation**   * Organize transportation in case of an evacuation or early release. * Respond as needed to emergencies that take place on a school bus or at an off-campus event. | Matthew Newberg Head of School, 238-4102  Paula Taylor, Transportation Coordinator, 238-4105/4107 | Patrick Henyan, Asst. Head of School, 238-4100 | Joyce Ryan, Office Manager, 238-4100 |
| **Facilities**   * If necessary, shut off water, electricity, and/or cable television feed.   + Survey and report damage to the incident commander. | Eric Saucier – Maintenance Supervisor – 660-5824 | Chief, Fairfield Fire Department - 4532429 | Sean Getchell, Custodian, 238-4100 |

**OPERATIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Function** | **Designate** Name/title/contact info | **Assistant/backup 1** Name/title/contact info | **Assistant/backup 2** Name/title/contact info |
| **Student Safety**   * Help ensure the safety and well-being of students, staff, and visitors. * Supervise students in carrying out emergency procedures. * Take roll book and classroom emergency kit on any evacuation. * Take attendance each time the class relocates during an emergency procedure. * Remain with students until the emergency is resolved. * Report missing students and staff to **Building Principal**. | Teachers and school staff |  |  |
| **Student Health**   * Provide first aid or emergency treatment as needed. * If needed, perform triage and supervise other trained first aid providers until emergency service personnel arrive. * Communicate treatment needs to emergency service personnel. * Provide support to students and staff for emotional and social recovery.[[4]](#footnote-4) | Individuals locally identified with Emergency Response Medical Training (First Aid, CPR, EMT, School Nurse) |  |  |

! Act safely and prudently. Take time to assess the situation and make a plan. Use protective equipment when necessary. You will not be able to help others if you become injured yourself.

# General emergency functions

## Incident command

In an emergency, this person will direct the response: ***Head of School, Asst. Head of School***

If s/he is not available, this person will take charge: ***Fairfield Fire Chief – 453-2429***

If s/he is not available, this person will take charge: **Fairfield Police Chief Police Chief – 453-9322**

The location of the command post will depend on the situation.

If that site is not accessible, it will be located ***Buckminster Garage.***

The Head of School’s emergency kit is located in the ***Main Office***

! If police or firefighters respond to the incident, they will probably take over primary responsibility (incident command). But it is extremely important that school personnel remain involved in the response and keep communicating with emergency responders.

|  |
| --- |
| Incident Command System  Government agencies now use a standardized chain of command called the Incident Command System or ICS. You may also hear references to the National Incident Management System or NIMS.  The person serving as liaison between the school and emergency responders should be familiar with ICS.The following diagram shows its basic structure.[[5]](#footnote-5) |

## Liaison with other agencies

In a large or complex incident, it can be a good idea for someone other than the principal/incident commander to take on this task.

* Meet emergency responders who have been called to the school, direct them to the emergency site, give them a school map and a master key, and let them know if anyone is still in the building.
* Ensure clear communication between the school, the district, and responding agencies such as the police, fire and emergency medical personnel, county and municipal emergency managers, and the Red Cross.
* Help whoever is handling media relations for the school to coordinate their efforts with public information officers from other responding agencies.

Emergency phone numbers, and information about the school for emergency responders, are listed in the “Emergency information” section.

## Warning and communications

! If there is a risk of fire or explosion, do not use cell phones, radios, or pagers within 15 feet.

### Initial alert

The alert for lockdown is ***LOCKDOWN***

For lockout/secure campus: ***SECURE SCHOOL***

For evacuation: ***FIRE ALARM WILL SOUND***

For reverse evacuation: ***BULL HORN SIREN***

Backup communication in case of a power outage is ***CELL PHONES***

When phone lines are down: ***CELL PHONES, RUNNERS AND RADIOS***

When cell phones and radios can’t be used: ***E-MAIL, PERSONAL CELL PHONES***

These areas on campus cannot be reached by the public address/bell system: ***One Acre Farm, Greenhouses, Barn***

In an emergency, they will be alerted as follows: ***MEANS GREEN IS RED***

If any classes or other groups are off campus when the emergency starts, this person will know who and where they are: ***OFFICE MANAGER***

These groups will be alerted as follows: ***MEANS GREEN IS RED***

These special needs are known to exist in the school community (*do not list names or confidential information here)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The school’s special-needs roster is kept ***OFFICE MANAGER***

In an emergency, students, staff and visitors with these special needs will be alerted as follows: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

During an emergency, use your best judgment about whom to call first; when possible, call in this order: (1) school office, (2) 911, (3) administration office.

|  |
| --- |
| When calling 911  Remain calm. Speak slowly and clearly. Listen to all instructions. Answer all questions completely.  Do not hang up; keep the line open — as the emergency unfolds, it may become more difficult to get a connection. Keep call live and **DO NOT** disconnect because it taking longer to be answered. |

### Communicating with school families

The school has the following avenues for communicating with families:

\_\_\_\_ phone-tree ***\_\_\_\_*** email ***\_\_\_\_***backpack letters

\_\_\_\_ voice mail ***\_\_\_\_*** website ***\_\_\_\_*** other: ***ALERT NOW***

If a minor but troubling incident is resolved without requiring changes to the school schedule or a parent or guardian’s input, the school will communicate with families

* when these conditions make it necessary: ***AT DISCRETION OF HEAD OF SCHOOL***
* by this method: ***PHONE***

During a more serious incident that requires notifying parents before the incident is resolved, the school will communicate with families

* as soon as these conditions occur: ***AT DISCRETION OF HEAD OF SCHOOL***
* by this method: ***PHONE/ALERT NOW***

If there is an emergency at school, the fastest and safest way for families to get information about their children is ***ALERT NOW3***

Steps we will take to control rumors include  ***ALERT NOW/TEACHER STATEMENTS***

! Keep messages simple and jargon-free. Do not speculate. Describe the situation, list the steps the school is taking, and say what families can do to support students or help the school.

### Other communications information

We have the following communications capabilities, and the rooms/people they connect are as follows:[[6]](#footnote-6)

***\_\_\_\_*** public address system ***ENTIRE BUILDING***

***\_\_\_\_\_*** intercom ***ENTIRE BUILDING AND PARKING LOT***

***\_\_\_\_\_*** landline phones: voice ***OFFICES AND CLASSROOMS***

***\_\_\_\_\_\_*** landline phones: fax ***FRONT OFFICE***

***\_\_\_\_\_\_\_*** cell phones ***HEAD OF SCHOOL***

***\_\_\_\_\_\_\_***  email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_ pagers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_ radios ***FRONT OFFICE, TRANSPORTATION OFFICE , AND VEHICLES***

***\_\_\_\_\_\_\_\_*** megaphones

\_\_\_\_ runner system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Public information

When speaking with members of the media or the public, do not speculate, guess, cast blame, make promises you’re not sure you can keep, say “no comment,” comment “off the record,” try to predict the future, or lose your temper.

You don’t have to be superhuman or please everyone. Just be accurate, and as helpful as you can be within reasonable limits. Don’t be afraid to say “I don’t know, but I’ll get back to you.”

### Working with the media

Public information is handled at the \_\_\_ school ***\_\_\_*** campus.. level.

The person designated to speak with the media on behalf of the school is the ***HEAD OF SCHOOL***

*Backup/alternate:* ***ASST. HEAD OF SCHOOL***

All others are encouraged to refer media questions to this spokesperson.

The work area for the school’s public information staff will be ***MAIN OFFICE***

*Alternate site:*

The media staging area will be ***ACCORDING TO DIRECTIVE FROM MAIN OFFICE***

*Alternate site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

|  |
| --- |
| The media can help the school get crucial information out to families and the community. If we treat media representatives with courtesy and generosity, we are more likely to be able to set limits when we need to. |

Media contact information is listed in the “Emergency information” section of this plan. When working with the media:

* Issue a simple, factual statement as soon as possible after the incident.
* Designate an area for media representatives to gather that is convenient for them but not too close to the active response or to the families’ waiting area.
* Provide a space for the school’s public information staff to work, with phone and Internet connection and enough room to accommodate PIOs from other agencies if necessary.
* For interviews, choose a site that protects student and staff privacy and is free of distressing background sights and sounds.
* Look for ways that media representatives can get meaningful photographs and video footage without compromising privacy or hindering emergency responders. If necessary, consider “pool” coverage, where one still photographer and one video photographer are given access and share their work with colleagues.
* Keep a record of actions taken, including copies of any documents produced.
* Further guidelines for working with the media are included in the “Forms, templates, and job aids” section.

If there is an evacuation, media announcements should include the request that parents bring identification when they come to pick up their children.

### **Working with the public**

Our plan for handling large numbers of incoming calls is ***UPDATE ALERTNOW PHONE MESSAGE AND WEBSITE AS NECESSARY***

The following person will ensure that telephone answerers have updated information and will brief them on how to handle calls: ***HEAD OF SCHOOL***

*Backup/alternate:* ***ASST HEAD OF SCHOOL***

Prospective volunteers should contact ***OFFICE MANAGER***

*Backup/alternate:* ***ASST HEAD OF SCHOOL***

People wishing to make donations should contact ***BUSINESS MANAGER***

*Backup/alternate:* ***HEAD OF SCHOOL***

The school has a website: ***XX*** yes \_\_\_\_ no.

If yes, a link to emergency information is ready to be activated if needed: \_***XX***\_ yes \_\_\_\_ no.

If yes, this person will be responsible for activating it and updating the information: ***HEAD OF SCHOOL***

Steps we will take to control rumors include ***Utilizing AlertNow message system to provide timely and accurate data as well as make sure appropriate data is available on our website and is updated in a timely fashion.***

## Evacuation – Site Specific – **Maine Academy of Natural Sciences**

! For a bomb threat, choose an evacuation site with as much distance and shielding (e.g., sturdy wall or earthen bank) from the suspected bomb as possible.

! For a hazardous materials spill, choose a site at least 300 feet away.

