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Kennebec Middle School

Comprehensive

Emergency Management Plan

(A sample plan, last updated: 2/11/2013)

SAMPLE

35 Academic Drive
Kennebec, Maine
04000

Approved by SAU 99 School Board
For School Year 2008-2009

Emergency Phone Numbers

Dated: 2/11/2013

Kennebec Middle School
35 Academic Drive
Kennebec, Maine 04000

Tel: 207-879-0400
Fax: 207-879-0401

KMS: a school of approximately 750 students and 60 staff.

Fire	**911** or _____	Principal's Office	
Police	**911** or _____	School Hotline/Voicemail	
Ambulance	**911** or _____	Superintendent's Office	
Hazardous Materials	**911** or _____	SAU Facilities Office	
Poison Center	**1-800-222-1222**	SAU Transportation Office	
Hospital		Commercial Bus Co	
Hospital		Wrecker Service	
Maine Center for Disease Control	1-800-821-5821	Maintenance Services	
Community Mental Health		Power Company	
National SUICIDE Prevention Lifeline	1-800-273-TALK (-8255)	Oil Company	
Child Protective Services	1-800-	Natural Gas	
Emergency Management	Local: County:	Gas Company	
Weather Station		Water/Sewer	
Cable Company		Phone Company	
Relocation Site # 1 Name: **Kennebec High School** Address: **147 Amoroso Avenue**	Contact: Phone # Cell # Pager # Contact: Phone # Cell # Pager #	Radio Stations: TV Stations:	
Relocation Site # 2 Name: **Pine-Tree Church** Address: **135 Lyman Drive**	Contact: Phone # Cell # Pager # Contact: Phone # Cell # Pager #	*Relocation Site # 3* Name: **Harvey-Gene Elementary School** Address: **28 Sturgis Street**	Contact: Phone # Cell # Pager # Contact: Phone # Cell # Pager #

Note: For additional telephone and pager listings, see Annex B, page ___.

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Plan Maintenance

- School Board plan approval
- Record of changes
- Plan distribution, security & confidentiality

SAU 99 School Board

Approval of Kennebec Middle School's Comprehensive Emergency Management Plan

1. References:
   a. Sec 1, 20-A MRSA §1001, sub-§16 as amended by PL 2001, c. 588, §10
   b. School Administrative District (SAU) 99 policy
   c. SAU 99 Comprehensive School Emergency Management Plan

2. In compliance with the above references, the SAU 99 School Board reviewed and approved Kennebec Middle School's Comprehensive Emergency Management Plan on August 14, 2008. The effective period of this plan is September 1, 2008 through August 31st, 2009.

3. The principal, Kennebec Middle School is authorized to approve minor changes to this plan without SAU 99 School Board review or approval. Changes may include those that improve plan organization and readability, those that correct information errors or changes in personnel or their contact information, etc. Changes will be annotated on the enclosed Record of Changes sheet. Once made, changes will be distributed by KMS as an update to the current plan (Update #1, Update #2, etc.) to all parties on the controlled distribution list. Obsolete portions of the plan will be destroyed by plan holders.

4. The SAU 99 School Board must, however, approve significant content changes made during the effective period that impact established school or SAU policy, require coordination with external resources such as the local fire or police department, require notification of parents/guardians, or that impact plan standard operating procedures. Once approved by the SAU 99 School Board, KMS will distribute the revised plan (Revision #1, #2, etc.) to all parties on the controlled distribution list in exchange for the obsolete plan. KMS will destroy all obsolete plans.

5. The KMS Comprehensive Emergency Management Plan must be reviewed and approved by the SAU 99 School Board, annually. KMS will incorporate all previous updates and revisions and submit a new plan to the Board at least 60 days prior to the beginning of each new school year (on or about June 31st). The SAU 99 School Board must review and either approve, approve with changes, or deny approval at least two weeks prior to the beginning of the new school year. If KMS's plan is approved with changes or if approval is denied, KMS must make the necessary changes and resubmit the plan to the SAU 99 School Board prior to the start of school.

Signed:	Signed:
_____	_____
Date: _____	Date: _____
Robert W. English Principal, Kennebec Middle School	Sandra B. Algebra Chairperson, SAU 99 School Board

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Record of Changes

Kennebec Middle School ensures that necessary changes and revisions to this plan are prepared, coordinated, published and distributed.

The plan will undergo revision whenever:

- Any other condition occurs that causes conditions to change.
- It fails during an emergency.
- Exercises or drills reveal deficiencies or shortfalls.
- Local school board structure changes.
- Community situations change.
- State requirements change.

Kennebec Middle School will maintain a list of individuals and organizations which have copies of versions orange and gold of this plan. Plan holders are expected to post updates and destroy obsolete material and surrender obsolete plans when issued a revision.

Record of Changes

Nature of Change	Date of Change	Page(s) Affected	Update Approved by Principal (Signature)

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Plan Distribution, Security & Confidentiality

Distribution – The annually approved KMS Emergency Management Plan along with interim updates and revisions will be distributed to the following individuals and organizations by the KMS school office immediately upon approval by the SAU 99 School Board.

Copies	Plan Recipient
	Version Orange (Comprehensive Plan-controlled)
1 (original)	Principal's Office
1	Administrator's Tool Box
1/member (13 each)	School Emergency Team
1	School Library (for controlled use by KMS faculty and staff)
1	SAU 99 Superintendent's Office
1	Local Fire Department/EMS
2	Local Police Department (or Sheriff's Office), and State Police
1	Local Emergency Manager
1	Mental Health Services Coordinator
1	Community Emergency Response Team (CERT)
	VERSION GOLD (Abbreviated Plan)
1 (original)	Principal's Office
60	School Faculty and Staff-Kennebec Middle School
1	Principal, Kennebec High School (w/ Relocation info)
1	Administrator, Pine-Tree Church (w/ Relocation info)
1	Principal, Harvey-Gene Elementary School (w/ Relocation info)
	Version Green (Plan Overview)
1 (original)	Principal's Office
650	Parents/Guardians of Students-KMS (distributed via student back-packs & available during school open houses and at school office.)
1	President, Parent Connections

Plan Security

- Versions Orange and Gold of the KMS Emergency Management Plan are considered sensitive information and must be safeguarded and accounted for at all times. All copies of versions Orange and Gold will be collected by the school office staff at academic year-end and stored until a new plan is approved by the SAU 99 School Board, at which time the obsolete plans will be destroyed.

- **Version Orange** of the plan is intended for key leadership and those directly involved in the planning and implementation of this plan.
- **Version Gold** is intended for KMS faculty and staff, or those that provide important supportive roles in the implementation of the plan.
- **Version Green** is intended to inform parents and guardians of KMS students and selected other recipients as deemed appropriate by the principal.

- The KMS principal is the sole approving official for the reproduction and distribution of this plan. Duplication, sharing, and/or distribution of this plan beyond those mentioned herein is not authorized.

Confidentiality – The KMS Emergency Management Plan is intended for official use only by KMS faculty & staff, the SAU, and local, county and state public safety officials. A version of this plan is also intended to inform parents and community leaders. The names and contact information of persons listed in this plan and the key locations of people, assembly points, equipment, supplies, and facility operating devices are considered confidential. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of KMS students, faculty and staff. Please report inappropriate use of this plan or any of its components as soon as possible to the principal or to any member of the School Emergency Team. Thank you for placing the safety of the KMS community first.

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I. Introduction

A. Purpose, Goal & Scope
B. Acknowledgements
C. Glossary

Purpose, Goal & Scope

Knowing how to respond quickly and efficiently in a crisis is critical to ensuring the safety of our schools and students. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved – from top to bottom – should know the drill and know each other. *--Margaret Spellings*

Purpose – The purpose of this Emergency Management Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables Kennebec Middle School and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving Kennebec Middle School (KMS).

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given situation demands, to be determined at the time of its occurrence by the School Emergency Team and emergency responders.

Goal – The goal of this plan is to ensure the safety of all members of the KMS community and to preserve the well being of the School and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.

Scope & Use – This plan is intended for use by school administrators, faculty, staff, students and emergency responders. It is also intended to inform parents and community leaders of the school's planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs. This plan is intended for use in conjunction with the following resources:

Maine DOE Regulation, Chapter 125
SAU 99 School Board Policy on School Emergency Planning and Preparedness
SAU 99 Emergency Management Plan
SAU 99 School Bomb Threat Policy
KMS Safety Plan (and associated training materials)
KMS Security Plan (and associated training materials)
KMS Violence Prevention Program (and associated training materials)
KMS Student Handbook

The base plan's format follows the Federal Emergency Management Agency's (FEMA) four phases of emergency management:

Mitigation addresses what KMS can do to reduce or eliminate risk to life and property.

Preparedness focuses on the process of planning for likely or worst-case scenarios.

Response is devoted to the steps KMS will take during an emergency.

Recovery deals with how KMS will restore the learning and teaching environment after an emergency.

The Annexes provide supplemental information to enhance the content and facilitate the implementation of the base plan. Additional resources which can be found on the MEMA website under "Maine Prepares, Schools," provides sources and links to documents that advance the study of emergency management in schools and provide tools for more focused preparation.

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Acknowledgements

Special Thanks

To the Kennebec Middle School (KMS) Public Safety Committee for developing this plan. Committee members include:

The KMS School Emergency Team
_____, Kennebec Fire Department
_____, Kennebec Emergency Management Director
_____, Kennebec Police Department
_____, Kennebec Community Mental Health
_____, Community Emergency Response Team (CERT)

In Appreciation

SAU 99 Superintendent's Office
SAU 99 School Board
Kennebec High School
Pine-Tree Church
Harvey-Gene Elementary School
KMS Parent Connections

Portions of this plan have been adapted from or inspired by the following sources:

- Practical Information on Crisis Planning: A Guide for Schools and Communities, The office of Safe and Drug-Free Schools, US Department of Education, January, 2007
- The Vermont School Crisis Guide, 2004 Vermont School Crisis Planning Team
- Crisis Management Workbook, Office of Security and Risk Management Services, Fairfax County Public Schools, Fairfax, VA
- Maine Crisis/Hazard Management Planning For Schools (CHAMPS) Guide, MEMA, AUG 2007
- Resource Guide for Crisis Management in Virginia Schools, Virginia Department of Education, 2002
- Recommended Emergency Supplies for Schools, American Red Cross

Glossary

Abbreviations

AAR	After Action Review
CP	Incident Command Post (or Command Post)
CPR	Cardiopulmonary resuscitation
EAA	Emergency Assembly Area
ECC	Emergency Care Card
EMP	Emergency Management Plan
EMS	Emergency Medical Service (Ambulance Service and Rescue)
FEMA	Federal Emergency Management Agency
IC	Incident Commander
ICS	Incident Command System
KMS	Kennebec Middle School
MEMA	Maine Emergency Management Agency
MRSA	Maine Revised Statutes Annotated or Methicillin-resistant Staphylococcus aureus
SAU	School Administrative Unit
SET	School Emergency Team

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Definitions

Emergency – Any unplanned event that can cause deaths or significant injuries to students, staff, or visitors; or that can shut down the school, disrupt daily activities, cause physical or environmental damage, or threaten the school's financial standing or public image.

Crisis – Common Elements

- Occurs with suddenness
- Causes time compression
- Demands quick response
- Interferes with organizational performance
- Creates uncertainty and stress
- Threatens the reputation, assets and bottom line of an organization
- Escalates in intensity
- Causes outsiders to scrutinize the organization
- Can permanently alter an organization

Note 1: Other definitions are found throughout this plan.

Note 2: Wherever "principal" appears in this plan, it refers to either the principal or a designated administrator in the leadership chain of command.

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II. Mitigation & Prevention

A. Risk Assessment & Hazard Analysis
B. Safety Plan
C. Security Plan
D. Violence Prevention Program

Risk Assessment & Hazard Analysis

General – Mitigation and prevention require taking inventory of the dangers in and around Kennebec Middle School and identifying what to do to prevent and reduce injury and property damage. According to FEMA, the goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

Definition – Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. Mitigation encourages long-term reduction of hazard vulnerability (FEMA, 2002) or "Actions taken to reduce the likelihood of an emergency or actions taken to lessen the impact of an emergency situation". Mitigation and prevention also includes facility, behavior, and policy modifications.

Action Steps

- The assistant principal reviews the last school safety audit, convenes a hazard assessment team within 45 days before the end of the school year, and conducts an assessment of potential risks/ hazards on and around the campus. The assessment tool used for this purpose can be found at Annex G.

  Hazard Assessment Team
  Assistant Principal (lead)
  Local Emergency Manager or County EMA Director (primary consultant)
  KMS Senior School Custodian (facilities/grounds)
  KMS School Counselor (violence prevention and counseling)
  KMS School Nurse (special needs students/staff)
  KMS Police and Fire Liaison (security and safety)
  Local Fire Chief (or liaison)
  Local Police Chief (or liaison)
  Local Public Works Director
  SAU Insurance Representative

- Hazard Assessment Team conducts a desk-side risk assessment with due consideration to natural hazards (winter storms, floods, hurricanes, etc.) and their effects, safety and security hazards, hazards affecting special needs students and staff, and facilities and grounds hazards.

- Hazard Assessment Team conducts a walk through of all facilities and grounds on campus and all areas of the community that could impact the school (highway, chemical plant, nearby river, etc.) An example of a mitigation measure to improve security would be to label all exterior doors (inside and outside) with large sequential numbers. This will save time and eliminate confusion when the SET communicates with first responders.

- The Assistant Principal then develops a hazard mitigation and prevention plan with short and long-term objectives and submits the plan to the school principal for approval. Once approved, the assistant principal assigns short and long-term mitigation tasks to the Senior Custodian, School Counselor, School Nurse, and the Police and Fire Liaison for action during the summer months.

- Risks that cannot be eliminated will be planned for in the next update of this plan.

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- **A copy of the KMS mitigation and prevention plan is provided to the local emergency manager for his/her consideration when updating the town's input into the County's hazard mitigation plan. It is also provided to the primary authors of the KMS Security Plan, Safety Plan and Violence Prevention Plan for their consideration.**

- The school staff that is responsible for meeting mitigation plan objectives will provide in-progress reviews to the assistant principal at times/dates decided upon when the objectives are assigned.

- Two weeks prior to the start of school, the assistant principal will provide a report to the principal on progress made toward objectives in the Mitigation and Prevention Plan. Efforts will continue throughout the school year to complete long-term objectives that were not completed during the summer months.

Safety Plan

(*See KMS Safety Plan under separate cover- includes information on safe practices on and off school property, identifies unsafe areas, outlines required safety training for students and staff, etc. Safety Plan author is the Police and Fire Liaison).*

Security Plan

(*See KMS Security Plan under separate cover- includes information on visitor control, building access, and ID badges. Security Plan author is the Police and Fire Liaison).*

Violence Prevention Program

(*See KMS Violence Prevention Program under separate cover- includes prevention, intervention, and post-incident training and education. Violence Prevention Program coordinator is the School Counselor).*

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III. Preparedness

A. Emergency Planning
B. Leadership, Teams and the ICS
C. Emergency Supplies & Equipment
D. Training & Exercises
E. Other Considerations

Emergency Planning

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Being well prepared involves an investment of time and resources – but the potential to reduce injury and save lives is well worth the effort. *– U.S. Department of Education*

Before planning begins for future updates to this plan, KMS will divide and pre-coordinate responsibilities between KMS and the SAU and set a realistic timetable to prepare. Collect essential information, develop the plan, and involve the right people.

Action steps for successful planning.

Commit to emergency preparedness (plan success depends on committed AND involved leaders).
Identify and involve stakeholders (school, RSU, community).
Consider existing efforts (don't re-invent the wheel).
Determine what emergencies the plan will address (through hazard analysis).
Define roles and responsibilities.
Develop methods for communicating with the staff, students, families, and the media.
Obtain necessary equipment and supplies.
Prepare for immediate response (evacuation, lockdown, shelter-in-place, etc.).
Create maps and facilities information.
Develop accountability and student release procedures.
Practice, practice, practice. KMS's response will only be as good as its drills.
Address liability issues by carefully assessing the hazards faced by KMS.
Evaluate, refine, and update the plan at least annually and more often if needed.

Partnership Agreements (identify and involve stakeholders)

- External partnership agreements are made to delineate how partners will assist KMS during an emergency and vice-versa.
- Partnership Agreements will be renewed each spring, effective for the upcoming academic year.
- Agreements will be created and signed by the principal and the lead person of the following organizations:
  - Relocation sites (Kennebec HS, Pine Tree Church, Harvey-Gene Elementary School)
  - Community Emergency Response Team (CERT)
  - Parent Connections
  - (optional) Local Fire Department (which includes EMS and HAZMAT)
  - (optional) Law Enforcement
- KMS will document agreements using a "Partnership Agreement." See template in Annex E.

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Leadership, Teams and the ICS

Incident Command System

KMS has adopted the Incident Command System (ICS), a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and responding to emergencies of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role.

Local emergency responders have also adopted ICS as their organizational structure when planning for and responding to emergencies. KMS and local emergency responders, therefore, are poised to jointly plan for and respond to KMS emergencies in the most effective and coordinated way possible. The KMS Police and Fire Liaison will be the link between KMS and local emergency responders throughout all four phases of emergency management.

NOTE: The principal or his/her designee is the Incident Commander (IC) for school emergencies until public safety officials assume that role. The IC role officially passes to the fire chief during fire/HAZMAT incidents and to the law enforcement commander following a criminal act, after the principal briefs the public safety official on the situation and notifies the SET of the transfer. To affect a smooth transfer, it is critical that KMS always involve local first responders in the school's emergency management plan development and training. Although a public safety official may have assumed the IC role, the principal is still the leader of his/her own staff/students and the various functions that they've been assigned. During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a "Unified Command," where the principal and public safety officials share in the decision making process. See ICS training requirements for faculty and staff, later in this section.

Leadership (Chain of Command)

The school principal is initially responsible for leading the response to all school related emergencies until local first responders arrive for events they are more qualified to lead, or until he/she delegates his/her leadership role to other school staff. In his/her absence, the following staff, in the order that they appear, will automatically assume leadership of an emergency response:

- Principal
  - Assistant Principal
    - School Counselor
      - Chair, School Leadership Team

School Emergency Team (SET)

The School Emergency Team (SET) is made up of individuals within the school staff and was created to assist the principal in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal, thus bypassing involvement of the SET.

