

BONNY EAGLE SCHOOL DISTRICT

MSAD 6 / RSU 6

**ALL HAZARD COMPREHENSIVE
EMERGENCY MANAGEMENT PLAN**

2022 – 2023



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Emergency Phone Numbers

Dated: 10.04.2021

School of approximately 3,400 students and 700 staff members.			
Fire	911	Superintendent's Office	207-929-3831 207-929-2331
Police	911	Principal's Office	
Ambulance	911	School Hotline/Voicemail	
Hazardous Materials	911	MSAD 6 Facilities Department	207-648-7993 Office (207) 671-7838 Cell
Poison Center	1-800-222-1222	MSAD 6 Transportation Department	207-648-7982
Hospital Maine Medical Center	207-662-0111	Power Company	Call Facilities Department 207-648-7993
Hospital Mercy Hospital	207-879-3000	Oil Company	Call Facilities Department 207-648-7993
Hospital Southern Maine Medical Center	207-283-7000	Gas Company	Call Facilities Department 207-648-7993
Maine Center for Disease Control	207-287-8016	Cumberland County Emergency Management	207-892-6785
National SUICIDE Prevention Lifeline	1-800-273-8255	York County Emergency Management	207-324-1111
Maine Child Protective Services	1-888-568-1112		
Evacuation Site Name:	Not Public Information	Reunification Site Name:	Not Public Information

MSAD 6 Board of Directors

Approval of MSAD 6 All Hazard Comprehensive Emergency Management Plan 2022-2023

1. References:
 - a. Sec 1, 20-A MRSA §1001, sub-§16 as amended by PL 2001, c. 588, §10
 - b. MSAD 6 Board Policy Code: EBCA
 - c. All Hazard Comprehensive School Emergency Management Plan
2. In compliance with the above references, the MSAD 6 Board of Directors reviewed and approved the MSAD 6 All Hazard Comprehensive Emergency Management Plan on **September 19, 2022**. The effective period of this plan is September 19, 2022, through **August 31, 2023**.
3. The Superintendent of Schools is authorized to approve minor changes to this plan without MSAD 6 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 MSAD 6 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 MSAD 6 Board of Directors must, however, approve significant content changes made during the effective period that impact established MSAD 6 Board 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 MSAD 6 Board of Directors, the Superintendent of Schools will distribute the revised plan (Revision #1, #2, etc.) to all parties on the controlled distribution list in exchange for the obsolete plan. MSAD 6 will destroy all obsolete plans in accordance to Maine State Archives Rules.
5. The MSAD 6 All Hazard Comprehensive Emergency Management Plan must be reviewed and approved by the MSAD 6 Board of Directors, annually. MSAD 6 will incorporate all previous updates and revisions and submit a new plan to the Board each new school year (on or about August 15). The MSAD 6 Board of Directors 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 the MSAD 6 plan is approved with changes or if approval is denied, the Superintendent of Schools must make the necessary changes and resubmit the plan to the MSAD 6 Board of Directors prior to the start of school.

Signed:



Clay Gleason
Superintendent of Schools

9/19/2022

Date

Signed:



Nathan Carlow
MSAD 6 Board Chairperson

9/19/22

Date

Record of Changes

MSAD 6 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.

MSAD 6 will maintain a list of individuals and organizations that 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)

Plan Distribution, Security, and Confidentiality

Distribution: The annually approved MSAD 6 All Hazard Comprehensive Emergency Management Plan, along with interim updates and revisions, will be distributed to the following individuals and organizations by MSAD 6 immediately upon approval by the MSAD 6 Board of Directors.

Copies	Plan Recipient
Version ORANGE (Comprehensive Plan - Controlled)	
1 Original	Principal's Office
1 Copy	Administrator's Tool Box
1 Per Member	School Emergency Team
1 Copy	Superintendent's Office
1 Copy	Local Fire Department / EMS
2 Copies	Local Police Department, Sheriff's Office, and State Police
1 Copy	Local Emergency Manager
1 Copy	Mental Health Services Coordinator
Version GOLD (Abbreviated Plan)	
1 Original	Principal's Office
?	School Faculty and Staff
1 Copy	Principal (with Relocation Information)
1 Copy	Administrator (with Relocation Information)
1 Copy	Principal (with Reunification Site Information)
Version GREEN (Plan Overview)	
1 Original	Principal's Office
??	Parents/Guardians of Students (distributed via student backpacks and available during school open houses and at school office)

Plan Security: Versions Orange and Gold of the MSAD 6 All Hazard Comprehensive Emergency Management Plan are considered sensitive information and must be safeguarded and accounted for at all times. All copies and 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 MSAD 6 Board of Directors, 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 school 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 students and selected other recipients as deemed appropriate by the principal. (See Table of Contents for parent information color green.)

The school 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 MSAD 6 All Hazard Comprehensive Emergency Management Plan is intended for official use only by school faculty and staff, MSAD 6, 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 students, faculty, and staff. Please report inappropriate use of this plan or any of its components as soon as possible to the Superintendent of Schools, the principal, or to any member of the School Emergency Team. Thank you for placing the safety of the MSAD 6 Community first.

