

***MAINE
CRISIS/HAZARD MANAGEMENT PLANNING
FOR SCHOOLS (CHAMPS)
GUIDE***

Prepared by:

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*With additional material from:
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INTRODUCTION FROM MEMA



Dear Parents and School Administrators:

This Crisis Hazard Management Planning for Schools (CHAMPS) model is not meant to be the only solution to coping with emergencies in a school setting. Rather this model should serve as a starting point and to stimulate discussion. It is hoped that communities will modify this sample plan to fit their schools' situations and needs. If there are sections of this plan that a community wants to do an in-depth plan for, either your Local or County Emergency Management Agency (EMA), should be able to provide you with the necessary materials and assistance to develop the plan that you desire.

The more people that take part in completing the plan, the more value the plan has. School emergency planning is not just a school, fire, EMA, or police problem—it is a community issue and needs to be treated as such.

Representatives from the following groups should be involved in creating your plan: Fire, Police, PTO, School Board, parents, Town or County EMA Director, Public Works Director, hospitals, mental health services, school staff including maintenance staff, school nurse, transportation director, kitchen manager, any entity near the school that may present a hazard for the school, and town officials. It is desirable that representatives from as many of these groups as possible take part in the planning process **in face-to-face group sessions.**

Start your planning effort by considering all the risks that may effect your school and then work as a community to reduce or eliminate their impact through mitigation. The consequences of risks that cannot be eliminated must be planned for by acquiring resources and training that enhance preparedness and response.

Once everyone has agreed on a plan, each portion of the plan should be tried out for a mock event(exercise), to see how well it works, an after exercise review is done with all players participating, and any necessary modifications are made. All parties involved in the creation of the plan should be notified of the modifications.

Finally the CHAMPS plan should be viewed as a living document that changes as conditions within the community change. As such, if it is necessary to implement the plan, post-incident reviews should be done to identify any needed changes.

MEMA gratefully acknowledges additional material contributions to this plan made through Project SMARRRT – Southern Maine Area Readiness Response and Recovery Teams and Maine Psychological Trauma Institute.

MEMA has posted planning tools on our Web site at www.maine.gov/mema that will help schools with the planning process. Some of those tools are our “Hazard identification And Risk Assessment For Schools Workbook”, and this model plan. We expect additional resources to be added as this portion of our Web site matures.

Thank you for your interest in our model plan, and if there is anything that we can do to help you as you go through the planning process, please call us at (207)624-4400, or 800-452-8735, or call your Local Emergency Management Agency. All Local EMA numbers are on the next page.

Sincerely,

Robert McAleer
MEMA Director

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Overview Of The Planning Process

- Invite parents and community leaders to a school safety meeting.
- Build interest in school safety and planning for school emergencies.
- Recruit a planning team of interested parties from the school safety meeting. The following are key representatives and should be involved in most aspects of the planning process: police, sheriff, fire, Town Emergency Management Director, school administrators, teachers, and parents. The following are also very important and representatives should be involved in many aspects of the school's emergency planning: County Emergency Management Director, school nurses, custodians, bus drivers, food service staff, counselors, coaches, and students.

Additional community and regional resources may be brought into the planning process when appropriate: state police, MEMA, hospitals, mental health centers, adjoining school districts, doctors, lawyers, and the Public Works Director. One of the basic tenants of emergency planning is: If a resource will be called upon for help when an event occurs, that resource must be involved in the development and the testing of the emergency plan if the plan is to work well. This is an extremely important concept.