The alert for evacuation is ***Fire Bell***

Evacuation sites and staging areas and transportation contacts are listed at the end of this section.[[7]](#footnote-7)

**Campus office steps**

* Decide whether an evacuation is the safest option — whether it is safer outside the school than in.
* Evacuate immediately if there is fire, structural damage, a gas leak, or a hazardous materials spill.[[8]](#footnote-8)
* If you smell gas or hear a blowing or hissing noise and leave immediately. Shut off the gas at the outside meter and do not turn it back on.
* Choose the safest evacuation site and route — keeping in mind the type of hazard, wind direction, building stability, and possible obstructions. (For a hazardous materials release, evacuate upwind if possible, otherwise crosswind.)
* Assign two people to scan the evacuation route and site for suspicious items or activity.
* Assign someone to carry supplies to the site.
* Assign someone to coordinate the site.
* If evacuating off school grounds:
* Request transportation (see contact list in the “Emergency information” section); give number of people and any special needs.
* Assign someone to coordinate the bus staging area.
* Notify relocation site contact person (see contact list in the “Emergency information” section); give number of people and any special needs.
* Notify district office.
* Give the evacuation signal.
* Ask the school nurse to bring student medications and records to the evacuation site.
* Ensure that staff and students with mobility impairments and other special needs are able to evacuate.
* Assign two people to sweep the building and ensure nobody is left behind.
* Assign someone to receive attendance reports from each class and report any missing students or staff to the principal and, as needed, to emergency responders.
* Assign someone to shut external doors after it is certain there is no unforeseen hazard outside the school.
* Assign someone to wait **in a safe place** to direct emergency responders.
* Assign someone to take notes for a record of the incident and to collect receipts for any expenses incurred.
* We do encourage students to bring coats.

**Classroom steps**

* Pick up the classroom emergency kit and the day’s attendance list.
* Prepare to help students with special needs to evacuate.
* Reassure students and set a calm example.
* In an orderly fashion, leave by the quickest and safest route.
* Go to the primary evacuation site unless you are directed otherwise or encounter a hazard.
* As much as possible, leave the middle of hallways and staircases empty for emergency workers.
* Leave external doors wedged open until you are sure there is no unforeseen hazard on the outside.

! If the evacuation is due to fire and you encounter a closed door, stop and feel the door. If it is hot, do not open it; seek an alternate route. When you first open the door, scan for fire and be prepared to close the door quickly if necessary.

* Be alert to any suspicious items or people and report them to ***Main Office***
* Do not re-enter the building until it has been declared safe.
* Teachers remain with students until the emergency is concluded.

**At the bus staging area**

* Make sure that bus drivers know the route to the relocation site.
* Verify that the route is clear of hazards.
* The relocation site coordinator and supplies will leave on the first bus.
* ***BUCKMINSTER GARAGE***
* The staff responsible for bus staging and for attendance will leave on the last bus.

**At the evacuation or relocation site**

* Take attendance and check for injuries. Do this every time you move to a new location. Report any missing students or other problems to the site coordinator.
* Report attendance information to the site coordinator by   
  runner ***XX*** other: ***TEACHER***
* Teachers remain with students until the emergency is concluded.
* Organize a site for student reunification with parents/guardians.
* Notify families directly and via local media where they can pick up their children.
* Follow steps in the “Student accounting and release” section for releasing students.
* Continue to take notes for a record of the incident.

! Do not re-enter the building until it has been declared safe.

### Evacuation information

**On campus**

Indoor assembly area: **BMR**

*Alternative:* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Outdoor assembly area: **Buckmnister Garage**

*Alternative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Emergency bus staging area: **Buckminster Garage**

*Alternative:* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Reunion/release area: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

*Alternative:* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Parents can park at: **Prescott Lot**

*Alternative:* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Off campus**

**Relocation site 1**

Location: **Fairfield Community Center**

Contact person: **Fairfield Chief of Police – 453-2429**

Route to site: **Route 201 South into Fairfield - Water Street**

Alternate route: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Reunion/release area at site: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Parent parking: **Fairfield Community Center Lot**

**Relocation site 2**

Location: **Kennebec Valley Community College**

Contact person: **Timothy McDonald -453-5811 – Office, 779-4470**

Route to site: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Alternate route: \_

Reunion/release area at site: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Parent parking: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Relocation site 3**

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Route to site:

Alternate route:

Reunion/release area at site:

Parent parking:

**Transportation contacts**

School/district: **Paula Taylor – 238-4105/4107**

Commercial/backup: **Paula Taylor – 238-4105/4107**

## Reverse evacuation

The alert for reverse evacuation is ***RETURN TO SCHOOL BUILDING NOW***

These parts of the campus grounds cannot be reached by public address system: ***N/A***

Communication with those areas will be by: **Matthew Newberg – 238-4102**

When carrying out reverse evacuation:

* Scan the area for any unattended students.
* Move inside the building quickly.
* Assist anyone with special needs.
* If you don’t have an assigned classroom or can’t reach your classroom, go to ***BMR***
* Once in the classroom, take attendance and check for injuries.
* Report extra, missing or injured students or other problems to ***HEAD OF SCHOOL, OFFICE MANAGER***
* Await further instructions. Teachers who are with students at the start of an emergency remain with them until the emergency is concluded.

## Lockdown – Site Specific –Maine Academy of Natural Sciences ! Only lock external doors if they can still be opened from within for use as exits.

! Do not use cell phones or radios, or turn lights on and off, if there is a risk of explosion within 15 feet.

The alert for a lockdown is ***LOCKDOWN***

During a lockdown, classrooms will communicate with the school office by ***INTERCOM, CELL PHONE, and E-MAIL***

The all-clear signal is ***HEAD OF SCHOOL, ASST. HEAD OF SCHOOL AND LAW ENFORCEMENT*** will go to each room and unlock rooms individually.

**School office steps**

* Call 911. (Do not hang up; keep the line open.)
* Give the lockdown alert.
* Assign staff to sweep common areas to make sure everyone is in a safe, locked room. Make sure they have a safe place to go when they are finished.
* Hold all bells/announcements from being sounded.
* Notify district office.
* Assign someone to take notes for a record of the incident.
* Ignore fire evacuation bell unless accompanied by official notification

**Classroom steps**

* Look for students in the hallway immediately outside the room and bring them in quickly.
* Close the door; lock it if possible. Leave curtains and blinds open unless directed to do differently. Red car in window indicates injury, missing student, or another emergency situation. Green card means all present and accounted for. No card at all indicates hostage situation in room
* Turn off lights (including computer monitors).
* Stay away from doors and windows and behind a solid wall if possible. Remain quiet.
* Take attendance and check for injuries.
* If there are extra, missing, or injured students, inform the office. Otherwise, make sure the teacher can be reached (e.g., phone ringer is on) but do not call out.
* Consider and care for any special needs.
* Reassure students and set a calm example. Engage students in quiet activities.

Do not open the door until ***HEAD OF SCHOOL AND LAW ENFORCEMENT*** unlocks rooms individually.

**If you are not in a classroom**

Unaccompanied students: Go to the closest room supervised by an adult; follow instructions.

Teachers with students: Take your students to the nearest secure room or to the emergency assembly area; follow instructions for classrooms but let the school office know where you are.

**If you are outside the building**

Use your judgment as to whether you can more quickly reach a safe place on campus or off campus.

Once you have reached safety, if there is a safe way to let the school office know your location, do so.

## Lockout/secure campus – Site Specific –Maine Academy of Natural Sciences

! Only lock external doors if they can still be opened from within for use as exits.

! Do not use cell phones or radios, or turn lights on and off, if there is a risk of explosion within 15 feet.

The alert for lockout/secure campus is ***SECURE SCHOOL***

During a lockout, classrooms will communicate with the school office by ***INTERCOM, CELL PHONES***

The all-clear signal is ***HEAD OF SCHOOL/Designee with Law Enforcement with unlock individual classrooms***.

Lockout/secure campus is similar to a lockdown but allows classroom activities to continue. It can be used when the known or suspected danger is outside the school.

* Carry out a reverse evacuation (anyone outside of the school comes in).7[[9]](#footnote-9)
* Evacuate temporary buildings to the main building.
* Cancel outside activities.
* Lock all doors and windows.
* Station observers.
* Close blinds or curtains on outside windows.8
* Classrooms stay in close contact with the office; office stay in close contact with first responders.
* Continue classroom activities.
* Be prepared to go into lockdown.
* Reassure students and model calm behavior.
* If central meeting place is needed, students will **BMR.**

## Shelter in place

The alert for sheltering in place is ***SHELTER IN PLACE***.

The all-clear signal is ***ALL CLEAR***.

The areas designated/equipped for sheltering in place are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They \_\_\_are \_\_***OR***\_\_ are not capable of being sealed off from a toxic hazard outside the building.

They ***\_\_*** are ***OR*** \_\_\_ are not safe during severe weather (away from windows and large-span roofs).

They \_\_\_ have ***OR*** \_\_have not been checked for hazards such as unsecured bookcases and heavy wall hangings.

Sheltering supplies are located: ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

### During school emergencies

**School office steps**

* Give the shelter-in-place alert.
* Give the alert for reverse evacuation for students and staff that are outside.
* Call 911 if necessary (do not hang up; keep the line open).
* Monitor the emergency by radio, Internet, and/or other means.
* If the emergency involves hazardous materials outside the building, seal off the ventilation system.
* Person responsible: ***HEAD OF SCHOOL, ASST HEAD OF SCHOOL, TEACHERS***
* If they are not available: vents are in ***INDIVIDUAL CLASSROOMS***  
  They can be sealed as follows: ***IN INDIVIDUAL CLASSROOMS***
* Notify the district office.
* Assign someone to take notes for a record of the incident and to collect receipts for any expenses incurred.

**Classroom steps**

* Close all doors and windows.
* If people in the room experience physical difficulties and you believe the room may be contaminated, seek shelter in another room.
* Turn off the classroom HVAC system and fans.
* Turn off pilot lights and other sources of ignition.
* Help those needing special assistance.
* Take attendance, check for injuries, and report missing and extra students to the office.
* Stay away from doors and windows, and do not leave the shelter area.
* Reassure students and model calm behavior. Engage students in quiet activities.

### The campus as community shelter

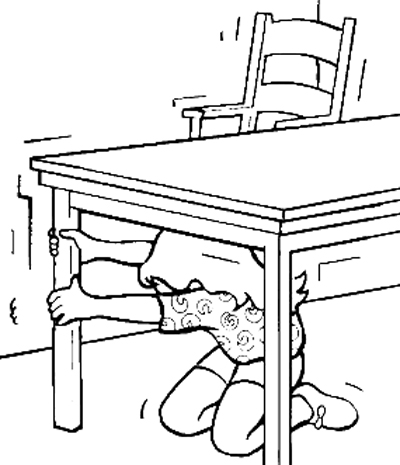
This school \_\_\_\_ is ***XX*** is not a designated Red Cross disaster shelter. If it is:

* A copy of the *Agreement to Permit the Use of a Facility as a Red Cross Emergency Shelter* has been attached to the “Memoranda of Understanding” section of this plan.[[10]](#footnote-10)9
* The Red Cross will request use of the building in writing.
* A Red Cross contact can be reached at \_\_\_\_\_\_\_\_\_\_\_\_\_(after hours\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).
* The school will provide the following people to work with the Red Cross during sheltering (check if appropriate and give name and phone number):[[11]](#footnote-11)10
* Building manager/overall Red Cross Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Food service coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Custodial Services Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* If the school is functioning as a public shelter, security and safety services will be the responsibility of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The procedure for shutting down the shelter is outlined in the *Agreement to Permit the Use of a Facility as a Red Cross Emergency Shelter*.
* Document all major steps taken and communications made.