I. Introduction

- A. Purpose, Goal, and Scope
- B. Acknowledgements
- C. Glossary

Purpose, Goal, and 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 the MSAD 6 All Hazard Comprehensive Emergency Management Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables MSAD 6 and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving MSAD 6.

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crisis. 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 MSAD 6 community and to preserve the well-being of MSAD 6 and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.

Scope and Use: This plan is intended for use by MSAD 6 administrators, faculty, staff, students, and emergency responders. It is also intended to inform parents and community leaders of the District’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 Department of Education (MDOE) Regulation, Chapter 125
- MSAD 6 School Board Policy on School Emergency Planning and Preparedness
- Student Handbook

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

- Mitigation addresses what MSAD 6 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 MSAD 6 will take during an emergency.
- Recovery deals with how MSAD 6 will restore the learning and teaching environment after an emergency.

Acknowledgements

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, U.S. 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, August 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
MEMA	Maine Emergency Management Agency
MRSA	Maine Revised Statutes Annotated or Methicillin-Resistant Staphylococcus Aureus
MSAD 6	Maine School Administrative District 6
SET	School Emergency Team

Definitions:

Emergency – Any unplanned event that can cause deaths or significant injuries to students, staff, or visitors or that can shut down the District, disrupt daily activities, cause physical or environmental damage, or threaten the District’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

II. Mitigation and Prevention

Annex F Security Assessment and Hazard Analysis

A. Risk Assessment and Hazard Analysis

General: Mitigation and prevention require taking inventory of the dangers in and around MSAD 6 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 (RECOMMENDATION)

- ✓ *The SET staff reviews the last school/building 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.

All Hazard and Security Assessment Team:

- Principal / SET Members
- Senior School Custodian (Facilities/Grounds)
- School Counselor (Violence Prevention and Counseling)
- School Nurse (Special Needs for Students/Staff)
- Local Fire Chief (or Liaison) and Local Law Enforcement (or Liaison)

- ✓ *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/building (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 Superintendent of Schools/Principal then develops a hazard mitigation and prevention plan* with short and long-term objectives and submits the plan to the

MSAD 6 Board of Directors for approval. Once approved, the Principal assigns short and long-term mitigation tasks to the Senior Custodian, School Counselor, School Nurse, and the Law Enforcement 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.

- A copy of the MSAD 6 All Hazard and Security Assessment is provided to the local emergency manager for his/her consideration when updating the towns' input into the counties' hazard mitigation plan.

- The staff that is responsible for meeting mitigation and preparedness improvement plan objectives will provide in-progress reviews to the Superintendent/Principal at times/dates decided upon when the objectives are assigned.
- Two weeks prior to the start of school, the Superintendent/Principal/SET will provide a report on progress made toward objectives in the Mitigation and Prevention Improvement Plan. Efforts will continue throughout the school year to complete long-term objectives that were not completed during the summer months.

III. Preparedness

- A. Emergency Planning**
- B. Leadership, ICS, SET, Safety Team**
- C. Emergency Supplies and Equipment**
- D. Training and Exercises**
- E. Other Considerations**

A. 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, the District will divide and pre-coordinate responsibilities between schools/buildings and MSAD 6 and set a realistic timetable to prepare, collect essential information, develop the plan, and involve the right people.

Action Plans for Successful Planning

- Commit to emergency preparedness (plan success depends on committed AND involved leaders).
- Identify and involve stakeholders (MSAD 6 schools, departments, 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. The District's response will only be as good as its drills.
- Address liability issues by carefully assessing the hazards faced by the District.
- 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 MSAD 6 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 Superintendent and the lead person of the following organizations:
 - o Relocation Sites (School/Building)
 - o Parent Connections
 - o (OPTIONAL) Local Fire Department (which includes EMS and HAZMAT)
 - o (OPTIONAL) Law Enforcement
- MSAD 6 will document agreements using a “Partnership Agreement.” See template in Annex D.

B. Leadership, ICS, SET, Safety Team

Incident Command System

MSAD 6 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. MSAD 6 and local emergency responders, therefore, are poised to jointly plan for and respond to school emergencies in the most effective and coordinated way possible. The Superintendent of Schools will be the link between the District and local emergency responders throughout all four phases of emergency management.

NOTE: The building administrator 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 building administrator briefs the public safety official on the situation and notifies the SET of the transfer. To affect a smooth transfer, it is critical that school/building always involve local first responders in the District’s emergency management plan development and training. Although a public safety official may have assumed the IC role, the building administrator 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 building administrator and public safety officials form what is called a “Unified Command,” where the building administrator 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 building administrator 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
 - * Athletic Director
 - * School Leadership Team

School Emergency Team (SET)—Roles/Team Members

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

Operations Section Chief

Consolidates all staff in one location or via other communications and organizes the response and recovery portion of the incident. Ensures all staff are updated and understand the incident commander's focus for the response. Integrates staff at the school with staff at District to ensure incident focus remains consistent.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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 manager. Updates bus rosters and planned bus routes into staging areas in advance.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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. Superintendent may assume this role.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

Safety and 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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

Facility Operations and Maintenance

Head custodian or Facilities Manager 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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

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.