- Once your planning team is formed and a chairman elected, start the planning process by doing a "Hazard Analysis". A Hazard Analysis is simply an assessment of risks the school could be exposed to. If the hazard could result in damage to school property or loss of use, injury, or death then that hazard should be planned for. A sample Hazard Analysis form can be found on MEMA's Website http://www.maine.gov/mema/prepare/prep_start.shtml. You can add additional items to those listed. It is desirable to involve your Town and County Emergency Management Directors in this risk assessment process.
- After the risk assessment is done the planning team (including fire and law enforcement) walks all areas of the school building, the school grounds, and any out buildings. Keeping identified hazards in mind notes are taken regarding risk increasers and consequence multipliers should that hazard occur.
- A short and long term risk reduction (mitigation) plan is developed. Low or no cost items will likely be on the short term list with items that require more resources being on the long term mitigation plan.
- Action is taken using school staff, volunteers, student, scout troops, and donations of material to eliminate as many risks as possible. Students may be able to fulfill some community service requirements with these projects while at the same time building a sense of school ownership. Risks that cannot be eliminated will be planned for.
- Use a copy of a good model plan as a guide. A good model plan addresses the four phases of school emergency planning— preparedness, mitigation, response and recovery. As your planning team sorts through the model material they can "X" out material they won't use.

What's left is the material you will use to help form your plan. As you go through the planning process with your team mark up the paper copies of your sample plan writing in your changes and additions and then transfer those to your master copy of your plan. Material that is not part of your plan should be put into a resource file for later reference.

- A model plan regardless of which one you use or how many accolades it has received is only a starting point. An important concept is customizing the model plan to fit your community. Your planning team must do the work that turns a model plan into a living document that changes as your community and its risks change; and brings the community's resources together in a coordinated and efficient manner.
- All of this material can be modified to suit the way your community wants to handle school emergency planning. That's why our sample plan is on our Website- so that you can download it and then adapt it to your needs. You may want to add additional hazard modules to our sample plan.
- Once your plan is complete it will need to be continually practiced and tested using exercises and drills. Those who have done a school disaster exercise have found it helpful to have a sketch of the school building, school grounds, and school neighborhood in their plan. Some have also found it helpful to provide fire and police departments with blueprints of their buildings. In a disaster situation it may take precious time for the school to provide emergency officials with blueprints; or in a disaster a school may not have access to these at all. If the school has the only copy....
- Many schools are limiting access to their buildings by having one entrance only, changing the remaining doors so they are exits only, and adopting penalties for staff and students who prop open doors to allow entrance at unauthorized points. This does a lot to increase security and decrease risk.
- It is helpful to emergency personnel if all entrances to the school are sequentially numbered externally and internally. This saves time and eliminates confusion. Use numbers large enough to be easily seen from access and perimeter roads. They should be positioned so that they can be seen regardless of whether the door is open or closed. External and internal door numbers must match.
- Different sections of the plan should be tested every year with a mock exercise scenario. Mock exercises are done and after exercise reviews held to find areas of the plan that need improvement. Exercises can indicate areas where additional staff training or equipment are needed.
- The plan should be reviewed every year for changes in personnel or the community's risks and resources. The school emergency planning process is never finished and is always ongoing.

Four Phases of Emergency Management

Planning for and responding to school emergencies is often described in four (4) phases.

- I. Mitigation/prevention
- II. Preparedness
- III. Response
- IV. Recovery

I. Mitigation/Prevention

Actions taken to reduce the likelihood of a crisis or actions taken to lessen the impact of an emergency situation. Action steps that can be taken by district level and school level Crisis Teams:

1. Connect with community emergency responders to identify local hazards.
2. Review the last safety audit to examine school buildings and grounds.
3. Determine who is responsible for overseeing violence prevention strategies in your school.
4. Encourage staff to provide input into the crisis planning process.
5. Review incident data.
6. Determine problems in your school with student crime and violence.
7. Assess how the school addresses these problems, i.e., access control.
8. Conduct an assessment to determine how these problems - as well as others - may impact your vulnerability to certain crises.

II. Preparedness

Action steps that can be taken by district level and school level Crisis Teams:

1. Determine what crisis plans exist in the district, school, and community.
2. Identify all stakeholders involved in crisis planning.
3. Develop procedures to communicate with staff, students, families, and the media.
4. Establish procedures to account for students during a crisis.
5. Gather information about the school facility, such as maps and location of utility shutoffs. Review and update contents of the emergency tool box.
6. Identify the necessary equipment that needs to be assembled to assist staff prior to an emergency.
7. Annual update and review of emergency plans and procedures.
8. Plan and conduct training drills and exercises, include all stakeholders.

III. Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means "doing what you planned to do." In this phase, schools mobilize resources needed to address the emergency at hand.

School level action steps:

1. Determine if a crisis is occurring.
2. Identify the type of crisis that is occurring and the appropriate response.
3. Activate the School Crisis-Team.
4. Ascertain whether an evacuation; reverse evaluation; lockdown; or shelter-in place needs to be implemented
5. Maintain communication among all relevant staff at officially designated locations. Place one call to the Division of Law Enforcement.
6. Establish what information needs to be communicated to staff, students, families, and the community.
7. Monitor how emergency first aid is being administered to the injured.
8. Decide if more equipment and supplies are needed.

IV. Recovery

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. One of the major goals of recovery is to provide a caring and supportive school environment.

Action Steps for Recovery:

1. Strive to return to learning as quickly as possible.
2. Restore the physical plant, as well as the school community.
3. Monitor how staff are assessing students for the emotional impact of the crisis.
4. Identify what follow up interventions are available to students, staff and first responders.
5. Conduct Coping Groups as advised by Trained PTSM Mental Health Advisors with staff and first responders
6. Assess curricular activities that address the crisis.
7. Allocate appropriate time for recovery.
8. Plan how anniversaries of events will be commemorated.
9. Capture "lessons learned" and incorporate them into revisions and trainings.

Levels of Emergencies

It is essential to understand and be prepared for a range of situations from school-based events such as an allergic reaction, to community-wide disasters such as tornados. The chart below illustrates different levels of emergencies, and the following page describes in greater detail the possible impact of community-level disasters on individual schools.

School Level Emergencies

Situations in which the scope is limited to school settings & school-based personnel, & no assistance is needed (such as an allergic reaction and use of "epi-pen")

District Level Emergencies

These are events where support and involvement is required from school district personnel or members of the District Emergency Team. Events may include an unexpected death, suicide threats, water or power failure, trespasser, etc. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters needing community-wide support.

Community Level Emergencies

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. Such events include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In many of these situations the school's role is to implement protocols until appropriate community agencies respond and assume responsibility (such as police, fire and rescue). However, schools must be prepared to rely on their own resources until help arrives.

Insert Training procedures here to ensure substitutes are incorporated into planning

Elements of Emergency Management and Preparedness

Leadership: Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.

Incident Command System: Is a nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The **Incident Commander** is the highest-ranking official in charge of the emergency response operations.

District Emergency Team: Initially, the District Team directs the process of adapting this guide to reflect local conditions. Ongoing, the District Team serves to assist the schools when an emergency occurs and the need exceeds the school's resources.

School Emergency Team: School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The School Crisis Team develops the plan to meet individual school needs, and implements the plan should the need arise.

School Emergency Management Plan: The modified version of this guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes Incident Team assignments, emergency numbers, protocols, etc.

Communication: Plans should have established lines of internal communication (i.e., within the school), external communication (i.e., with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.

Emergency Management Protocols: Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

Universal Emergency Procedures: Universal Emergency Procedures are a set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, Drop, Cover, and Hold, Reverse Evacuation, and Lockdown.

Unified Command: In ICS, Unified Command is a unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Mitigation: Mitigation refers to any action taken to reduce the adverse effects of an emergency. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency.

Preparedness: Preparedness is the process of district and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Response: Response is the implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety and well being of individuals in the school community.

Recovery: Recovery is the process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery during an emergency can address immediate short-term needs, while ongoing recovery can last for months or years.

Training: Training is important on at least three levels: 1) Team Training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (i.e., severe weather training, threat assessment training, or Critical Incident Stress Management training); and 3) awareness training for all staff (i.e., Universal Emergency Procedures).

