

Regional School Unit #3

School Emergency Plan
(Public Version)

MOUNT VIEW COMPLEX



Plan Dated: August 2013

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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 Mount View Complex.

Cheri Towle, MVHS Principal

Date

Thomas Lynch, MVHS Assistant Principal

Date

Martha Witham, MVMS Principal

Date

Carol McGovern, MVE Principal

Date

Heather Perry, Superintendent

Date

Phil Shibles, School Board Chair

Date

Plan coordination

I have reviewed and coordinated on the emergency operations plan for Walker Elementary School.

Dale D. Rowley, CEM, PE
Waldo County Emergency Management Director

Date

Elise Brown
Town of Liberty, Emergency Management Director

Date

David Tripp
Law enforcement representative
Maine State Police

Date

Peter Quimby
Fire and emergency services representative
Town of Liberty

Date

Plan update procedure

This plan will be reviewed during the first month of every school year and whenever there is a significant change in circumstances, policy, or personnel. It will also be reviewed after any emergency. The following people will conduct the review, with additional participants as needed:

- School Principal
- SRO
- Daytime Maintenance

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

- 3 Principals

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 high school principal 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)	Principal's initials	Date distributed

Plan distribution list

Principal

Faculty and staff

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

Chair, school board

Chair, parent organization

School resource officer

School Nutrition Director

PURPOSE

The purpose of this plan is to help the staff and students of Mount View Complex prepare to respond quickly, safely, and effectively to emergencies at school.

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 school 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 school 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 from school, 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,* and modify them as needed.

* 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.)

Identify hazards

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

X	Yes		No	Accident, off site, during school activity, involving serious injury or death
X	Yes		No	Accident, on site, involving serious injury or death
	Yes	X	No	Blight/infestation
X	Yes		No	Bomb threat or suspicious package
X	Yes		No	Building collapse (<i>Walker and Morse Schools</i>)
X	Yes		No	Contamination of food, drinking water, air, or soil
X	Yes		No	Cyber attack
X	Yes		No	Dam failure (Transportation)
X	Yes		No	Demonstration or protest
	Yes	X	No	Earthquake
	Yes	X	No	Erosion, including coastal
X	Yes		No	Fire or explosion at school
X	Yes		No	Hazardous materials release, offsite near school
X	Yes		No	Hazardous materials release, onsite
X	Yes		No	Hostage incident
X	Yes		No	Infectious disease or pandemic
	Yes	X	No	Landslide
X	Yes		No	Medical emergency on campus
	Yes	X	No	Subsidence (sinkholes, etc.)
X	Yes		No	Suicide at School
X	Yes		No	Transportation incident, air
X	Yes		No	Transportation incident, highway
	Yes	X	No	Transportation incident, rail
	Yes	X	No	Tsunami
X	Yes		No	Uncontrolled animal/insects (including bee and wasp attacks)
X	Yes		No	Utility failure
X	Yes		No	Violence at school: armed intruder
X	Yes		No	Violence at school: fights
X	Yes		No	Violence at school: other
X	Yes		No	Water loss or contamination
X	Yes		No	Weapons of mass destruction (biological, nuclear, incendiary, chemical, or explosive)
	Yes	X	No	Weather: flooding
X	Yes		No	Weather: severe heat or cold
X	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.	X		
A building map with room numbers labeled, to give to first responders, is located in the high school office.	X		
All locks and lights are working.			X
We have an effective system for IDing staff and monitoring visitors.	X		
The following campus access issues have been addressed:	X		
• The number of entrances and exits is limited.			
• All infrequently used rooms and closets are locked.	X		
• Access to utilities, roofs, and cleaning closets is secured.	X		
• Bus lots are secured and monitored.	X		
• Other:			
Hazardous and flammable items are safely stored.	X		
Any structural problems within the building have been addressed.	X		
Slippery surfaces and slip/fall hazards have been repaired or removed.	X		
Fire-retardant window shades have been installed in all rooms.	X		
The following are as secure as possible from storms, earthquakes, and explosions:	X		
• suspended ceilings, hanging lights, and hanging plants			
• large windows	X		
• tall bookcases and cabinets and other heavy furniture and appliances	X		
• computers and other equipment and heavy objects	X		
• hazardous materials storage areas and other sources of radiation, gas, or vapor	X		
• power lines and gas delivery systems	X		
Parking is at a distance from the building.	X		
The grounds do not provide hiding places for intruders.	X		
All areas neat and uncluttered.	X		
Well heads are padlocked.	X		
Reporting of safety hazards is encouraged.	X		
Reporting of lost and stolen keys is encouraged.	X		
Bullying is discouraged, and students are encouraged to report concerns.	X		
Cough etiquette, handwashing, and staying home when sick are encouraged.	X		
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.