School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension
Incident Commander Overall leader during an emergency. Makes decisions based on information/suggestions provided from team members. Responsible for planning meetings. Coordinates the broad and specific functions of the team during an emergency. Passes role to fire chief during fire/HAZMAT incident and law enforcement commander following a criminal act. Coordinates school use as a shelter for community emergencies.	Robert W. English Principal, Room 101 Alt: Barbara Strictland Asst. Principal, Room 102	Work: xxx-xxxx Cell: xxx-xxxx Email:robert.english@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:barb.strictland@kms.xxx

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School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension
Student Accounting Ensures all teachers have accurate accounting of students; coordinates efforts in accounting for missing or extra students. Ensures all classrooms have a classroom go-bag that includes a student roster. Reports student status to the principal. Oversees student release procedures.	Barbara Strictland Asst. Principal, Room 102 Alt: John Gideon School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email:barb.strictland@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx
Emergency Bus Staging Area When evacuating to or transporting from off-site location(s) and for early dismissals from on-site. Coordinates arrival of buses and the loading of students and staff onto the proper bus with the transportation coordinator. Updates bus rosters and planned bus routes into staging areas in advance.	Buzz Rider School Counselor , Room 136 Alt: John Gideon School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email: buzz.rider@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx
Off-Site Evacuation Coordinator Plans use of a location and evacuation routes to safely move students. Organizes off-site location to include: planning the movement of students to the location; assisting with student accounting once they are moved; planning for special needs students/staff. Coordinates with Emergency Bus Staging Area Coordinator and Parent Reunion Organizer to manage parent arrivals.	Chris Goalpost Athletic Dir. Room 212 Alt: Lora Eggplant Food Svc Coord Room 130	Work: xxx-xxxx Cell: xxx-xxxx Email: chris.goalpost@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: lora.eggplant@kms.xxx
Police and Fire Liaison Provides information to local police and fire department about what has taken place and about the plans the school has implemented to ensure the safety of the students. Maintains contact between school operations and those of the police/fire operations throughout the incident.	Mike Catchem School Resource Officer, KMS, Room 110 Alt: Robert W. English Principal, Room 101	Work: xxx-xxxx Cell: xxx-xxxx Email: mike.catchem@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:robert.english@kms.xxx
Parent Reunion Organizer and Liaison Provides specific directions to parents as they arrive in the area. Establishes pre-identified location where parents can wait to be reunited with their children and obtain information about the event. Coordinates activities at the Reunion Site. Coordinates with Media Rep for information that can be released to parents. Also coordinates with evacuation, student accounting, and bus staging leaders to facilitate students coming to Reunion Site.	Barbara Strictland Asst. Principal, Room 102 Alt: John Gideon School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email:barb.strictland@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx
Information and Media Representative Establishes the media staging area. Serves as sole contact person for all media. Drafts parent letter ("backpack letter") that goes home with students explaining the incident. Ensures media doesn't gain access to student or faculty during the incident. Keeps staff informed about the incident. Discusses message to be conveyed with school administrators in advance. Coordinates message with emergency responders prior to release of public information. Supervises Call Team. Superintendent may assume this role.	Samantha Binder Librarian, Room 150 Alt: Robert W. English Principal, Room 101	Work: xxx-xxxx Cell: xxx-xxxx Email:sam.binder@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:robert.english@kms.xxx
Communication and Recorder Confirms that 911 was called. Activates the telephone call tree to notify SET and other school staff. Notifies and updates the Superintendent's office and requests resources, if needed. Keeps detailed record of events, decisions, and actions including annotation of time, which helps ensure critical tasks are completed and allows incident supervisor to track all activities, and police/fire to reconstruct the events during the subsequent investigation. Assists Incident Commander with internal classroom telephone/intercom communications.	Kristen Keyboard Secretary, Room 100 Alt: Emily Curtisee Office Mgr, Room 100	Work: xxx-xxxx Cell: xxx-xxxx Email: Kris.keyboard@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:emily.curtisee@kms.xxx

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School Emergency Team – Roles	Team Members Primary & Alternate	Phone # or Extension
Safety & School Site Security For incidents that occur around the school building but do not directly involve school personnel such as a violent crime that may require staff to take steps to quickly lockdown the school from outside intruders. Serves as the liaison with the agency managing the local event. Develops check system to ensure school is secure. Serves as school safety officer.	Mike Catchem Resource Officer, KMS Room 110 Alt: Alex Blueprint Lead Custodian Room B-10	Work: xxx-xxxx Cell: xxx-xxxx Email: mike.catchem@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: alex.blueprint@kms.xxx
Staff Assignments Coordinates use of available personnel to assist with carrying out the core functions associated with the incident. Teachers/staff not assigned students during an incident and other school personnel arriving at the incident reports directly to this person. Works closely with the Incident Commander and directs staff to areas that need assistance. Functional team leaders coordinate with the Staff Assignments leader in requesting manpower. Maintains roster of assignments and manpower needs, making requests to main office when needed.	Emily Curtisee Office Mgr, Room 100 Alt: Kristen Keyboard Secretary, Room 100	Work: xxx-xxxx Cell: xxx-xxxx Email:emily.curtisee@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: Kris.keyboard@kms.xxx
School Nurse Maintains first aid kits in common areas of the school. Trains and maintains an inventory of students and staff on CPR and first aid and coordinates their effort during an emergency. Serves as triage officer during mass casualty events until EMS arrives. Serves as liaison with local EMS, hospitals, public health (Maine CDC), and the healthcare community. Promotes infection control practices before, during, and after an outbreak of disease. Assists epidemiologists during an investigation of a naturally occurring disease outbreak or a Bio-Terrorism incident.	Katherine Gauze School Nurse, Room 123 Alt: Ester Splint Teacher, Room 139	Work: xxx-xxxx Cell: xxx-xxxx Email: kate.gauze@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:ester.splint@kms.xxx
Facility Operations & Maintenance Head custodian or Maintenance Director works with the School Emergency Team using blueprints and an advance video tape/DVD of the school to identify specific sections of the building. Custodial staff members, wearing fluorescent vests, work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering school grounds.	Alex Blueprint Lead Custodian Room B-10 Alt: William Plumber Custodian, Room B-9	Work: xxx-xxxx Cell: xxx-xxxx Email: alex.blueprint@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email: bill.plumber@kms.xxx
School Counselor Plans and implements proactive counseling and violence prevention programs. Organizes post-event counseling program to help students, parents, faculty, and community recover from an incident. Schedules support meetings, coordinates human recovery activities and organizes other grief management resources. Coordinates professional community services, when required.	John Gideon School Counselor , Room 136 Alt: Melinda Hart School Counselor , Room 136	Work: xxx-xxxx Cell: xxx-xxxx Email: john.gideon@kms.xxx Work: xxx-xxxx Cell: xxx-xxxx Email:Melinda.couch@kms.xxx
Teachers with students in class Provide supervision of students in their care and remain with students during emergencies until directed otherwise. Ensure safety of students; direct students according to response procedures; render first aid when needed; manage student communication via cell phones per school policy; report missing/injured or extra students to the Student Accounting Leader. **Teachers & staff not assigned to a class when an emergency occurs.** Report to the Staff Assignments Leader if not previously assigned an emergency role.	Teachers	Intercom, Room Number

SAMPLE

Incident Command System

School Public Safety Committee

The School Public Safety Committee includes all members of the School Emergency Team and emergency responders from the Town of Kennebec. The committee was created to assist the principal or Incident Commander in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal or Incident Commander, thus bypassing involvement of the School Public Safety Committee. The SET and/or the School Public Safety Committee will be assembled as soon thereafter as possible to plan follow-up actions. During an emergency situation, Public Safety Committee members may, in their duties as first responders, work from a predetermined Incident Command Post that is different from the original SET Command Post.

Public Safety Committee	Team Member Name	Phone # or Extension
Law Enforcement Commander Integrates school and law enforcement training and response plans. Works with the School Emergency Team to carry out the response and secure the incident scene by keeping parents and community members away from the school. Assumes role of Incident Commander once school is evacuated and it is ascertained that a criminal act has occurred. Ensures clear passage of emergency service vehicles.	Mike Catchem Resource Officer, KMS Room 110	Work: xxx-xxxx Cell: xxx-xxxx Email: mike.catchem@kms.xxx
Fire Chief Integrates school fire and hazardous material response plans. Works with the School Emergency Team in responding to the emergency. Remains on standby at the perimeter of scene unless a fire or hazardous material emergency develops, at which time the Fire Chief or designee becomes the Incident Commander.	Allen Burns Fire Chief	Work: xxx-xxxx Cell: xxx-xxxx Email:
Emergency Medical Services Chief During planning helps to identify school and community members who have CPR and other emergency medical skills. Works with the School Nurse to coordinate the delivery of medical treatment during an emergency.	Ely Siren Chief, EMS	Work: xxx-xxxx Cell: xxx-xxxx Email:
Mental Health Services Coordinator Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.	Elizabeth Calm Psychologist	Work: xxx-xxxx Cell: xxx-xxxx Email:
Emergency Management Director Provides technical advice to the SET on planning, training and exercising of an all-hazards emergency management plan. Establishes and operates the town EOC; manages local resources needed in response to a school incident; and is the conduit through which additional resources are requested.	Jimmy Lee Wit Director, EMA	Work: xxx-xxxx Cell: xxx-xxxx Email:
***CERT (Community Emergency Response Team) Leader.** Assist teachers with administering disaster preparedness programs in the school curriculum**. Coordinates CERT augmentation to the SET and/or public safety committee during school emergencies. Reports to the Staff Assignments Leader when activated.	Megan Helper CERT Leader	Work: xxx-xxxx Cell: xxx-xxxx Email:

The School Public Safety Committee meets on the 3rd Wednesday of each month from 3:00 p.m. – 5:00 p.m. to plan and conduct training and various exercises. The Committee also uses this time to update the plan each spring before the end of school, or more often, if needed. The principal serves as the liaison between the School Emergency Team and the remainder of the School Public Safety Committee.

SAMPLE

** NOTE 1: Contact your County Emergency Management Agency about creating a CERT (Community Emergency Response Team). Learn more at: http://www.citizencorps.gov/cert/index.shtm.*

***NOTE 2: For help integrating the Disaster Dudes, Risk Watch, or Masters of Disasters curriculum in your school, contact the Maine Emergency Management Agency (Preparedness Specialist) at 207-624-4400.*

Call Team

This team consists of teachers that have no assigned students and is activated by the Incident Commander and used to prepare backpack letters and/or place or receive large volumes of calls to or from parents, community partners, etc. about an incident. They are also used to augment the School Emergency Team when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable. After activation, the call team normally occupies the principal's conference room and initially falls under the direction of the Information and Media Representative. See Section IV, Response (Communications), for team membership and responsibilities.

SAMPLE

Emergency Supplies & Equipment

Emergency supplies and equipment are pre-positioned throughout the school for easy access when needed. This section tells you what they are, where they are, who is responsible for them, and how to get them.

Requesting Supplies and Equipment

All requisitions for emergency supplies and equipment will be processed through the KMS Office manager. The exception is for medical supplies and kits which will be requisitioned through the school nurse. Supply and equipment requisition forms can be obtained in the school office.

Maintaining and Accounting for Supplies and Equipment

The KMS office manager issues all emergency supplies, kits, and equipment to school staff in accordance with this plan. The care, maintenance, and accountability of emergency supplies and equipment are the responsibility of the individual to whom they are issued. Receipts for non-expendable high dollar items such as two-way radios, will be signed by the recipient.

For emergency supplies and equipment located in common areas, care, maintenance, and accountability resides with the Chief Custodian for non-medical emergency equipment (fire extinguishers, security equipment, etc.), and the School Nurse for medical kits. Other than formulating a packing list, the School Nurse is not responsible for maintaining any first aid kits except for those found in common areas.

Lists of Emergency Supplies and Equipment

Classrooms

Each classroom will have: a Teachers Emergency Response Flip Chart which includes evacuation routes, emergency phone numbers, and emergency action steps (see flip chart at Annex H); a Classroom Go-Bag to be taken by the teacher during an evacuation with his/her class; a shelter-in-place kit; and cleaning supplies in the event of student accidents during lockdown or shelter-in-place operations.

Classroom GO-Bag

- A bright yellow emergency backpack with the following items:
- Yellow fluorescent vest (worn by teachers) with list of emergency duties in front pocket
- Student class roster (with special assistance students identified)
- Student attendance forms, blank
- Student emergency care cards
- Student release forms
- Status placards, colored
- Emergency phone numbers and procedures
- Teacher partner classroom list
- Basic first aid kit (maintain per shelf life)
- Pressure dressings, 3
- Latex-free gloves, 6 pair (maintain per shelf life)
- Flashlight w/ extra batteries (maintain per shelf life)
- Pens, paper
- Large garbage bags, 1 per student (to keep warm and dry)
- Whistle
- Small garbage bags with ties for sanitation (1 roll)
- Facial or toilet tissue (1 small box or roll)
- Scissors
- Small snacks—peanut free (optional)

SAMPLE

Classroom Shelter-in-place kit (items needed in addition to the Go-Bag above)

- 5-gallon bucket (to store supplies and to serve as toilet when needed)
- Toilet Supplies (100 small plastic bags, toilet paper, and hand washing supplies)
- Duct Tape, 2 rolls (for sealing doors and windows)
- Drinking Water and cups – stored separately
- Space blanket, 3
- Tarp or ground cover
- Portable radio, batteries
- Student Activities
- Gum, mints, or hard candy (to help relax students during lockdown or shelter-in-place)
- *Items for earthquake prone areas (leather work gloves, safety goggles, crowbar)*

School office

Communications equipment (secure area)

- Bullhorn with extra battery, 2 each.
- Two-way radio w/ holster, charger, extra batteries - 4 sets. (other two-way radios distributed to: SET members, department heads, Police and Fire Liaison, and the Athletic Director.)
- Dedicated emergency telephone line (with unpublished number): selected phone jacks identified with green covers. Used only for school emergency response/recovery.

Life Saving Items (common area)

- Fire extinguisher
- First aid kit
- Portable stretcher and drag blankets

Utility Equipment (secure area: 1 set-school office; 1 set-custodian's office):

- Barrier tape 3" x 1000', 3 rolls (emergency type)
- 4' Stakes, 40 each
- Sledge hammer
- Bolt cutters
- Pry bar
- Pickax
- Shovel
- Pliers
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench, 1 per utility
- Cables to connect car battery for emergency power for lights, etc. (training needed to operate)

Administrator's Tool Box – Mobile (secure area: taken by office administrator during evacuation)

- **Large orange duffle bag on wheels**, which consists of:
- KMS Emergency Management Plan, which includes:
  - School Neighborhood, map of.
  - School Campus, aerial photos of
  - School Floor Plans
  - School Campus during an Emergency, map of CP & staging areas
  - School Utility Systems, diagram/layout of gas and utility lines
  - Evacuation Routes to relocation sites
  - Relocation Sites, map of staging areas (indoor & outdoor)
  - Faculty & Staff Assignment Roster w/ Special Skills & Devices
  - First Aid Kit Inventory, by location (Lesson from Jonesboro, Arkansas shooting)
  - Telephone and Pager Listings
  - Emergency Phone Numbers

SAMPLE

- Keys. Clearly tagged master key; extra keys for rooms for which a master key can't be used; place in a locked container within the box (or keep extra master key in Knox Box-rapid entry system-outside)
- Procedures for:
  - Fire Alarm Turn-off (Columbine lesson)
  - Sprinkler System Turn-off (Columbine lesson)
  - Utility Shut-off Valves
  - Cable Television Satellite Feed Shut-off
- Student & Staff Photos
- Student Disposition Forms & Emergency Care Cards
- Student Attendance Roster
- Inventory of Staff Resources
- Emergency Resource List (local resources)
- Master roster of all classes
- Master bus schedules
- Bell Schedule
- Note pad/pens
- Incident recorder log
- First aid kit with latex-free surgical gloves
- Flashlight (batteries refreshed every 6 months)
- Disposable camera
- Other: When exiting, place extra two-way radios and the visitor log in the bag.

Call Team Go-Bag
- Telephones, push button analog or digital, 8
- Cell phones, 8 (with chargers/power cords)
- Two-way radios with holsters, chargers, and extra batteries 2 sets
- Laptop computer w/ power supply - capable of internet connection, 1
- Paper and pens for 10 people
- Sample letters to parents, community, etc.

Other Kits or Items

SET Member Response Kit – (one per team member stored in individual work station)
- Two-way radio with holster, charger, and extra batteries
- Text pager
- Cell phone
- megaphone
- **Orange** backpack, with:
  - Orange fluorescent vest, position title (front & back), and list of emergency duties – front pocket.
  - Flashlight (with extra batteries)
  - Whistle
  - First aid kit
  - Latex-free surgical gloves, 4 pair
  - Zip-lock freezer bags with labels, 5 each (for temporary storage of personal effects or evidence).
  - Duct tape, 1 roll
  - Disposable camera
  - Note pad/pens
  - Emergency phone numbers (or wallet-size card)
  - Selected segments of this plan (as determined by the Incident Commander)
  - Serious Incident Report form with clipboard, 5 copies

First Aid Kits (Common Areas): Inventory of kit contents is maintained by the School Nurse. See locations of kits on map at Annex C.

Fire Extinguishers (Common Areas): Inventory by type is maintained by the Chief Custodian. See locations of fire extinguishers on map at Annex C.

SAMPLE

Note: Bus Emergency Kits (an SAU responsibility), should include a first aid kit, a fire extinguisher; body fluid/biohazard containment & clean-up kit; plastic garbage bags (one per rider); cell phone; refuel credit card; break-down kit (road flares, triangles, etc.); and small sledge hammer.

Note: Individual Student GO-Bags (Optional). Use caution with this option as it is difficult to enforce and maintain. Children without kits could feel neglected. Recommended Contents: 1-2 small trash bags w/ ties; facial tissue (travel size); space blanket or 1 large plastic trash bag or poncho; high calorie, peanut free snacks (granola bars, crackers, etc.); single serving canned food w/ flip top lid (fruit, baked beans, pudding, etc.); plastic spoon; bottled water; comfort item (like letter or photograph from home); non-toxic chemical emergency light stick.

Whole School (Optional: budget permitting)

Water: (food service area) ½ gallon per person per day times 3 days (w/ small paper cups if not bottled)

First Aid: (if not already accounted for in first aid kits. Stored in School Nurse's closet)

- 4 x 4" compress: 500 per 250 students
- 8 x 10" compress: 75 per 250 students
- Elastic bandage: 2-inch: 8, 4-inch: 8
- Triangular bandage: 16
- Cardboard splints: 16 each, sm, med. lg.
- Butterfly bandages: 30
- Water in small sealed containers: 75 (for flushing wounds, etc.)
- Hydrogen peroxide: 7 pints
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors, paramedic: 4
- Tweezers: 3 assorted
- Triage tags: 25 per 250 students
- Latex-free gloves: 50 per 250 students
- Oval eye patch: 25 per campus
- Tapes: 1" cloth: 25 rolls/campus; 2" cloth: 12 each
- Dust masks: 25/100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced
- Space blankets: 1/student and staff
- Heavy duty rubber gloves, 4 pair

Sanitation Supplies: (if not supplied in the classroom kits- Custodian's storage room)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Hand sanitizer or soap and water, in addition to the wet wipes, is strongly advised.

Staging Area Supplies (located in gymnasium storage area):

- 3' x 6' folding tables, 3-4
- Chairs, 12-16
- Lime green florescent vests for staff without students
- Clipboards with Emergency Job Descriptions (for staff w/out students)
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release
- Alphabetical Dividers for Request Gate
- Copies of all necessary forms

Food (located in food service area): Supply of peanut free granola bars, power bars, or similar food which is easy to distribute, will be stored. Items must be easy to serve, non-perishable and not need refrigeration or heating after opening. Care must be taken to store limited quantities of items suitable for students/staff with diabetes and certain other specific medical conditions. Consult with the School Nurse for quantity and type needed. Food will be purchased at the beginning of the school year and donated to charity at the end of the year. KMS will store limited hard candy, primarily for its comfort value.

SAMPLE

Training & Exercises

- Definitions
- Training requirements by phase
- Schedule of training and exercises
- Documentation of drills and exercises

Definitions (EMP Drills and Exercises)

Orientation Seminar
The Orientation Seminar is a low-stress meeting to introduce everyone to the emergency plan. This should be conducted when a new plan is developed and when new faculty or staff are hired.

Tabletop Exercise
The tabletop exercise is a low-stress session where participants talk through a scenario. The exercise has a facilitator who inputs new information to add to or change the scenario. Participants talk through the way they would respond to the scenario.

Functional Exercise
The functional exercise is a high-stress, but low-cost exercise and may focus on a specific portion(s) of a scenario. Participants are split up into different rooms and must communicate with each other by phone or radio based on a scenario. The exercise should be facilitated, and evaluators should be in each room to answer questions and note any issues that should be addressed.

Full-Scale Exercise
The full-scale exercise is a high-stress, realistic and often costly exercise. Planning for a full-scale exercise can take months. The participants play out a scenario the way they would respond to a real emergency.

Training Requirements

EMP Orientation

School Emergency Team (SET) members: The Police and Fire Liaison will provide individual orientation on member duties within 2 working days of assignment to the team.

Faculty and Staff: The Police and Fire Liaison will provide all new faculty and staff with a 30 minute orientation on the plan and will also provide a copy of this plan. Orientation sessions will be held once each month on the 2nd Tuesday at 3:00 p.m. in Room 105.

Students: Teachers will orient students on the following components of the plan within the first five school days of the new academic year:

- Evacuation
- Lockdown
- Shelter-in-Place
- Severe Weather
- Signals and Commands
- Individual preparedness and response responsibilities

Mitigation & Prevention Training

School Emergency Team

Individual members. Complete the following requirements within 45 days of being assigned to the SET. Members will coordinate with listed trainers and schedule training at a mutually agreeable date and time.

SAMPLE

Subject	*Instructor*
Violence prevention & intervention techniques	School Counselor
Hazard identification	Assistant principal

Team Training.

Various topics, bi-monthly	Per training schedule.

Faculty, Staff, Bus Drivers & Monitors

Subject	*Instructor*
Violence prevention & intervention techniques	School Counselor

Students

Subject	*Instructor*
Violence prevention & intervention techniques	School Counselor

Response Training

School Emergency Team

**NOTE: All members of the School Emergency Team are expected to complete IS-700, National Incident Management System (NIMS), An Introduction; and IS-100.SC, Introduction to the Incident Command System, I-100, for Schools. In addition to these requirements, it is recommended that the principal also complete IS-200, ICS for Single Resources and Initial Action Incidents. For more information on ICS and these short courses, call your County Emergency Management Agency or access: http://www.training.fema.gov/IS/crslist.asp.*

Individual members. Complete the following requirements within 45 days of being assigned to the SET. Members will coordinate with listed trainers and schedule training at a mutually agreeable date and time.

Subject	*Instructor*
IS-700, NIMS	*County EMA or on-line at *http://www.training.fema.gov/IS/crslist.asp*
IS-100.SC, ICS for Schools	County EMA or on-line *http://www.training.fema.gov/IS/crslist.asp*
IS-362, Multi-Hazard Emergency Planning for Schools	In-residence or on-line *http://www.training.fema.gov/IS/crslist.asp*
Communications Systems (Intercom, radios, etc)	School Secretary
Review of Security system	Police and Fire Liaison
Basic First Aid & CPR	School Nurse
Basic Fire and HAZMAT Awareness	Kennebec Fire Department

Team Training.

Various topics, bi-monthly	Per training schedule
Communications equipment tests, monthly (2-way radios and bullhorns)	Per training schedule

Students, Faculty and Staff

6 Fire/Evacuation Drills (all)
1 Table-Top Exercise (faculty and staff only)
1 Off-site Evacuation Exercise (all)
1 Lockdown/Shelter-in-place Exercise (faculty and staff only)

Recovery Training

School Emergency Team.

Individual members.

SAMPLE

Subject	*Trainer*
Recovery Training (assessing emotional needs of students and colleagues)	School Counselor
Violence prevention	School Counselor, SRO
Team Training.	
Various topics, bi-monthly	Per training schedule.