Practice: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

GENERAL INFORMATION

A. PURPOSE

The purpose of this planning guide is to assist town citizens, school officials, and town resources with the creation of a plan that communities can use for a school emergency situation. This plan, upon implementation will provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

B. SCHOOL INFORMATION

Name of your school

School Phone Number

Address

Street Name

City/Town & State

Zip Code

County


School Population

The following natural or man-made situations are the prime consideration of this Emergency Plan:

 ✓ Medical

 ✓ Earthquakes

 ✓ Fire/Explosion

 ✓ Chemical Accident

 ✓ Flooding

 ✓ Power Failure

 ✓ Severe Storms

 ✓ Unauthorized Person

 ✓ Tornadoes

 ✓ Motor Vehicle Accident

 ✓ Bomb Threats

You may need to make additions or deletions to this list to reflect the results of your school's hazard and risk analysis.

C. Introduction to the Incident Command System (ICS)

Every complex job needs to be organized, and emergency management in schools is no exception. The Incident Command System (ICS), is becoming the nationwide standard for emergency management, preparedness and response. The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters and is currently in use by many agencies across the country. ICS is required under the Homeland Security Directive # 5, other wise known as National Incident Management System (NIMS).

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander."

Division of Labor

The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. Main divisions of ICS are: Management, Operations, Logistics, Planning/ Intelligence, and Administration/Finance.

In simple terms:

- **Management:** Is in charge
- **Operations:** Makes it happen (by "doing")
- **Logistics:** Makes it possible (by "getting")
- **Planning/Intelligence:** Makes it rational (by "thinking")
- **Administration/Finance:** Makes it fiscally accountable (by "recording")

Span of Control

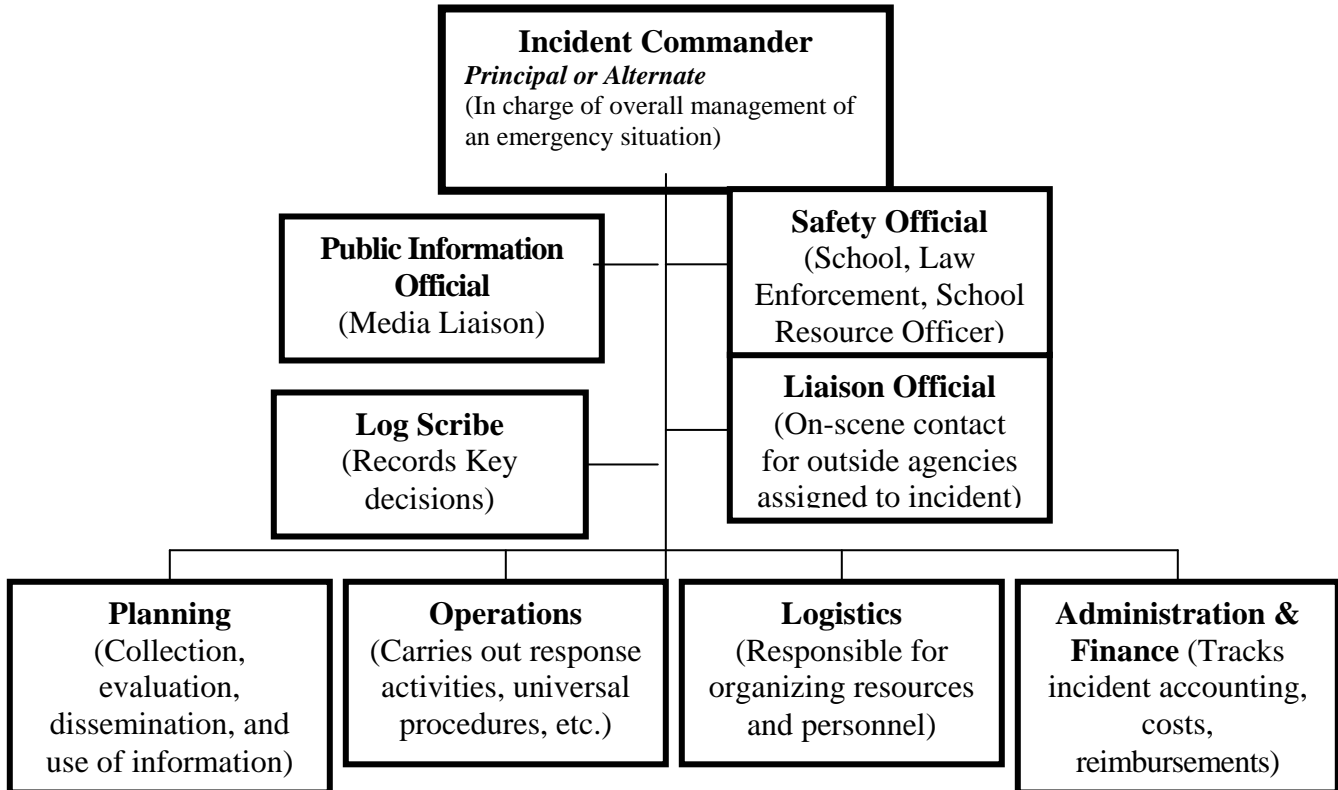
Another concept of ICS is Span of Control. The structure dictates that no one person should be in charge of more than 7 other people. The optimum number is 5, unless a large number of people are all performing the same function; for example, 1 person might be in charge of 10 teachers, who are all caring for students.)