Leon Armstrong – Fix Exterior side doors at HS and link phones to generator, Winter, 2014

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

Teams

Teams can be useful at every step of the emergency management process.* They can be school-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:

- District Wide Emergency Preparedness Team
 - Superintendent, all School Principals, Facility Manager, Transportation Director
 - Law Enforcement, Fire Department, EMS, EMA, School Resource Officer
- District Crisis Management Team
 - Superintendent, School Principal, School Nurse, Guidance Counselor, Psychologist
 - School Resource Officer, Transportation Director, Impacted Teacher and/or Coach
- School Emergency Response Team
 - Principal, Secretary, Teachers, Ed Techs, School Resource Officer, Custodian, Transportation Director, Cook
 - Fire Chiefs, Thorndike, Unity, and Surrounding towns; Emergency Management Director, Thorndike; Emergency Medical Services director; Unity, and State/County Law Enforcement

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

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.

* 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.

Planning

A school response and recovery plan is the next section of this document. It must be adapted in any case to meet each school'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.¹ 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	<input checked="" type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input type="checkbox"/> district staff <input checked="" type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	Fire Drills - 10 per year Evacuation – 1 per year	[if yes, list]
Evacuation with primary exit blocked	<input checked="" type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input type="checkbox"/> district staff <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	1 per year	w/ evacuation/fire drill
Reverse evacuation	<input checked="" type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input type="checkbox"/> district staff <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	1 per year	[if yes, list]
Lockdown/ Lockout	<input checked="" type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input type="checkbox"/> district staff <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	2 per year	[if yes, list]

¹ 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.

Function to be trained	Participants	Month of drill Time of day	Simultaneous with other training?
Shelter in place	<input type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input checked="" type="checkbox"/> district staff <input checked="" type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	[vary times] 0	[if yes, list] Training only
Student and staff accounting (attendance)	<input checked="" type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input checked="" type="checkbox"/> district staff <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	This will take place for each drill 12	[if yes, list] With evacuation, lockdown
Internal and external communications (Alerting Staff, Parental Notifications, media and emergency responders)	<input type="checkbox"/> students <input checked="" type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input checked="" type="checkbox"/> district staff <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> other [list]	Practice during our evacuation drill 12	[if yes, list]
Other:	<input type="checkbox"/> students <input type="checkbox"/> teachers and staff <input type="checkbox"/> parents <input type="checkbox"/> volunteers <input type="checkbox"/> district staff <input type="checkbox"/> emergency responders [list] <input type="checkbox"/> 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. Review/comments

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

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

Per building/complex

COMMAND

Function	Designate Name/title/contact info	Assistant/backup 1 Name/title/contact info	Assistant/backup 2 Name/title/contact info
Incident command <ul style="list-style-type: none"> • 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. 	High School Principal	Assistant High School Principal	Middle School Principal
Liaison <ul style="list-style-type: none"> • 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. 	SRO	High School Principal's Secretary	High School Infinite Campus Secretary
Public information <ul style="list-style-type: none"> • 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. <p>Update school and district websites.</p>	Superintendent		