## Drop, cover, and hold

This procedure may need to be implemented quickly during a severe windstorm, explosion, or earthquake.

* **Drop** to your knees.
* **Cover**
* **Indoors**
  + Move under a desk or table or next to a solid wall.
  + Face away from windows and from the source of danger.
  + Cover your head with your hands or arms or extra clothing or a notebook.
  + Protect your eyes and ears.
* **Outdoors**
  + Avoid power lines and buildings.
  + Take cover behind a secure object or in a ditch, if possible.
  + Follow the steps above.
* **Hold** onto the legs of a desk or table or other secure object if possible. If the object moves, move with it.

## Attendance, accounting, and release

These steps will be followed during a lockdown or evacuation or whenever directed by the principal.

* During a lockdown, classrooms will communicate with the school office by ***INTERCOM, RADIO, EMAIL, CELL PHONE***
* During an evacuation, classrooms/groups will communicate with the evacuation coordinator by ***FACE TO FACE***.

### Attendance: students

* Teachers who are with students when an emergency begins stay with them until it is resolved.
* Take attendance at the start of the emergency and every time you and your students move to a new location.
* Report missing, extra, and injured students to ***OFFICE MANAGER*** who will compile them, ascertain whether anyone is missing, and notify the superintendent.

### Attendance: faculty, staff, volunteers, and visitors

* Faculty and staff will be accounted for during an emergency as follows: ***VIA INTERCOM, RADIO, EMAIL, CELL PHONE.***
* Our sign-in procedure for volunteers and visitors is: ***OFFICE SIGN-IN AND ID BADGES***
* Volunteers and visitors will be accounted for during an emergency as follows: ***BY CHECKING OFFICE SIGN-IN***

### Reunion and release

Reunion and release sites for the school campus and for each evacuation/relocation site are listed in the “Evacuation” section.

* Student emergency care cards are located ***MAIN OFFICE; INFINITE CAMPUS***
* Person(s) responsible for bringing them to the evacuation/release site: ***OFFICE MANAGER***
* Person who will oversee the reunion/release site: ***HEAD OF SCHOOL***
* *Backup/alternate:* ***AS DESIGNATED BY HEAD OF SCHOOL***
* Tables will be set up for each grade and clearly marked by a sign at adult eye level.
* Paper, markers, and tape for signs are located IN ***EMERGENCY FOLDER***
* ***OFFICE MANAGER*** will staff the tables and are authorized to access students’ emergency care cards.
* ***SUPPORT STAFF*** will serve as runners between the student holding area and the release site. Runners must be authorized to accompany students to the reunion area, since teachers must stay with their classes.
* Set up two tables, one for parents to fill out a release request form and one to release children to parents.
* Staff at the request table:
* Greet and reassure parents.
* Ask parents to fill out a release request form and present a picture ID.
* Compare the name on the form to the ID card and to the authorized names on the emergency care card. If the names match, send a runner to bring the child to the release area. If the names don’t match, the student will not be released under any circumstances unless personally authorized by the Principal.
* Give the request form to the staff at the release table.
* Staff at the release table:
* Recheck the parent’s ID.
* Release the child to the parent.
* Complete and file the release request.
* Document any problems and unusual incidents.
* Students not picked up by parents or guardians will be transported by bus and dropped off at their designated bus stop only after parents have been notified about the arrangement.

## Addressing special needs

During an emergency, repeat messages frequently and in the simplest possible terms. This will help everyone. Provide messages in alternate formats as needed.

As of this date ***2-2-15*** this school has students or staff, or regular visitors known to have

\_\_\_\_ yes ***\_\_\_\_*** no impaired mobility

\_\_\_\_ yes \_\_\_\_ no impaired vision

***\_\_\_\_*** yes \_\_\_\_ no impaired hearing

***\_\_\_\_*** yes \_\_\_\_ no cognitive disabilities

***\_\_\_\_*** yes \_\_\_\_ no medication that needs to be taken during the school day

\_\_\_\_ yes ***\_\_\_\_***no medication that needs to be refrigerated

***\_\_\_\_*** yes \_\_\_\_no an assistive device that requires electricity

\_\_\_\_ yes\_\_\_\_ no a condition that could become unmanageable under the stress of an emergency

\_\_\_\_yes \_\_\_\_no mental health needs

\_\_\_ yes \_\_***\_\_*** no other special needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If “yes” was checked above, specific information about who may need help with these needs during an emergency is kept ***IN EMERGENCY INFO PACKETS***

Bus drivers and chaperones are informed of passengers with allergies, medical conditions, and other special needs as follows:

* Routine bus routes: ***AS NEEDED***
* Field trips and special events: ***AS NEEDED***

The following supplies are needed to provide that help: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

They can be found \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Push brooms to clear debris from evacuation routes can be found ***IN CUSTODIAN CLOSET***

|  |
| --- |
| Helping people with special needs during an evacuation  People’s needs and preferences will vary, whether they are adults or children. Ask before you try to help.  If smoke or vapors are present, help anyone with respiratory complications immediately.  Remind people with medications to bring them when they evacuate.  For **visually impaired** individuals:   * Announce the type of emergency. * Offer your arm for guidance. * Tell the person where you are going and describe any obstacles you encounter. * When you reach safety, ask if further help is needed.   For **hearing-impaired** individuals:   * Use gestures or turn lights on and off to gain the person’s attention. * Write a note with evacuation directions or use gestures. * Make sure further instructions, for example at the relocation site, are understood.   For individuals using **crutches, canes, or walkers**:   * If necessary, give the same support you would give to an injured person. * Help them walk to the evacuation site, if possible. * If necessary, carry them to safety. You may be able to seat them in a sturdy chair, or one with wheels, and carry or push it.   For individuals using **wheelchairs**:   * Most wheelchairs are too heavy to carry; if the chair can’t be pushed to safety, consult with the person to determine the best carry options. * Reunite the person with the wheelchair as soon as possible.   Adapted from: *Model Emergency Management Plan,* Marin County Office of Education, available at http://mcoeweb.marin.k12.ca.us/emerprep/plan.html (accessed April 22, 2009). |

## Documenting the incident

Document every threat and incident thoroughly, even if it does not appear serious at the time. This will provide you with a legal record and help you identify any patterns that emerge over time.

For a major incident, it is best if at least two people carry out this function.

* Report to the main site(s) of the emergency and take as detailed and accurate notes as possible on major actions and communications, including times.
* Keep a record of purchases and other expenses; save all receipts.
* Keep copies of letters, press releases, and other written communications.
* Ask phone answerers to keep a record of calls.
* When the emergency is over, collect these records and turn them in to the principal.
* These notes, together with any other documentation from the incident, will be stored in the ***MAIN OFFICE.***

## Recovery – who will contact who?

The campus has made the following arrangements for tasks/resources that may be needed after an emergency:

|  | **Action plan** | **Primary contact person** |
| --- | --- | --- |
| Damage assessment |  | ***HEAD OF SCHOOL, DIRECTOR OF MAINTENANCE*** |
| Building repair |  | ***MAINTENANCE*** |
| Alternate classroom site(s) | ***DETERMINED IF NEEDED*** | ***HEAD OF SCHOOL SOMERSET COUNTY EMERGENCY MANAGEMENT DEPARTMENT*** |
| Volunteer coordination | ***DETERMINED IF NEEDED*** | ***HEAD OF SCHOOL SOMERSET EMERGENCY MANAGEMENT DEPARTMENT*** |
| Donation coordination | ***DETERMINED IF NEEDED*** | ***HEAD OF SCHOOL SOMERSET EMERGENCY MANAGEMENT DEPARTMENT*** |
| Crime victim assistance[[12]](#footnote-12)11 | ***DETERMINED IF NEEDED*** | ***HEAD OF SCHOOL SOMERSET EMERGENCY MANAGEMENT DEPARTMENT*** |
| Mental health support[[13]](#footnote-13)12  • for students  • for faculty and staff  • on campus  • community referrals | ***CAMPUS CRISIS TEAM*** | ***SCHOOL SOCIAL WORKER*** |
| District, state, or national crisis support teams |  | ***CRISIS TEAM*** |
| Memorials and funeral services |  | ***SCHOOL EMERGENCY TEAM*** |
| Lessons learned/ plan update | After an emergency, the team designated to handle routine plan updates will lead an assessment of the school’s response to the emergency, involving as many members of the school community as possible, revise the plan as needed to reflect lessons learned, circulate it to the distribution list, and arrange for any necessary retraining. The county and municipal emergency management directors are available to help. | ***SCHOOL EMERGENCY TEAM*** |
| Other: |  |  |

# Hazard-specific advice[[14]](#footnote-14)14

## Fire/explosion

! If there is a fire hazard or explosion hazard, do not use cell phones or radios and do not turn light switches on and off.

! Do not try to fight a fire yourself

Fire extinguishers are located ***REFERENCE ATTACHED MAPS***

Fire alarms are located ***NEXT TO EVERY ENTRANCE/EXIT DOORIN THE MAIN FLOOR. SECOND FLOOR ONE BY EACH SIDE OF THE STAIRS***

* Activate the fire alarm or send someone to activate it.
* Call 911; give the most specific information possible about the fire’s location. (Do not hang up; keep the line open.)
* Follow instructions for an evacuation. Stay low to avoid smoke. Shut doors behind you when possible to help keep the fire from spreading.
* Ensure that the path is clear for emergency vehicles.
* Send someone to direct emergency responders to the incident site. Provide responders with a school map and a master key and let them know if anyone is still in the building.
* Notify the district office.
* Notify principal and firefighters of any missing students.
* Follow procedures listed in the “Warning and communications” section for informing families.
* Document the incident.

## Hazardous materials release

! If there is a fire or explosion hazard, do not use cell phones, radios, or pagers within 15 feet and do not turn light switches on and off.

! If you smell gas or hear a blowing or hissing noise and leave immediately.

! Avoid any contact with a hazardous material spill. Do not attempt to clean it up or remove it yourself; contain it if possible and wait for trained responders.