Common Terminology

One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

Incident Command in Schools

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the principal assumes control or management responsibility, and activates others as needed. For relatively small incidents, the principal may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions.



Incident Commander: Establishes command, works to protect life and property, directs overall management of emergency response activities.

Planning: In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident, and status of resources.

Operations: On a school campus, most staff will be assigned roles under Operations. Operations is responsible for care of students and carrying out response activities according to established Universal Emergency Procedures and Emergency Management Protocols.

Logistics: Is responsible for communications, as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.

Administration/Finance: Sometimes overlooked, the Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal "disaster area" may be declared.

Unified Command is an important principle to keep in mind. Once police, fire, are on the scene, it becomes a Unified Command structure. In ICS, Unified Command is a unified team effort which allows

all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished **without losing or abdicating agency authority, responsibility or accountability**

ICS Team Roles

The following is an outline of roles and responsibilities for staff during an emergency. The Incident Command Team has specifically assigned roles during an emergency, and will access the District ICS Team in accordance with your school's individualized plan.

Personnel Guide

ALL STAFF

All staff should prepare family members that they may be required to remain at school to assist in an emergency situation.

PRINCIPAL/FACILITY DIRECTOR

The principal shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Determine whether to implement Universal Emergency Procedures (evacuation; reverse evacuation; shelter in place; severe weather/safe area; drop, cover and hold; lockdown)
3. Activate the Command Staff.
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)
6. Maintain a line of communication with the Superintendent's Office/ District Incident Command Team

DISTRICT INCIDENT COMMAND TEAM

The District Incident Command Team's role is to support the school when the need exceeds the resources of the school to handle a situation:

1. Provide guidance regarding questions that may arise.
2. Direct additional support personnel, including District Team Staff members as needed.
3. Monitor the emergency situation and facilitate major decisions that need to be made.
4. Provide a district contact for release of information to the media.

All staff should prepare family members that they may be required to remain at school to assist in an emergency situation.

TEACHERS

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary. School staff should be trained and certified in first aid and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to Student Accounting and Release.
7. Assist as directed by the principal.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS

Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site.

Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the Incident Command Team.
7. Assist as directed by the principal.

SCHOOL NURSES

1. Provide first aid or emergency treatment as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal.

CUSTODIANS

1. Survey and report damage to principal.
2. Assist Universal Emergency Procedures and Emergency Management Protocols as directed.
3. Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.

SCHOOL SECRETARY

1. Answer phones and assist in receiving and providing consistent information to callers.
2. Provide for the safety of essential school records and documents.
3. Assist as directed by the principal.