Faculty and Staff

Subject	*Trainer*
Assessing emotional needs of students and colleagues	School Counselor
Emotional Management of Students	School Counselor
Teacher Guidelines for Crisis Response	Self study
Parent Guidelines for Crisis Response	Self study

Students

Subject	*Trainer*
Subjects related to grief and stress management	School Counselor

Schedule of training, exercises and preparedness events:

September 08	February 09
October 08	March 09
November 08	April 09
December 08	May 09
January 09	June 09

Documentation of drills and exercises: See Annex E, Forms and templates (Exercise Logs).

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Other Considerations

1. School office staff will:
   - pre-program emergency phone numbers on the school's phone system and,
   - create phone, pager, and email address lists of, and for the SET to save time, property, and, possibly, lives.

2. Volunteers: The Community Emergency Response Team (CERT) and all other response and recovery volunteers will report to the Staff Assignments Leader for credentialing and assignments.

3. Special needs students and staff:
   - Teachers will assign volunteer student helpers to assist students with special needs during an emergency.
   - Drills will be conducted to ensure student volunteers are competent in their respective roles.
   - Volunteer faculty or staff (that have no students assigned) will assist other faculty or staff needing assistance during an emergency.
   - KMS and the SAU Transportation Coordinator will make arrangements for bus transportation of special needs students in advance of an emergency.

4. Visitor/substitute teacher orientation on the KMS Emergency Management Plan:
   - All visitors and substitute teachers will stop by the school office for an access badge prior to having free access to the school.
   - The office staff will direct the visitors' attention to the back of the badge where a brief overview of emergency procedures and individual responsibilities can be found.
   - Teachers are responsible for orienting substitute teachers, teacher assistants, and long-term visitors of school and classroom emergency procedures, in more detail using the teachers' flipchart as a guide.

5. School use as a community shelter:
   - The principal will approve the use of the school as a community or American Red Cross shelter and will coordinate its use when activated as such.
   - Once activated, the *school nurse* will coordinate with outside medical agencies for their provision of medical oversight of shelter clients with chronic conditions.
   - The KMS *food service coordinator* will coordinate with the Shelter Manager for an orientation on food service supplies, equipment, and operations.
   - The *head custodian* will coordinate for use of portions of the school as a pet shelter.
   - Other assignments and coordinating instructions can be found in the KMS plan entitled "KMS as a Community Shelter."

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IV. Response

A. General Response to Emergencies
- Evacuation
- Lockdown
- Shelter in Place
- Threats of Terrorism
- Other Universal Emergency Procedures
- Student Restraint
- Response for Off-Site Activities
- Student Accounting and Release Procedures
- Staging Areas
- Communications

B. Hazard Specific Response to Emergencies (A-Z)

General Response to Emergencies

Initial Response

Crises are unexpected, often unpredictable and take many forms. No school and community can be fully prepared for everything that may happen, but some simple measures are helpful in any emergency:

- Think of everyone's safety first;
- Use common sense and follow emergency training procedures;
- Act quickly and calmly; and
- Remain factual and unemotional when communicating with students, the community, and media.

Action steps

When the School Emergency Team is not immediately available, supervising adults must take quick, responsible and independent actions in response to an emergent situation. Here are points to remember for individual staff and for the SET when called upon to implement the KMS Emergency Management Plan.

- **Expect to be surprised**
- **Assess the situation and choose the appropriate response.** Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude. After basic protective steps are in place, more information can be gathered to adjust later responses.
- **Respond within seconds**
- **Call 911** (through the school office). Do not delay. It's best to have emergency responders on scene even if the incident has been resolved by the time they arrive, than to risk further injury and damage.
- **Notify the School Emergency Team (SET).** Notify the SET so they can take measures to protect the safety of all persons involved.
- **Evacuate or lock down the school as appropriate.** This step is crucial and should be one of the first decisions made, regardless of the order in which initial decisions are implemented.
- **Triage injuries and provide emergency first aid to those who need it.** Refer to the list of CPR and First Aid qualified staff on a chart located in the school office, gymnasium, and school nurse's office. Those seriously injured will be treated by EMS in the main lobby just inside the front doors.
- **Keep supplies nearby and organized at all times.** Take Classroom Go-Bag, first aid kits, and other supplies when responding to an incident or evacuating to the Emergency Assembly Area (EAA) and/or a relocation point.
- **Trust leadership.** Trust the School Emergency Team and external emergency responders who have been trained to deal with emergencies. Trust will help calm the situation and minimize the chaos. In certain situations, yield leadership to others in this plan's designated command structure.
- **Communicate accurate and appropriate information.** Use channels identified in this plan to communicate regularly with the SAU, parents, the community, and the media. At a minimum, families

SAMPLE

need to know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. At some point, families need to know when/where students will be released.

- **Activate student release/parent reunion system.** Goal: Earliest possible safe release of students.
- **Allow for flexibility in implementing this plan.** No plan can address every situation that may arise.
- **Document everything.** Write down every action taken during the response to include times they occurred; include record of damages & financial expenditures. These are legal documents.

Simplified Emergency Commands

KMS has established the following commands when responding to an emergency or conducting drills:

- Evacuate: **((FIRE ALARM))** + ***"Evacuate the Building"***
- Lockdown: **((EMERGENCY TONE))** + ***"Clear the Halls and Lockdown the School"***
- Shelter-in-Place: **((EMERGENCY TONE))** + ***"Clear the Halls and Shelter-in-Place"***

Other considerations

School Emergency Team (SET)

- Members must be in place and comfortable with their respective roles well before an emergency.
- Members must watch for alarming changes in a student's behavior or recognize community events or incidents that could affect the school and report them to the principal or assistant principal.
- When activated, the SET will convene at the Primary Incident Command Post (principal's office) for all emergencies unless directed otherwise.
- Items to think about when responding to an incident: type of response; crowd control; wrecker service to remove cars blocking entries/exits; type of student/staff support needed; notification of students, staff, parents, SAU, community members, and the media; level of parent involvement and type of community information meetings to be scheduled; staff and substitute teacher coverage needed; involvement of SAU response team; time/place for follow-up progress meeting(s) and need for victim assistance services; assess and debrief emergency response.
- SET debriefing will occur within 36 hours after incident response is concluded.

Teachers and staff. General responsibilities during an emergency:

- First Priority: The safety and accountability of KMS students. Implement procedures to account for and protect them.
- Stay with assigned students throughout an emergency, unless otherwise assigned through the teacher partner system described in Annex G or until released by the Incident Commander or until every student has been officially released;
- Remain calm and matter of fact. Students will respond to how you act and react to a situation.
- When possible, assist other teachers and staff that are responding to an emergency, even if it's only to call for help; don't, however, compromise the safety of students or become a victim in the process.
- Teachers with students in rooms other than their own, like the computer lab, should act as they would in their own rooms. Keep students safe, take attendance, and wait.
- Regularly report the status of students to the Student Accounting Leader, especially if there are injuries or students needing assistance.

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Evacuation

((((FIRE ALARM))))

followed by:

"CLEAR THE HALLS AND EVACUATE THE BUILDING"

General Concept

Evacuation is used when conditions outside are safer than inside. Once the principal directs an evacuation, by sounding an alarm and announcing *"Clear the Halls and Evacuate the Building"* all students and staff move from the school to the outdoor Emergency Assembly Area (EAA) at least 300 feet away from the southeast corner of the school (Soccer field). After students and staff are accounted for and the threat has cleared, students and staff return to their classrooms after **"All Clear"** has been announced by the incident commander or a member of the SET.

If an incident is expected to be prolonged or if conditions are not suitable for remaining at the outdoor EAA, buses are called and staged at the emergency bus staging area (next to the EAA). Once students and staff are loaded, they are transported to one of three pre-coordinated relocation sites along a prescribed evacuation route. After arriving at the relocation site, students and staff are sheltered and accounted for a second time. Once the Call Team arrives at the relocation site, they will notify parents and guardians of the event. The Parent Reunion Organizer and Liaison establishes and operates a student/parent reunification point at the relocation site. Students not picked up by parents/guardians are bused to regular bus stops.

Action Steps – Evacuation

- Incident Commander (IC) and School Emergency Team (SET):
  - After calling 911, the IC consults with the SET. He/she indicates whether primary or alternate evacuation routes will be used.
  - IC assigns SET members to: coordinate activities at the staging area and to retrieve the Administrator's Tool Box for transport on the first bus.
  - IC notifies the SAU Transportation Coordinator and Relocation Site(s) with the number of students and staff requiring evacuation and those with special needs. If the Transportation Coordinator does not have the capacity to move all students and staff quickly, he/she will immediately call the local or regional commercial bus service for additional transportation support.
  - IC directs all personnel to "Evacuate the Building." Directs remaining SET members to quickly "sweep" the building, checking bathrooms, locker rooms, and other areas in addition to classrooms, and to secure entrances outside the building until police arrive.
  - IC directs the Student Accounting Leader to account for all students and staff throughout the evacuation.
  - IC informs the Superintendent of the pending evacuation.
  - Information and Media Representative contacts the media with a predetermined message that has been coordinated with emergency responders and the Superintendent's office.

SAMPLE

- IC remains on site with the Police and Fire Liaison, secretary, and selected SET members, if needed, to coordinate with emergency personnel when they arrive.

- Prior to students and staff departing the building, two members of the SET quickly walk the length of the outdoor evacuation lane en-route to the Emergency Assembly Area (EAA). They observe for any suspicious activity along the route and at least 300 feet around the entire EAA. This survey of the area is to help identify and prevent any potential secondary attack on students while they are evacuating.

◈ Teachers, students and staff:

- Close, but do not lock windows and doors.

- In an orderly fashion, students and staff take the closest and safest way out as posted (use secondary route if the primary route is blocked or hazardous).

- Direct students away from areas where emergency service vehicles enter the school complex or where secondary bomb devices might be hidden such as the main parking lot and trash receptacles.

- If an evacuation is called because of a chemical spill, wind direction and location of the spill will dictate the exits and alternate EAAs used for evacuation.

- Take the Classroom Go-Bag which includes the class roster for student accounting.

- Arrange special assistance for those in need.

- Do not stop for student/staff belongings.

- Go to the designated EAA.

- Once at the EAA, teachers maintain control of their class, check for injuries, take attendance, and report any missing or extra students to the Student Accounting Leader on site. This information is passed on to the principal and then on to police and fire personnel.

- If the Student Accounting Leader is not at the EAA, use cell phones and two-way radios, to maintain effective communication, except during a bomb threat when such devices could detonate an explosive. In those cases, use a pre-planned runner system.

- Wait for further instructions.

◈ Evacuation Locations:

- On-site (inside the building): EAA School gymnasium.

- On-site (outside the building): EAA Soccer field (east end of the building). Alternate sites TBA.

- Off-site (Primary relocation site) – Kennebec High School gymnasium

- Off-site (1st Alternate relocation site) – Pine-Tree Church Hall.

- Off-site (2nd Alternate relocation site) – Harvey-Gene Elementary School.

SAMPLE

- Emergency Bus Staging Area:

  - Emergency Bus Staging Leader: verifies student accounting with the Student Accounting Leader; verifies teacher and staff assignment to buses and students; and coordinates bus departure.

  - Buses will load in the following order:
    - 6th grade;
    - 7th grade;
    - 8th grade;
    - remaining faculty and staff.

  - The Off-Site Evacuation Coordinator and the SET member responsible for transporting the Administrator's Tool Box will ride the first bus in order to receive and organize arriving students and staff at the relocation site.

  - The Emergency Bus Staging Leader and Student Accounting Leader will remain at the school until all students and staff are accounted for and evacuated.

- Evacuation routes to relocation sites: See map at Annex C.

- Student supervision – Teachers remain with assigned students throughout the duration of the emergency.

SAMPLE

Lockdown

((((EMERGENCY TONE))))

followed by:

"CLEAR THE HALLS AND LOCKDOWN THE SCHOOL"

General Concept

Lockdowns are used when an emergency occurs outside of the school and an evacuation would be dangerous or when there is an emergency inside and movement within the school will put students in jeopardy.

When the order for a "Lockdown" is given, – Go to closest room supervised by an adult. Close door (lock if possible). Students and staff remain away from doors and windows. Turn off lights/shut curtains/blinds (if available). Only use classroom intercom or phone for emergencies. Designated staff secure outside doors. Students outdoors move in or away from building.

Action Steps – Lockdown

- The principal that observes a critical incident or receives a report about a critical incident can order a partial or full lockdown.
- If possible, the SET reports to the Incident Command Post prior to or immediately after a lockdown announcement to plan next steps in handling the incident.
- When ordering a lockdown, an emergency tone (not a bell) will be sounded and the following announcement will be repeated several times:

  "Teachers and students, clear the halls and lockdown the school. Students, report directly to the nearest classroom. Ignore any bells or fire alarms."

When lockdown is sounded and announced:

- The principal or any other member of the SET calls 911, fully explains what is known to police; all bells are held from being sounded.
- The Police and Fire Liaison is assigned to the dangerous situation or area to ensure students, faculty, and staff do not enter the area.
- Unassigned teachers and staff ensure students in hallways, bathrooms, and other common areas such as the auditorium, library, etc., are placed in the closest occupied classroom immediately.
- All faculty and staff must lock all interior and exterior doors; A custodian or the teacher/staff member with an office or room nearest each exterior door, will lock the door and remain nearby to allow entry by law enforcement officers, if needed. Remaining faculty and staff will seek shelter in a locked room.
- During a gun incident outside, instruct students to "Drop to the Ground" or "Run into the Building Quickly." Teachers will quickly escort students to an area away from the perpetrator in an occupied classroom. *Ensure loudspeakers are audible in areas outside the school where students are located.*
- During an incident involving a hostage or weapons, staff should direct students to move to an alternate secure area away from the perpetrator(s).

SAMPLE

- All school personnel must remain quiet in a secured area of the building, on the floor, away from windows and doors, and with all lights turned off and shades drawn.

- When a teacher with students hears a lockdown tone and announcement:

  - Do not allow any students to leave the room.

  - Take custody of any students in your immediate hallway or common area.

  - Close and lock your door. Make sure your phone ringer is on but do not use the phone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.

  - Use caution and discretion in allowing students entry into the classroom.

  - DO NOT use or allow students to use cell phones; all two-way radios should be turned off as well. Collect and place all of these items in a box and explain to students that use of these devices could detonate an explosive.

  - Assemble students in the safest area of your room…on the floor, out of sight, away from windows and doors, with all lights turned off and shades drawn.

  - Advise students that there is some type of emergency but you don't know what it is.

  - Once the room is locked, take attendance. Prepare a list of missing students and extra students in the room.

  - Keep the attendance sheet with you and be prepared to provide it to a member of the SET when directed by a member of the SET.

  - DO NOT ANSWER YOUR DOOR FOR ANYONE – THE EMERGENCY IS ONGOING!!

  - If you are not in your room, stay where you are. DO NOT ATTEMPT TO RETURN TO YOUR ROOM. If you are caught outside, take your students to the Emergency Assembly Area and call for help if it is safe to do so.

  - **Ignore any bells or fire alarms** – the school will not be evacuated using this method.

  - Stay in the room and wait for further instructions from a member of the SET or a police officer, and prepare for a possible building evacuation.

  - Remain calm and matter of fact. Be aware of the emotional response some students may have; be prepared if frightened students vomit or faint. Keep Classroom Go-Bag & cleaning supplies nearby.

  - If or when students are moved out of the classroom, assist them in moving quietly and quickly.

  - When **"All Clear"** is announced by the incident commander or a SET member, return to normal activity.

SAMPLE

Shelter in Place

(((EMERGENCY TONE)))

followed by:

"CLEAR THE HALLS AND SHELTER-IN-PLACE"

General Concept

Shelter-in-place (SIP) will be used for external gas or chemical release (hazardous material spills), i.e., an airborne threat. It is used when there is not time to evacuate or when it may be harmful to leave the building. Students and staff are held in the building and windows and doors are sealed. All students and staff that are outdoors or in common areas such as the library, gym, or cafeteria must enter a classroom or office to shelter-in-place.

Action Steps – Shelter-In-Place

- The Incident Commander (IC) and/or the School Emergency Team (SET):
  - Sounds the Emergency Tone and announces, "Clear the Halls and Shelter-in-Place." A *reverse evacuation* will also be called for students and staff that are outside.
  - Directs that all windows be closed and all doors be locked.
  - Calls 911 and notifies the Kennebec police, fire and HAZMAT team.
  - Assembles the SET before or immediately after the announcement to plan next steps.
  - Directs that all rooms are sealed from outside air filtration in the event of fumes or chemicals.
  - Monitors the situation with all communication devices available. This may require turning on radio/TV for further information.
- When the Tone is sounded and the announcement is made students and staff:
  - Take the closest and safest route to shelter in shelter-in-place areas (classrooms and offices).
  - Assist those needing special assistance.
  - Close and tape all windows and doors (that can be opened) in designated shelter-in-place area.
  - Take attendance: report missing and extra students to the Student Accounting leader.
  - Do not allow anyone to leave the shelter area.
  - Stay away from all doors and windows.
  - Remain calm and in charge of students;
  - Engage students in quiet activities.

SAMPLE

- Monitor students for signs of anxiety and stress.
- Wait for further instructions.

◈ Following the SIP activation, members of the School Emergency Team (SET):

- Prepare communications for parents explaining what occurred and how it was resolved.
- Debrief with staff.

◈ In planning for SIP, members of the SET:

- Inform parents about the school's procedures for using SIP.
- Plan for the availability of first aid supplies and critical medications.
- Work out details for restroom needs.

◈ For chemical incidents that occur inside the building:

- The principal assembles the SET, assigns chemical containment tasks, and calls 911.
- An evacuation is more likely with this scenario.

◈ When **"All Clear"** is announced by the incident commander or a SET member, return to normal activity.

SAMPLE

See Diagram below for steps in determining which action is most appropriate for each situation.
Lockdown, Evacuation, or Relocation Decisions

SAMPLE

* "Offsite" means off the school campus but in the vicinity of the school.
"Remote" means a location further from the school than the offsite location.
** Be sure to prepare primary and secondary evacuation routes in advance.

Adapted from the San Diego school district.

Threats of Terrorism

When advised by local, state or federal emergency management or law enforcement officials of a terrorist threat or risk of violence in the vicinity of the school or bus routes, KMS will announce a terrorism threat level in accordance with the school's advisory system (below) and take actions consistent with the current and lower threat levels.

Risk	Actions
SEVERE *(Red)*	➢ Follow local and/or federal governmental instructions (listen to radio/TV) ➢ Activate Emergency Management Plan ➢ Restrict school access to essential personnel ➢ Cancel outside activities and field trips ➢ Provide mental health services to anxious students and staff ➢ Cancel or delay student release time
HIGH *(Orange)*	➢ Assign staff to monitor entrances at all times ➢ Assess facility security measures ➢ Update parents on preparedness efforts ➢ Update media on preparedness efforts ➢ Address student fears concerning possible terrorist attacks ➢ Place school and district emergency teams on standby alert status
ELEVATED *(Yellow)*	➢ Inspect school buildings and grounds for suspicious activities ➢ Assess increased risk with public safety officials ➢ Review KMS Emergency Management Plan with school staff ➢ Test alternative communication capabilities
GUARDED *(Blue)*	➢ Review and upgrade security measures ➢ Review emergency communication plan ➢ Inventory, test, and repair communication equipment ➢ Inventory and restock emergency supplies ➢ Conduct emergency response training and drills
LOW *(Green)*	➢ Assess and update Emergency Management Plan and procedures ➢ Discuss updates to school and local emergency management plans with emergency responders ➢ Review duties and responsibilities of School Emergency Team members ➢ Provide CPR and first aid training for staff ➢ Conduct 100% visitor ID check

AMPLE

Other Universal Emergency Procedures

- Reverse Evacuation
- Severe Weather Safe Area
- Drop, Cover and Hold

Reverse Evacuation

(For use when conditions inside are safer than outside.)

When an announcement is made:

- Move students and staff inside as quickly as possible.
- Assist those needing special assistance.
- Report to the classroom.
- Check for injuries.
- Take attendance; report missing students according to Student Accounting and Release procedures.
- Wait for further instructions.

Severe Weather Safe Area

(For use in severe weather emergencies)

When an announcement is made:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous).
- Occupants of portable classrooms shall move to the main building to designated safe areas.
- Take roll book for student accounting.
- Take attendance; report missing students according to Student Accounting and Release procedures.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.
- Close all doors.
- Remain in safe area until the "All Clear" is given.
- Wait for further instructions.

Drop, Cover and Hold

(For use in earthquake or other imminent danger to building or immediate surroundings)

When the command "Drop" is made:

- Drop – to the floor, take cover under a nearby desk or table and face away from the windows.
- Cover – your eyes by leaning your face against your arms.
- Hold – on to the table or desk legs, and maintain present location/position.
- Assist those needing special assistance.
- Wait for further instructions.

Student Restraint

There may be times when it is appropriate for school staff to use pre-established student restraint procedures when a student perpetrates a violent incident and school staff members want to prevent the student from further injuring themselves and others. The Police and Fire Liaison, school counselor, and other trained staff members will be asked to respond to situations involving conflict and physical aggression. Refer to Maine Department of Education Regulation, chapter 33.