! If you encounter a hazardous material, remove contaminated clothing and shower or wash down immediately. Cut off contaminated clothing rather than pulling it over your head.

! Do not eat, drink, or apply makeup if there is any chance your hands may be contaminated.

The following hazardous materials are located on campus: ***BLEACH, PAINT, and CLEANING MATERIALS[[15]](#footnote-15)15***

Their Material Safety Data Sheets (information on decontamination and first aid) are located: ***CUSTODIAN CLOSET[[16]](#footnote-16)16***

In-school contact for help with hazardous materials: **HEAD OF SCHOOL**

Community contact for help with hazardous materials: ***TOWN OF FARFIELD EMERGENCY MANAGEMENT DIRECTOR***

### Spill or release on campus

* If you have encounter a hazardous substance, do not wait—remove contaminated clothing and shower/wash down immediately. Every second counts. (Cut clothing rather than pulling it over your head.)
* If possible, to do so safely and quickly, note the name of the substance and how quickly it is spreading.
* Contain the spill, if possible, but do not attempt to clean it up unless you are trained and equipped to do so.
* Prevent the spill from entering drains or environmentally sensitive areas IF POSSIBLE
* Move everyone out of the room and close the door. Place wet towels at the foot of the door. Evacuate neighboring rooms if necessary.
* Have everyone who was in the vicinity of the spill wash their hands.
* Notify the principal.
* Shut off heating/cooling/ventilation to the area.
* If the spill is beyond your routine cleanup capacity, call 911. (Do not hang up; keep the line open.) Err on the side of caution: If you think you need help, get help. Tell the dispatcher what has been spilled, how much, and where the spill is.
* Ensure that the path is clear for emergency vehicles.
* Send someone to direct emergency responders to the spill site. Give responders a school map and a master key and let them know if anyone is still in the building.
* Do not allow anyone to enter the area or touch the spilled material unless they have appropriate training and protective gear.
* If there are signs of a gas leak (odor or hissing sound), evacuate immediately.
* For a hazardous materials release, evacuate upwind if possible, otherwise crosswind.
* Do not return until the building has been declared safe.
* If the spill creates an ecological hazard, it must be reported to the Maine Department of Environmental Protection (1-800-452-4664). Central Office will take care of this
* If the air appears to be contaminated, cover mouth with cloth and take short, shallow breaths.
* Notify the district office.
* Follow procedures listed in the “Warning and communications” section for informing families.
* Document the incident.

! Once the gas is shut off, only a trained professional should turn it back on.

### Spill or release outside the school

* Follow advice from emergency responders.
* Carry out shelter-in-place protocol.
* Seal off outside air vents.
* Person responsible: ***MAINTENANCE DIRECTOR***, ***HEAD OF SCHOOL, SECRETARY***
* If they are not available, vents are in ***EVERY CLASSROOM***  
  They can be sealed as follows: ***THEY CAN’T BE MANUALLY SHUT OFF, SEAL THEM WITH DUCT TAPE, PLASTIC.***
* Follow procedures listed in the “Warning and communications” section for informing families.

## Severe weather

! If there is any chance of a gas leak or flammable spill, extinguish all flames including pilot lights. Do not turn lights on or off, and do not use cell phones, radios, or pagers within 15 feet.

! Do not remain in a portable building if a storm is expected; seek shelter in the main building.

! Never enter a flooded basement or room; have the utility company shut off gas and power.

The school’s NOAA Weather Radio is in ***MAIN OFFICE***

The person responsible for monitoring it is: ***HEAD OF SCHOOL, ASST HEAD OF SCHOOL, OFFICE MANAGER***

An alternate method of weather tracking (e.g., radio, television, Internet) is ***INTERNET***

It is located ***THROUGHOUT BUILDING***

The most storm-safe shelter area on campus is ***??????***

Follow these steps before and during severe weather.

* As soon as a storm watch is declared, bring everyone indoors—and out of any portable buildings into the main building.
* Review procedures and safe area locations with students.
* Discourage parents from picking up their children if you are not certain they can reach shelter before the storm hits. Mobile homes are not safe during high winds.
* Close all windows and doors.
* Secure, or stay away from, furniture and wall hangings that could pose a hazard.
* Consult with the district office as needed.
* Follow procedures listed in the “Warning and communications” section for informing families.
* Document steps taken by the school to respond to severe weather.

### Winter storms

If you’re in a vehicle, stay there unless you can see shelter very nearby. It is easy to become disoriented in cold and snow.

### Thunderstorms

Lightning can strike as much as 15 miles away from where it is raining. If you can hear thunder or see lightning, you are close enough to be struck — even if the sky above you is blue. If you hear even a distant rumble, move indoors immediately. **When thunder roars, go indoors!**

* **Indoors,** stay away from plumbing, electrical appliances, televisions, metal doors and window frames, and corded phones.
* **At an outdoor event,** move indoors immediately, and encourage any spectators to do the same. Wait 15 minutes after the last thunder or lightning to go back outside.
* **There is no safe place outdoors during a thunderstorm. Every outdoor school activity should include a plan for getting indoors quickly.**[[17]](#footnote-17)18
* People struck by lightning may be paralyzed and appear dead but still survive. Give CPR and first aid as needed, treat for shock, and stay with the victim until help arrives.

### Hail

Hail comes from the same part of a thunderstorm as tornadoes do. It can break skylights, windows, and car windshields. Take shelter.

### Hurricanes

Students are unlikely to be at school during a hurricane. Before the storm hits, secure the building and grounds as well as possible; do a thorough safety evaluation before staff or students return.

Drop, Cover, and Hold

**Drop:** Drop to your knees.

**Cover: Indoors:** Move under a desk or table or next to a solid wall. Face away from windows and from the source of danger. Make yourself as small as possible. Cover your head with your hands or arms or extra clothing or a notebook. Protect your eyes and ears.

**Outdoors:** Avoid power lines and buildings, take cover behind a secure object or in a ditch, and follow the steps above.

**Hold:** Hold onto the legs of a desk or table or other secure object if possible. If the object moves, move with it.

## Medical emergency

! Do not move the victim unless there is an immediate threat to safety — especially if you suspect a head, neck, or back injury.

! Do not attempt to give care that is beyond the scope of your training. Do not give medicine without authorization.

! Protect yourself from contact with body fluids; use gloves and goggles if possible.

Location and phone number of nurse’s office: ***EXTENSION???1 @ MeANS. DIRECT LIN????????***

Person to notify of medical concerns if the school nurse is not present: ***MAIN OFFICE/ HEAD OF SCHOOL***

First aid kit(s) are located ***Site specific***

Person responsible for maintaining first aid kits and defibrillators: ***Site Specific***

* Call 911 if necessary. (Do not hang up; keep the line open.)
* Send someone to notify the school nurse (or in the nurse’s absence, ***HEAD OF SCHOOL, OFFICE MANAGER***
* Send someone to notify the office and bring back the ill or injured person’s emergency care card.
* Send someone to meet responders and direct them to the site.
* Reassure the patient.
* Scan the area for hazards.
* Check for a medical alert tag, which may be worn as a bracelet or necklace.
* Provide first aid within the scope of your training.
* If the patient must be cared for in a public area, consider calling a lockdown to prevent students from witnessing a distressing scene or inadvertently hindering emergency responders.
* Wash hands after providing care.
* Notify parent or guardian if the patient is a minor.
* If patient(s) are transported to hospital, send a staff person to accompany them, or meet them there and stay with them until their families arrive.
* Notify the district office.
* Follow procedures listed in the “Warning and communications” section for informing families.
* Document the incident.

|  |
| --- |
| Reasons to call 911   * You believe it’s necessary. * The ill or injured person * is not **breathing**, is having difficulty breathing or shortness of breath, or is choking. * has no **pulse**. * is **unconscious**, semiconscious, or unusually confused. * has **bleeding** that won’t stop or is coughing up or vomiting blood. * has **chest pain or pressure**. * has been **poisoned** or has taken an overdose. * has a **seizure** for the first time, a seizure that lasts more than 5 minutes, or multiple seizures, or has a seizure and is pregnant or diabetic. * has **injuries** to the head, neck, or back. * has sudden, severe **pain** anywhere. * has an open **wound** over a suspected fracture or where bone or muscle is exposed. * has any condition that could result in permanent **disability** (for example: lack of pulse, feeling, or normal color on injured arm or leg; amputation; severe eye injury). * could be further injured by being moved. * **needs the skills or equipment** of paramedics or emergency medical technicians. * **needs hospital care**, and distance or traffic conditions could delay getting him/her there. * You are not sure, but you believe it may be necessary.   *Adapted from California Emergency Medical Services Authority,* Emergency First Aid Guidelines for California Schools, *August 2004 (www.emsa.ca.gov/pubs/pdf/emsa196.pdf, accessed 5 February 2009).*  When calling 911  Remain calm. Speak slowly and clearly. Listen to all instructions. Answer all questions completely. Do not hang up; keep the line open — as the emergency unfolds, it may become more difficult to get a connection. |

## Infectious disease/pandemic

This school is not a designated backup medical care facility in case of a public health emergency.

! The most important ways to protect yourself from pandemic flu and other infectious diseases are to practice good health and hygiene habits and to stay home when you are sick.

Since every disease outbreak is different, schools must stay informed and respond flexibly.[[18]](#footnote-18)19 Start with the following steps.

* Encourage good hygiene and cough etiquette:
* When you cough or sneeze, cover your mouth with your sleeve or a disposable tissue.
* Don’t put your fingers near your eyes, mouth, or nose.
* Wash your hands frequently and thoroughly.
* When you’re sick, stay home.
* Report notifiable illnesses to the Maine Center for Disease Control. A list of reportable diseases, blank reporting forms, and additional information can be requested by phone (1-800-821-5821) or found online (www.maine.gov/dhhs/boh/ddc/epi/disease-reporting/index.shtml).
* Seek up-to-date information advice from the Maine Centers for Disease Control and other sources. [[19]](#footnote-19)\*

|  |
| --- |
| Sources for up-to-date information on infectious diseases   * Maine Center for Disease Control — 1-800-821-5821 (24 hours), 287-5301 (8 to 5); www.mainepublichealth.gov * U.S. Centers for Disease Control — 1-800-232-4636, www.cdc.gov * state and federal pandemic flu websites — www.maineflu.gov and www.pandemicflu.gov * World Health Organization (www.who.int) |

## Utility failure[[20]](#footnote-20)20 20

After hours/emergency phone company contact: ***207 612-9117***

After hours/emergency electricity contact: ***Somerset County Regional Communication Center – 474-6386***

After hours/emergency water contact: ***DIRECTOR OF PHYSICAL PLANT***

Other after hours/emergency contact: ***DIRECTOR OF PHYICAL PLANT***

A document detailing utility shutoff valve locations and procedures, and any necessary keys or tools, are located in main office

**If the water supply fails:**

Our plan to provide drinking water is contact ***IF GENERATOR DOES NOT ADEQUATELY ADDRESS NEEDS, CHILDREN WILL BE SENT HOME.***

Our plan to provide toilet facilities is contact ***SITUATIONAL***

Our plan to supply food service needs is contact\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Other considerations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**If the electric supply fails:**

Our plan to provide lighting is contact ***GENERATOR.***

Our plan to provide heating is contact ***GENERATOR***.