FOOD SERVICE/CAFETERIA WORKERS

1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
2. Assist as directed by the principal.

BUS DRIVERS

1. Supervise the care of students if an emergency occurs while children are on the bus.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow procedures as directed by your transportation policy for emergency situations



Emergency Assignment Worksheet

Position	Staff Assigned	Back-Up Personnel
INCIDENT COMMANDER		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
Log Scribe		1. 2.
OPERATIONS SECTION CHIEF		1. 2.
Site Facility Check/Security		1. 2.
Student Accounting and Release		1. 2.
First Aid, CPR, Medical		1. 2.
Crisis & Psychological Intervention		1. 2.
Food Water/Sanitation & Transportation		1. 2.
Communications		1. 2.
Administration and Finance		1. 2.
Logistics		1. 2.
Planning and Intelligence		1. 2.

EMERGENCY SERVICES

Public Emergency Services as provided by the City/Town of _____ are full-time or part-time

- ✓ Fire
- ✓ Ambulance Services
- ✓ Police Department
- ✓ Emergency Management Agency
 - Local
 - County
 - State
- ✓ Public Works Department
- ✓ Public Health [Nurse/Officer]
- ✓ Search and Rescue Unit
- ✓ Harbor Master
- ✓ Welfare Officer

This school is equipped with adequate numbers of dry chemical extinguishers located throughout the facility. _____
(#)

The premise has a(n) _____ alarm system.
(Type)

Emergency medical supplies are maintained on the premise with the staff being trained in CPR.

Building security is limited to staff surveillance and (List any security available.)

TITLE	NAME	PHONE NUMBER

***Insert Diagram
Or Sketch of your
Facilities***

(Be sure to show location of exits, evacuation routes, fire alarms and fire extinguishers.)

***Insert Diagram or
Sketch of School Grounds***
*(showing fire hydrants, out buildings, athletic
fields, woods, fences, driveways, and any potential
hazards such as propane tanks, brooks, Haz Mat storage, etc.)*

***Insert Diagram or
Sketch of School Neighborhood***
*(Show everything in School Grounds Diagram
plus the following in the vicinity of the school, streets,
businesses, and natural features such as rivers, woods,
gullies, and any potential neighborhood hazards.)*

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

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

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

***Insert Diagram(s)
Or Sketch(s) of School and School
Grounds As They Would Appear
While Operating In Disaster Mode
(Show where unified command center would be
located, media area, medical treatment/triage areas,
student release area, staging areas for additional fire
trucks/equipment/ambulances***

E. EMERGENCY PHONE NUMBERS

LOCATION	TELEPHONE NUMBERS
Life and Death Crisis Situation	911 or _____
Police Department	911 or _____
Fire Department (and Rescue)	911 or _____
Hospitals	a) Name _____ Phone Number _____ b) Name _____ Phone Number _____
Poison Treatment Control Center	
Area Red Cross Emergency Services	
Coordinator/Disaster Services, City/Town of	
State Office of Emergency Management	#) _____
County Office of Emergency Management	#) _____
Local Office of Emergency Management	#) _____
Utilities: Electricity Gas (LPG) Water (well) Sewer Natural Gas	#) _____ #) _____ #) _____ #) _____ #) _____
Media: Radio Stations: a) _____ b) _____ c) _____ d) _____	#) _____ #) _____ #) _____ #) _____
Television Stations: a) _____ b) _____ c) _____	#) _____ #) _____ #) _____
Cable Systems: a) _____ b) _____	#) _____ #) _____
Bus Service	#) _____
Bus Service Alternates	#) _____
Crisis Intervention Team	#) _____
Crisis Intervention Team Alternates	#) _____

MEDICAL EMERGENCY SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a medical emergency. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the Superintendent is not available to make the determination required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Site _____ Date _____

Location Injury Occurred _____ Time _____

Type of Injury _____ Persons Injured _____

Check off completed tasks as appropriate to the circumstances of the situation.