SAMPLE

Response for Off-site Activities

General

Off-site school activities take on many different forms and include, but are not limited to: field trips; athletics; performing arts; social service; recreation; club events like debate and math meets; out-of-state and international school trips; etc. Specific action steps must be followed for all events. The faculty person-in-charge of the group attending the activity is expected to add action steps to enhance the safety and security of students and staff, depending on the conditions of the trip. Overnight and out-of-state events, for instance, are obvious examples where additional measures must be taken. The minimum required action steps for off-site school-sponsored activities are as follows:

Action Steps

- School staff will always be present for any off-site school-sponsored activity.

- One full-time faculty will always accompany, and be designated as, the faculty person-in-charge of the group attending the activity.

- The staff to student ratio will not exceed 1-15. Parent substitutes (less the faculty person-in-charge) and other exceptions must be approved by the principal.

- The faculty-person-in-charge will coordinate and schedule all off-site school activities and will submit a written trip plan to the front office for approval at least __ weeks in advance. The trip plan will also serve as a request for transportation. Once approved, the faculty person-in-charge will update the school office of any changes to the plan prior to departure. Elements of the written trip plan include:

  - Name of the faculty person-in-charge.
  - Name and location of the activity.
  - Itinerary to include time of departure, estimated time of arrival, and estimated time of return.
  - Total number of travelers broken down by: students, staff, and other (specify).
  - Mode of transportation and number of vehicles (school bus, personal vehicle(s), etc.) to include vehicles and trailers carrying supplies and/or equipment only.
  - Phone number where the person-in-charge can be reached throughout the trip.
  - Name of bus driver, route, and en-route stop information.

- The faculty-person-in-charge will contact the principal during or immediately after the trip about any issues or incidents that occurred during the trip. Examples include, but are not limited to:
  - injuries;
  - accidents;
  - missing students/staff;
  - issues of discipline;
  - altercations with students or staff from other schools or members of the host community;
  - other potentially dangerous or embarrassing situations for KMS; etc.

- The person-in-charge will follow-up by completing a Serious Incident Report and submitting it to the front office as soon as possible

- Action steps for accidents, crashes or other emergencies en-route to or from the off-site activity are addressed in the Hazard-Specific response section.

NOTE: While en-route to a destination, the bus driver is the incident commander for all incidents involving his/her vehicle & passengers while the faculty-person-in charge of students is in a support role.

SAMPLE

Student Accounting and Release Procedures

During an emergency, traditional student release procedures are frequently unsafe or otherwise inoperable. Accordingly, the following procedures are to be followed:

General Student Accounting

Teachers with students are responsible for accounting for those students throughout the course of an emergency. Attendance will be taken at each stage of an evacuation or relocation and submitted to the Student Accounting Leader. Points at which attendance must be taken include Emergency Assembly Areas (inside or outside the School), Emergency Bus Staging Areas, Evacuation Relocation Sites and at Parent Reunion/Student Release Points.

Student rosters

- Teachers will update student rosters a minimum of once per month. Student photos should also be updated each year or anytime a student's appearance is significantly changed.
- One copy of the roster will be placed in the Classroom Go-Bag, one copy made available for substitute teachers, and one copy provided to the Communication and Recorder for placement in the Administrator's Tool Box.
- The school secretary will produce and maintain an electronic copy of all student rosters.

Emergency Care Cards (ECC)

- Teachers will arrange to have parents fill out an ECC during the first week of school, and within two working days after the arrival of all new students throughout the year.
- Cards will be updated at least twice per year. Card stock is available at the school office.
- The card must include the following information:
  - Contact information on parents/guardians, and several other adults who can be contacted if the parent or guardian is not available.
  - Authorization for students to leave campus with any of the adults listed on the card, if necessary. KMS recommends adding one or more parents of children already attending KMS.
  - Pertinent medical information such as allergies, medications, and doctor contact information.
- Teachers place one hard copy of the ECC in the Classroom Go-Bag and one copy to the school office.
- School Office staff will:
  - Produce an electronic copy of all ECCs;
  - Store hard copy of ECCs in the Administrator's Tool Box;
  - Provide an electronic copy of the ECC to the School Nurse for screening of medical information.
  - Provide an electronic copy of the ECC to the Transportation Coordinator with information on only those students with special needs or medical conditions that may require the intervention or response from a bus driver. Intervention becomes a teacher's responsibility during an evacuation since students are unlikely to board their normal bus.

Student Release Forms

- The KMS Student Release Request Form can be found at Annex E of this plan.
- Copies of this form must be reproduced by the school office and provided to teachers in the number closely matching the teacher's assigned students prior to the first day of school.
- Teacher copies of this form will be stored in the Classroom Go-Bag.
- The school office will store copies in the Administrator's Tool Box.

SAMPLE

Parent Reunion/Student Release

Locations

- *Kennebec Middle School*: Indoor: Exterior entrance to the gymnasium (south side); Outdoor: Adjacent to the Emergency Assembly Area on the south east side of the building (Soccer Field).
- *Kennebec High School – Relocation Site*: Gymnasium, east side outdoor entrance.
- *Pine-Tree Church – Relocation Site:* Church Hall, west side outdoor entrance.
- *Harvey-Gene Elementary School – Relocation Site:* Gymnasium, north side outdoor entrance.

Procedures

- The Parent Reunion Organizer and Liaison will coordinate with the Staff Assignments Leader and establish the Parent Reunion/Student Release point and oversee its operation.

- At a minimum, one table will be established for each grade represented at the Student Release Point.

- Additional tables may be set up per grade with alphabetic subsets (eg., A-L; M-Z).

- Grade level will be clearly marked on an 8x10 sign that is erected on a post attached to the table that can be seen at adult eye level when standing.

KMS
Grade 7
(A-L)

- Emergency Care Cards and KMS Student Release Request forms are needed on site.

- Emergency Care Cards will be distributed by grade to grade designated tables.

- The Staff Assignments Leader will assign staff to the Parent Reunion Organizer and Liaison to manage each of the tables and serve as runners to inform teachers which students are cleared for release.

- Table staff will:
  - Greet parents in an understanding manner.
  - Ask parents to fill out the KMS student release request form.
  - Ask parents to prove their identity with a picture ID.
  - Retrieve the Emergency Care Card and compare the authorized names to the name on the ID and the name on the Request Release. If the names match. . .
  - Dispatch a runner to inform the student's teacher of the release.

- Teachers will:
  - Escort each student to the release point,
  - Confirm the release arrangement with the desk staff
  - Release the student.

- The desk staff completes the Release Request and files it.

- If the Requester is not listed on the Emergency Care Card, the student will not be released under any circumstances unless personally overridden by the principal or assistant principal.

- 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.

- All students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

SAMPLE

Staging Areas

NOTE: See maps at Annex C for visual locations of all staging areas.

Media Staging Area

Location(s): On the volleyball court adjacent to the staff parking area on the west side of the building. During periods when access is denied due to winter conditions or other events, site will be along Gold Street, the western edge of the school property.

Special Traffic or Security Concerns for this Area: The Staff Assignments leader will assign staff to direct media personnel and vehicles to that location until barrier tape is emplaced and local police arrive to secure the area. Staff directing the media will defer all media questions to the School Information/Media Representative who will then greet the media as soon as possible after their arrival to provide an initial summary of events. Exercise caution crossing the school's main entrance road to reach the volleyball court area as there is no crosswalk nearby.

Contact Person: Information and Media Representative

Emergency Bus Staging Area

Location(s):
On-site: South side of the school grounds along Silver Street. This site is adjacent to the primary Emergency Assembly Area (EAA). This is not the same location as the regular bus staging area.
Off-site: Emergency Bus Staging Areas at Relocation Sites:

- Kennebec High School: East side of the building adjacent to the gymnasium.
- Pine Tree Church : North side of the building adjacent to the main entrance of the Church Hall.
- Harvey-Gene Elementary School: West side of the building adjacent to the gymnasium.

Special Traffic or Security Concerns for this Area: Extreme caution must be exercised by everyone at or near the emergency bus staging areas particularly because of the unfamiliarity of using these areas.

- Always walk around buses
- Do not pass between two buses that are parked end to end.
- At least one staff member without students will supervise loading and unloading of buses.
- Students will not load or unload buses unless instructed to do so by a staff member.
- Students will remain in the groups they are assigned to when loading and unloading.
- Teachers will maintain control of their assigned students at all times.
- All staff and students will maintain visual contact with the bus driver when in the bus staging area and during loading and unloading procedures.

Contact Person: Emergency Bus Staging Leader

Incident Command Post (or Command Post)

Location(s).
Primary location: principal's office, Room 101
1st Alternate location: Library, Room 150
2nd Alternate location: To be determined at the time of the incident.

Note 1. Room 101 will be assumed to be the "primary CP" during any emergency unless an announcement is made specifying that the "alternate CP" is active. Adjacent to the CP is the principal's conference room, which will serve as the Call Team's operating area.

SAMPLE

Note 2: Upon transfer of incident command from the principal to the local fire or police, or upon the establishment of a Unified Command, the CP will likely shift to a fire/police command vehicle located somewhere on or near the school grounds at a location to be determined.

Special Traffic or Security Concerns for this Area: School Emergency Team members are expected to check with the CP when further information or instructions are needed about the incident or to report on their respective area. Remaining staff should notify the CP for all matters affecting the health and safety of the students/staff in their charge. All other communications should be done directly through the appropriate member of the School Emergency Team. It is important to reduce physical presence of student/staff in and around the CP during an incident so that external emergency responders will have free access.

Contact Person: The Communication/Recorder

Emergency Responders Assembly Area (Parents and Visitors, please take note.)

Location(s): Located on the traffic circle in front of the main entrance to the school on the north side of the building. This location is subject to change due to emergency conditions inside the building or at the entry way.

Special Traffic or Security Concerns for this Area: All school staff, parents, and onlookers must keep the traffic circle free and clear for emergency vehicles during an incident. **Non-emergency vehicles will be towed** to Ed's Wrecker Service car lot at the owners' expense.

Contact Person: Fire and Police Liaison

Evacuation Assembly Areas (EAA)

Location(s):
Primary: Located on the soccer field, approximately 300 feet south east of the school building.
Alternate: To be determined during an emergency.

Special Traffic or Security Concerns for this Area: Students and staff must walk along the evacuation zone which is located at the far left edge of the parking area (when looking away from the school) to avoid contact with parked cars and traffic. Evacuation to the EAA will take place only after a security check has been made. When given the order to evacuate, the SRO and one custodian immediately exit the building, travel to the extreme left and right sides of the evacuation zone (approximately 30 yards apart toward the EAA), inspect an area at least 300 feet around the perimeter of the EAA to ensure that intruders are not present to launch a secondary attack on students. Once secure, the SRO calls back to the SET to notify them that the evacuation area is "all clear." Once clear, students and staff may evacuate the building.

Contact Person: Off-site Evacuation Leader

Parent Reunion Area / Family Information Center

The Parent Reunion Area and Family Information Center will normally be co-located. In the event of an evacuation to an off-site location (relocation site), a second information point will be made available to parents who arrive at KMS looking for their children. Parents can access the KMS building at the south entrance (gymnasium entrance) for information about where students were evacuated, whom to contact and how. If conditions don't allow for access into or near the building, a staff member will be on the main access road to the school handing out information flyers to parents. Information will also be available on the school's website.

SAMPLE

Location(s):
Onsite. Primary location: The School Gymnasium. Enter the building's south entrance nearest the gymnasium. Alternate location: Adjacent to the Emergency Assembly Area located on the soccer field. Parents can park on Silver Street, south of the school property.
Off-site.
Kennebec High School: Located near the main entrance to the gymnasium.
Pine-Tree Church : Located near the main entrance to the Church Hall.
Harvey-Gene Elementary School: Located near the main entrance to the gymnasium.

Special Traffic or Security Concerns for this Area: Parents are asked to drive no more than 5 mph in and around KMS or one of the alternate off-site locations as traffic will be congested, parking spaces will be limited and pedestrian traffic will be high. Alternate parking near KMS is available on the east side of the school grounds along Copper Avenue.

Contact Person: Parent Reunion Organizer on the School Emergency Team.

Note to Parents: KMS is one of the safest places for students to be during most crises or natural disasters. The following emergency procedures have been established to keep them safe:

- In most cases, students will be kept at school until the emergency is determined to be over. For example, a chemical spill may delay student release when there is risk of exposure.

- Under certain circumstances students may be evacuated to another site. If this occurs, parents will be notified through the school website, announcements on local radio and television stations, and through phone calls made to contacts found on the student's Emergency Care Card (ECC). SAU 99 is currently working with the Regional Communications Center to emplace a reverse 911 system for this purpose.

- We ask parents and guardians not to telephone the school and tie-up the few telephone lines that will be needed for emergency use. The best place to get current updates is to visit the School's website which can be accessed at www.kms.xxx.

- Students will be released to parents who come to get them. Procedures for release to other authorized parties, however, will not occur unless pre-release is documented on the student's Emergency Care Card, which is filled out at the beginning of the school year. Parents must ensure that information on the ECC is current.

- The family information center will provide up-to-date information on the incident, the status of their children and information on what parents can do to assist.

Relocation Site(s)

Locations & Directions.
Kennebec High School, 47 Amoroso Avenue
Pine Tree Church , 135 Lyman Drive
Harvey-Gene Elementary School, 28 Sturgis Street

Special Traffic or Security Concerns for this Area: Relocation sites will be heavily congested with students, staff, and parents for two school bodies. Parent parking must be on the periphery of school grounds or off school grounds completely to avoid overcrowding. Extreme caution must be taken when travelling or walking in or around the relocation site.

Contact Person: Off-Site Evacuation Coordinator

SAMPLE

Communications

Timely and accurate communications to the following audiences is critical: school faculty, staff and students; parents of students and families of staff; fire, law enforcement and other local emergency services; the superintendent's office; parent and teacher organizations and advisory councils; and other partners within the community.

Internal Communications

School Emergency Team (SET)

- The SET will oversee all internal communications regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared and the timing and means of the communication.

- Upon receiving a report of an emergency, the principal or assistant principal will make a decision to activate all or part of the SET.

- The principal or Incident Commander will activate SET members by notifying them via **targeted intercom, telephone, pager, and messenger,** in that order. Email will be used to supplement these forms of communication but never used alone. Members will arrive with 2-way radios in hand for subsequent communications.

- If an obvious school-wide emergency occurs (eg, power outage), SET members will automatically report to the school office with 2-way radios in hand. Remaining faculty and staff will stay in place until notified by a SET member.

Faculty, Staff and Students

- Reports of Emergencies: All faculty, staff and students are expected to report all emergencies to the school office. A decision will be made at that time whether to activate all or part of the SET. Appropriate life saving or life protection measures must be rendered or coordinated (calling 911) until the SET can respond.

- Emergency General Assembly: In the event crucial information must be shared immediately, the SET will assemble all students and staff in Lyman Auditorium and provide them with essential information.

- Senior Staff Meeting. If a separate meeting with senior staff is needed, the Incident Commander (IC) will call them to the conference room prior to or during the general assembly. The IC will re-emphasize that only one spokesperson has been authorized to speak to the media.

In the event that an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:

- Intercom system: This is the primary means of communicating to all faculty, staff, and students when an emergency assembly is not practical. Instructions for use must be posted above the controls in the school office. Teacher initiated intercom calls using headsets are encouraged when communicating to the school office.

- Telephone: A secure, unpublished telephone number, reserved for emergencies will be used for internal communications by SET members and key support staff inside the school and for communications to emergency response personnel outside the school. Green colored telephone jack covers indicate where this line can be accessed. See Annex C for locations of phone jacks.

SAMPLE

- School Bell: The school bell WILL NOT BE USED during emergency situations to communicate messages as it will likely add confusion to an already chaotic situation. It will only be used for routine purposes. If the school bell sounds during an emergency alert, ignore it.

- Email: If timeliness is not critical, the school office will email messages to all staff and school personnel when appropriate. Teachers and staff are expected to check email messages at least 3 times daily. *1st check*: within the first 30 minutes of arriving at school. *Last check*: soon after the last bell or just prior to departing the school, whichever is earliest.

In the event that hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:

- Pagers; messengers; 2-way radios; and megaphones: With no intercom or phone, the principal or Incident Commander will initially communicate with SET members via pager and/or messenger and subsequently via two-way radios. When communicating with the staff, each SET member uses a megaphone (located in his/her office space) to call out faculty/staff (not students) into pre-designated common areas/halls, to retransmit critical information, or uses messengers.

  Sample call out: *"Teachers and Staff, please report to the hallway for an important message"* This technique is useful during end of day power outages when faculty, staff, and students must quickly know about the status of busing and after school activities.

- Bullhorn: The principal or Incident Commander may opt to transmit messages with a battery operated bullhorn located in the school office closet. He/she will ask the athletic director and his/her staff to assist with bullhorns located in the athletic department.

- Status Placards. During lock-down procedures, teachers will place colored placards against an outside window (or under the door leading to the hallway), indicating the status of students in the classroom. See lockdown procedures in "Response" for details.

- Faculty Meeting. The principal or Incident Commander reserves the option to hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, to review emergency procedures and to plan for the upcoming period of time. This will facilitate the response and reduce misinformation and rumors.

- Telephone and Pager Listings. See Annex B.

Special Situations

School not in session. When school is not in session, the telephone tree found in Annex B will be used to inform faculty, staff, and students/parents of emergencies that require immediate communication. The school secretary will update and distribute phone trees bi-monthly, or more often if needed.

School transportation hours. Bus drivers that are traveling in their buses en-route to or from school, with or without students, will notify the transportation coordinator as soon as possible of any incident that interrupts their expected arrival times, or they will attempt to seek help from those who can communicate that message. Self-transporting staff will do the same.

School sponsored events, off campus. The faculty member in charge of an off-campus school event (sporting event, debate, concert, etc.) will file a trip plan with the front office prior to the trip and report incidents during the trip in accordance with Section IV, Response (Response for Off-Site Activities).

Parents

A modified version of this plan will be provided to each parent in a backpack package provided by their student and during the School's open house at the start of the school year.

SAMPLE

Parents or guardians of all students directly involved in or affected by an emergency will be contacted by the principal or designated SET member as soon as possible. The SET member will inform parents fully of the circumstances and the School's response. The IC will consider guidance provided by the district's medical, counseling, legal or other advisors in addressing the situation.

In the event that the parents of a large number of students must be notified of an emergency affecting their children, the SET will produce a script to be used for contacting parents.

Call Team

The Call Team is activated by the Incident Commander and used to place or receive large volumes of calls to or from parents, community leaders, etc. about selected incidents such as the death of a student, or when the automatic dialing system is not operational or needs to be augmented. The Call Team includes a member of the IT Department who operates a computer to: update the school website with information about the incident and what parents can do to help; send broadcast messages via the parent and community email network when school office staff are tending to other issues; and produce information sheets or scripts for the Call Team or SET's use, the content of which is provided by the SET. The Team occupies the principal's conference room where multiple phone jacks, extra phones, and a LAN connection is located for this purpose.

Members:
- 1 Library staff
- 1 Education Technician
- 1 School Counselor
- 1 IT Department staff (minimum)
- 1 Athletic Department staff
- Other staff as assigned

The Call Team, supervised by the **Information and Media Representative,** has the following responsibilities:
- Provide up-to-date information to parents when parents call a pre-designated cell/land line phone number(s).
- When directed, initiate calls to parents to inform them of an emergency and the status of their students.
- Assist the **Communication and Recorder** in her role to establish and sustain internal communications.
- Assist the office manager in monitoring and recording the status of the emergency.
- When directed, fall under the responsibility of the **Staff Assignments Leader** and perform other emergency functions when no longer needed as a call team, ie, investigate missing students, operate student release point, control student or vehicular traffic, etc.

School Website. Updates for parents, parent organizations, community leaders, etc. will be posted on the School's website www.kms.xxx using the same information that is provided to the Call Team. Recovery activities such as counseling sessions, memorials, post event question & answer meetings and post-recovery open houses for parents, etc. will also be posted. Messages will be approved by the SET and provided to the Webmaster (IT Staff) for posting. The webmaster will co-locate with the Call Team to enhance continuity of information.

Superintendent Notification. The Superintendent, at his/her discretion, will contact all members of the School Board to inform them of the emergency.

Backpack Letters
When a critical incident has occurred at school or has involved one or more students or staff members in KMS, letters can be an effective way of relaying important and helpful information. The decision to send a backpack letter home is made on a case-by-case basis by the IC in consultation with the SET.

SAMPLE

Backpack letters will include these components, at a minimum:

- 1st paragraph: outlines the situation accurately.
- 2nd paragraph: steps the school has taken to ensure the safety of students and staff members.
- 3rd paragraph: lists ways that families can help and how families can get more information.

Letters should not:

- Promise a police or public health investigation.
- Violate the privacy of individuals involved in the situation.
- Create unwarranted anxiety.
- Speculate

Letter Preparation:
A draft letter is prepared by the Information and Media Representative and reviewed by the IC. A review by the Superintendent and local Public Information Officer should occur under certain circumstances and always when local emergency responders are involved. A technical review by public health, School Nurse, School Counselor, or other sources is advised when technical information emanating from those sources is included. Every effort should be made to allow as much time as possible for the review process before KMS dismissal time. (See Annex F for sample letters.)