Our plan to provide ventilation is contact ***GENERATOR.***

Our plan to communicate within the school is ***FACE TO FACE***

We have students or staff dependent on electricity-driven medical devices: \_\_\_\_ yes ***\_\_\_*** no.

If yes, our plan to keep them safe is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Other considerations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Our heating system** is powered by ***OIL.***

Backup plan in case of failure is ***GENERATOR***.

**Our kitchen facilities** are powered by ***ELECTRICITY***.

Backup plan in case of failure is ***CANNED GOODS/DRY GOODS***.

Steps to take during a utility failure:

* If there is an electrical outage, turn off all electrical equipment (computers, typewriters, electric power equipment, and offset press) individually. Then shut off all electrical switches at the electrical panel. When power is restored, check the effect of the power outage on the site (refrigerated food, clocks, timers, etc.)
* For any utility failure, inform the district office, follow procedures for notifying families if necessary, and document the incident.

## Bomb threat

! If you find a suspicious object, do NOT touch it. Alert emergency responders immediately. Reinforce this caution with students.

! Do not use cell phones, cordless phones, pagers, or radios, or turn lights on or off, if there is a risk of explosion within 15 feet.

! Do not smoke or place a metal object near a suspected bomb.

! Do not change environmental conditions (light, temperature, pressure, sound, magnetic fields).

! Choose an evacuation site with as much distance and shielding (e.g., sturdy wall or earthen bank) from the suspected bomb as possible.

! Always consider the possibility that there may be more than one bomb.

Give every bomb threat a careful assessment, even if you think it may be a prank. Always call 911.

**If the threat is in writing:**

* Alert a colleague to begin the emergency response.
* Preserve the note for police with as little handling as possible. ***Place it in a paper bag with minimum amount of handling it.***
* Photograph any threat written on a wall.
* Print out and save any email threat.

**If the threat is by phone:**

* Alert a colleague to begin the emergency response.
* Remain calm and courteous.
* Keep the caller talking (if necessary, pretend you’re having difficulty hearing).
* Get as much information about the bomb as possible: Where is it? What does it look like? What will set it off? When will it explode?
* Be aware of background noises and the sound of the caller’s voice.
* Note time of call. Note caller ID if available.**[[21]](#footnote-21)21**

**For all threats:**

* Notify the principal.
* Call 911. (Do not hang up; keep the line open.)
* Ensure that the path is clear for emergency vehicles.
* Send someone to wait **in a safe place** and direct emergency responders to the incident site. Provide responders with a school map and a master key and let them know if anyone is still in the building.
* The danger zone from a bomb blast can range from a few hundred feet to over a mile. Choose an evacuation site with as much distance and shielding (e.g., a building, sturdy wall, or earthen bank) as possible.
* Avoid, and face away from, windows and glass doors.
* As much as possible, leave desks and lockers unlocked.
* Follow evacuation protocol, including attendance, alert principal and emergency responders to any missing students.
* Notify the district office.
* When cleared to return, quickly scan classrooms and other areas again for suspicious or out-of-place objects before allowing students to return.
* Follow procedures listed in the “Warning and communications” section for informing families.
* Document the incident. (Document every threat and the school’s response to it, regardless of whether law enforcement is involved, or the school is evacuated.)

|  |  |
| --- | --- |
| When receiving a bomb threat, note caller’s exact words and listen for other clues. | |
| **Ask questions:**   * Where exactly is the bomb? * What time is it set to go off? * What will cause it to explode? * How do you deactivate it? * What does it look like? * Is it in plain sight or hidden? * Who set the bomb? Why? * Where are you calling from? * What is your name? * How old are you? | **Evaluate caller’s voice for:**   * Gender * Age (adult/teen/child) * Accent * Speech impediment * Intoxication * Slow/rapid/normal speech * Anything unusual * Is the voice familiar? If so, who does it sound like?   **Listen for background noise.** |

|  |
| --- |
| Scan for suspicious objects or evacuate immediately?  This tough decision must be made on a case-by-case basis.  If you do evacuate, send two people to check the evacuation route and site for suspicious objects. Always consider the possibility that there may be more than one bomb.  A person who uses a room regularly is best able to tell whether something is out of place. Scan the entire room quickly at all levels, floor to ceiling, and listen for any unusual sounds. Do not use radios, cell phones, or walkie-talkies. Do not turn lights on or off. If you find a suspicious object, do not touch it — evacuate immediately.  Common areas where bombs might be placed  **Outside:** trash cans, dumpsters, mailboxes, bushes and trees, storage areas, manholes, building ledges, parked vehicles  **Inside:** mail rooms, restrooms, trash cans, planters, inside desks or storage containers, false ceilings, utility closets, areas hidden by drapes or curtains or rugs, behind pictures, in boiler rooms, under stairwells, in recently repaired or patched segments of walls, floors, or ceilings, in light fixtures or ventilation ducts, or in plain view  *Adapted from* Overseas Bomb Threat Awareness*, Department of State publication 10428, http://www.state.gov/m/ds/rls/rpt/19726.htm, and* A Guide to Handling Bomb Incidents, *Georgia Bureau of Investigation, gbi.georgia.gov/vgn/images/portal/cit\_1210/18/16/88296503Bomb\_Tech\_final.pdf (both documents accessed May 6, 2009).* |

## Suspicious package or envelope

! Do not handle, smell, or try to open a suspicious package or envelope.

! Follow the warnings for a bomb threat.

Warning signs of a suspicious package include:

* It is unexpected, or the sender is unfamiliar.
* It is addressed to someone no longer with the school.
* It has no return address, you can’t confirm that the return address is legitimate, or the return address does not match the postmark.
* It has too much postage or is sealed with too much tape.
* It has an unusual weight for its size.
* It is lopsided, lumpy, or oddly shaped.
* It is marked with restrictions such as “personal” or “confidential.”
* It has misspelled words.
* It has stains, an odor, or protruding wires or aluminum foil.
* It is leaking a suspicious substance or making a noise.

If you receive a suspicious package:

* Do not handle it or smell it or clean up any leaks.
* Isolate it.
* Evacuate the immediate area.
* Wash your hands thoroughly with soap and water.
* Notify the principal.
* Call 911. (Do not hang up; keep the line open.)
* Make a list of everyone who came in contact with the package.
* Decide whether to evacuate the building.
* Notify the district office.
* Follow procedures listed in the “Warning and communications” section for informing families.
* Document the incident.

## Violence and crime on campus

The situations described below range from almost routine to extremely serious and can sometimes escalate with little warning. In addition to keeping students and others safe, you may need to do the following, depending on school policy and the nature of the incident:

* Keep any potential crime scene as undisturbed as possible.
* Notify emergency responders and the district office.
* Document the incident.
* Provide follow-up care.[[22]](#footnote-22)22

Creating a safe school climate and learning how to effectively assess a potential threat of violence are extremely important tasks that are beyond the scope of this document. One helpful resource is *Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates* — a joint project of the U.S. Secret Service and the Department of Education. It is available online from both www.secretservice.gov/ntac.shtml (scroll down) and www.edpubs.ed.gov (enter title in search box).

### Unauthorized visitor

The school policy toward visitors is as follows: ***REPORT TO OFFICE, SIGN IN, and GET VISITORS BADGE***

* If possible, ask another staff person to accompany you when you approach the visitor.
* Pleasantly ask the visitor to give his/her name and reason for visiting and to check in at the office.
* Accompany the visitor to the office or to the exit.
* If the person refuses to check in or leave, do not force the issue, but notify the office immediately.
* If the person seems hostile or potentially violent, back up but maintain eye contact.
* Always allow an avenue for escape for the visitor and for yourself.
* Keep your posture and facial expression as calm and nonthreatening as possible.
* Don’t argue. Let them vent. Make comments like “What can we do to make this better?” or “I understand the problem and I am concerned” or “We need to work together on this problem.”
* Encourage the person to move away from students; encourage bystanders to disperse.
* Notify the office even if the person leaves the campus. Report as much as you are able to remember about their appearance, including items carried, vehicle, license plate, and any other details.

**Hand Signals**: ONE FINGER – All Ok, you can leave; TWO FINGER – Stay & Help; THREE FINGERS - Danger, stay & help – call 911; FIST – Weapon – call 911

### Weapon (no shots fired)

* If possible, isolate the person and prevent him/her from accessing the weapon or backpack.
* If the weapon is in a locker or other storage place, seal off the area.
* If you notice the weapon during class: Stay calm and try not to draw students’ attention to it. Notify the office or another staff person as soon as possible. Do not leave the classroom.
* If the individual displays the weapon or makes a threat, do not try to disarm him/her. Avoid sudden moves. Speak calmly and address the person by name. Make sure that both you and the armed individual have an escape route at all times.
* Move other students out of harm’s way.
* Notify the office. Give them as much information as possible:
* who has the weapon (name or description)
* what the weapon is
* where the individual is
* whether he/she has threatened self or others
* Initiate lockdown. ***Make it top priority***
* Call 911. (Do not hang up; keep the line open.)
* Send someone to wait **in a safe place** and direct emergency responders to the incident site. Provide responders with a school map, a master key, and the location of any video surveillance, and let them know who is still in the building.

### Shooting

* Call 911. (Do not hang up; keep the line open.)
* Place the campus on lockdown.
* If the danger is immediate (such as an active sniper) and you cannot get to a safe location, assume as compact a position as possible, as low to the ground as possible, behind a tree or other structure if possible.
* Do not gather in groups.
* Direct nearby students and staff into rooms that can be locked.
* Notify the principal.
* Ensure that the path is clear for emergency vehicles.
* Send someone to wait **in a safe place** and direct emergency responders to the incident site. Provide responders with a school map, a master key, and the location of any video surveillance, and let them know who is still in the building.
* Disconnect the television feed but keep all security cameras on.