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 <ul style="list-style-type: none"> • 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. <p>Ensure that student release to parents after an emergency is orderly and well documented.</p>	Classroom Teachers		
Evacuation <ul style="list-style-type: none"> • 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. <p>Work with the student accounting and release staff to ensure that all students are accounted for and safely released to a parent or guardian.</p>	High School Principal Middle School Principal Elementary Principal	High School Guidance Middle School Guidance Literacy Teacher	
Special needs <ul style="list-style-type: none"> • 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. 	Classroom Teachers		
Incident documentation <ul style="list-style-type: none"> • 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. 	Each Secretary	Guidance Secretary	

LOGISTICS

Function	Designate Name/title/contact info	Assistant/backup 1 Name/title/contact info	Assistant/backup 2 Name/title/contact info
Communications <ul style="list-style-type: none"> • 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. 	High School Secretary	High School Secretary	Guidance
Site security <ul style="list-style-type: none"> • 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. 	Day Maintenance	Day Custodian	Maintenance Director
Transportation <ul style="list-style-type: none"> • 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. 	Transportation Director		
Facilities <ul style="list-style-type: none"> • If necessary, shut off water, electricity, and/or cable television feed. • Survey and report damage to the incident commander. 	DMP	Custodian	Maintenance Director

OPERATIONS

Function	Designate Name/title/contact info	Assistant/backup 1 Name/title/contact info	Assistant/backup 2 Name/title/contact info
Student Safety <ul style="list-style-type: none"> • 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 secretary and principal. 	Teachers (List teachers)		
Student Health <ul style="list-style-type: none"> • 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.² 	Nurse 1	Nurse 2	

! 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.

² 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.

General emergency functions

Incident command

In an emergency, this person will direct the response: High School Principal

If s/he is not available, this person will take charge: Asst. High School Principal

If s/he is not available, this person will take charge: Middle School Principal

The location of the command post. [REDACTED]

If that site is not accessible, it will be located in the [REDACTED]

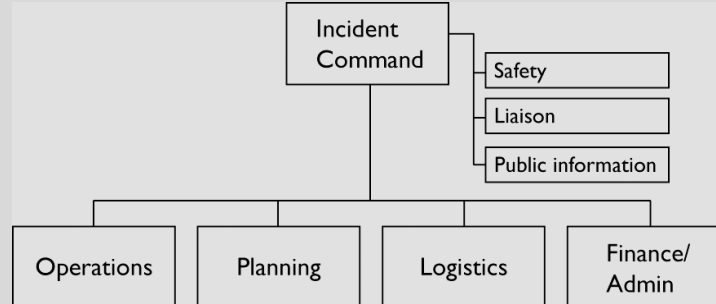
The principal's emergency kit is located in [REDACTED]

! If police or firefighters respond to the incident, they will 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.³



³ More information about ICS is available in the CD attached to this plan. 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.

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. High School Asst. Principal

- 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 100 feet.

Initial alert

The alert for lockdown is [REDACTED]

For lockout/secure campus [REDACTED]

For evacuation: [REDACTED]

For reverse evacuation: [REDACTED]

Backup communication in case of a power outage is [REDACTED]

When phone lines are down: [REDACTED]

When cell phones and radios can't be used: [REDACTED]

These areas on campus cannot be reached by the public address/bell system: [REDACTED]

In an emergency, they will be alerted as follows: [REDACTED]

If any classes or other groups are off campus when the emergency starts, this person will know who and where they are: [REDACTED]

These groups will be alerted as follows: [REDACTED]

These special needs are known to exist in the school community (*do not list names or confidential information here*): [REDACTED]

The school's special-needs roster is kept [REDACTED]

In an emergency, students, staff and visitors with these special needs will be alerted as follows: [REDACTED]

During an emergency, use your best judgment about whom to call first; when possible, call in this order: (1) school office, (2) 911, (3) another office in the building, (4) district 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.

Communicating with school families

The school has the following avenues for communicating with families:

☐ phone tree ☒ email ☒ backpack letters

☐ voicemail ☒ 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 PRINCIPAL
- by this method: NOTES HOME

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 PRINCIPAL
- 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 NOW.⁴

Steps we will take to control rumors include SHARING FACTUAL INFORMATION VIA ALERT NOW/ "TEACHER STATEMENT".