Severe Weather Reports

A Weather Alert Radio is located in the school office and will be used to receive alerts for a variety of hazardous conditions. Information from alerts will generate appropriate leadership announcements and actions. *Note: For more information about Weather Alert Radios see: http://www.nws.noaa.gov/nwr/*

External Communications

The School Emergency Team (SET) will oversee all external communications with the community and the media regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared with the community and the media and the timing and means of the communication.

General Media Policies and Guidelines

- All faculty, staff, students and visitors will direct news media calls and questions to the principal, Incident Commander, or the Information and Media Representative who will in turn address the media and remain available, as needed, for continued media updates.

- The Information and Media representative serves as a liaison to the media, if needed.

- The principal or Incident Commander will decide whether to allow the media on the school grounds. The media is not allowed inside the school unless specifically authorized by the principal.

- Primary media assembly area: outside at the southwest corner of the school, in the vicinity of the volleyball court. Alternate site: outside at the northeast corner of the school, in the vicinity of the faculty parking lot. An indoor location will be determined, at the time of the emergency.

- In order to ensure goodwill and credibility, the school will make every effort to accommodate reasonable requests for information by the media and to provide for their comfort and effective functioning.

- The Information and Media Representative, in consultation with the Superintendent's media and legal counsel, will prepare necessary press releases, which will be consistent with information provided to faculty, staff, students, and parents.

SAMPLE

- All requests for faculty, staff, or student interviews by the media must be submitted to the principal or Incident Commander for his/her approval in advance of the interview. No unauthorized information should be provided to the media. If cleared, faculty, staff or students will follow the guidelines below:
  - Be honest with media personnel. If the answer to a question is not known tell the reporter that you will get back to them as soon as possible.
  - Don't provide information "off the record", say "no comment", or use jargon.
  - Student confidentiality must be maintained at all times.

- Local media should get first priority for interviews as they are often part of the school community and will be covering the event long after the national media leave.

- All questions and inquiries from local officials/responders will be directed to the Incident Commander. Inquiries from State/Federal officials and school board members will be referred to the Superintendent's office.

- Requests for resources needed in response to the emergency are submitted through the Incident Commander to the local or county Emergency Management Agency.

- Key Media Contacts: See Emergency Phone numbers at the beginning of this plan.

Related Reading

Communicating in a Crisis: Risk Communication Guidelines for Public Officials, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, www.samhsa.gov.

Emergency Communications Guide and Toolkit, National Education Association Washington, DC

The Appropriate and Effective Use of Security Technologies in U.S. Schools. National Institute of Justice, 1999. www.ncjrs.org/school/178265.pdf

SAMPLE

Media Press Conference
Kennebec Middle School

Complete Prior to School Emergency Press Conference.

1. **In one brief paragraph state the key point or objective of the press conference:**

2. **Identify who the main audience or population segments whom you would like this message to reach:**

   Primary Audience: _____

   Secondary Audience:_____

3. **List the three facts or statistics you would like the public to remember after hearing the story:**

   a)

   b)

   c)

4. **What is the one message the audience needs to take away from this report/ interview?**

5. **Who in your school district will serve as the sole point of contact for the media?**

   Name:_____Phone #_____

   Dates & Time Available:_____

(Media Communication Plan contributed by Robert Howard, Center for Disease Control)

SAMPLE

Media Press Release
Kennebec Middle School

At _____ (time) on_____(date) the following accident (incident) occurred:

(If students have been relocated due to school facility emergency)

All students and staff have been evacuated from the school and relocated to the following sites:

Site _____Grade Level _____Phone_____

Site _____Grade Level _____Phone_____

Site _____Grade Level _____Phone_____

At this time we have:

(A) No confirmation of injuries or damage:

-or-

(B) Confirmed the following injuries or damage. (Do not identify student/staff by name; merely state the number of students involved and/or any property damage that has occurred).

The prognosis for those involved is (Good) (Fair) (Critical).

The school district is responding in the following manner:

At the current time the incident is being investigated by local authorities and is considered to be a criminal investigation. The school district does not wish to take any action that may interfere with a pending criminal investigation. Therefore information will not be released without the prior approval of local authorities.

We will keep you updated as we learn additional information.

We ask the general public to avoid traveling in this area unless it is absolutely necessary.

We ask that only parents of children in the school contact us with questions at:

Telephone _____

For ongoing information updates check the school Web page at: www._____

Thank you for your cooperation.

School Media Contact:_____
(Courtesy of the Oklahoma State School Boards Association)

SAMPLE

Hazard Specific Responses to Emergencies

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Facility (Building) Failure 61

Fire/Explosion 63

HAZMAT [Hazardous Material] 65

Infectious Disease (and Bioterrorism) 67

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Medical Emergency 71

Missing Student 73

Natural Disaster 75

Pandemic Influenza 76

Severe Weather 77

Suicide 79

Vehicle Crash/Transportation Emergency 82

Violence 86

Weapons 90

SAMPLE

BOMB THREAT

"Evacuate the Building"

DATE / /

Receipt of an oral or written threat of a bomb, or discovery of a suspicious device or note.

BOMB THREAT BY PHONE

√	TIME	PHONE CALL RECEIVER	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Record exactly what the caller says using the police bomb threat call card		
		If bomb threat card is not available ask the caller: Time bomb set to detonate? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed in school on grounds or on bus? _____ How it got in school? _____		
		Note caller accent, age, sex, noise, mental state, etc.		
		Write down perpetrator's Caller ID number		
		Activate *67 Call Tracing (note time of call)		
		Notify the principal or Incident Commander as soon as possible		

WRITTEN BOMB THREAT

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Don't get fingerprints on written note; place in a plastic bag		
		Preserve for police if written on door, wall, etc.		
		Notify the principal or Incident Commander as soon as possible		

ALL BOMB THREATS

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact law enforcement and fire department using regular phone numbers so as not to trigger scanners		
		Contact Superintendent (For bomb threats involving a bus, skip to the Information and Media Representative.)		
		Quickly convene the School Emergency Team. Use the information gathered to decide how the school should respond.		
		Decide whether or not to evacuate the building. If you evacuate, establish the relocation area for the students and staff members. Determine transportation needs. Follow procedures and communicate to staff and students.		
		In advance of relocation have pre-assigned staff check for suspicious devices at relocation site if time allows.		
		Make arrangement for providing food for students and staff if they remain at relocation site through lunch		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Set up Command Post at pre-designated site where school leaders can stage with emergency providers		

SAMPLE

BOMB THREAT (CONTINUED)				
		Ensure accountability of all students and staff		
		Activate pre-trained bomb search team(s) to conduct the building sweep according to administrative procedures after consultation with police		
		If suspicious device is found, don't touch it. Notify the appropriate police agency		
		Keep an informal time and procedure log of emergency response		
		Work with School Counselor to initiate grief-counseling plan determined by need and severity of the situation		
		Debrief with School Emergency Team and public safety committee		
		Complete incident report and file in the principal's office		
√	**TIME**	**TEACHERS AND STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		While evacuating the building, scan work area for any suspicious items that could be an explosive device		
		Take attendance in evacuation area and immediately report missing students to the backup team leader		
		Report suspicious objects to principal once evacuation procedures are complete		
		Do not touch or attempt to move any suspicious device		
√	TIME	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Plan to assist students who are affected by the incident and also deal with anxious parents or friends		
		Initiate grief-counseling plan as determined by need and severity of the situation		
√	TIME	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Evacuate students in nurse's office and give to a teacher		
		Grab first aid kit and report to Command Post		
		Be prepared to treat injuries that may arise		
√	TIME	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Turn off school utilities, weather permitting, and secure designated area for suspicious device		
		Wear identifying vests and work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles, and prevent unauthorized people from entering school grounds		
		Do not touch or attempt to move a suspicious device		
		Report findings to the principal or Incident Commander as soon as possible		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement and the superintendent		

SAMPLE

PROCEDURES FOR BOMB THREATS

Anticipating a Bomb Threat

1. **Line of authority –** The principal of KMS is designated as the person in charge of administering this policy. If the principal so decides, he/she may designate an administrator to serve in his/her stead or absence. Wherever "principal" appears in this policy, it refers either to the principal or the designated administrator.

2. **Coordination of school and public safety agencies –** The principal shall establish and maintain ongoing communication and coordination among school staff and public safety authorities for purposes of planning for, training for, and responding to any bomb threat by establishing a School Public Safety Committee. See section III of the KMS Emergency Management Plan for the members of this Committee. This Committee will also serve as a bomb threat response team. The principal shall convene this group to:

   a. Review this policy and any associated protocols prior to the first student attendance day each school year;

   b. Coordinate and oversee response efforts whenever a bomb threat has been made;

   c. Review implementation of this policy after any bomb threat is resolved.

3. **Training**

   a. Telephone answerers: The principal shall ensure that all staff whose regular duties include answering incoming telephone calls are trained in the protocol to be used when confronted by a telephone bomb threat.

   b. All staff: The principal shall see that all staff are trained regarding their duties in the event of a bomb threat, including proper evacuation procedures, assuring the safety of students and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace, and attendant reporting responsibilities.

   c. Any staff participating in a search: The principal shall ensure that staff volunteering to participate in a search for explosive devices are first trained by appropriate public safety personnel regarding the voluntary nature of their participation, the potential danger, and the proper sequence and technique involved.

   d. Students: The principal shall ensure that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties, as well as school discipline associated with making a bomb threat, and the disruption and costs to the educational process stemming from a bomb threat.

   e. Transportation Personnel: Recognition; pre-trip & post-trip inspections; security when parking out or on trips.

4. **Drills –** The principal shall incorporate school bomb threat drills within the monthly emergency drill process conducted in accordance with state law and shall periodically review the effectiveness of procedure with the School Emergency Team following a bomb threat.

5. **Pre-arranged signal –** The principal shall establish a signal for announcing a bomb threat and inform staff what it is.

SAMPLE

6. **Precautions**

   a. Telephone service options: The principal shall see that at least school office telephone service includes caller ID or other call-tracing capacity and that each phone station is supplied with a FBI bomb threat note card.

   b. Locked areas: School personnel with access to lockable work spaces shall lock them when not in use.

   c. Trash: The principal shall direct school personnel not to permit the accumulation of trash, boxes, and other articles inside or next to the school building.

   d. Parking: The principal shall, to the extent possible, ensure that parking spaces are not located close to the school building. There shall be stringent enforcement of parking restrictions relative to fire lanes, loading docks and handicapped parking spaces.

   e. Labeling building areas: The principal shall ensure that different areas of the building are assigned specific labels, to be posted in plain sight, both internally and externally, and to be communicated to school and public safety authorities.

   f. Evacuation gathering places: The principal shall designate safe locations where all students and staff shall go if an evacuation of the school is ordered.

   g. Relocation site(s): The principal shall designate specific relocation sites for students and staff to walk or be transported to when immediate return to the school is not possible following evacuation.

7. **Substitute Teachers –** The principal shall ensure that substitute personnel are aware of this policy and the obligations of staff during a bomb threat.

Reacting to a Bomb Threat

1. **Upon receiving threat – A**ll personnel who answer telephone calls from outside sources shall be provided with a FBI bomb threat note card, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat. Whoever receives the call shall attempt to transfer it to the principal, or failing that, ask the caller as many of the questions on the bomb threat note card as he/she can, carefully noting all wording and other information.

2. **Notification**

   a. To the principal: A person receiving a bomb threat by telephone or other means, or who finds a suspicious device on school property, shall inform the principal immediately.

   b. By the principal: Upon learning of the bomb threat, the principal shall alert local law enforcement and the Superintendent and report the threat to the Maine Department of Education (DOE) using the DOE bomb threat reporting protocols (Title 20-A, M.R.S.A., Section 263 and Section 1001-A, Subsection 17 and 18.

3. **Assessment –** Upon learning of the bomb threat, the principal, in consultation with local law enforcement personnel and the Superintendent, if time permits, shall:

   a. Evaluate the credibility of the threat;

   b. Decide whether to direct a search of the building; and

SAMPLE

c. If so, decide whether the search should be conducted while the building is occupied or after it has been evacuated.

d. In so doing, the principal shall resolve all doubts in favor of finding the threat credible and a search necessary prior to or following a school evacuation.

4. **Activating the team –** After deciding which course of action to follow, the principal shall, after consultation with the Superintendent and the chair of the School Public Safety Committee, activate the SAU bomb threat search.

5. **Evacuation**

a. To what extent: The principal, in consultation with the Superintendent and the chair of the School Public Safety Committee, shall decide on the extent to which the building will be evacuated. The decision shall be either:
   - To assemble all building occupants in one location, such as the gymnasium;
   - To evacuate just a portion of the building;
   - To evacuate the entire building to a particular site or sites no less than 300' from the building; or
   - To dismiss students and/or staff for the duration of the day.

b. Signaling: If the principal decides the building should be evacuated, he/she shall inform the staff immediately.

c. Adjusting evacuation route: The principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.

d. Staff obligations: In the event of an evacuation, staff shall:
   - Visually scan their workplace and any other common areas they have been assigned for any thing or person out of the ordinary. If there is such an object, staff should not touch it but should report its location to the principal.
   - Leave internal doors unlocked and open.
   - Make sure any students in their charge, including those with disabilities, are guided to safety, and remain with them until otherwise directed; and
   - Evacuate the school with their attendance book, taking attendance once the evacuation is accomplished and report the absence of any students normally in their charge to the Student Accounting Leader or the principal.

e. Student conduct: All students shall assist staff by obeying all directions and maintaining an orderly and quiet demeanor.

f. Utilities
   - Fuel & Electricity: The principal shall decide whether gas, other fuel lines, and electric power to the building should be turned off, and if so, direct appropriate personnel to get it done.
   - Telephones: *[Insert here standard response to leave service intact, to shut down service, or to decide response during the threat.*

g. Transportation and traffic: The principal shall make sure a safe and efficient traffic pattern is in place to enable students to depart without impeding access and parking for public safety vehicles. In the event the Emergency Bus Staging Area has changed locations or it is no longer safe for buses to arrive, the principal or Bus Staging Area Leader will notify the Transportation Coordinator and divert buses en-route.

SAMPLE

6. **Search**

a. Extent: The principal, in consultation with the School Public Safety Committee, shall decide on the extent to which the building will be searched. The decision shall be to either:
   - Not conduct a search;
   - Search specific portions of the building; or
   - Search the entire building and grounds.

b. Nature: The principal, in consultation with the School Public Safety Committee, shall decide whether a search will be conducted overtly, covertly, or by means of a special team.

c. Method: A search shall be conducted in accordance with techniques and training provided by public safety personnel. Toward that end, the principal shall arrange with public safety officials for the periodic training of search personnel.

d. Participants
   - Staff: Each staff member shall, upon request, conduct a visual scan of his/her workplace, noting any thing or person out of the ordinary, and shall report any findings to the principal.
   - Students: Under no circumstances will a student be permitted to participate in a search.
   - Volunteers: No school personnel may be required, beyond what is provided in this policy, to participate in a search for an explosive device. Any school personnel volunteering to participate in a search for an explosive device shall first be trained with respect to the dangers involved, precautions to observe, and the techniques to follow.

e. Object found: If any suspicious object is actually discovered, no school personnel shall touch it. Instead, the individual discovering the object shall report it immediately to the principal, who shall immediately report it to the public safety official in charge.

f. Explosion: If there is an explosion, the principal shall yield to the authority and protocols of public safety authorities.

After a Bomb Threat

1. **Investigation –** The principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat. School personnel shall not conduct any investigation independently but rather in conjunction with law enforcement.

2. **Discipline –** Any student involved in the making of a bomb threat, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school, up to and including expulsion subject to the school's student discipline policy.

3. **Civil liability –** SAU 99 reserves the right to bring suit against anyone responsible for a bomb threat and to seek restitution and other damages permitted by law.

4. **Lost time –** Any school time lost as a result of a bomb threat shall be made up on days and at times determined by the School Board.

5. **Counseling –** The principal, in consultation with appropriate guidance and other personnel, shall assess the effect of the bomb threat on students as a whole and on any individual students who come to his/her attention, to determine if and what type of counseling would be appropriate.

6. **Evaluation –** Within one week following the conclusion of the school's response to a bomb threat, the principal shall convene the School Public Safety Committee to evaluate how well the school responded, how consistent its response was with policy, how consistent its response was with its implementation procedures, and whether any changes to the provisions of this policy or administration procedures are recommended as a result.

SAMPLE

7. **About the policy –** All school handbooks, those for faculty, staff, parents and students, shall contain the following provisions:

   a. SAU 99 has adopted a comprehensive policy on what to do in the event of a bomb threat. You may obtain a copy of the complete policy by requesting one from the principal's office (or download from the school web site: www.kms.xxx.
   b. While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities, within constitutional boundaries, to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, school administrators may have to search such items in order to assure the safety and protection of people and property.

   c. Inform all members of the school community that any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day or following what would otherwise be the end of the school year.

   d. In addition, under state law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense. The making of such a threat may also lead to civil liability.

Communicating with the Public (about a bomb threat)

1. **Parents –** In the event of a bomb threat, the principal shall ensure that notice is provided all parents of students within one working day. If school is dismissed as a result of a bomb threat, the principal shall implement general school procedures for notification of parents.

2. **Media –** Any school personnel approached about a bomb threat by a representative of the media shall refer that representative to the principal. The principal may provide the media representative with a formal statement regarding the status of the threat. If approached during the threat, the principal shall ask the representative to wait for a time when circumstances legitimately permit the official to take a few moments to speak with him. Any statement given shall be calm and informative without divulging personally identifiable information about students and shall emphasize the efforts made or under way to protect the safety of students and staff.

SAMPLE

DEATH

"Clear the Halls"

DATE / /

The death of a student or staff member on school grounds or while traveling to or from the school.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Avoid disturbing the scene		
		Contact 911		
		Notify the principal/designee		
		Notify school nurse and school counselor(s)		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact Superintendent		
		Convene School Emergency Team		
		Ensure family of deceased is notified through pre-established method (visit by principal and/or police depending on circumstances of death); alert counselors and nurse at schools where any siblings are enrolled		
		Hold a faculty meeting as soon as possible to communicate next steps to staff		
		Permit students to leave school only with parental permission. Carefully track attendance. Consult with police officials involved with the death investigation in case they need to identify witnesses		
		Assess instructional and support needs. Call in substitute teachers as needed		
		Keep time and procedures log of emergency response activities		
		Make home visits to affected families with counselors or emergency team members		
		Hold community support meeting(s) if appropriate		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Debrief with School Emergency Team and staff		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Meet and arrange for notification of teachers and staff as soon as possible if school is in session		
		Use telephone chain if school is not in session		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Provide ongoing support for students, faculty, and staff		
		Discuss how teachers can deal with emergency in the classroom		
		Hold ongoing "working team" meetings		
		Assign school counselors and other team members to visit the classes of those involved in incident		
		Provide a formal debriefing opportunity for the School Emergency Team members		

SAMPLE

DEATH (CONTINUED)				
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Gather records of students involved in the incident and prevent unauthorized access		
		Determine extent and nature of counseling services needed and coordinate support systems		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Request teachers refer names of at-risk students to you		
		Establish format to monitor at-risk students and include parent/guardian referrals		
		Establish long-range plans for at-risk students		
		Inform student records staff to update deceased student file		
		Plan long-term response and follow-up counseling		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Continue informal support for affected students and staff		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Assist police department with investigation		
		Work closely with school counselor to ID at-risk students		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site staff		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Be prepared to appropriately clean the affected area, if needed, after cleared to do so by investigators		
√	TIME	EMERGENCY BUS STAGING AREA Leader	NAME OF CONTACT	CONTACT NO.
		Assemble all students at a predetermined site		
		Determine order of students to load into buses and/or direct students and staff who are traveling via other means		
√	TIME	CALL TEAM	NAME OF CONTACT	CONTACT NO.
		Establish operations in the principal's conference room.		
		Receive written statement for parents from the Information & Media Representative		
		Provide information to parents when parents call phones that have been forwarded to the call team.		
		Post the school website with incident information provided by the Information & Media Representative.		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		When communicating with the media, always coordinate with local emergency services or police (depending on circumstances of death) before disseminating a consistent and predetermined statement		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		

SAMPLE

FACILITY FAILURE

"Evacuate the Building"

DATE / /

Whoever observes a major facility failure should immediately notify the custodial staff school office. Failures include but are not limited to: power outage; interior flooding; an activated sprinkler system with no apparent cause; electrical sparks or fire; burst pipes; collapsed structure (ceiling, wall or floor); security equipment malfunction; unusual mechanical sounds; and unsafe areas or passage ways.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Contact custodial staff immediately at xxx-xxxx		
		Call 911 if smoke, fire, or electrical sparks are involved.		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call 911 if smoke, fire, or electrical sparks are involved.		
		Contact custodial staff, if not previously notified.		
		Receive assessment of problem from custodian.		
		Evacuate the area/building		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from witnesses regarding location of the facility failure.		
		Delegate roles for transport of students to relocation site		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of facility failure		
		Notify Superintendent		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation in role as designated.		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Set up debriefs as needed.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher		
		Get a First Aid Kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Triage injured for additional medical attention		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Help with evacuation and securing of affected area		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site personnel		