### Hostage-taking

**On the scene**

* Do not argue with a hostage taker. As much as possible, do what he/she tells you to. Treat him/her with calmness and respect. Do not argue, make suggestions, or try to negotiate.
* Observe the person well and try to remember details in order to give a good description later.
* Remain calm and reassure students; encourage safe behavior by students.

**In the office**

* Call 911. (Do not hang up; keep the line open.)
* Prepare a list of who is in the room and prepare to notify their families.
* Send someone to wait **in a safe place** and direct emergency responders to the incident site. Provide responders with a school map, a master key, and the location of any video surveillance, and let them know who is still in the building.
* Once the hostage taker is contained, evacuation may become possible. Announce the evacuation by radio, phone, or in person, but not by the public address system.

### Missing student / abduction

**Missing student**

* Call 911. (Do not hang up; keep the line open.)
* Announce over the public address system, the child’s name and “please report to the office.”
* When the child is found, let everyone know who was alerted that the child was missing.

**Abduction**

* Find out whether victim has siblings in the school system and if so, move quickly to ensure their safety.
* If abduction site is known, secure it for police.
* Gather as much information as possible about the abductor and his/her vehicle and license plate.
* Check the student’s file for any special records such as a restraining order.
* Note a good description of the child, including height, weight, skin color, hair color, eye color, clothing, and backpack, and provide a photograph for police if possible. Note the student’s class schedule, any special activities, and information about route to and from school.
* Contact parent/guardian.

### Suicide threat

Suicide intervention support is available from ***CAMPUS CRISIS TEAM, CAMPUS NURSE, and GUIDANCE OFFICE***

* Treat every threat as serious.
* If a person has threatened suicide, do not leave him/her alone.
* Listen, and assure the person of your concern. Remain calm and reassuring. Remember that it is not your job to provide medical or psychiatric care but to provide support until trained help arrives.
* Do not let the person leave school alone, even if he/she tells you the crisis is over.
* Notify the office.
* Remove other students from the area if appropriate.
* Call 911 if there is a weapon involved, if the person needs medical attention, or if a minor’s parent/guardian cannot be reached. (Do not hang up; keep the line open.)
* Respect the student and family’s privacy and use caution and discretion in discussing the incident.

### Death on campus

* Call 911. (Do not hang up; keep the line open.)
* Secure the area.
* Notify the office.
* Note the names of any witnesses.
* If the death is in a public area, call a lockdown if necessary to prevent students from witnessing a distressing scene or inadvertently interfering with a crime scene.
* Do not let anyone leave school early without permission.
* Protect the family’s privacy as much as possible.
* Be sure witnesses are offered mental health support.
* Check whether the deceased has any family members in the school.
* Make arrangements for belongings left at school.
* Plan for school contact with family.

### Assault

* Ensure the safety of students and staff.
* If victim needs first aid or medical attention, provide it.
* Remain with the victim.
* Notify the office.
* If you suspect a crime (assault with a weapon, sexual assault, serious physical injury), notify police and secure the area.
* If assailant leaves the site, note direction, vehicle description, license plate, etc.
* Notify parent or guardian.
* Encourage witnesses not to discuss the incident until they have talked with police; consider asking them to write down what they saw.

**In case of sexual assault:**

* Discourage any bystanders from talking about what they saw.
* Do not leave the victim alone.
* With the victim’s permission, call 911.
* Encourage victim not to wash or discard clothing until after talking with police.

### Fights

* Ensure the safety of students and staff.
* Send a bystander for help.
* Use a calm, low voice and address the combatants by name if possible.
* If the fight escalates, shout “Stop!” and continue speaking calmly.
* If possible, move any dangerous objects out of reach.
* Encourage onlookers to disperse. Do not allow a crowd to incite further fighting.
* Do not invade combatants’ personal space, and do not try to get between them.
* Direct them verbally to two different locations to separate them.
* Escort them to the office (never send them alone).
* If a student has to be restrained during an incident, he or she should be checked by a nurse or doctor afterward.
* In all cases of violence, injury, or death on campus, follow school procedures for informing families.

## Emergencies on the vehicle or off campus

Our vehicles are equipped with the following communications equipment: ***VHF 2-WAY RADIOS***

Backup in case of malfunction is: ***PERSONAL CELL PHONES OR NEAREST RESIDENTIAL PHONE***.

Drivers and driver chaperones are informed about all medical conditions, allergies, and other special needs of students traveling by vehicle as follows:

* Routine bus routes: ***NURSES PROVIDE LIST.***
* Field trips and special events: ***LIST PROVIDED BY NURSE.***

Our procedure for calling drivers outside of normal working hours is: ***BY CALLING CELL PHONE OR HOME PHONE***

During off-campus emergencies, as soon as it is safe to do so, the driver/adult supervisor should contact the ***TRANSPORTATION DIRECTOR- BACKUP: HEAD OF SCHOOL***.

### Vehicle accident or breakdown

If able, the driver will take charge of the incident and other adults present will assist.**[[23]](#footnote-23)23**

**At the scene**

* Treat every accident seriously, no matter how minor.
* Stop, turn on flashers, turn off the ignition, take the keys from the ignition, and investigate.
* Keep students on the bus unless it is in danger. (If it is stopped on a hill or curve, oncoming traffic must be able to see it for at least 300 feet.)
* If you must evacuate the bus:
* Tell passengers what exits to use and where to reassemble.
* If you suspect a passenger may have a head, neck, or back injury, do not move him/her unless necessary, and then use extreme caution.
* Take first aid kit and passenger roster and put bus radio microphone out through the window.
* Make sure all passengers have left the bus.
* Make sure students are supervised at the assembly point.
* Check for fire.
* Check students for injuries.
* Call 911.
* Perform first aid, within the scope of your training, in this order of priority: restore breathing, stop severe bleeding, treat shock, treat minor injuries. Protect yourself from contact with body fluids; use gloves and goggles if possible.
* If students must be taken to hospital, send a teacher or chaperone to accompany them.
* Talk with students calmly and tell them what is happening.
* Set out ***flares if needed***. Recommended: one 100 to 300 feet in front of the bus on the shoulder occupied by the bus, one 100 to 300 feet behind the bus on the shoulder occupied by the bus, and one 10 feet behind the bus.
* Assign someone to direct traffic if there is a hazard.
* Prohibit smoking near the accident.
* Flag oncoming traffic for help if needed.
* Call the school, giving detailed information about any passengers injured or sent to hospital.
* Record names and contact information for witnesses, license numbers of vehicles involved, make and year of vehicles, and insurance information.
* Document if applicable: road markings; resting location of vehicles, victims, and debris; damages, and injuries.
* Do not speak to anyone about the accident except law enforcement and school officials.
* Do not let the vehicles be towed away until the investigation is complete.
* Do not leave the scene until you have been excused by law enforcement and school officials.
* Keep a log of all important actions and incidents with times.

**At school**

* Notify parents or guardians of the incident.
* Inform the district office.
* Release student(s) to parent or guardian.
* Work with bus driver to complete a written record of the incident, including time and location of accident, description of accident, bus driver’s name, vehicle, number of passengers, number of injured, actions taken, and any other relevant details.
* Get copies of other agencies’ reports.

### Fire on the vehicle

* Pull to the side of the road and stop the vehicle.
* Evacuate students to a place well off the road and 100 yards (about the length of a football field) from the bus. Take the emergency kit with you.
* Call 911.
* Take attendance and determine if there are any missing students.
* Check students for injuries and perform first aid within the scope of your training.
* Report to ***transportation director***

### Hazardous materials spill

! If there is a risk of fire or explosion, do not use cell phones, radios, or pagers, or turn lights on or off, within 100 feet.

* **If the spill is outside the vehicle,** it may be safer to shelter inside the vehicle. To shelter inside the vehicle, close doors and windows and turn off the ventilation. Seal vents and the cracks around the doors. Drive away if possible.
* **If the spill is inside the vehicle,**and there is any fire hazard, turn off the engine. Evacuate students to a safe place at least 100 yards from the vehicle (upwind if possible, otherwise crosswind).
* Take roll and determine if there are any missing students.
* Check students for injuries and perform first aid within the scope of your training.
* Report to ***TRANSPORTATION DIRECTOR***

### Intruder on the vehicle

* If anyone unauthorized attempts to board the vehicle, notify ***TRANSPORTATION DIRECTOR***
* Call 911.
* If the intruder succeeds in boarding the vehicle, remain calm. If he/she is armed, ask for permission for the students to leave the bus.

### Storms and flooding

During thunderstorms, the vehicle (or other hard-topped vehicle with the windows closed) can provide some protection, but it can be unsafe during very high winds.

Do not enter a flooded roadway, no matter how shallow the water seems. Do not enter an underpass filing with water or try to cross a bridge that is flooding. If the vehicle stalls while water is rising, abandon it and seek higher ground.

### Rerouting

Any time the vehicle leaves its normal route, even for non-emergency reasons:

* Notify the dispatcher.
* The school will notify parents as follows: ***ALERT NOW***
* If students are let off at even a slightly different location, ensure that they are not disoriented and that they know how to get home.

### Off-campus incidents

* Ensure all students are accounted for.
* Follow instructions given by the person in charge at the site.
* Notify the school as soon as possible.
* Reassure students and model calm behavior.

### All incidents

* Do not move debris unless it is a hazard or obstructing emergency responders.
* Document the incident
* Notify the school and district.
* Notify parents.
* Notify the insurance company.

## Uncontrolled Animal/Insects

If there is any potential danger to building occupants, evacuate the building.

Contact the Physical Plant Director.

If the problem is uncontrolled insects, the Facility Director will contact a registered entomologist.

If the problem is an uncontrolled animal, the municipal animal control officer (ACO) should be contacted. The ACO can be reached through the Somerset County Regional Communications Center at 474-6386. If the animal is a game animal, the Maine Warden Service should be contacted. The nearest Warden can also be reached through the Somerset County Regional Communications Center. Somerset County Regional Communications Center will contact Department of Public Safety in Augusta to dispatch the Maine Warden Service to wild animal calls.