Primary

Phone # or Extension

Work:

Cell:

Email:

Alternate

Phone # or Extension

Work:

Cell:

Email:

Staff Assignment Leader

Teachers and staff not assigned to a class when an emergency occurs report to the Staff Assignment Leader, if not previously assigned an emergency role.

Primary

Phone # or Extension

Work:

Cell:

Email:

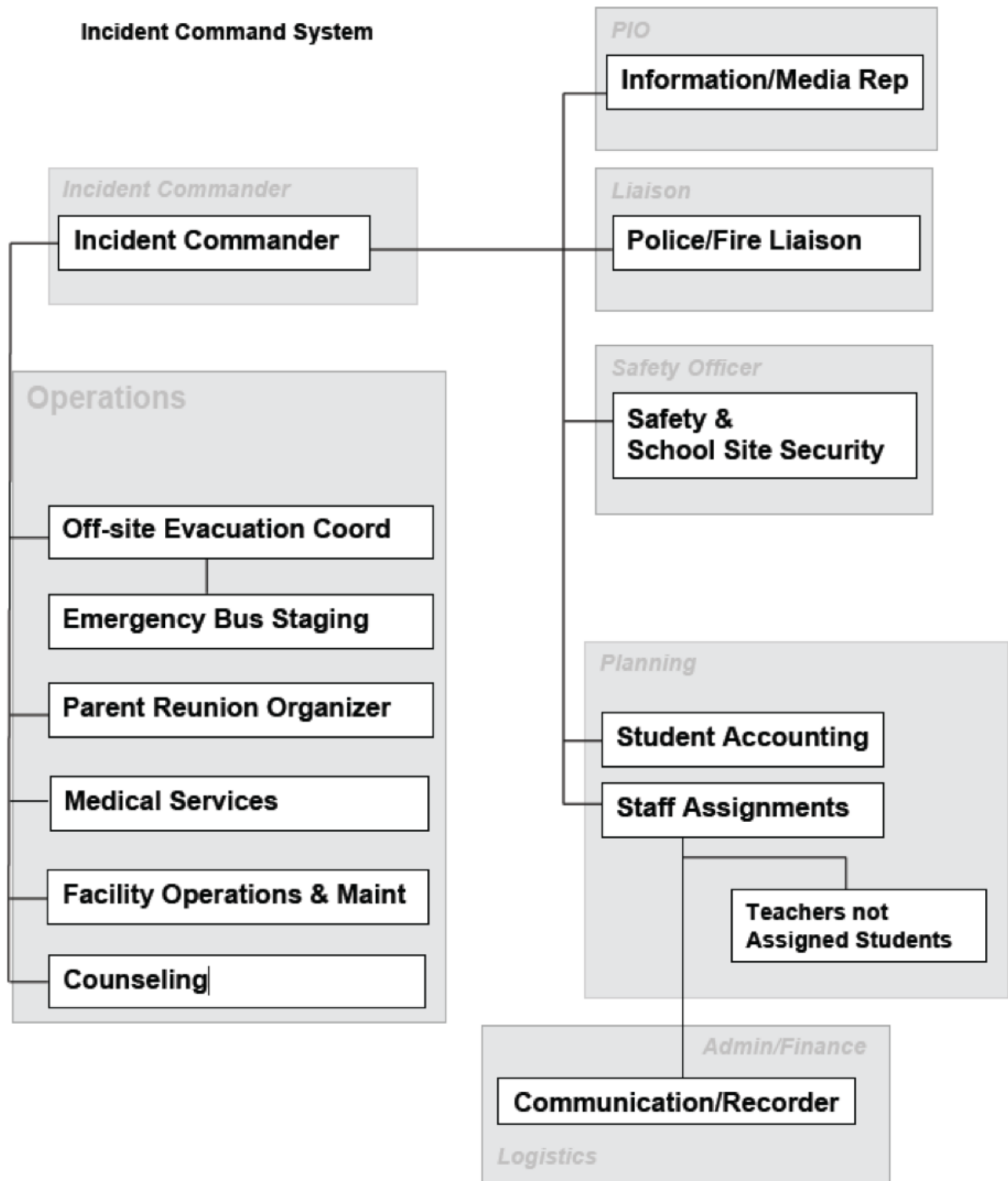
Alternate

Phone # or Extension

Work:

Cell:

Email:



District Safety Committee

The District Safety Committee includes the Superintendent of Schools, Business Manager, Facilities Manager, Transportation Manager, Principals, Technology Director, Adult Education Director, Safety & Compliance Specialist, teachers, and emergency responders from the MSAD 6 community. The committee was created to assist the Superintendent of Schools or Incident Commander in planning for and responding to District emergencies. There may be instances when time-sensitive decisions have to be made quickly by the Superintendent of Schools or Incident Commander, thus bypassing involvement of the District Safety Committee. The SET and/or the District Safety Committee will be assembled as soon thereafter as possible to plan follow-up actions. During an emergency situation, District 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.

District Safety Committee	Team Member Name	Phone No. 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.		
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.		
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.		

County 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.		
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The District Safety Committee meets at the MSAD 6 Central Office to plan and conduct training and various exercises as part of the District Safety Team. The Committee also uses this time to update the plan each spring before the end of school, or more often, if needed. The Superintendent of Schools serves as the liaison between the school and the District Safety Committee.