! 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:⁵

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

⁴ Include in your training plan a way to communicate and reinforce this to parents.

⁵ Consider repeating this information in the "Emergency information: School overview" section.

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 X district level.

The person designated to speak with the media on behalf of the school is **SUPERINTENDENT OF SCHOOLS**

Backup/alternate: **ASSISTANT SUPERINTENDENT**

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

The work area for the school's public information staff will be [REDACTED]

Alternate site:

The media staging area will be [REDACTED]

Alternate site: [REDACTED]

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: **HUMAN RESOURCE OFFICER**

*Backup/alternate: **SUPERINTENDENT'S SECRETARY***

Prospective volunteers should contact: **SPECIAL EDUCATION SECRETARY #1**

*Backup/alternate: **SPECIAL EDUCATION SECRETARY #2***

People wishing to make donations should contact: **SPECIAL EDUCATION SECRETARY #1**

*Backup/alternate: **SPECIAL EDUCATION SECRETARY #2***

The school has a website: X yes no.

If yes, a link to emergency information is ready to be activated if needed: X yes no.

If yes, this person will be responsible for activating it and updating the information: **Mark Gumprecht.**

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

! 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 [REDACTED].

Evacuation sites and staging areas and transportation contacts are listed at the end of this section.⁶

School 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.⁷
 - If you smell gas or hear a blowing or hissing noise, leave immediately. Shut off the gas at the outside meter and do not turn it back on.
- [REDACTED] 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.) [REDACTED]
- 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. By floor
- 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.

⁶ If your school splits between two evacuation sites, indicate how the two sites will communicate with each other.

⁷ 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.


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 PRINICIPAL.
- 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.
- Buses will then be loaded in this order:

- 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
 X runner other:
- 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.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

Reverse evacuation

The alert for reverse evacuation is [REDACTED].

These parts of the schools grounds cannot be reached by public address system:

[REDACTED].

Communication with those areas will be by [REDACTED].

When carrying out reverse evacuation:

- Scan the area for any unattended students.
- Move inside the building quickly.
- Assist anyone with special needs.

[REDACTED] If you don't have an assigned classroom or can't reach your classroom, go to [REDACTED]
[REDACTED]

- Once in the classroom, take attendance and check for injuries.

[REDACTED] Report extra, missing or injured students and adults or other problems to [REDACTED]

- Await further instructions. Teachers who are with students at the start of an emergency remain with them until the emergency is concluded.

Lockdown/Limited Lockdown

- ! 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 100 feet.**

Limited Lockdown

Lockdown

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 from being sounded. Bell system override is located [REDACTED].
- Notify district office.
- Assign someone to take notes for a record of the incident. SECRETARY
- Ignore fire drills; await notification to evacuate

Classroom steps

If you are not in a classroom

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

- ! 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 100 feet.**
-

The alert for lockout/secure campus is [REDACTED]

During a lockout, classrooms will communicate with the school office by [REDACTED]

The all-clear signal is [REDACTED]

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).⁸
- Evacuate temporary buildings to the main building.
- Cancel outside activities.
- Lock all doors and windows.
- Station observers.
- Close blinds or curtains on outside windows.⁹
- 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 congregate in gymnasium.

⁸ 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.

⁹ 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.

Shelter in place

The alert for sheltering in place is [REDACTED].

The all-clear signal is [REDACTED].

The areas designated/equipped for sheltering in place are [REDACTED].

They ___ are ___x___ are not capable of being sealed off from a toxic hazard outside the building.

They ___ are ___x___ are not safe during severe weather (away from windows and large-span roofs).

They ___x___ have ___ have not been checked for hazards such as unsecured bookcases and heavy wall hangings.

Sheltering supplies are located: [REDACTED].

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.