The first person who is aware directs another person to notify the school office of the medical problem and to call for medical assistance. Provide assistance within scope of training.

911 called by _____ Time _____

- Say: ▶ I am calling to report an injury, [give name/title]
- ▶ This is [school] at [address] in _____
- ▶ The injury is located in [office or location] [define the type of medical problem] _____
- ▶ The telephone # I am calling from is _____
- ▶ An escort will meet you at _____
- ▶ Emergency vehicles can enter the site at _____

Superintendent, notified by _____ Time _____

Message: ▶ “This is [name and title] at [school/site]. We have called 911 to report an injury [type and location] and medical personnel [have/have not] arrived.”

Parent or Guardian notified by _____ Time _____

Injured party taken to _____

Injured party accompanied by _____

Document actions taken _____

WHAT EVERY TEACHER NEEDS

Here are just some basic items that we believe every teacher needs.

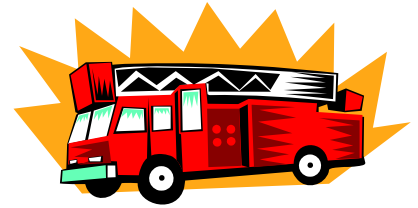
- ✓ **FIRST AID TRAINING:** First aid training is a must for all teachers. It must be very frightful to have a student have an epileptic seizure in the middle of a class or to have a student have an allergic reaction to a bee sting. Hopefully, who ever has to deal with this type of situation has had the proper training. These are only a couple of reasons as to why teachers should have first aid training. In every school, the teacher is responsible for the students in his/her room.....don't you think they should be trained properly so they can confidently accept that responsibility?

- ✓ **CPR TRAINING:** CPR training is just as important. Teachers need to be aware of appropriate actions to take since health issues are constantly around us.

- ✓ **GRAB AND GO EMERGENCY BACKPACK:** The following items should be included in a backpack so if a disaster happens and the students/staff need to be relocated, every teacher has the necessary equipment to keep track of their students and provide for their safety. Student Roster (Updated every semester/trimester/quarter/year and as changes occur.)
 - ☛ Several Student Release Forms (See page 59)
 - ☛ First Aid Supplies
 - ☛ Student Health Information (In case any of your students need any type of medication or have allergies.)
 - ☛ Whistle
 - ☛ Flashlight
 - ☛ Extra Batteries
 - ☛ Emergency Cards with current parent/guardian names and phone numbers for work and home. (Most offices have these. The secretaries should be responsible for taking these in an emergency.)
 - ☛ Bull Horn (Primarily for the Principal or site administrator or in case the intercom system isn't working.)
 - ☛ One piece each of red and green construction paper. After evacuating building to Emergency Assembly Area the teacher takes attendance. Teacher holds up green paper to indicate all students accounted for. The teacher holds up the red paper to indicate missing or extra students or a problem.

***Insert All Staff Phone
Numbers/Contact Information
Into Your School Emergency Plan Here***

FIRE/EXPLOSION



PREPARING THE STAFF

The fire procedures provide for protection and welfare of students and staff as the primary consideration. Lives of youngsters and adults will never willingly be placed in jeopardy. Our main objective is to have staff and students knowledgeable in proper response to a fire incident and to respond in the most expedient and safe manner. We are not in the business of fighting fires and saving buildings; we are in the business of the safety and welfare of our students and staff.



SCHOOL RESPONSIBILITIES

Fire procedures will be reviewed by students and staff at the beginning of each school year. Evacuation maps indicating the most direct route to the Emergency Assembly Area (EAA), location of fire extinguishers, fire alarm pulls, hoses and water spigots are posted in each classroom/office/meeting room/work area. The use of fire extinguishers should be included in each site's training program, with emphasis on the fact that extinguishers are to be used to assist in evacuation of students or adults and not to fight fires or save buildings. Fire emergency procedures should be posted in every classroom and office within the school.