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.

C. 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 principal.

Maintaining and Accounting for Supplies and Equipment

The principal's secretary 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 head 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 Recommended Emergency Supplies and Equipment

Classrooms

Each classroom will have: a Teacher's 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 (Recommended Items)

- ☛ Emergency backpack or 5 gallon bucket 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
- ☛ Status Placards, Red Card and Green Card
- ☛ Status placards, colored
- ☛ Teacher partner classroom list
- ☛ Basic first aid kit (maintain per shelf life)
- ☛ 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)

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 securing doors and windows)
- ☛ Drinking Water and cups – stored separately
- ☛ Space blanket, 3
- ☛ Tarp or groundcover
- ☛ 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 and step chair for upstairs

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

- ☛ Container, which consists of:
- ☛ School Emergency Management Plan, which includes:
 - o Vest Identifying Leadership
 - o SET Laptop
 - o School Neighborhood, map of. (in plan)
 - o School Campus, aerial photos (in plan)
 - o School Floor Plans (in plan)
 - o School Campus during an Emergency, map of CP & staging areas
 - o School Utility Systems, diagram/layout of gas and utility lines
 - o Evacuation Routes to evacuation sites
 - o Relocation Sites, map of staging areas (indoor & outdoor)
 - o Faculty & Staff Assignment Roster w/ Special Skills & Devices
 - o First Aid Kit Inventory, by location (Lesson from Jonesboro, Arkansas shooting)
 - o Telephone and Pager Listings
 - o Emergency Phone Numbers
- ☛ 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:
 - o Central Alarm Security Codes
 - o Key Pad Codes for Exterior Doors
 - o Nox Box Code or Key
 - o Fire Alarm Turn-off (Columbine lesson)
 - o Sprinkler System Turn-off (Columbine lesson)
 - o Utility Shut-off Valves
 - o Cable Television Satellite Feed Shut-off
- ☛ Student & Staff Photos
- ☛ Student Disposition Forms & Emergency Care Cards
- ☛ Student Attendance Roster
- ☛ Inventory of Staff 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

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
- Laptop
- iPad
- Cell phone
- Bag, with:
 - o Orange fluorescent vest, position title (front & back), and list of emergency duties – front pocket.
 - o Flashlight (with extra batteries)
 - o Whistle
 - o Latex-free surgical gloves, 4 pair
 - o Zip-lock freezer bags with labels, 5 each (for temporary storage of personal effects or evidence).
 - o Duct tape, 1 roll
 - o Disposable camera
 - o Note pad/pens
 - o Selected segments of this plan (as determined by the Incident Commander)
 - o Serious Incident Report form with clipboard, 5 copies

First Aid Kits (Common Areas): Inventory of kit contents is maintained by the school nurse.

Fire Extinguishers (Common Areas): Inventory by type is maintained by the head custodian.

D. Training & Exercises

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

Definitions (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.

Drill Exercise

The drill exercise is a high-stress, realistic exercise. Planning for a drill exercise can take months. The participants play out a scenario the way they would respond to a real emergency.

School Protocol Drill

This is a planned or unplanned execution of a school protocol by SET, staff and teachers. An after action review should be conducted within 24 hours of drill.

Training Requirements

Emergency Management Plan Orientation

School Emergency Team (SET) Members: The SET Incident Commander or Operations Chief will provide individual orientation on member duties within 2 working days of assignment to the team.

Faculty and Staff: The Operations Chief will provide all new faculty and staff with a 30-minute orientation on the plan and protocols and will also provide a copy of protocols. Orientation sessions will be held once each month.

Students: Teachers will orient students on the following protocol in the plan within the first 5 school days of the new academic year:

- ☛ Evacuation
- ☛ Lockdown
- ☛ Lockout
- ☛ Shelter-in-Place

Mitigation & Prevention Training

School Emergency Team

Individual members. Complete the following requirements within 15 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
Review School Plan	SET Incident Commander/Operations Chief
Review All Hazard & Security Assessment Improvement Plan	
Team Training	
Various topics, bi-monthly	Per training schedule.

Faculty, Staff, Bus Drivers & Monitors

Subject	Instructor
School Response Protocols	SET Incident Commander/Operations Chief
Violence Prevention & Intervention Techniques	School Counselor

Students

Subject	Instructor
School Response Protocols	SET Incident Commander/Operations Chief
Violence Prevention & Intervention Techniques	School Counselor

Response Training (Recommended)

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:

<https://training.fema.gov/is/crslist.aspx>.

Individual Members. Complete the following requirements within 30 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	Online at https://training.fema.gov/is/crslist.aspx
IS-100.SC, ICS for Schools	Online at https://training.fema.gov/is/crslist.aspx
IS-362, Multi-Hazard Emergency Planning For Schools	In Residence or Online at https://training.fema.gov/is/crslist.aspx
Communication Systems (Intercom, Radios, Etc.)	School Secretary
Review of Security Systems	Police and Fire Liaison
Basic First Aid & CPR	School Nurse
Basic Fire & HAZMAT Awareness	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 Drill (all)
- 2 Lockdown Drill Fall and Spring (all)
- 1 Shelter-in-place Drill (faculty and staff only)
- 1 Lockout Drill (all)

Recovery Training

School Emergency Team.