[REDACTED] If the emergency involves hazardous materials [REDACTED]

- 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.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- 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 school as community shelter

This school x is _____ 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
- The Red Cross will request use of the building orally or 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
 - building manager/overall Red Cross liaison _____
 - food service coordinator _____
 - custodial services coordinator _____
 - other _____
- As long as the school is functioning as a public shelter, security and safety services will be the responsibility of _____.
- 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.

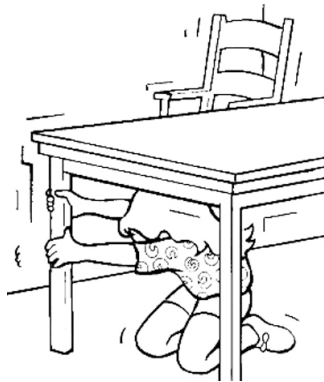
¹⁰ Make sure to do this if applicable.

¹¹ 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 referring to that section.

Drop, cover, and hold

This procedure may need to be implemented quickly during a severe windstorm, explosion at school, 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 [REDACTED]

During an evacuation, classrooms/groups will communicate with the evacuation coordinator by [REDACTED]

Attendance: students

[REDACTED]

- 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 SECRETARY who will compile them, ascertain whether anyone is missing, and notify the principal.

Attendance: faculty, staff, volunteers, and visitors

Faculty and staff will be accounted for during an emergency as follows: [REDACTED]

- Our sign-in procedure for volunteers and visitors is: OFFICE SIGN IN AND I.D. BADGES
- Volunteers and visitors will be accounted for during an emergency as follows: BY CHECKING OFFICE SIGN IN/INTERCOM.

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 [REDACTED]

Person(s) responsible for bringing them to the evacuation/release site [REDACTED]

- Person who will oversee the reunion/release site: PRINCIPALS
- *Backup/alternate:* SECRETARIES.
- 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 [REDACTED]

- PRINCIPALS AND SECRETARIES will staff the tables and are authorized to access students' emergency care cards.
- ED TECHS 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:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- Staff at the release table:

[REDACTED]

[REDACTED]

[REDACTED]

- 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 09/3/13 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 other special needs: _____.

If “yes” was checked above, specific information about who may need help with these needs during an emergency is

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

- Routine bus routes: _____
- Field trips and special events: _____

The following supplies are needed to provide that help: _____.

They can be found _____.

Push brooms to clear debris from evacuation routes can be _____.

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/emergencyplan.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 AT CENTRAL OFFICE.

Recovery

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

Action plan		Primary contact person
Damage assessment		FACILITIES DIRECTOR
Building repair		FACILITIES DIRECTOR
Alternate classroom site(s)	DETERMINED IF NEEDED	PRINCIPAL
Volunteer coordination	DETERMINED IF NEEDED	VOLUNTEER COORDINATOR
Donation coordination	DETERMINED IF NEEDED	SUPT, WALD COUNTY EMD
Crime victim assistance ¹²	DETERMINED IF NEEDED	WALDO COUNTY
Mental health support ¹³	DISTRICT CRISIS TEAM	DISTRICT CRISIS TEAM
<ul style="list-style-type: none"> • for students • for faculty and staff • on campus • community referrals 		
District, state, or national crisis support teams		
Memorials and funeral services		CRISIS 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 (338-3870) and municipal (_____) ¹⁴ emergency management directors are available to help.	SCHOOL AND DISTRICT EMERGENCY TEAM

Other:

¹² 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.

¹³ If the emergency involves a life-threatening event, serious injury, or death, mental health support should include qualified trauma-specific counseling.

¹⁴ If you do not know how to reach your municipal emergency management director, check with your town office or with the Waldo County Regional Communications Center (338-2040).

Hazard-specific advice¹⁵

¹⁵ 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.

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. CALL 911!**
 - ! Do not try to fight a fire yourself.**
-

Fire extinguishers are located Reference attached map

Fire alarms are located Reference Attached map.