SAMPLE

FACILITY FAILURE **(CONTINUED)**				
√	**TIME**	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		IF SAFE, go to alarm panel to determine the location of the fire or explosion		
		Communicate location of fire to principal		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		
√	**TIME**	**OFF-SITE EVACUATION COORDINATOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Assemble students at the Emergency Assembly Area		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with fire personnel and/or qualified technicians before disseminating a consistent and predetermined statement		

SAMPLE

FIRE / EXPLOSION

"Evacuate the Building"

DATE / /

Whoever observes open flames, smells or sees smoke, or experiences excessive heat radiating from an adjourning wall, ceiling, or floor should immediately notify the office and activate the nearby fire alarm.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call school office.		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Pull the fire alarm and call 911		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm, if not already – call 911		
		Evacuate the building		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from witnesses regarding location of fire or explosion.		
		Delegate roles for transport of students to relocation site		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of fire		
		Notify Superintendent		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation in role as designated.		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Set up debriefs as needed.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher		
		Get a first aid kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Triage injured for additional medical attention		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Help with evacuation and securing of affected area		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		IF SAFE, go to alarm panel to determine the location of the fire or explosion		
		Communicate location of fire to principal		

SAMPLE

FIRE / EXPLOSION (CONTINUED)				
√	TIME	OFF-SITE EVACUATION COORDINATOR	NAME OF CONTACT	CONTACT NO.
		Assemble students at the Emergency Assembly Area		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with the fire department before disseminating a consistent and predetermined statement		

SAMPLE

HAZMAT (Hazardous Material)

"Clear the Halls"
"Lockdown the School"
"Evacuate the Building"

DATE / /

Whoever observes an uncontrolled or unexpected release of, or suspects the release of, liquid or vapor that could cause harm or death to humans or damage to the environment should immediately notify the school office.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify school office.		
		Avoid being contaminated, if possible, and warn others of the same concern		
		Evacuate effected area and also isolate, if possible, those who have been contaminated		
		Notify the principal/designee		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Evacuate effected area and also isolate, if possible, those who have been contaminated		
		Pull fire alarm. Call 911 if appropriate		
		Gather information from staff regarding location of spill, extent and the name of the chemical		
		Meet Fire Department at Command Post and pass on staff and student information regarding the nature and location of the spill		
		Set up Command Post as pre-designated site		
		Ensure accountability of all students & staff		
		Delegate roles for transport of students to relocation site		
		Notify Superintendent		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal with evacuation in role as designated		
		Set up debriefs as needed		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher		
		Grab first aid kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Set up a decontamination site with Fire and HAZMAT Officials as needed		
		Triage injuries for medical attention		

SAMPLE

HAZMAT (CONTINUED)				
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander as needed and help secure the affected area		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site.		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Determine location and extent of spill if possible		
		Communicate location of spill to principal		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		
√	TIME	OFF-SITE EVACUATION COORDINATOR	NAME OF CONTACT	CONTACT NO.
		Assemble all students at a predetermined site at least 300 feet from the school		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with the fire department, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with the fire department before disseminating a consistent and predetermined statement		

SAMPLE

INFECTIOUS DISEASE

"Direction from Principal"

DATE / /

Maine law requires that health care providers report diseases of public health importance, which includes an unexpected pattern of cases, suspected cases, deaths or increased incidence of any illness of major public health concern. School officials should report any suspected disease outbreaks among students or staff even if a specific cause has not been identified. Sudden increased absences can be a surveillance indicator, and should be reported to Maine Center for Disease Control.

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	**TIME**	**PRIORITY PROCEDURES**	**NAME OF CONTACT**	**CONTACT NO.**
		Notify the school nurse		
		Notify the principal		
		Obtain as much information as possible, including the student's name, date of birth, parent contact information, home telephone number, and the child's health care provider		
√	**TIME**	**PRINCIPAL OR INCIDENT COMMANDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Upon receiving notification from a parent/guardian, or other source, that a student has been diagnosed with or is suspected to have an infectious disease: notify the school nurse (and school physician)		
		In collaboration with the school nurse and public health officials, provide information to parents/guardians and staff as appropriate		
		Maintain exclusion guidelines as appropriate		
		Work with the Maine Center for Disease Control as needed to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease (e.g. meningococcal disease, pertussis)		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander		
√	**TIME**	**SCHOOL COUNSELOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Be prepared to assist students and staff that might be directly or indirectly affected by the incident		
√	**TIME**	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Contact the Maine Center for Disease Control as soon as possible at 1-800-821-5821, 24/7.		
		Work with staff to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease spread (e.g., meningococcal disease, pertussis, Staph Infection [MRSA]).		
		Determine immunization status of students and staff (e.g. chicken pox, measles, etc.).		
		Increase surveillance at the school for other ill students/staff, refer them for medical evaluation and notify Maine Center for Disease Control		

SAMPLE

INFECTIOUS DISEASE (CONTINUED)				
		Provide guidance to students and staff on general disease prevention (e.g. hand hygiene, cough etiquette, social distancing, etc.)		
		Advise staff on decontamination of equipment such as athletic equipment or weight machines.		
		Continue to monitor absences for illness spread and report findings as appropriate to the Maine Center for Disease Control		
		Provide information to parents/guardians and staff as appropriate. The Maine Center for Disease Control will usually provide this information and will work with the school to distribute it in a timely manner		
√	**TIME**	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Be prepared to appropriately clean areas affected after direction from the Maine CDC		
√	**TIME**	**OFF-SITE EVACUATION COORDINATOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Be prepared to evacuate if needed		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with Maine CDC or the investigating epidemiologist, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with Maine CDC before disseminating a consistent and predetermined statement		

SAMPLE

INTRUDER

"Clear the Halls,
Lockdown the school"

DATE / /

Unauthorized person in school building or on school property

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Ask unauthorized visitor to identify himself/herself and report to office		
		Contact the principal or Incident Commander if visitor is uncooperative		
		Do not intervene if person is acting hostile or threatening		
		Notify principal or Incident Commander who will call 911		
		Inform Police and Fire Liaison		
		Inform law enforcement of your observation		
		Remain calm and do not panic		
		If safe to do so, write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information. Report to principal or Incident Commander if intruder leaves before law enforcement arrives		
√	**TIME**	**PRIORITY PROCEDURES**	**NAME OF CONTACT**	**CONTACT NO.**
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
√	**TIME**	**PRINCIPAL OR INCIDENT COMMANDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
		Contact law enforcement if intruder remains uncooperative		
		Contact Police and Fire Liaison		
		Announce to staff to "Lockdown the school" if intruder is outside the school		
		Direct staff to "Clear the halls" or "Evacuate the school" depending on circumstances, if intruder is inside the school		
		Activate School Emergency Team and decide plan of action		
		Contact Superintendent		
		Work with the School Counselor to initiate counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
		Coordinate law enforcement measures with responding police officers		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Convene the School Emergency Team and decide what additional resources and support will be needed		

SAMPLE

INTRUDER **(CONTINUED)**				
√	**TIME**	**SCHOOL COUNSELOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander to support students and/or staff, if needed		
√	**TIME**	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Be prepared to treat injuries		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		
√	**TIME**	**TEACHERS AND STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Direct students who are in bathrooms or halls to join closest class and have them stay away from doors and windows if the command from the principal or Incident Commander is given to “Clear the halls”, or “Evacuate the school.”		
		Do not lock or barricade doors that would prevent rapid evacuation		
		Inform the school office about students’ locations when the command to “Clear the halls” or “Lockdown the school” has been given		
		Ask students and visitors to remain quiet in designated secured area, away from windows and doors, and with all lights turned off		
		Remain in “Clear the Halls” or “Lockdown” mode until the principal, Incident Commander or law enforcement commander or designee gives the “all clear” command		
		Take attendance in evacuation area and immediately report missing students to the backup team leader		

SAMPLE

MEDICAL EMERGENCY

"Clear the Halls"

DATE / /

ALLERGIC REACTION

Many students and staff are allergic to certain foods or food additives or may develop a dangerous reaction to prescription medicine or other chemicals/substances. Consistent with school board policy and the Family Educational Rights to Privacy Act (FERPA), school administration, in conjunction with the school nurse, should provide every staff person who routinely interacts with students or staff known to have food or other allergic reactions, with an Emergency Care Plan that includes student/staff names, parent/guardian/relative names, phone numbers and allergic symptoms as well as appropriate first aid measures.

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for a medical alert tag		
		Contact the school nurse immediately		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact parents(s)/guardian(s)/designated family member		
		Contact Superintendent		

√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Check for Medical Alert Tag/Emergency Care Plan information for individual		
		Direct someone else to call 911 if needed, and inform the principal		
		Monitor and maintain ABC's (airway—breathing— circulation) as needed		
		Administer epinephrine (dosage as prescribed by physician) as appropriate		
		Administer oral diphenhydramine (dosage as prescribed by physician) as appropriate		
		Administer oral steroid (dosage as prescribed by physician) as appropriate		
		Continue to observe student or staff member		
		Transport to emergency room with EMS for further treatment, if necessary		
		Notify physician at first sign of any delayed allergic reaction		
		Tell parents to carefully watch child for next 24 hours and contact physician		
		Complete an incident report and file in principal's office		

GENERAL MEDICAL EMERGENCY

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
		Send someone to contact the nurse		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Maintain open airway and administer CPR, if necessary		
		Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates		

SAMPLE

MEDICAL EMERGENCY (CONTINUED)				
		Control bleeding by applying direct pressure and elevation		
		Treat for shock		
		Check for medical alert tags		
√	**TIME**	**PRINCIPAL OR INCIDENT COMMANDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Contact parents(s)/guardian(s)/designated family member		
		Contact Superintendent		
		Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation		
		File incident report		
		Debrief School Emergency Team and staff		
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander as needed		
√	**TIME**	**SCHOOL COUNSELOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Coordinate grief-counseling if needed		
√	**TIME**	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Collect first aid kit and proceed immediately to victim(s)		
		Coordinate or administer first aid until EMS or School Physician arrives		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		

SAMPLE

MISSING STUDENT

See emergency commands for each subsection.

DATE / /

KIDNAPPING

"Clear the Halls"
"Lockdown the School"

Kidnapping means the unauthorized removal of a student from school property without consent either from school officials and /or parent(s)/ guardian(s). In many instances this violation of school rules and state law is perpetrated by a parent or relative involved in a domestic dispute.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Verify child is missing and then contact principal or Incident Commander		
		Gather facts about abduction, description of abductor and any vehicle involved		
		Inform police of your observation and be prepared to write a notarized statement		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; Provide photo of student to Police. Police may interview student's friends. -School staff provides support for interviewed students. -Follow school policy and procedure on confidentiality		
		Contact parents(s)/guardians(s) and check student file for any restraining orders or other background information		
		Convene School Emergency Team & plan the response		
		Contact Superintendent		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team and decide what additional resources and support will be needed		
		Provide victim assistance services		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement if student was abducted or circumstances are suspicious.		

SAMPLE

MISSING STUDENT				"Clear the Halls"
Student(s) unaccounted for at school, on school property, or while traveling to and from school.				
	TIME	**WITNESS/REPORTED BY**	**NAME OF CONTACT**	**CONTACT NO.**
√	**TIME**	**PRIORITY PROCEDURES**	**NAME OF CONTACT**	**CONTACT NO.**
		Notify the principal		
		Principal announces **"Missing Student"** on the intercom and calls 911, if necessary		
√	**TIME**	**PRINCIPAL OR INCIDENT COMMANDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Contact parents/guardian to report student absence/status		
		Inform staff once missing person is located		
		Complete Serious Incident Report for filing in office		
√	**TIME**	**STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Notify principal of any suspicious student absence or unknown person in the building		
		Be on the lookout for missing student and immediately report new information to the principal		
		Refer all requests for release of individual students to the office prior to their departure from school		
		Require a written student release note from parent/guardian		
		Report observations of unknown or unauthorized persons to principal. Make note of appearance, vehicle type and color, registration plate number, etc.		
		Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person to office for approval		
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander in search for missing student		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

SAMPLE

NATURAL DISASTER

"Clear the Halls"
"Lockdown the School"
"Evacuate the Building"

DATE / /

A flood, hurricane, tornado, or earthquake will often strike without warning; appropriate emergency procedures must be initiated immediately. KMS will use tone-alert radio to receive advance notice of any natural disasters.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service; notify administration		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter		
		Keep Emergency Alert System (EAS) radio on for updates		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Turn on EAS radio		
		Decide to evacuate, initiate early release, or shelter-in-place.		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		Delegate roles for transport of students to relocation site; if needed call upon School Public Safety Committee		
		Meet at Command Post; receive information regarding staff & students, location of disaster, building damage, flooding, etc.		
		Notify Superintendent		
		Make contact with emergency responders via 911 for instructions		
		Set up debriefs as needed after the event		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Prepare to handle a large volume of telephone calls from parents or guardians		
		Monitor local radio stations for updates–EAS stations		
		Help prepare a pre-designated area for student pick up by parents/legal guardians or buses		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander during evacuation		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Remove students in nurse's office and hand off to a teacher		
		Collect First Aid Kit and report to Command Post		
		Be prepared to treat injuries that may have occurred		
		Set up casualty collection site, if necessary		
		Document status of patients and maintain log		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to public safety officials		

SAMPLE

PANDEMIC INFLUENZA

"Direction from Principal"

DATE / /

Maine law requires that health care providers report diseases of public health importance, which includes an unexpected pattern of cases, suspected cases, deaths or increased incidence of any illness of major public health concern. School officials should report any suspected disease outbreaks among students or staff even if a specific cause has not been identified. Sudden increased absences can be a surveillance indicator, and should be reported to the Maine Center for Disease Control, 24/7 at 1-800-821-5821.

Pandemic Influenza preparedness and response requires far more planning than most hazards, therefore a separate, detailed "Pan Flu" plan can be found at Annex A of this plan.

SAMPLE

SEVERE WEATHER

"Clear the Halls"
"Shelter-in-Place"
"Early dismissal"

DATE / /

Winter storms such as "Nor'easters", ice storms and heavy snow storms, along with severe thunderstorms, continuous rain storms, and microbursts are the most common forms of severe weather in Maine. Major hurricanes, although less frequent, can be far more destructive. With the threat of severe weather, appropriate emergency procedures must be initiated immediately. KMS will announce severe weather over the intercom so students and staff can prepare accordingly.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service; notify administration		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter		
		Keep Emergency Alert System (EAS) radio on for updates		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Turn on EAS radio		
		Decide whether to dismiss students or shelter in place		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		Delegate roles for early dismissal; if needed call upon school Public Safety Committee		
		Meet at Command Post and receive information regarding staff and students, location of the disaster, building damage, flooding, etc.		
		Notify Superintendent		
		Make contact with emergency responders via 911 for instructions		
		Set up debriefs as needed after the event		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Prepare to handle a large volume of telephone calls from parents or guardians		
		Monitor local radio stations for updates–EAS stations		
		Prepare the normal bus staging area for early release		
		Prepare the student release/parent reunion site for student pick up by parents/legal guardians.		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander during early dismissal.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Remove students in nurse's office and hand off to a teacher		
		Collect First Aid Kit and report to Command Post		
		Be prepared to treat injuries that may have occurred		
		Set up casualty collection site, if necessary		
		Document status of patients and maintain log		

SAMPLE

SEVERE WEATHER (CONTINUED)				
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with the local Emergency Manager, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to local or county emergency management.		

SAMPLE

SUICIDE

"Clear the Halls"

DATE / /

SUICIDE ATTEMPT

When a student or staff member attempts to take his/her life, either at school or in the community.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty, and staff		
		Contact the principal who will call 911		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Take the threat seriously		
		Secure the scene for police investigation		
		Communicate incident to the principal and/or designee		
		Don't leave student/faculty/staff member alone,if safe to do so		
		Call 911		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team		
		Inform Superintendent		
		Notify parent or guardian and offer assistance for appropriate medical and psychological care, referrals and emergency services		
		On a 'need to know' basis, inform faculty/staff/students, including homeroom teacher, coaches, and others who have regular contact with the individual, while maintaining confidentiality		
		Prepare and send letter home to parents as appropriate, while maintaining confidentiality		
		Debrief School Emergency Team and faculty/staff		
		In the event of suspected abuse of the individual, notify Child Protective Services and/or police, in accordance with state law and school policy		
		Complete incident report		
		Prepare or update prevention protocols in case others attempt or complete suicide		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Hold an immediate team meeting and institute immediate referral for assessment and treatment		

√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		If others are aware of the threat or attempt, reassure them that action is being taken		
		Notify parents of any students of concern		
		Complete an assessment to determine risk level, using an approved screening tool		
		Meet with referring staff/faculty and/or student		
		Contact the local mental health emergency service screeners and request screening		

√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Make an immediate assessment and take any immediate action necessary to provide medical care		

SAMPLE

SUICIDE (CONTINUED)				
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Initiate incident report, following school policy		
		Gather student/staff contact information		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

SUICIDE COMMITTED				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, family, faculty, staff or other		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Confirm the death, verify details, notify principal immediately.		
		Offer emotional support to school community to facilitate recovery		
		Prevent further suicides		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Confirm the death and notify police		
		Verify details with the family and offer assistance, appropriate support, and referrals. Honor the family's wishes if possible		
		Inform Superintendent		
		Convene School Emergency Team		
		Inform faculty/staff of the death. If school is not in session, contact faculty/staff via phone tree		
		Open the school to provide school/community support		
		Complete incident report		
		Prepare and send letter home to parents/guardians		
		Allow faculty/staff/students to attend the funeral		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support		
		Plan schedules and activities for the school day and week		
		Identify those particularly affected, such as relatives, friends, classmates, teammates, those with a history of suicide ideation, depression and/or substance abuse		
		Help create a Support Center in the building		
		Provide safety measures and special services for students, faculty, and staff		
		Ensure faculty and staff attend the funeral to offer support to students		
		Meet with parents, guardians, and families of those at increased risk		

SAMPLE

SUICIDE (CONTINUED)				
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery		
		Prepare or update prevention strategies and protocol in case others attempt or complete suicide		
√	**TIME**	**SCHOOL COUNSELOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Make home visits to affected families to offer support and referrals		
		Provide outside psychological support—contact local mental health agency or providers		
√	**TIME**	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Make an immediate assessment and take any immediate action necessary to provide life support measures, such as CPR, if appropriate		
		Coordinate home visits to affected families with school counselor		
		Follow up with continued counseling for those who need it		
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school		
		Coordinate home visits to affected families with the nurse and school counselor		
√	**TIME**	**COMMUNICATION AND RECORDER**	**NAME OF CONTACT**	**CONTACT NO.**
		Keep an informal time and procedures log of emergency response activities		
		Permit students to leave school only with parental permission and carefully track attendance		
		Provide substitutes for faculty and staff if they need to go home		
√	**TIME**	**CUSTODIAL STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school		
		Assist in setting up a Support Center		
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		
		Prepare faculty and staff by offering accurate and verified information regarding the death. Provide written statement for all to read to classes and make emergency hotline numbers available		

SAMPLE

VEHICLE CRASH

"Clear the Halls"

DATE / /

Bus and/or automobile collision involving students and staff traveling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc.

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for injuries and damage, call 911		
		Inform police about details		

√	TIME	PROCEDURES FOR BUS DRIVER or SCHOOL-SPONSORED DRIVER	NAME OF CONTACT	CONTACT NO.
		Secure vehicle		
		Ensure children remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from the scene of the collision		
		Call or direct someone to call 911		
		Administer first aid by utilizing trained staff from the immediate vicinity		
		Position flares at a safe distance from crash scene and display other appropriate warning devices		
		Direct responsible person to flag down oncoming motorists for additional assistance		
		Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander		
		Notify principal or Incident Commander		
		Make no statements to bystanders or media		
		Fill out three-part school bus seating chart form for EMS, police and administration if available		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to "Clear the halls" if motor vehicle crash takes place within sight of school, in order to minimize the trauma to students or move to side of building away from crash site.		
		Contact Superintendent		
		Report to scene of crash (if it is away from school grounds), unless it is not safe to do so		
		Verify crash report with law enforcement and attempt to determine who has been injured, extent of injuries and hospital where victims have been taken		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact parent(s), guardian(s), or other close relative(s) of crash victims		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Complete/file Serious Incident Report (Annex E) and/or bus injury report.		
		Work with bus driver to complete bus seating & injury charts		

SAMPLE

VEHICLE CRASH (CONTINUED)				
		Debrief with School Emergency Team and staff after consultation with police agency		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with incident		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team and decide what additional resources and support will be needed		
		Assist principal or Incident Commander at scene of crash, if needed		
		Coordinate assistance with members of School Emergency Team or Public Safety Committee		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
		Assist students and staff who are obviously affected by incident		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Check with principal or Incident Commander before reporting to scene of crash		
		Bring first aid kit to crash scene		
		Bring cell phone to maintain communications		
		Be prepared to treat injuries and help EMS as needed		
		Assess the degree of injuries and report back to principal or Incident Commander		
		Follow procedures set forth by school policy		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

SAMPLE

VEHICLE CRASH - SCHOOL BUS REPORT FORM

BUS DRIVER _____ **(Co:** _____ **)** **BUS# (**_____**)**

(Tel.: _____**)** **ROUTE# (**_____**)**

(Fax: _____**)** **Entry/Exit Door→**

1	A	B	C	AISLE EXIT DOOR	D	E	F	1
2	A	B	C		D	E	F	2
3	A	B	C		D	E	F	3
4	A	B	C		D	E	F	4
5	A	B	C		D	E	F	5
6	A	B	C		D	E	F	6
7	A	B	C		D	E	F	7
8	A	B	C		D	E	F	8
9	A	B	C		D	E	F	9
10	A	B	C		D	E	F	10
11	A	B	C		D	E	F	11
12	A	B	C		D	E	F	12
13	A	B	C		D	E	F	13

INJURY CODES:

1. Fatal
2. Incapacitating Injury
3. Non-incapacitating Injury
4. Potential Injury
5. No injury
6. Unknown

SAMPLE

VEHICLE CRASH - BUS REPORT FORM (CONTINUED)

No.	LAST NAME	FIRST NAME	DATE OF BIRTH	INJURY REPORTED	CODE
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INJURY CODES:

1. Fatal
2. Incapacitating Injury
3. Non-incapacitating Injury
4. Potential Injury
5. No injury
6. Unknown

Note: Also see Maine State Police report form.