Team members.

Subject	Trainer
Reunification Plan Review	SET Incident Commander/Operations Chief
Violence Prevention	School Counselor, SRO
Team Training.	
Various Topics, Bi-Monthly	Per Training Schedule

Faculty and Staff

Subject	Trainer
Reunification Plan Review	SET Incident Commander/Operations Chief

Assessing Emotional Needs of Students
& Colleagues
Emotional Management of Students

School Counselor
School Counselor

Students

Subject
Subjects Related to Grief & Stress
Management

Teacher
School Counselor

Schedule of training, exercises and preparedness events:

September:

October:

November:

December:

January:

February:

March:

April:

May:

June:

Documentation of Drills and Exercises: See Annex D, Forms and Templates (Exercise Logs).

E. Other Considerations

1. School Office Staff will:

- pre-program emergency phone numbers on the School's phone system and,
- create phone, mass calling, and email address lists of, and for the SET to save time, property, and, possibly, lives.

2. Volunteers: The 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.
- The principal and the MSAD 6 Transportation Manager will make arrangements for bus transportation of special needs students in advance of an emergency.

4. Visitor/Substitute Teacher Orientation on the School 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 visitor's attention to a response protocol information sheet for review of emergency procedures and where individual responsibilities can be found.
 - Teachers are responsible for orienting substitute teachers, teacher assistants, and long- term visitors of the school and classroom emergency procedures, in more detail using the teacher's flipchart as a guide.
5. School Use as a Community Shelter:
 - The Facilities Manager and 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 Food Services Manager 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 school plan entitled "School as a Community Shelter."

IV. Response

General Response to Emergencies

- **Evacuation**
- **Lockdown**
- **Lockout**
- **Shelter in Place**
- **Other Universal Emergency Procedures**
- **Response for Off-Site Activities**
- **Student Accounting and Release Procedures**
- **Staging Areas**
- **Communications**

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 School 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 MSAD 6, parents, the community, and the media. At a minimum, families 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

The schools have established the following commands when responding to an emergency or conducting drills:

Evacuate:	((FIRE ALARM))	+	"Evacuate the Building"
Lockdown:	((Emergency Announcement))	+	"Lockdown - Lockdown - Lockdown"
Lockout:	((Emergency Announcement))	+	"Lockout - Lockout - Lockout"
Shelter-in-Place:	((Emergency Announcement))	+	"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, MSAD 6 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 MSAD 6 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 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.

EVACUATION IC/SET Evacuation Protocol (((FIRE ALARM))) followed by: "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 "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 school. 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.

Responsibility

If an incident is expected to be prolonged or if conditions are not suitable for remaining at the outdoor EAA, move to off-site location, on foot or by buses. 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. 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) execute the following steps:

- _____ The principal or staff that observes a critical incident or receives a report about a critical incident or hears the fire alarm going off uses public address, radios, cell phones and computer for Evacuation announcement: “Evacuate-Evacuate- Evacuate.” If this is a drill announce the word “Drill” prior to and after the announcement.
- _____ Evacuate the building to EAAs.
- _____ Call 911.
- _____ Call District Emergency Team (DET) and brief them on situation.
- _____ IC directs all personnel to “Evacuate the Building.” Directs remaining SET members to “sweep” the building, checking bathrooms, locker rooms, and other areas in addition to classrooms. Simultaneously to students and staff departing the building, two members of the SET or designated staff 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.
- _____ If possible, the SET reports to the Incident Command Post immediately after evacuation to EAA is complete and all staff and students are accounted for to plan next steps in handling the incident.
- _____ IC directs the Student Accounting Leader to account for all students and staff throughout the evacuation process.
- _____ IC consults with the Public Safety Leadership and SET. He/she indicates whether to evacuate to off site location or stand by in EAA’s.
- _____ IC assigns SET members to: coordinate activities at the bus staging area and parent staging area.
- _____ IC informs the DET of the pending evacuation and required support.
- _____ DET will notify Transportation Manager and Off Site Relocation sites of current situation.
- _____ DET will make any necessary mass notifications as requested by IC/SET.
- _____ IC/SET coordinates with the MSAD 6 Transportation Manager and Relocation Site(s) with the number of students and staff requiring evacuation and those with special needs. If the Transportation Manager does not have the capacity to move all students and staff quickly, he/she will immediately call the local or regional commercial bus service or other school districts for additional transportation support.
- _____ DET handles all Information and Media contacts in conjunction with Public Safety Public Information Officer.
- _____ Announce “All Clear” once Public Safety Leadership has cleared building. Followed by a situational update to all staff and teachers once they are back in their classroom by computer message once the incident has been resolved.
- _____ Conduct after Action Review with SET, staff, and teachers and provide feedback to DET.