# Emergency Information

## Information for school staff Emergency numbers – Site Specific – Administration, Cottages, College Step Up, Development, Glenn Stratton Learning Center, Maine Academy of Natural Sciences, LC Bates Museum, Maintenance

|  |  |
| --- | --- |
| Campus after-hours emergency contact | 207 612-9117 |
| Head of School’s office | 207 238-4102 |
| Main office | 207 238-4100 |
| Campus facilities office | 207 238-4000 |
| Campus transportation office | 207 238-4000/4106 |
| Commercial towing service | AAA |
| Police department | 911 |
| Fire department | 911 |
| Ambulance | 911 |
| Maine Poison Control Center | 800-442-6305 / 800-222-1222 |
| Maine General Hospital – Thayer Unit | 207-872-1000 |
| Maine Center for Disease Control | 800-821-5821 (24 hours a day) |
| National Suicide Prevention Lifeline | 800-273-TALK (800-273-8255) |
| Child Protective Services | 1-800-432-7802 |
| Somerset County Office of Emergency Management | 207 474-6788/431-8691 |
| Local Office of Emergency Management | 207 474-6788/ 453-2429 – Fairfield Fire Department |
| Victim Assistance office | 338-2512 |
| Sexual Assault Support Services/Somerset County | 1-800-871-7741 |
| Relocation site 1  *(Give address of site and contact person’s name, phone number, and alternate phone number)* | ***Moody School – students and staff assemble at Buckminster*** |
| Relocation site 2  *(Give address of site and contact person’s name, phone number, and alternate phone number)* | ***Prescott Auditorium*** |
| Relocation site 3  *(Give address of site and contact person’s name, phone number, and alternate phone number)* | **KVCC** |
| Utilities | |
| Electricity | 207 238-4000 |
| Water (Plumber) | 207 238-4000 |
| Sewer | 207 238-4000 |
| Phone | 207 238-4000 |
| Cable | 207 238-4000 |
| Insurance (school, bus, other) | 207 238-4000 |
| Other: |  |

### Media contact information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name**\* | **Phone** | **Fax** | **Cell phone** | **Email** |
| Television | | | | |
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|  |  |  |  |  |
| Radio | | | | |
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|  |  |  |  |  |
| Newspapers | | | | |
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|  |  |  |  |  |

\* In addition to the name of the media outlet, list the name of a contact person in this column.

### CAMPUS CONTACT INFORMATION

|  |
| --- |
| In the limited-circulation version of this plan, insert the following behind this page:   * copies of staff and parent phone trees * staff phone list, with cell phones and pagers * list of staff with emergency-related skills, such as first aid, firefighting, search and rescue, counseling, or negotiation |

## **Information for Emergency Responders** Campus Overview

This campus serves grades ***9 through 12***

Number of students in grade ***9-10***

Number of students in grade ***11-12***

Number of remote students in grades ***9-12 WHO ARE PART TIME***

Total number of students:***???***

Number of teachers: ***- CLASSROOM TEACHERS, PLUS TITLE 1 TEACHER AND SPED TEACHER***

Number of other staff: ***?- ON A DAILY BASIS DEPENDING OF THE DAY OF THE WEEK THIS NUMBERS CHANGES TO REFLECT SPECIALISTS IN THE BUILDING- see attached schedule***

There are students or staff with known special needs: ***XX*** yes \_\_\_\_ no.

Special-needs information is kept RESOURCE ***ROOM***

for more information speak with **Director of Special Educational Services**

Key staff members with contact information: ***???***

Hazardous materials locations: ***CUSTODIAN CLOSET, KITCHEN***

Utility shutoff locations: ***POWER IN HVAC CLOSET, WATER IN BASEMENT.***

Number and type of campus vehicles ***???6***

### Campus Maps – site specific

Insert here:

* Building floor plan  
  Note room numbers, exits and entrances (show which way doors open), stairs and elevators, fire alarms, hazardous materials, other potential hazards. Note whether rooms are connected to phone, Internet, cable TV.
* Architectural blueprints or a note giving their location.
* Site map  
  Include fire hydrants, utility lines (water, electric, other), utility shutoffs (water, electric, phone, sprinkler, ventilation/air conditioning, cable TV satellite feed, other), fire alarm shutoff, hazardous materials locations.
* Emergency staging areas map
* Note evacuation sites and routes and bus staging area.
* Note tentative locations (with alternates) for command post, medical triage and treatment area, public information office, staging areas for first responders, media, and parents, and where to set roadblocks for traffic control.
* List phone numbers for as many of these sites as possible.
* Aerial photo of school and surroundings
* Neighborhood map  
  Note intersections, vacant lots, major utilities, traffic patterns, and off-site evacuation/relocation areas.

# Forms, templates, and job aids[[24]](#footnote-24)27

## **Suggested contents for emergency kits**[[25]](#footnote-25)28 – site specific

|  | **Classroom** | **Principal** | **Main office** | **Evacuation** | **School Vehicles** |
| --- | --- | --- | --- | --- | --- |
| First aid kit | small |  | large | small | small |
| Batteries | x |  | x | x | x |
| Duct tape | x |  | x |  | x |
| Flashlight(s) | x |  | x | x | x |
| Gloves, disposable | x |  | x | x | x |
| Radio, portable |  |  | x |  |  |
| Radios, two-way | x | x | x | x | x |
| Whistles | x | x | x |  | x |
| Emergency plan or flip chart | x | x | x | x | x |
| Keys/master key |  | x | x |  |  |
| Laptop |  |  |  | x |  |
| Paper, pens, markers, scissors |  |  |  | x |  |
| Sign-making supplies including tape |  |  |  | x |  |
| Instructions for shutting off fire alarm, utilities, sprinkler system, cable |  |  | x |  |  |
| List of staff with emergency skills such as first aid, firefighting, search and rescue, counseling, or negotiation |  |  | x | x |  |
| Site maps and blueprints |  |  | x | x |  |
| Roster, staff — with room, phone and cell phone numbers, and emergency contacts |  | x | x | x |  |
| Roster, student |  |  | x | x |  |
| Roster, current day | x | x | x |  |  |
| Roster, bus |  | x | x |  | x |
| Emergency care cards |  |  | x |  |  |
| Special needs list |  |  | x | x |  |
| Student photos |  |  | x | x |  |
| Forms, student release, blank |  |  | x | x |  |
| Forms, other (specify) |  |  | x | x |  |
| Hand sanitizer and sanitizing wipes | x |  | x | x | x |
| Toilet supplies (large bucket, 100 plastic bags with ties, large plastic trash bags, privacy shield, toilet paper, and hand washing supplies) |  |  | x |  |  |

## Suggested contents for first-aid kits

Adapted from Maine Emergency Medical Services, *Emergency Guidelines for Maine Schools.*

Current American Red Cross First Aid Manual or equivalent

American Academy of Pediatrics First Aid Chart

Portable stretcher

Cot, mattress with waterproof cover

Blankets, sheets, pillows, and pillowcases (disposable covers are suitable)

Wash cloths and hand towels

Small portable basin

Covered waste receptacle with disposable liners

Bandage scissors

Tweezers

Needle

Thermometer and covered container for storing thermometer in alcohol (or disposal thermometers or disposable thermometers covers)

Goggles

Expendable supplies:

* Sterile cotton tipped applicators, individually packaged
* Sterile adhesive compresses (1"x3"), individually packaged
* Cotton balls
* Sterile gauze squares (2"x2"; 3"x3"), individually packaged
* Adhesive tape (1" width)
* Gauze bandage (1" and 2" widths)
* Splints (long and short)
* Triangular bandages for sling
* Tongue blades
* Safety pins
* Soap (plain) or solution containing hexachlorophene
* Disposable facial tissues
* Paper towels
* Eye droppers
* Disposable gloves (no latex)
* Pocket mask/face shield for CPR
* Trauma Bandage

|  |  |  |
| --- | --- | --- |
| Bomb threat Place this card under your telephone, this side up. | Bomb threat | |
| **Do not hang up — keep caller on the  line as long as possible.**  **Questions to ask:**   * When is the bomb going to explode? * Where is it right now? * What does it look like? * What kind of bomb is it? * What will cause it to explode? * Did you place the bomb? * Why? * What is your name? * What is your address?   **Exact wording of the threat:**  Date:  Time:  Length of call:  Who received call:  At what number: | **Caller’s voice:** \_\_\_ male \_\_\_ female  \_\_\_ child \_\_\_ teen \_\_\_ adult | |
| \_\_\_ calm  \_\_\_ angry  \_\_\_ excited  \_\_\_ slow  \_\_\_ rapid  \_\_\_ soft  \_\_\_ loud  \_\_\_ laughing  \_\_\_ giggling  \_\_\_ drunken  \_\_\_ crying  \_\_\_ slurred  \_\_\_ whispered  \_\_\_ nasal | \_\_\_ stuttering  \_\_\_ lisping  \_\_\_ raspy  \_\_\_ deep  \_\_\_ ragged  \_\_\_ clearing throat  \_\_\_ deep breathing  \_\_\_ cracking  \_\_\_ disguised  \_\_\_ well spoken  \_\_\_ incoherent  \_\_\_ message read  \_\_\_ message taped  \_\_\_ familiar |
| If familiar, who did it sound like? | |
| **Background noises:** | |
| \_\_\_ street noises  \_\_\_ motors \_\_\_ horns  \_\_\_ airplanes  \_\_\_ house noises  \_\_\_ office machinery  \_\_\_ factory machinery  \_\_\_ PA system | \_\_\_ dishes/crockery  \_\_\_ music  \_\_\_ TV/radio  \_\_\_ bells  \_\_\_ party sounds  \_\_\_ animal noises  \_\_\_ voices |
| \_\_\_ other: | |
| Bomb threat | Bomb threat  Report call to office immediately. | |

## Emergency attendance report – site specific

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Students absent? \_\_\_\_** no \_\_\_\_ yes. If yes, list:

**Students injured? \_\_\_\_** No \_\_\_\_ yes. If yes, list:

**Students missing?**  **\_\_\_\_** no \_\_\_\_ yes. If yes, list:

**Other critical info?**  **\_\_\_\_** no \_\_\_\_ yes. If yes, list:

## Incident report — campus vehicle or off-campus event

**Date:**

**Time:**

**Location:**

**Incident (brief description):**

**Vehicle driver:** **Vehicle license number:**

**Other adults present:**

**Number of adults:**

**Number of children:**

**Injured:**

**Missing:**

**911 called?** (no / yes ) **If yes, time:**

**Witnesses with addresses and phone numbers:**

**Detailed description of incident:**

## Phone log **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Start time** | **End time** | **Caller** | **Message** | **Initials** |
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## 

**News release checklist**

**Procedure (before writing)**

* Know who must OK the document before you release it.
* Know reporters’ deadlines.
* Know media representatives’ fax numbers and email addresses.

**Format of release**

* Use two-inch margins; double space; print on only one side of the paper.
* If possible, number releases for tracking purposes.
* If the release has more than one page: number the pages, type “more” at the bottom of every page except the last; type “end” at the end of the last paragraph.