- 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.)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- 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 100 feet and do not turn light switches on and off.
- ! If you smell gas or hear a blowing or hissing noise, leave immediately. Shut off the gas at the outside meter, and do not turn it back on.
- ! 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 come into contact with 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 MSDS.¹⁷

Their Material Safety Data Sheets (information on decontamination and first aid) are located:

In-school contact for help with hazardous materials:

Community contact for help with hazardous materials: EMA/OSHA REPS

Spill or release on campus

- If the spill creates an ecological hazard, it must be reported to the Maine Department of Environmental Protection (1-800-452-4664) . PRINCIPAL/Central Office will take care of this.
- [REDACTED]

- 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.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- 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 100 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 located MAIN OFFICES

The person responsible for monitoring it is: SECRETARY

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 campus¹⁶ is THE GYMNASIUM.

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

¹⁶ The best place during a storm is an interior wall on the lowest possible level, away from windows and large-span roofs.

¹⁷ 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

- 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 tornados 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.

Tornados and severe winds

Close blinds and curtains. An inside wall away from windows and large-span roofs is safest place to shelter. If you hear the “freight train” roar of high winds or breaking glass or large hail, immediately drop into a protective position.

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 at all possible.**
-

Location and phone number of nurse's office: RM C107 X 1601 @ MT. VIEW.

Person to notify of medical concerns if the school nurse is not present: PRINCIPAL/SRO..

First aid kit(s) are located OFFICES/NURSES STATION.

Defibrillator(s) are located

Person responsible for maintaining first aid kits and defibrillators: DISTRICT NURSE.

- Send someone to notify the school nurse (or in the nurse's absence, PRINCIPAL/SRO.
- Send someone to notify the office and bring back the ill or injured person's emergency care card.
- Call 911 if necessary. (Do not hang up; keep the line open.)
- 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** that lasts more than 3–5 minutes or that comes and goes.
 - 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 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.*

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.maine-flu.gov and www.pandemicflu.gov
- World Health Organization (www.who.int)

¹⁸ 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.

* 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.

Utility failure¹⁹

After hours/emergency phone company contact: UNITEL

After hours/emergency electricity contact: . CMP

After hours/emergency water contact: LOCAL.

Other after hours/emergency contact: MAINTENANCE DIRECTOR.

A document detailing utility shutoff valve locations and procedures, and any necessary keys or tools, are located with the Maintenance Director

If the water supply fails:

Our plan to provide drinking water is: BOTTLED WATER

Our plan to provide toilet facilities is BRING IN PORTABLES.

Our plan to supply food service needs is CAFETERIA RESERVES.

Other considerations: _____.

If the electric supply fails:

Our plan to provide lighting is GENERATOR.

Our plan to provide heating is GENERATOR.

Our plan to provide ventilation IS GENERATOR.

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

We have students or staff dependent on electricity-driven medical devices: ____ yes __X__ no.

If yes, our plan to keep them safe is _____.

Other considerations: _____.

Our heating system is powered by CHIPS & OIL

Backup plan in case of failure is OIL.

Our kitchen facilities are powered by PROPANE/ELECTRICITY.

Backup plan in case of failure is GENERATOR, CANNED FOOD.

Steps to take during a utility failure:

- If there is an electrical outage, turn off all electrical equipment (computers, typewriters, electric power equipment, 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.

¹⁹ Delete any items that do not apply to your school.

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 100 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 inside a folder or document protector.
- 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.²⁰

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.

²⁰ If your school has the *57 call tracing feature activated, add instructions here for its use.

- 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, http://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:



- 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.²¹

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: SIGN IN AT OFFICE, AND OBTAIN VISITOR BADGE.

[REDACTED]

Weapon (no shots fired)

[REDACTED]

²¹ 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.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Shooting

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Hostage-taking

On the scene

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

In the office

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Missing student / abduction

Missing student

- 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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Suicide threat

Suicide intervention support is available from DISTRICT CRISIS TEAM/GUIDANCE COUNSELORS.