Actions by 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 student to established emergency assembly areas (be aware of emergency service vehicles entering the school complex).
- _____ Take the Classroom Go-Bag which includes the class roster for student accounting and red and green card.
- _____ Do not stop for student/staff belongings.
- _____ Once at the EAA, teachers maintain control of their class, check for injuries, take attendance, and report any missing or extra students or students that need special assistance to the Student Accounting Leader on site.
- _____ **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.
- _____ Wait for further instructions.
- √ Evacuation Locations:
- On-site (outside the building): EAA 1-2
 - Off-site (evacuation site)
 - Off-site (reunification site)
- √ 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:
 - o Grade _____ o Grade _____ o Grade _____ o Grade _____ o Grade _____ o Grade _____
 - o 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: District Transportation Requirement.
- √ Student Supervision: Teachers remain with assigned students throughout the duration of the emergency.

LOCKDOWN
IC/SET Lockdown Protocol
((((EMERGENCY ANNOUNCEMENT))))
Followed by:
“LOCKDOWN-LOCKDOWN-LOCKDOWN”

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.

Responsibility

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, computers or phone for emergencies. Designated staff secure outside doors if required. Students outdoors move in or away from building.

Action Steps – Lockdown

Incident Commander (IC) and School Emergency Team (SET) the following steps:

- _____ The principal or staff that observes a critical incident or receives a report about a critical incident should order a lockdown. Use public address, radios, cell phones and computer for Lockdown announcement: “Lockdown-Lockdown-Lockdown” is repeated three times as the public address is performed.
- _____ During a gun incident outside, instruct staff and students to "Drop to the Ground" or "Run into the Building Quickly."
- _____ During an incident involving a hostage or weapons, staff should direct students to move to an alternate secure area away from the perpetrator(s).
- _____ Hold all bells and ignore any fire alarms.
- _____ Call 911 and be prepared to give them Who, What, Where, When, Why, if possible, (you will be required to stay on the line).
- _____ Call District Emergency Team (DET) and brief them on situation.
- _____ If possible, the SET reports to the Incident Command Post (ICP) immediately after a lockdown announcement to plan next steps in handling the incident. If you cannot report to the ICP then establish communications using radio, telephone, or computer.
- _____ Establish communications with Public Safety Leadership outside the school as soon as possible.
- _____ Validate that teachers and students clear the halls and lockdown the school. Use SET personnel, cameras, radios, computer etc. to determine status of hallways and common areas.
- _____ The Police and Fire Liaison or designated staff are assigned to the dangerous situation or area to ensure students, faculty, and staff do not enter the area.
- _____ Ensure 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.
- _____ Establish silent communications through the use of computers and phones and ensure staff and teachers are situationally aware and are providing the SET with updates on classroom status Green or Red.
- _____ 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.

- _____ DET will ensure all District Staff are preparing for the next phase of the response (EVACUATION AND REUNIFICATION).
- _____ DET will manage all mass notification and coordinate with Public Safety Leadership for all Public Information that will need to go out.
- _____ Once it is all clear, Public Safety will go to each room and tell staff and students what to do and where to go.
- _____ Conduct After Action Review with SET, Staff and Teachers and provide feedback to DET.

Teacher Lockdown Protocol Response:

- _____ 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 down. Collect and place all of items in a box and explain to students that use of these devices could detonate an explosive and delay public safety response. (If they have to use their cell phones control the message and ask them to text only).
- _____ Assemble students in the safest area of your room . . . on the floor, out of sight, away from windows and doors, behind something if possible, with all lights turned off and shades drawn. If you are found and unable to get away, be aggressive and prepared to fight for your life by using any items you can as weapons. Throw objects, yell, and continue to defend yourself.
- _____ Advise students that there is some type of emergency but you don't know what it is.
- _____ Turn laptop on and wait for update from SET.
- _____ Once the room is locked, take attendance. Prepare a list of missing students and extra students in the room and report this to SET.
- _____ 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 and cleaning supplies nearby.

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

_____ A member of Public Safety and School SET will come to each room and announce when it is "All Clear."

_____ You will receive instructions at this time.

LOCKOUT
IC/SET Lockout Protocol
((((EMERGENCY ANNOUNCEMENT))))
Followed by:
"LOCKOUT- LOCKOUT-LOCKOUT"

General Concept

Lockout is called when there is a threat or hazard outside or inside of the school building that is not life threatening. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the area, Lockout uses the security of the physical facility to act as protection. Lockouts are used when an emergency occurs outside or inside 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.

Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Lockout Duty." There should also be assigned a person with "Secondary Responsibility" for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol. Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office. The front office should field information from the classrooms regarding missing or extra students in the classroom.

Action Steps – Lockout

Incident Commander (IC) and School Emergency Team (SET) execute the following steps:

_____ The principal or staff that observes a critical incident or receives a report about a critical incident should order a Lockout. Use public address, radios, cell phones and computer for Lockout announcement: "Lockout-Lockout-Lockout".

_____ Hold all bells.

_____ Call 911 if the threat warrants the need for Public Safety Support.

_____ Call District Emergency Team (DET) and brief them on situation.

_____ If possible, the SET reports to the Incident Command Post immediately after a lockout announcement to plan next steps in handling the incident.

_____ Validate that teachers and students have Lockout by securing the perimeter, clearing the halls. Students, report directly to the nearest classroom. Classes outside move back into the school.