**Content**

* Date and time
* “For immediate release” (unless you have a specific reason not to include this)
* Contact person (“for more information”)
* Brief headline giving name of school and incident
* Brief description (put the most important information at the start):
* What happened, when, at what school, at what location.
* What is known about injuries (do not identify victims by name) and damage.
* Actions being taken by the school.
* Where parents can meet students.
* Other information for parents and staff.
* Any actions requested from the public.
* A quote from the principal or superintendent, if possible. (Clearly identify any quotes by name and title and use quotes that are short and free of jargon.)
* Sources for further information (hotline and voicemail numbers, school website URL, other)
* Timing of next update if you can commit to one

**Procedure (after writing)**

* Get the release signed off on and out to the media as soon as possible.
* Make sure everyone who needs to know about the release is informed ahead of time.
* Keep a file of all released information.
* Be prepared that the news release may generate requests for interviews and news conferences.

## News conference checklist

**Planning**

* Schedule the conference at a time that will help media representatives to meet their deadlines.
* Think about who needs to be present (speaking or available to speak). Think about questions that might be asked and who should answer them. If the main spokesperson is not also the top subject-matter expert, make sure expert(s) are also available for questions.

**Preparing the speakers**

* Brief participants ahead of time about what they can expect and what they are expected to say/do.
* Prepare an agenda.
* Hold a rehearsal if possible.

**Notifying the media**

* Notify the media of the news conference by news release, phone calls, fax messages, or emails.
* If you are not sure, ask the media what equipment they may need.

**Preparing the room**

* Make sure news conference location:
* is easily accessible
* is not too small or too large
* is set up (chairs, microphones) so that reporters can easily hear speakers and ask questions
* is easy to move around in (wide aisles)
* has an open area (preferably raised stage area) in the back for camera operators
* has a lectern in front for speakers
* has water and glasses for speakers
* has a separate room where speakers can wait, away from media, until conference begins
* Check it out before the conference begins to make sure everything works, including lights.
* Provide handouts or a media kit whenever possible. Contents could include background information (including spelling of names and lists of any complicated statistics), organization charts, brief biographies of key people, copy of the news release announcing the news conference.
* Provide visual materials whenever possible — e.g., maps, charts — and set them high enough to be clearly seen (including by the speakers) and photographed.

**During the conference**

* Limit the conference time to half an hour, an hour at the most.
* Allow plenty of time for questions. Be clear in advance about time limits on the Q&A session.
* Let the media know when the next conference will be scheduled.

**After the conference**

* Research any unanswered questions and answer them in a news release or at the next news conference.

## Guidelines for working with the media

**Preparing**

* Gather as much information as possible. Review what you can say about who, what, when, where, why, and how. Be prepared to answer questions such as these: What happened? Who is in charge? Has the situation been contained? Are the victims being helped? Why did this happen? Were you forewarned?
* Know the key points you want to stress.
* Coordinate the school’s message with that from other agencies, so the public is not forced to figure out conflicting messages.
* Practice with a colleague, especially if it is your first interview or news conference.
* Dress appropriately.

**Speaking with media representatives**

* Give a clear, concise opening statement that covers the most important facts.

|  |
| --- |
| Be prepared to answer these questions:  What happened?  Who is in charge?  Has the situation been contained?  Are the victims being helped?  Why did this happen?  Did you have forewarning?  (NEA School Crisis Guide, www.neahin.org/crisisguide) |

* Choose the two or three most important things you need people to know, say them clearly and succinctly, and then reinforce them as often as necessary.
* Acknowledge people’s fears.
* Where appropriate, offer people something constructive to do.
* Tell the truth.
* Use plain language — avoid jargon and acronyms.
* Never say “no comment.” (If you don’t know the answer to a question, say so — and promise to find out and provide an answer later.)
* Stay calm. Don’t allow yourself to be provoked.
* When necessary, gently and politely return the conversation to the key points you want to stress.
* Don’t speculate.
* When appropriate, refer questioners to author authorities such as police, firefighting, or hospital officials. Let policymakers answer questions about policy.
* Watch your body language — avoid fidgeting and unintended facial expressions and keep good posture.
* Give yourself time to think through the question before you answer.
* Word your answer carefully so that, even if a small portion of it is reproduced without as much context as you would like, it will still make sense and not give a wrong impression.
* When you are on air, look at the reporter not the camera.
* If there is a camera or microphone in sight, assume it is live.

1. \* These checklists were adapted from similar documents by the Maine Emergency Management Agency (“School Preparedness: Risk Assessment Tool,” www.state.me.us/mema/mema\_library.shtml) and Federal Emergency Management Agency (“Risk Index Worksheet,” http://emilms.fema.gov/is362\_Schools/assets/MPS0104240.pdf.) [↑](#footnote-ref-1)
2. \* Involving teams will not only result in a better plan but also begin to create the awareness and support needed to carry it out. Given the many demands on staff time, however, you will probably want to choose among the options described here only those most likely to benefit your particular circumstances. Creative combinations of face-to-face meetings, emails, and phone calls may be the most effective use of members’ time. [↑](#footnote-ref-2)
3. This is the minimum training, drilling, and testing recommended by the Maine Emergency Management Agency. Once you have filled it out, you may want to rearrange it in chronological order and use it as a training calendar. [↑](#footnote-ref-3)
4. The “Recovery” section of this template lists some key issues to consider during planning. This critical step is highly dependent on relationships formed within and between schools. Take time to find out what resources are available to you and to build teams that can spring into action quickly when needed. [↑](#footnote-ref-4)
5. The Federal Emergency Management Agency’s online course “Introduction to the Incident Command System for Schools” is available at http://training.fema.gov/IS/crslist.asp — click on “ISP Course List.” Contact the county emergency management agency if you have questions or want help arranging further training. [↑](#footnote-ref-5)
6. Include in your training plan a way to communicate and reinforce this to parents.

   4Consider repeating thus information in the “Emergency Information: School Overview” section. [↑](#footnote-ref-6)
7. 5 If your school splits between two evacuation sites, indicate how the two sites will communicate with each other. [↑](#footnote-ref-7)
8. 6 There are differences of opinion on whether students should be allowed to take coats, backpacks, and other belongings on an evacuation. This may vary depending on whether the evacuation is due to a fire, bomb threat, or other emergency. Know your school’s policy and incorporate it into the evacuation announcement. [↑](#footnote-ref-8)
9. 7 During planning, decide (and then specify in this plan) where students should go who are not in a scheduled class, and who should care for them during the lockout. If you have temporary buildings, decide where classes located in them will relocate.

   8 Some law enforcement agencies prefer that you leave curtains open in some circumstances. Work with your local police to choose the best option for your school. [↑](#footnote-ref-9)
10. 9 Make sure to do this if applicable. [↑](#footnote-ref-10)
11. 10 If these people prefer not to have their phone numbers listed in the general-circulation plan, list them in the limited-circulation part of the “Emergency information: School contact information” section and include a statement here referrring to that section. [↑](#footnote-ref-11)
12. 11 Among the steps in your action plan should be, in case of a death, to immediately stop all automated school notices (e.g., library overdue notices) addressed to the victim or his/her family. [↑](#footnote-ref-12)
13. 12 If the emergency involves a life-threatening event, serious injury, or death, mental health support should include qualified trauma-specific counseling. [↑](#footnote-ref-13)
14. 14 If you identify other hazards besides those mentioned in this section when you conduct your school hazard analysis, be sure to add procedures to address them. [↑](#footnote-ref-14)
15. 15 Consider whether you want this information in the general-circulation version of the plan. [↑](#footnote-ref-15)
16. 16 Include a brief description (e.g.,” In the notebook with the yellow cover”) to help people find it quickly [↑](#footnote-ref-16)
17. 18 Being stuck outdoors should not be considered an option for any school activity. But if you choose to include advice for this possibility in your plan, you could say the following: If for any reason you cannot shelter in a fully enclosed building, or in a hard-topped vehicle with the windows up, stay away from tall objects like trees and poles, metal objects, and water. Remove any metal you are carrying on your body. If you are in a group, scatter until you are several yards apart [↑](#footnote-ref-17)
18. 19 Plan for as many of the following circumstances as possible: As a disease outbreak becomes increasingly severe, schools need to increase their levels of both disease reporting and prevention. Some students and staff may need extra protection. Attendance policies may need to change to encourage people who are ill to stay home—or go home immediately if they fall ill at school. Routine cleaning procedures may intensify. Promoting good hygiene becomes increasingly urgent. The school may choose to set up hand-washing stations. Extracurricular activities may be canceled. At some point, it may become necessary to close the school. Then the school will need to consider whether and how to provide instruction, care for students who normally receive other services at school and carry out other school functions such as payroll. [↑](#footnote-ref-18)
19. \* As this plan was being prepared (September 2009), one good source was the federal CDC’s *Preparing for the Flu: A Communication Toolkit for Schools* (www.cdc.gov/H1N1FLU/SCHOOLS/TOOLKIT/). Check for updates. [↑](#footnote-ref-19)
20. 20 Delete any items that do not apply to your school. [↑](#footnote-ref-20)
21. 21 If your school has the \*57 call tracing feature activated, add instructions here for its use [↑](#footnote-ref-21)
22. 22 Know what resources are available to your school and community for victim assistance, suicide prevention, rape crisis, and other types of crisis intervention, and list them with the emergency phone numbers at the end of this plan. [↑](#footnote-ref-22)
23. 23 Planning issues: Who should the driver first report to after stabilizing the incident – the principal or the transportation director or other? How will you handle student accountability? How will you get the students to their destination if the bus is disabled? [↑](#footnote-ref-23)
24. 27 These forms have been adapted from a number of sources including *Emergency Guidelines for Maine Schools* (Maine Emergency Medical Services), *Maine Crisis/Hazard Management Planning for Schools (CHAMPS) Guide* (Maine Emergency Management Agency), *School Crisis Guide* (National Education Association Health Information Network), and the FBI Bomb Data Center’s bomb threat card. Replace them with your own, if you have them, delete forms that are not helpful, and add other forms as needed. The bomb threat form is meant to be folded in half lengthwise and placed under a telephone. If you use these forms, you may want to add your school name to the header line in some cases before reproducing them. [↑](#footnote-ref-24)
25. 28 Planning issues: Where will you keep items that need to be updated frequently (like attendance lists)? Items that contain confidential information (like emergency care cards and special-needs lists)? Can you anticipate needing anything else to keep your students safe, comfortable, and accounted for during an evacuation or lockdown? [↑](#footnote-ref-25)