SAMPLE

VIOLENCE

See emergency commands for each subsection.

DATE / /

STUDENT THREAT

"Clear the Halls"
"Lockdown the School"
"Evacuate the Building"

Oral, written, or physical threat against other students or staff.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Be prepared to write statement for administration and/or police		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Separate students in conflict or isolate threatening student(s) from others		
		Do not threaten student with police action or use humor to de-escalate situation		
		Call 911, if appropriate		
		If necessary, activate School Emergency Team		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to "Clear the Halls" or "Lockdown the School" if the emergency threatens the safety of students and staff,		
		Interview threatening student & victim to get background information to determine if threat is manageable with school resources.		
		Contact parents		
		If reasonable suspicion that a weapon exists, implement search and seizure procedures to confiscate		
		Determine if alcohol or other drugs are involved		
		Implement school discipline policy		
		Contact Superintendent		
		Notify law enforcement if dictated by school policy or appropriate for circumstances		
		Coordinate grief-counseling plan		
		Complete incident report and file		
		Debrief School Emergency Team and staff		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander as needed		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Be prepared to counsel those effected by the incident		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Be prepared to render aid if necessary		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
		Assist principal/Incident Commander with investigation of incident		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander in maintaining a log of pertinent information relating to the incident		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement officials for criminal acts		

SAMPLE

VIOLENCE (CONTINUED)

ASSAULT / FIGHTING

"Clear the Halls"
"Lockdown the School"

Violence or threat of physical harm to students, staff, administrators or other persons not involving a dangerous weapon or firearm

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Inform police of your observation and be prepared to make a written statement.		
		Check for injuries and if confirmed, call 911		
		Use appropriate de-escalation strategies: ✓ remain emotionally neutral; ✓ quickly analyze situation to decide response, especially if police need to be called; ✓ if warranted, and trained staff are available, restrain combatants; ✓ seek additional trained support staff for backup; ✓ remove other students and secure the scene.		
		Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal and Police and Fire Liaison		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Separate combatants to a safe area, if possible		
		Verify extent of assault or fight and notify law enforcement		
		Attempt to determine who's been injured, and the extent of injuries. Notify School Nurse and request additional medical help as needed		
		Direct the clearing of the classroom or halls in the immediate vicinity or request all of the hallways be cleared		
		Direct preparation of a phone list identifying names of students and parents who need to be notified		
		Contact Superintendent		
		Work with the School Counselor to initiate plan as determined by need and severity of the situation		
		Work with Information and Media Representative if a press release is needed after consulting with police		
		Conduct investigation and follow school discipline policies and administrative procedures, which may include anger management or other appropriate counseling		
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, criminal charge, group conferences, restorative justice methods, and referral to community justice center		
		Debrief with School Emergency Team and staff		
		Complete an incident report and file		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Escort combatants to the office, keeping them isolated from other students		
		Convene School Emergency Team, depending on the situation and decide what additional resources and support will be needed		

SAMPLE

VIOLENCE (CONTINUED)

ASSAULT / FIGHTING (CONTINUED)

√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Assess extent of injuries, administer first aid and seek further medical support as needed		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		Superintendent or designee handles press		
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed		
		Contact media with predetermined message that has been approved by principal or Incident Commander after communication with the police. A joint news release with police may be indicated depending on extent of injuries.		

HOSTAGE

"Clear the Halls"
"Lockdown the School"
"Evacuate the Building"

Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. This may include situations where a person barricades him or herself in a building or vehicle and threatens suicide. Law enforcement officials should always handle a hostage situation.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Do not intervene in the hostage/barricade situation		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
		Inform police of your observation		
		IF TAKEN HOSTAGE, follow instructions of hostage taker		
		Remain calm and do not panic		
		Reassure students if they are present that everything will be okay		
		Treat the hostage taker with respect and act as normal as possible		
		Ask permission to speak and do not argue or make suggestions		
		Don't intervene; allow law enforcement to negotiate		
		Obtain good description of hostage(s) takers		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Yield team leader authority to law enforcement commander who directs procedure for securing the building or evacuation. Provide student photo if hostage taker is known to be a student.		
		Activate School Emergency Team and decide plan of action		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact Superintendent		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file		

SAMPLE

VIOLENCE (CONTINUED)				
		Debrief School Emergency Team and staff		
HOSTAGE (CONTINUED)				
√	**TIME**	**SCHOOL EMERGENCY TEAM**	**NAME OF CONTACT**	**CONTACT NO.**
		Convene School Emergency Team at the school or relocation site, and decide what additional resources and support will be needed		
√	**TIME**	**SCHOOL COUNSELOR**	**NAME OF CONTACT**	**CONTACT NO.**
		Assist principal or Incident Commander with notifying parents of victims		
		Be prepared to deal with friends or relatives of the person(s) taken hostage		
√	**TIME**	**SCHOOL NURSE**	**NAME OF CONTACT**	**CONTACT NO.**
		Be prepared to treat injuries and help EMS as needed		
√	**TIME**	**POLICE AND FIRE LIAISON**	**NAME OF CONTACT**	**CONTACT NO.**
√	**TIME**	**INFORMATION AND MEDIA REPRESENTATIVE**	**NAME OF CONTACT**	**CONTACT NO.**
		Superintendent or designee handles press in press area, off-site.		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		
√	**TIME**	**STAFF**	**NAME OF CONTACT**	**CONTACT NO.**
		Direct students in bathrooms or halls to join closest class and then report to assigned teacher as soon as it is safe		
		Inform the school office, as soon as appropriate, about unassigned students under their supervision		
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		If the fire alarm is activated, staff should direct students to use alternate evacuation routes away from the hostage incident		
		Staff, students and visitors remain quiet in designated secured area, on the floor, away from windows and doors, and with all lights turned off		
		Remain in “Clear the Halls” or “Lockdown the School” mode until the principal and/or Law Enforcement Commander gives the “all clear” command		
		If evacuation occurs, teachers take attendance in evacuation area and immediately report missing students to the backup team leader		

SAMPLE

WEAPONS

"Clear the Halls"
"Lockdown the School"
"Evacuate the Building"

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Take safety measures to protect yourself and others		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Stay calm and avoid confrontation if possible		
		Obtain good description of individual and the type of weapon he/she has		
		Notify the principal or Incident Commander as soon as possible		
		Take safety measures to protect yourself and others		
		Inform police of your observation and be prepared to write a statement		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; provide photo to police if students involved		
		Direct students and staff to "Clear the Halls," "Lockdown the School," or "Evacuate the School"		
		In the event that the incident requires that you "Lockdown the School," direct staff to lock all hallway and exterior doors		
		Meet with law enforcement upon arrival		
		Attend to the safety of students and staff at all times		
		Assess situation in regard to location of person with weapon and potential for injuries		
		Direct wrecker(s) to remove vehicles blocking emergency routes		
		Convene School Emergency Team and decide how the school will respond		
		Contact parent(s), guardian(s), or other close relative(s) of victims		
		Contact Superintendent		
		Issue a press release or assign this task to the Information and Media Representative as deemed appropriate		
		Complete an incident report and file		
		Debrief with School Emergency Team and staff		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team at the school and decide what additional resources and support will be needed		
		Provide victim assistance services		

SAMPLE

WEAPONS (CONTINUED)				
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Be prepared to treat injuries and assist EMS as needed		
		Assess the degree of injuries and report back to principal or Incident Commander		
		Establish triage area in safe location		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with law enforcement, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts		
		Refer all media questions to law enforcement officials		
√	TIME	TEACHER/STAFF	NAME OF CONTACT	CONTACT NO.
		Direct students who are in bathrooms or halls to join closest class and to inform the office about their location		
		Direct students to use alternate evacuation routes away from the incident if the fire alarm is activated, During a gun incident, instruct students to “drop to the floor/ground” or “run into the building quickly”		
		Lock all hallway and exterior doors; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		Ask teachers, staff, visitors and students to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off		
		Remain in “Lockdown the School” mode until the principal or law enforcement commander gives the “all clear” command		

SAMPLE

V. Recovery

A. Goal & Action Steps
B. Emotional management of faculty & staff
C. Emotional management of students
D. Managing memorials and funeral services
E. Incident After Action Review (AAR)

Goal & Action Steps

Goal – The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. KMS will focus on students and the physical plant, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment.

Action Steps

- Identify recovery roles & responsibilities and training requirements (located in the Preparedness section of this plan).
- Assemble the School Emergency Team and plan post-incident recovery (lead – principal or Incident Commander).
- Return to the "business of learning" as quickly as possible (lead – School Counselor coordinates emotional recovery effort)
- Keep students, families, and the media informed (lead – Information and Media Representative)
- Focus on the building, as well as the people, during recovery (lead – Custodial staff)
- Provide an assessment of the emotional needs of staff, students, families, and responders and determine who needs intervention and what interventions will be employed (lead – School Counselor)
- Provide stress management during class time for students and staff (coordinated by – School Counselor)
  - School/classroom-based stress management will be conducted for all students. Those with more severe reactions will be referred for evaluation and possibly counseling.
  - The School Counselor will offer preliminary counseling services to students and staff.
  - Pre-screened and credentialed community service providers that will be consulted for interventions include:
    - Peace of Mind, Crisis Interventions and Counseling Services. xxx-xxxx.
    - Kastuck & Daigle Associates, Crisis Intervention Specialists, xxx-xxxx.
    - Help Is On the Way, Counseling Services, xxx-xxxx.
    - Edgar S. Antz, PhD and Associates, Emotional Intervention Specialists, xxx-xxxx.
  - KMS will employ the following types of interventions in the aftermath of a traumatic event:
    - **Group crisis intervention or GCI,** a school-based intervention also referred to as "psychological first aid." This intervention is offered to homogeneous groups of students (class members) and involves guided group discussions in a supportive environment.

SAMPLE

- **Acute traumatic stress management (ATSM)** for educators, takes a practical approach to dealing with the psychological consequences of a traumatic event. The goal is to stimulate adaptive coping mechanisms and to stabilize more severe reactions among students. ATSM involves a 10 stage process. See the School Counselor for more information on ATSM.

- **Individual counseling** will be employed for students who experience severe symptoms after a crisis. It is important for these individuals to be referred for further evaluation by a mental health professional. The age of the student and the presenting symptoms will determine the form of individual counseling. An interview guide developed by Dr. Robert Pynoos, Director of Trauma Psychiatry, UCLA, will be used for working with students who have been traumatized. See the School Counselor for more information on the guide.

- Conduct daily debriefings for staff, responders, and others assisting in recovery.

- Take as much time as needed for recovery (recovery is not linear and individuals recover at different rates).

- Remember anniversaries of emergencies.

- Evaluate recovery efforts. Methods include brief interviews and focus groups. See a recovery evaluation questionnaire at Annex G.

Emotional Management of Faculty & Staff

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. In schools, we rush to bring in psychologists and social workers to counsel children. We are sometimes too quick to dismiss the idea that we adults may need help too—and that's where we make a mistake.

In crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. We also experience emotional reactions like shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame, and guilt.

Although we may feel some of these emotions immediately, we may not experience some emotions for days or weeks. These too are normal responses, but sometimes they take us by surprise. If we do not acknowledge their power, they can cause us damage.

According to research, some traumatic events are more apt to cause serious reactions than others are. High on the stress list are:

- Human-caused events.
- Events that are life-threatening.
- Events that violate our sense of how the world is or should be.
- Events that attract high media coverage.
- Events that we can identify with.

["Impact on Law Enforcement and EMS Personnel," Lois Chapman Dick, MSW, from Grief After Sudden Loss, ed., Kenneth J. Doka, Ph.D.]

Crises that involve children in schools often fit all these categories, and adults who must support students and their families through a crisis are vulnerable to stress (critical incidence stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more.

SAMPLE

The symptoms vary and are sometimes deceptive. A formerly secure, functional adult may suddenly be unable to concentrate, may get angry or feel violent at the smallest provocation, may feel constantly tired or bored, may be obsessed with guilt, may no longer feel pleasure, or may experience feelings of paranoia or vulnerability.

The good news is that there are simple intervention techniques that – especially if they are used soon after the event – can help the caretaker adults understand their reactions and begin to heal. SAU 99 school student services teams

The school counselor will arrange for the SAU 99 school student services team – made up of psychologists, social workers, and counselors – to provide immediate help to faculty and staff in a location to be determined at the time that the team is requested. The team will continue support to KMS faculty and staff until which time acute cases of psychological trauma have been appropriately treated.

The student services team will make referrals and facilitate appointments for those needing longer term help for more chronic conditions. Unlike team activities, longer term visits will be conducted in professional offices off-site. All visits and schedules are confidential.

Emotional Management of Students

General

The three step process teachers can use when dealing with or explaining a crisis situation to children:

- First – Clear the air
- Second – Process emotions
- Third – Evaluation and resources

Details of this process are explained in: *After a Crisis: Suggestions for Teachers, which can be found at* http://fcpsnet.fcps.edu/ocr/emergency/students.htm

For more information on emotional management of students, staff and parents, see the "Recovery" portion of "Additional Resources" found under School Preparedness on the MEMA website.

What to Expect After Trauma

Possible Reactions in Middle School Students

1. Feelings of anxiety, worries, and fears about safety of self and others
2. Worries about re-occurrence or consequences such as war, as well as worries about school violence
3. Changes in behavior:
   a) Decreased attention and/or concentration
   b) Increase in hyperactivity
   c) Changes in academic performance
   d) Irritability with friends, teachers, events
   e) Anger outbursts and/or aggression
   f) Withdrawal
   g) Absenteeism
4. Increased somatic complaints (e.g., headaches, stomachaches, chest pains)
5. Discomfort with feelings, particularly those associated with revenge
6. Increased likelihood to discuss the gruesome details
7. Repeated discussions of event
8. Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
9. Negative impact on issues of trust and perceptions of others, particularly of those that are "different"

SAMPLE

10. Repetitive thoughts and comments about death and dying

In addition, at home parents may see:

1. Changes in sleep or appetite
2. Withdrawal
3. Lack of interest in usual activities (e.g., after-school activities, time with friends)
4. Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
5. Hate or anger statements
6. Denial of impact

Reactions in Teachers

1. Increased irritability and impatience with students and staff (decreased tolerance of minor student infractions- remember, they are trying to cope, too)
2. Difficulty planning classroom activities and lessons
3. Decreased concentration
4. Worries and fears that answers or responses to students could make things worse for them
5. Worries about re-occurrence and repercussions
6. Increased concern about school violence (e.g., hypersensitivity)
7. Feelings of discomfort with intense emotions, such as anger and fear
8. Denial that the traumatic event may impact the students

What Can I Do To Help?

Guidelines for Teachers of Middle School Students.

Reinforce ideas of safety and security. This may be needed multiple times, particularly in response to changes/loud sounds/or other events that may remind the students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection. Listen to and tolerate your students retelling of events, as well as playing out the events. Maintain a predictable class schedule and rules to provide support and consistency for the students. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy. This may need to be done in multiple classes and on the bus; however, set limits on scary or hurtful talk (e.g., specific threats of retribution).

Encourage the students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding the students that these are normal reactions (any of these feelings are okay) following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, the President of the USA and other "helping people" (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). Review of school safety rules may also be helpful.

Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help the students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates or other people they might know (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.

Students will often process the information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults, including questions that have gruesome details or focus on death. Try to

SAMPLE

respond in a calm manner, answering the questions in simple and direct terms and helping the students transition back to their activity.

Use simple direct terms to describe what happened, rather than terms designed to "soften" the information, which inadvertently further confuses the students. For example, use the term "died", rather than "went to sleep".

Students will often misunderstand information about the event as they are trying to make sense of what happened. For example, they may blame themselves; may believe things happened that did not happen, may believe that terrorists are in the school. Gently help students develop a realistic understanding of the event.

Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for the teacher. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears. Expect some angry outbursts from students. Try to catch students before they "act out", by taking them aside, and helping them calm down and regain control of their behavior. In addition redirect students who are being irritable with each other which could escalate to direct conflict.

Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.

Encourage some distraction times, which would include doing school work that that does not require high levels of new learning as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.

Expect some brief (temporary) declines in the students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the school and community heals until the school routine is stabilized.

Provide reassurance to the students that feelings will get smaller and easier to handle over time.
Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of the students.

Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with the students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.

Remain aware of your own reactions to student's "trauma". It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

Guidelines for Parents of Middle School Students

In addition to the guidelines for teachers of middle school students above, the following are ways parents can complement what is being provided in the schools.

Avoid exposing your child to reminders of the trauma. This includes limiting your child's exposure to the news and other television programs about the tragedy. If you do choose to have your child see this information on the television, keep it brief, watch it with your child, and talk to your child after to clarify miscommunication. Protecting the children from re-exposure includes limiting exposure to adult conversations about the events - even when you think they are not listening, they often are.
Maintain the family routines, particularly around sleeping and eating and extracurricular activities (e.g.,

SAMPLE

sports, church, dance). Make sure your child is receiving a balanced diet and enough rest. Extra time with friends who are supportive and meaningful to him/her may be needed.
Avoid unnecessary separations from important caregivers.
Provide soothing activities, such as reading books, listening to music, taking a walk, riding bikes, etc.
Some middle school students benefit from writing their thoughts and feelings in a journal.
Address acting-out behavior involving aggression or self-destructive activities quickly and firmly with limit setting. If this behavior is severe or persists, seek professional help.
Increase patience with your child and with yourself. Give your family time to cope. Find ways to emphasize to the children that you love them.

Managing Memorials & Funeral Services

General

School memorials or memory activities serve an important function in the grief process for students and staff. A memorial promotes the healing process by providing an opportunity for students to join together and participate in a ritual. The memorial may take many forms, from a simple tree planting to a more traditional "service." In addition, a school memorial brings closure to a period of grieving and serves as a clear statement that it is time to move on with regular school activities. Memorials should be planned carefully considering the following guidelines:

Keep the memorial short. Fifteen to twenty minutes for elementary students; thirty to forty minutes for secondary.
Involve students in the planning of the memorial, particularly those who were close to the deceased.
Maintain responsibility and control for developing the service. Don't cede to outside interests, particularly political positions or elected leaders who are not familiar with the families and the school community. It is appropriate and valuable to have elected leaders participate in services, but their offices should not dictate speakers and/or program details.
Include music, particularly student performances. Also, play soothing music as people enter to set the mood and maintain calm.
Preview the service with students before hand. This is not a normal assembly, so prepare students as to what will happen and how they should behave. Remove anyone from the service who is acting inappropriately.
Have several brief speakers. If students have written poems or other tributes, students themselves or staff can read samples. Readings should be practiced several times.
Invite family members. However, recognize that they may choose not to attend.
Involve all students as much as possible. To the extent that is appropriate for their age, have each class make a poster or banner that they will bring to the memorial and hang on the wall.
Use symbols of life and hope. Balloons or candles can be used effectively to promote positive, uplifting messages that acknowledge the sadness yet are hopeful for the future. (Check fire codes before using candles indoors).
Give students guidance on words and/or actions that provide comfort and how to approach a grieving friend or parent.
Provide quiet activity for students who do not attend or dismiss them.
Have students return to their classrooms for a short time after the service.
This allows them the opportunity to talk with one another and/or talk with a counselor. "Safe rooms" work well for students who are experiencing more significant signs of grief.
Plan the memorial to occur within a week of the death if possible.

Media Coverage of Memorial Services and Special Events

In order to allow students, staff and parents privacy in their grief and the opportunity to focus on the service without fear of media intrusion, parameters for coverage should be set. Strategies that should be considered are as follows:

SAMPLE

Arrange pool coverage - This allows select media outlets (usually one from each medium - TV, radio, and print) to cover the service from a designated location. Such locations are selected to provide maximum privacy and typically are at the back of the room and away from entrances and exits.
Identify members of the media at events - Communications staff should pre-approve and credential all media staff allowed to enter the service. The credential should include a press ribbon or colored badge. Once positioned in the cordoned area, media may not leave the location until approved by the communications staff.
Set guidelines for coverage - Set clear guidelines on the taking of photographs, if allowed at all. In addition, media should not be allowed to approach any attendee for an interview.