- _____ The Police and Fire Liaison or designated staff are assigned to the dangerous situation or area to ensure students, faculty, and staff do not enter the area.
- _____ Ensure unassigned teachers and staff to ensure students in hallways, bathrooms, and other common areas such as the auditorium, library, etc., are placed in the closest occupied classroom immediately.
- _____ Ensure all faculty and staff lock all 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.
- _____ Establish silent communications through the use of computers and phones and ensure staff and teachers are situationally aware and are providing the SET with updates on classroom status Green or Red.
- _____ Announce “All Clear” followed by a situational update to all staff and teachers by computer message once the incident has been resolved.
- _____ Conduct After Action Review with SET, Staff and Teachers and provide feedback to DET.

Actions by Teachers, Students and staff:

- _____ Do not allow any students to leave the room.
- _____ Take custody of any students in your immediate hallway or common area.
- _____ Close 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; If students have to use cell phones, control the message and ask that they text only.
- _____ Advise students that there is some type of emergency but you don’t know what it is.
- _____ 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.
- _____ If you are caught outside, take your students to the nearest building and call and let the SET know where you are.
- _____ Stay in the room and wait for further instructions from a member of the SET.
- _____ Remain calm and matter of fact. Be aware of the emotional response some students may have if frightened students vomit or faint. Keep Classroom Go-Bag nearby.
- _____ Continue to teach and wait for further instructions
- _____ When “All Clear” is announced by the incident commander or a SET member, return to normal activity.

SHELTER IN PLACE
IC/SET Shelter In Place Protocol
(((EMERGENCY ANNOUNCEMENT)))
followed by:

“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 closed and locked. 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 police, fire and HAZMAT team.
- _____ Assembles the SET before or immediately after the announcement to plan next steps.
- _____ Directs that all rooms are closed 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.
- _____ Monitor students for signs of anxiety and stress.
- _____ Wait for further instructions.

Following the Shelter In Place 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 Shelter-in-Place, 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.

Other Universal Emergency Procedures 3

- 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.

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 activities and will submit a written trip plan to the front office for approval 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 the school; 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 enroute 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.

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:
 - o Contact information on parents/guardians, and several other adults who can be contacted if the parent or guardian is not available.
 - o Authorization for students to leave campus with any of the adults listed on the card, if necessary. MSAD 6 recommends adding one or more parents of children already attending the school.
 - o 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:
 - o Produce an electronic copy of all ECCs;
 - o Store hard copy of ECCs in the Administrator's Tool Box;
 - o Provide an electronic copy of the ECC to the School Nurse for screening of medical information.
 - o 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 District's 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.

School Reunification Parent Reunion/Student Release 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.
- √ Emergency Care Cards and 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:
 - o Greet parents in an understanding manner.
 - o Ask parents to fill out the student release request form.
 - o Ask parents to prove their identity with a picture ID.
 - o Retrieve the Emergency Care Card and compare the authorized names to the name on the ID and the name on the Request Release.
 - o If the names match, dispatch a runner to inform the student's teacher of the release.
- √ Teachers will:
 - o Escort each student to the release point.
 - o Confirm the release arrangement with the desk staff.
 - o 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 backpack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The backpack letter will be prepared by the Information and Media Representative.

Staging Areas

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

Emergency Bus Staging Area

Location(s):

On-site: Bus Loop

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: Conference Room

Note 1: _____ 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.

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 students/staff in and around the CP during an incident so that external emergency responders will have free access.

Contact Person: The Communication/Recorder

Evacuation Assembly Areas (EAA)

Location(s):

Primary: Bus Loop

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 the school looking for their children. Parents can access the school building at the _____ 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.

Special Traffic or Security Concerns for this Area: Parents are asked to drive no more than 5 mph in and around the school 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 the school is available at _____.

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

Note to Parents: The school 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).
- √ 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 District’s and school’s website which can be accessed at www.bonnyeagle.org.
- √ 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

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

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, computer 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 (e.g., 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 the _____ 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.

- √ 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.
- √ 2-Way Radios and Megaphones: With no intercom or phone, the principal or Incident Commander will initially communicate with SET members 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 afterschool activities.
- √ Bullhorn: The principal or Incident Commander may opt to transmit messages with a battery-operated bullhorn. 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 Listings: See Annex A

Special Situations

School Not in Session: When School is not in session, the Blackboard system will be used to inform faculty, staff, and students/parents of emergencies that require immediate communication. The school secretary will update and distribute Blackboard rosters quarterly.

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 manager 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

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 District and 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 their 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.

District/School Website: Updates for parents, parent organizations, community leaders, etc. will be posted on the District and school's website using the same information that is provided to the Call Team. Recovery activities such as counseling sessions, memorials, post event question- and-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 the school or has involved one or more students or staff members, 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.

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 school 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 superintendent, 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 superintendent, 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: Contact District Public Information Officer for location.

- √ 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.
- √ 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:
 - o 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.
 - o Don't provide information "off the record", say "no comment", or use jargon.
 - o 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.

Media Press Conference

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 District will serve as the sole point of contact for the media?
Name: Phone:

Dates and Time Available:

Media Press Release

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 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. MSAD 6 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 District’s webpage at: www.bonnyeagle.org

Thank you for your cooperation.

School Media Contact:

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 and Action Steps

Goal

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. The school 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)
 - o School/classroom-based stress management will be conducted for all students. Those with more severe reactions will be referred for evaluation and possibly counseling.
 - o The School Counselor will offer preliminary counseling services to students and staff.
 - o Pre-screened and credentialed community service providers that will be consulted for interventions include.
 - o The school 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.
 - 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.