- 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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Assault

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

In case of sexual assault:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Fights

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Emergencies on the bus or off campus

Our buses are equipped with the following communications equipment: [REDACTED]

Backup in case of malfunction is: [REDACTED]

Bus drivers and bus chaperones are informed about all medical conditions, allergies, and other special needs of students traveling by bus as follows:

- Routine bus routes: [REDACTED]

[REDACTED] Field trips and special events: [REDACTED]

Our procedure for calling in bus drivers outside of normal working hours is: [REDACTED]

During off-campus emergencies, as soon as it is safe to do so, the driver/adult supervisor should contact TRANSPORTATION DIRECTOR *backup:* SUPERINTENDENT

Bus accident or breakdown

If able, the bus driver will take charge of the incident and other adults present will assist.²²

At the scene

- Call 911.
- 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:
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
- Check for fire.
- Check students for injuries.
- 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 at all 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 EMERGENCY TRIANGLES. 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.

²² 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?

- 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 bus

[REDACTED]

[REDACTED]

- 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.

- **CALL 911!**

- **If the spill is outside the bus,** [REDACTED]

[REDACTED]

- **If the spill is inside the bus,** [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- Report to TRANSPORTATION DIRECTOR.

Intruder on the bus

[REDACTED]

[REDACTED]

[REDACTED]

Storms and flooding

During thunderstorms, the bus (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 filling with water or try to cross a bridge that is flooding. If the bus stalls while water is rising, abandon it and seek higher ground.

Rerouting

Any time the bus leaves its normal route, even for nonemergency reasons:

[REDACTED]

[REDACTED]

[REDACTED]

Off-campus incidents

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

All incidents

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Uncontrolled Animal/Insects

If there is any potential danger to building occupants, evacuate the building and contact principal, who will contact Head of Maintenance. Remove students from danger. If the problem is uncontrolled insects, the Head of Maintenance 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 Waldo County Regional Communications Center at 338-2040. If the animal is a game animal, the Maine Warden Service should be contacted. The nearest warden can also be reached through the Waldo County Regional Communication Center.

Emergency Information

Information for school staff

Emergency numbers

School after-hours emergency contact	SUPERINTENDENT
Principal's office	HS 568-3255, MS 568-7561, ES 568-7541
District office	948-6136
District facilities office	
District transportation office	568-3255 / X 1961
Commercial towing service	
Police department	911
Fire department	911 MIKE DIONNE 680-6419
Ambulance	911
Maine Poison Control Center	800-442-6305 / 800-222-1222
Waldo County General Hospital	207-338-2500 / 800-649-2536
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
County Office of Emergency Management	338-3870 (business hours), 338-2040 (24 hours)
Local Office of Emergency Management ²³	589-4338/ 592-4970
Victim Assistance office	338-2512
Sexual Assault Support Services/Midcoast	1-800-822-5999
Relocation site 1 ²⁴	
<i>(give address of site and contact person's name, phone number, and alternate phone number)</i>	
Relocation site 2	
<i>(give address of site and contact person's name, phone number, and alternate phone number)</i>	
Relocation site 3	
<i>(give address of site and contact person's name, phone number, and alternate phone number)</i>	

²³ If you don't know who your local emergency director is, you can find out by calling your town office or the Waldo County Emergency Management Agency (338-3870 business hours or 338-2040 after hours).

²⁴ Copy this information from the end of the "Evacuation" section.

Utilities

Electricity 800-696-1000

Water

Sewer

Phone

Cable

Insurance (school, bus, other)

Other:

Media contact information SUPERINTNEDENT

Name*	Phone	Fax	Cell phone	Email
Television				

Radio

Newspapers

Other

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

School 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

Complex overview

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²⁵ Consider attaching school bus rosters, routes, driver names, and radio/cell phone information after this page in the limited-circulation version of the plan.

School maps

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 aids²⁶

²⁶ 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.

Suggested contents for emergency kits²⁷

	Classroom	Principal	Main office	Evacuation	School bus
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		

²⁷ 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?

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 pillow cases (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 thermometer 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 (consider vinyl if latex allergy possible)
- Pocket mask/face shield for CPR
- Trauma Bandage

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