Incident After Action Review (AAR)

Assessment after an emergency is a critical evaluation and learning step in emergency management. Procedures for an after action review include the following:

- Account for all personnel and resources following the emergency
- Hold a non-critical de-briefing meeting of all school-based personnel involved in resolving the emergency
- Ensure there is proper follow up on all necessary areas of concern
- Identify and request any additional resources needed to have school return to normal
- Document findings and implement changes in the emergency management plan to facilitate improvements

VIII. Annexes

A. Pandemic Influenza plan
B. Telephone & pager listings
C. School & vicinity (maps, photos, diagrams & sketches)
D. Inventories
E. Forms & templates
F. Sample letters
G. Checklists & questionnaires
H. Job aids

SAMPLE

Annex A. Pandemic Influenza Plan

Filed under separate cover. Furnish copy to local police and fire.

SAMPLE

Annex B. Telephone & Pager Listings

- Emergency phone numbers (see first page of this plan)
- Phone tree for the School Emergency Team
- Phone tree for "Parent Connections"
- Phone tree for faculty notification during off-hours
- Phone numbers for SAU notifications
- Personnel with cell phones and pagers (see staff roster, Annex D)
- MAPT – Maine Association for Pupil Transportation (mutual aid transportation contact list)

Emergency phone numbers

(see first page of this plan)

Furnish copy to School Emergency Team (SET)

Insert

Phone tree for the School Emergency Team

Furnish copy to local police and fire and School Emergency Team.

Insert

Phone tree for "Parent Connections"

Furnish copy to School Emergency Team (SET)

Insert

Phone tree for faculty notification during off-hours

Furnish copy to School Emergency Team (SET)

Insert

Phone numbers for SAU notifications

SAMPLE

Furnish copy to School Emergency Team (SET)

Names, cell phone and pager numbers of school personnel who have cell phones and pagers

(see staff roster at Annex D)

Furnish copy to School Emergency Team (SET)

Insert

Phone numbers for:

MAPT –Maine Association for Pupil Transportation
(Mutual aid transportation contact list)

Furnish copy to School Emergency Team (SET)

SAMPLE

Annex C. School & Vicinity (maps, photos, diagrams & sketches)

- School neighborhood
- School campus
- School floor plans
- School campus during an emergency
- School utility systems
- Evacuation routes to relocation sites
- Relocation sites (indoor & outdoor)

Insert

Aerial Photo (Diagram or Sketch) of School Neighborhood

Show locations of:

- ***School grounds***
- ***Adjacent streets and businesses***
- ***Natural features (rivers, woods, gullies, etc.)***
- ***Other potential neighborhood hazards***

Try the following Web sites for aerial views of your school neighborhood:

http://megisims.state.me.us/website/orthomap/viewer.htm

http://apollo.ogis.state.me.us/maps/

Furnish copy to local police and fire.

SAMPLE

Insert

Aerial Photo (Diagram or Sketch) of School Campus

Include locations of:

- ***Fire hydrants***
- ***Out buildings***
- ***Athletic fields***
- ***Woods***
- ***Fences***
- ***Driveways***

And potential hazards such as:

- ***Propane tanks***
- ***Brooks***
- ***Haz Mat storage***
- ***etc.***

Furnish copy to local police and fire.

Insert

School Floor Plans

Include locations of:

- ***Exits***
- ***Evacuation routes***
- ***Fire alarms***
- ***Fire extinguishers***
- ***First aid kits***
- ***Emergency telephone jacks***

Furnish copy to local police and fire.

NOTE: KMS is undergoing a mapping project which uses a specialized digital camera to create a virtual tour of school classrooms and hallways. The spherical photos are transformed into CD or Memory Stick software for use by law enforcement and fire officials to more safely respond to school crises. Included on the CD will be valuable information such utility shut off valves, breakers, and switches, locations of keys, custodian contact information, etc.

SAMPLE

Insert

Photo, diagram or sketch of school campus as it might appear during a serious incident or emergency

Include primary and alternate locations of:

- ***Incident Command Post***
- ***Emergency Assembly Area (EAA)***
- ***Emergency bus staging area***
- ***Emergency services staging area***
- ***Parent reunion area***
- ***Media staging area***

Furnish copy to local police and fire.

Insert

Diagram of Utility Systems

Include locations of:

- ***Gas line and utility lines***
- ***Utility shutoff-off valves for gas, electric, water, etc.***
- ***Fire alarm turn-off***
- ***Sprinkler system turn-off***
- ***Cable television satellite feed shut-off***

Furnish copy to local police and fire.

SAMPLE

Insert

Map of Evacuation Routes from School to Relocation Sites

Include primary and alternate routes.

Furnish copy to local police and fire.

Insert

Diagram of Re-location Sites

Include <u>Outdoor</u> locations of:

- ***Incident Command Post (CP)***
- ***Bus staging area***
- ***Parent reunion area (if outdoors)***
- ***Media staging area***

Include <u>Indoor</u> locations of:

- ***Student assembly area***
- ***Restrooms***
- ***Water fountains***
- ***Food service area***
- ***Parent reunion area (if indoors)***

Furnish copy to local police and fire.

SAMPLE

Annex D. Rosters & Inventories

- Faculty & staff assignment roster w/ special skills & devices
- Students & staff with special needs
- First aid kit
- Fire extinguishers
- Fire alarms
- Communications equipment

Faculty & Staff Assignment Roster
w/ Special Skills and Devices

Name (Add * if member of SET)	Rm #	Work # Cell # Pager#	Medical Skills				Language	SAR	Fire/Safety/ HAZMAT	Other skills
			1st Aid	CPR	EMT	Other				
* John English, PhD	101	xxx-xxxx xxx-xxxx	-	-	-	-	French	-	-	
*			01/06	01/06						

SAMPLE

STUDENTS & STAFF WITH SPECIAL NEEDS

IN TIMES OF AN EMERGENCY

STUDENTS			
Name	Homeroom # Bus #	Description of Assistance Needed	Person(s) Assigned to Assist

STAFF MEMBERS			
Name	Room #	Description of Assistance Needed	Person(s) Assigned to Assist

Related Reading: Assisting People With Disabilities In A Disaster, Federal Emergency Services Administration. Access at www.fema.gov

SAMPLE

First Aid Kits, by location (or in maps section)

Insert
School floor plans with locations of first aid kits, fire extinguishers, and/or fire alarms

---

Fire Extinguishers, by location (or in maps section)

Insert
School floor plans with locations of first aid kits, fire extinguishers, and/or fire alarms

---

Fire Alarms, by location (or in maps section)

Insert
School floor plans with locations of first aid kits, fire extinguishers, and/or fire alarms

---

Communications Equipment

Staff with Two-Way Radios

- School Emergency Team
- Wing Leaders
- Senior member of faculty support sections (Athletic Director, School counselor , Librarian)
- Senior member of support staff sections (Food Svc, Facilities Maintenance)

SAMPLE

Annex E. Forms and Templates

- Survey of staff emergency skills, devices, & special needs
- Partnership agreement
- Exercise logs
- Serious Incident Report & response checklist
- Student release request form

SURVEY OF STAFF EMERGENCY SKILLS, DEVICES & SPECIAL NEEDS

Name:_____ Room #:_____ Date:_____

During an emergency or disaster it is important to be able to draw from all available resources, to include those of the staff. Please check any of the following skills, training, capabilities or devices that you have that you would be willing to use during a school emergency or disaster. Also, please indicate if you would require special assistance during an evacuation, lockdown or shelter-in-place situation so others can assist you, in times of need. When finished, please return this survey to the office administrator.

	Cell phone (number)		Bi/multi-lingual (specify)
	Pager (number)		Sign language
	First aid (current card? yes/no)		Ham radio operator
	CPR (current card? yes/no)		CB radio
	EMT (current card? yes/no)		Bus/truck driver
	Triage		Mechanical ability
	Fire safety/firefighting/HAZMAT		Construction (electrical, plumbing, carpentry, etc)
	Search & Rescue		Structural engineering license yes/no
	Critical incident stress debriefing		Survival training & techniques
	Law enforcement (specify below)		Food preparation
	Emergency planning/management		Special assistance needed (inform school nurse)
	Shelter management		Other (specify below)

Specify below:

_____

_____

_____

_____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?_____

_____

_____

Signed: _____

SAMPLE

Partnership Agreement

Between Kennebec Middle School and *the Relocation Site*

Name and location of host school: _____

Principal of host school: _____

Work Phone: _____
Cell Phone: _____
Fax: _____
Email: _____

Assistant principal of host school: _____

Work Phone: _____
Cell Phone: _____
Fax: _____
Email: _____

Location within the school where students will be sheltered: _____

Location of Administrator's Tool Box if stored at host school: _____

School Emergency Team Member responsibilities for coordinating evacuation to host school.

Other agreements: Key points of consideration when drafting agreements with relocation sites/schools.

The Evacuating School (KMS) will:

- Notify the host site of an impending evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the call center and student/parent reunification points. Request assistance from host site if needed.

The Host Site (___) will:

- Accept an evacuation request from any of those in the chain of command identified in the evacuating school's Emergency Management Plan.
- Notify all staff members of the situation.
- Designate space for evacuees. Access to bathroom facilities and to water are immediate considerations.
- Assign personnel to greet arriving buses and direct them to pre-identified space.
- If site is a school: notify the school nurse and anticipate any medical emergencies. Having an emergency medical team / rescue squad on stand-by might be considered.
- Activate emergency response team to anticipate and attend to any emotional trauma.

Collaborative Actions:

- Notify parents/guardians by phone if possible. Host site will provide communications resources and assist evacuating school staff in required notifications of parent, day care facilities that pick up at the schools, and other necessary notifications.
- Designate the location and procedure for release of students to parents who may come to the school.
- Anticipate any need to feed evacuees and make contact with food service.
- Take action to control media access and work with the SAU Media Liaison.
- Agree in advance on two evacuation drill dates and times throughout the school year, one of which must be held during winter months.

A copy of the Partnership Agreements will be furnished to emergency teams of both schools/facilities. The KMS principal will answer questions about the agreement. Both teams should fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

SAMPLE

EXERCISE LOGS

Orientation Seminar Log

Date	Facilitator	Attendees

SAMPLE

TableTop Exercise Log

Date	Facilitator	Scenario	Attendees	Changes to Plan (Y/N)

SAMPLE

Functional Exercise Log

Date	Facilitator	Scenario	Attendees	Changes to Plan (Y/N)

SAMPLE

Full-Scale Exercise Log

Date	Facilitator	Scenario	Attendees	Changes to Plan (Y/N)

SAMPLE

Serious Incident Report (SIR)

Faculty and staff witnessing or responding to an incident involving students and staff during school related activities, on or off the school campus, are expected to fill out this SIR and return it to the principal as soon as possible after an incident. This report will serve as a record of the events and will be used for follow-up actions, if needed.

School: Kennebec Middle School

Date/Time & Location of Incident:_____

Witnesses to the Incident: _____

_____

Date/Time of Response: _____

Responders to the Incident: _____

_____

Description of the Incident (Provide a chronological and objective summary of the facts. List students/ staff involved, injuries, property damage, etc.):_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Print or type name here:_____

Signature:_____Date: _____

SAMPLE

KMS Student Release Request Form

Name of Student_____ Home room #_____
(Print)

Name of Parent/Person making request_____
(Print)

Date_____Time_____

Authorization verified : Yes / No (If no, why?)_____

_____

_____

_____

Verified by: _____

Released by: _____

_____
Signature of person to whom student is released

Address and phone number of person student is released to if different than the student's residence:

_____
Address City/Town Zip

_____
Phone Number

SAMPLE

Annex F. Sample Letters

- Initial announcement of an emergency event
- Announcement of a student suicide
- Student death
- Bus accident
- School evacuation

INITIAL ANNOUNCEMENT OF AN EMERGENCY EVENT (Sample)

Source: Association of California School Administrators, 1995
NOTE: After victim's family is notified. . .

TO:
FROM:

"We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.
"As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

ANNOUNCEMENT OF A STUDENT SUICIDE (Sample)

To be read to the students by the classroom teacher.

NOTE: After victim's family is notified. . .

TO: School Faculty
FROM: Principal
SUBJECT: (Emergency) DATE:

John Doe committed suicide early Saturday morning. As a faculty we extend our sympathy to John's family and friends.
We encourage all students to consider the tragic nature of this death and to realize that death is final. John's death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.
Funeral services for John will be held in _____ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address).

SAMPLE

Unexpected Student Death – elementary (sample)

(adapted from letter developed by Chesapeake City Public Schools, Virginia)

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital having surgery. Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have surgery every day and have no problems with it. Our School Counselor and our School Psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his/her young age and its unexpectedness. We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our School Counselor or our School Psychologist, please call us at the school and share your concerns.
The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. he/she was our friend and we loved him.

Sincerely, School Principal

BUS CRASH OR INCIDENT (Sample)

(adapted from letters developed by Chesapeake City and Hanover County Public Schools, Virginia)

Dear Parents,

This morning, prior to school, there was an accident involving a school bus and an automobile. There were known injuries to the passengers of the car. The children on Bus # _____ witnessed the aftermath of the accident, but were not involved in it.

The children from the bus involved in the accident were taken to the library by the School Counselors and administration. The children were asked if they were injured in any way and their parents were then contacted. Your child, because of being on Bus # _____ may show delayed reaction to the accident.

Please be alert over the next several days to symptoms of delayed reaction, including:

- a desire to be alone, unusually quiet
- loss of appetite
- problems with sleeping, nightmares
- difficulty with concentration
- crying
- angry outburst, short temper
- headaches, upset stomach

Your child may also exhibit some physical complaints. Please contact (principal's name) to fill out an accident report. The school will be offered support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please don't hesitate to call if you have any questions or concerns. (Give school phone number.)

Sincerely, School Principal

SAMPLE

REGARDING SCHOOL EVACUATION-
Notice to Parents (Sample)

Date Released:
Time Released:
Released by:

Because of an incident here at *(School Name Here),* the students, faculty and staff have been evacuated to a relocation site as a precautionary measure. *(School Name Here)* has been relocated to *(New Location Name Here). (Repeat this information for as many schools as may be involved.)*

Parents are instructed to pick up their children at the relocation site. Do not attempt to pick up children at their regular school. Please meet your child at the relocation site. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.
(Repeat this message once, then follow with any other official message.)

School Principal

SAMPLE

Annex G. Checklists & Questionnaires

- Pop Quiz for school preparedness
- Hazard analysis checklist
- Guidelines for preparing a teacher partner list
- Communications tips for school administrators
- Recovery evaluation questionnaire

Pop Quiz for School Preparedness

http://www.maine.gov/tools/whatsnew/attach.php?id=23684&an=1 or
http://www.maine.gov/tools/whatsnew/attach.php?id=23684&an=3

Hazard Analysis Checklist

http://www.maine.gov/tools/whatsnew/attach.php?id=23685&an=1 or
http://www.maine.gov/tools/whatsnew/attach.php?id=23685&an=3

Guidelines for Preparing a Teacher Partner List

NOTE: These guidelines can be adapted for use by bus drivers on adjacent routes or as mutual aid to another SAU.

Additional items maybe added, if needed.

Check	Consideration
☐	Assign teachers in adjacent or nearby rooms as partners.
☐	Review evacuation routes and procedures with entire staff. ▪ During an emergency, teachers should conduct a classroom status check and teacher partners should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone. **Remember:** The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number. ▪ If necessary, one teacher partner should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both teacher partners are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
☐	Ensure that each classroom contains a "Go-Bag" that contains the teacher's class roster and the teacher partner's class roster.
☐	Immediately following student accounting, one member of each teacher partner team must check in at the Command Post. In emergency situations that do not involve evacuation, it may be necessary to move all students from one partner's classroom into the other. One teacher is then available for assignments.
☐	Ensure that substitute teachers are familiar with emergency procedures and who their partners are.

SAMPLE

Communications Tips for School Administrators

Challenge	*Suggested Response*
Day One	
Rumor Control A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.	Clear and frequent communication. Emergency communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.
Phone Line Jams Natural disasters and major news making events can create massive phone traffic, jamming cellular connections.	Use combination two-way radio/cell phones and if possible keep one line open to the superintendent's office. If a connection is made, don't hang up, just put the phone down for use later.
Media Intrusion School crises can create a crush of media, often making it hard to distinguish parents and students from journalists. Helicopters and cameras stationed outside the school provide live coverage that can put many lives at risk.	Determine and maintain a perimeter around the school that media may not cross. Ask for law enforcement help in policing violators. Violators may later be denied access to official school or law enforcement briefings.
Scattering of Schools and School Staff Acting on instinct, staff and students facing danger flee the building, often not knowing where they are running. This makes it difficult to ensure that students are moving toward safety, not danger, and makes it difficult to account for students and staff. Parents who come to school often cannot find their children are understandably upset. Natural disasters can disperse children, families, and entire communities. Recent disasters have spawned effective people and even pet locator systems that often involve internet communication.	Establish pre-identified locations (reunion areas) that students and staff should retreat to in the event of an emergency. Ensure that a procedure has been established for releasing students to parent or guardian care; the procedure should be able to account for when and into whose custody the child was released. Provide information about dispersed colleagues and students.
Media Mistakes Fact verification. In the absence of information and the pressure of live coverage, verification of facts is often sacrificed for good pictures and sound.	Establish trust before the emergency strikes. Provide as much information as you can as quickly as you can without speculating or releasing unverified information. Even if all you can say are a few sketchy sentences, you can communicate your concern and compassion and the action being taken to investigate. Advise media of the potential destructiveness of being wrong.
Challenge	***Suggested Response***
Day Two	
Potential for Eroded Credibility When bad things happen, past behavior is used to predict future actions. When past behaviors are considered good and helpful, the current and future behaviors don't match those expectations, there is a loss of credibility.	Implement trust-building, fear-reducing, credibility-fixing behaviors. Suggestions: -Provide advance information. -Ask for input from all, even perceived opponents. -Listen carefully. -Demonstrate you've heard, adjust action. -Stay in touch.

SAMPLE

	Speak in plain language. Bring victims/involuntary participants into the decision-making process.
Constant Need for Information The need for a constant streaming of information to the community is enormous. Questions and anxieties can escalate.	Organize separate all-school staff and all-community meetings to provide information and opportunity to express concerns. Immediately implement information channels that are accessible to all members of the community and media -- an interactive web site for questions and answers, an emergency response hotline, and a regularly updated fact sheet.
Panic and Alienation Normal routines and support systems are suspended and survivors can feel very alone and panicked.	Drop-in centers should be made available in several locations throughout the community for parents, students, teachers and others to receive information, counseling, and contact with other grieving members of the school and community.
Media Feeding Frenzies Reporters are scrambling for pictures of students, interviews with school staff and students, and sometimes implement specious means of gaining access to schools and hospitals.	Implement a system for coordinating and responding to media and set parameters for coverage.
Challenge	***Suggested Response***
Day Three and Beyond	
Community Feelings - Bitterness and Blame Victims and victims' families and the school community may feel bitter and may take action that causes divisiveness. There may also be a tendency to place blame or emphasize simplistic solutions to violence or community emergencies.	Care must be taken to sustain open, responsive communication lines with all facets of the school community, particularly the victims and their families. Liaisons to victims should make frequent contact with the families and be responsive to their concerns and needs. In addition, affirming community-wide activities should be scheduled to allow citizens to contribute to memorials and expressions of compassion.
Victims' Feelings - Anxiety, Frustration, Anger Victims (of varying degrees) declare their needs are not being met or considered and resist solutions.	Promote the understanding that victims have a special mentality and their perception and behavior is altered in ways that are fundamentally predictable. Victims designate themselves and determine when they are no longer victims.
Anxiety and Media Interest in Return to School Anxieties escalate around returning to school. There is a heightened media interest in covering the first day back.	Establish drop-in support groups within school during lunch hour and before and after school. Carefully plan re-entry and make adequate counseling support available. Communicate well first day plans and set limits with the media.

Adapted from National Education Association Emergency Communications Guide and Toolkit. Access at www.nea.org/Emergency

SAMPLE

Recovery Evaluation Questionnaire

Which classroom-based interventions proved most successful and why? _____

_____

_____

_____

Which assessment and referral strategies were the most successful and why? _____

_____

_____

_____

What were the most positive aspects of staff debriefings and why?

_____

_____

_____

Which recovery strategies would you change and why?_____

_____

_____

_____

Do other professionals need to be tapped to help with future crises?

_____

_____

_____

What additional training is necessary to enable the school community and the community at large to prepare for future crises?

_____

_____

_____

What additional equipment is needed to support recovery efforts?

_____

_____

_____

What other planning actions will facilitate future recovery efforts? _____

_____

_____

_____

SAMPLE

Annex H. Job Aids

- Teachers flipchart
- Bus driver card (evacuation routes)
- Emergency phone numbers – wallet size

Teachers Flipchart – To be developed. Will include:

- Emergency phone numbers.
- Evacuation routes.
- Assembly areas.
- Substitute teacher instructions.
- Hazard specific responses for teachers
- Selected universal procedures.

Insert

Bus Driver's Card with the following information:

A. Maps of Bus Staging Areas:

@ KMS
@ Relocation Points

B. Evacuation Routes & Relocation Points:

Route Red to Relocation Point – Kennebec High School
Route White to Relocation Point – Pine-Tree Church Hall
Route Blue to Relocation Point – Harvey-Gene Elementary School

C. Bus Driver Emergency Action Steps

Furnish copy to local police and fire.

Insert

Emergency Phone Numbers Wallet size

Furnish copy to all KMS faculty, staff & Bus Drivers

SAMPLE