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.

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.

The School Counselor will arrange for the 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 school 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

What to Expect After Trauma

Possible Reactions in 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"
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., afterschool 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 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 respond in a calm manner, answering the questions in simple and direct terms and helping the student 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 students' "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 Students

In addition to the guidelines for teachers of 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., 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 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 and 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 beforehand. 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.

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:

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 the school return to normal
- √ Document findings and implement changes in the emergency management plan to facilitate improvement

VI Annexes

- A. Telephone listings**
- B. School & Vicinity (aerial photos, Floor Plan)**
- C. Inventories**
- D. Forms & Templates**
- E. Sample Letters**
- F. Job Aids**

ANNEX A: Emergency Phone Numbers

(See page 4 of this plan)

Phone List for the School Emergency Team

(See page 14 of this plan)

Furnish copy to 911 Center and local police and fire and School Emergency Team.

SET Computer

Phone Listing for “Parents” Contact Technology Department

Furnish copy to District Emergency Team (DET)

SET Computer

Phone Listing for Faculty Notification During Off-Hours Contact Technology Department








Furnish copy to District Emergency Team (DET)

SET Computer

Phone numbers for District Emergency Team (DET)









Furnish copy to School Emergency Team (SET)

ANNEX B: School and Vicinity (Aerial Photos, School Floor Plan)

-  School Neighborhood
-  School Campus
-  School Floor Plans
-  School Campus during an Emergency
-  School Utility Systems
-  Evacuation Routes to Relocation Sites
-  Relocation Sites (Indoor & Outdoor)

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
-  Incident Command Post
-  Emergency Assembly Area (EAA)
-  Emergency Bus Staging Area
-  Emergency Services Staging Area





Furnish copy to local police and fire.

(((Insert)))






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

Diagram of Reunification Site

Include **Outdoor** Locations of:

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

Include **Indoor** Locations of:

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

(((Insert)))

ANNEX C: Rosters

√ Faculty and Staff Assignment Roster with Special Skills and Devices

√ Students and Staff with Special Needs

[illegible]

**STUDENTS AND 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,*

ANNEX D: Forms and Templates

- √ Survey of Staff emergency Skills, Devices, and Special Needs
 - √ Partnership Agreement
 - √ Exercise Logs
- √ Serious Incident Report and Response Checklist
- √ Student Release Request Form

SURVEY OF STAFF EMERGENCY SKILLS, DEVICES, AND 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)
			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)

Other:

What would make you feel more prepared should a disaster strike while you were at school?

Signed:
Partnership Agreement Agreement
Between the School and the Relocation Site

Name and Location of School:

Principal of Host School:

Work Phone:
Phone:
Email:

Cell
Fax:

Assistant Principal of Host School:

Work Phone:
Phone:
Email:

Cell
Fax:

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 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 MSAD 6 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 school 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.

EXERCISE LOGS

Orientation Seminar Log

Date	Facilitator	Attendees

Table Top Exercise Log

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

Functional Exercise Log

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

Drill Exercise Log

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

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:

Date, Time, and Location of Incident:

Witnesses to the Incident:

Date and 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:

Student Release Request Form

Name of Student:

Home Room Number:

Name of Parent / Person Making Request:

Date:

Time:

Authorization Verified? ☐ **Yes** ☐ **No**

If No, Why?

Name of Person to Whom Student is Released:

Address:

Phone Number:

Signature:

Verified By:

Released By:

ANNEX E: 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)

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:

_____ committed suicide early Saturday morning. As a faculty, we extend our sympathy to _____’s family and friends.

We encourage all students to consider the tragic nature of this death and to realize that death is final. _____’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 _____ 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].

UNEXPECTED STUDENT DEATH – Elementary (Sample)

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/her.

Sincerely,
School Principal

BUS CRASH OR INCIDENT (Sample)

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 offering 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

REGARDING SCHOOL EVACUATION (Sample)
Notice to Parents

Date Released:

Time Released:

Released by:

Because of an incident at [School Name], the students, faculty, and staff have been evacuated to a relocation site as a precautionary measure. [School Name] has been relocated to [New Location Name].

(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

In an Emergency When you hear it. Do it.



Lockout



Lockdown



Evacuate



Shelter

Lockout! Secure the Perimeter.

Students

Return inside
Business as usual

Teachers

Bring students into the building
Increase situational awareness
Take roll
Business as usual

Lockdown! Locks, Lights, Out of Sight.

Students

Move away from sight
Maintain silence

Teachers

Lock classroom door
Turn out the lights
Move away from sight
Maintain silence
Wait for responder to open door
Take roll

Evacuate! (Directions to Follow.)

Students

Leave your stuff behind
Form a line
Hand in hand

Teachers

Lead evacuation to location
Take roll
Notify if missing, extra or injured students

Shelter! (Directions to Follow.)

Students

Shelter types:
1. For tornado
2. For bomb
3. For hazmat
Shelter methods:
1. Drop, cover and hold
2. And seal
3. In silence

Teachers

Shelter type
Shelter method
Take roll



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