A record shall be kept of each fire drill and a copy kept in the school office. Back up alarm systems should be developed and used periodically and alarms should be activated at irregular times without warning (i.e., lunch time, recess time, during assemblies). Blocked exits and alternate routes should be practiced regularly. Students and staff shall be instructed that the signal for blocked evacuation route is the raising of both arms over the head. When this signal is given, continuing on that route must be immediately halted and instructions to an alternate route given by the responsible adult. Provisions must be made for evacuating any special needs students.

PROCEDURES

WHAT TO DO IN THE EVENT OF A FIRE

☛ **Different Methods of Warning Systems to Signal Evacuation**

- ✓ The first person who is aware of a fire, immediately directs evacuation of the immediate area and then activates the fire alarm pull if it is nearby or phones/goes/sends someone to the office to report a fire and have the fire alarm activated.
- ✓ The regular school fire alarm is (sequence)
- ✓ Use all school Public Address System, “This is a fire emergency; evacuate to the Emergency Assembly Area (EAA) immediately.”
- ✓ Individual classroom intercoms identifying a fire emergency.
- ✓ An adult runner to personally alert classrooms. (Use only if bell system and/or intercom system is not functioning.)

☛ **Notify the fire department immediately (see Fire Emergency Site Specific for suggested script). Be prepared to give as much specific information as possible.**

☛ **Evacuation Procedures**

- Entire student body and staff evacuate buildings and assemble in a predetermined location at the EAA.
- Students and staff must have a predetermined evacuation route and alternate routes to ensure safe assembly. These routes must be posted by exit door. The routes specified must be free from over-hang walkways and should avoid hallways with glass walls.
- During class, students and teachers will assemble at the EAA at predetermined stations by classes.
- During lunch, nutrition, recess, in lavatories, or when passing between classrooms, students/staff will report to EAA and assemble by homeroom/current class **OR** if between classes will gather by previous class/next class.
- Students in any pull out program should evacuate to EAA in an orderly manner and report to their regular classroom assignment, checking in with the teacher.
- Control and order are of prime importance. Speed is secondary. There shall be no talking, running, or pushing.
- Pupils shall not stop to take books, sweaters/jackets, or other personal belongings with them.

- ☐ The first person to reach any door should feel the door to see if it is hot. If it **is not** hot, then open it. If the door **is** hot, quickly find an alternate route.
- ☐ The teacher, or other assigned adult, shall check to be sure that everyone is out and then closes the door (leave door unlocked).
- ☐ If an exit is blocked, the teacher shall instruct the class to the appropriate alternate route. The teacher will position herself/himself so that maximum control can be maintained.
- ☐ Pupils/staff shall not stop in front of gates or other entrances that may be used by the fire department. Upon leaving the building students will immediately move away from exits to permit evacuation of others.

☛ **At the Assembly Area**

- ☐ After evacuating building to Emergency Assembly Area the teacher takes attendance (All students, staff, and visitors are accounted for.) The teacher holds up green paper to indicate all students accounted for. The teacher holds up the red paper to indicate missing or extra students or a problem. If the teacher has missing students/staff, then they need to be reported to the Principal or Assistant Principal by a runner tasked with this responsibility.
- ☐ Any unaccounted for students/staff or visitors must be reported **immediately** to the first arriving fire department or police personnel.
- ☐ Students and staff should not reenter any school buildings until fire department officials declare the area safe.

ADMINISTRATOR'S DUTIES DURING A FIRE **EMERGENCY PROCEDURE**

- The administrator is responsible for the supervision of the fire procedures and shall make definite assignments prior to any event to make certain that all rooms, multipurpose rooms, work areas, and lavatories are evacuated.
- The administrator, or designee, shall take whatever steps are possible, without risk to life or safety, to protect the school's vital records.
- In case of a fire alarm, other than a practice drill, the administrator, or designee, shall phone the local fire department immediately.
- The administrator should alert the Superintendent of the situation as soon as possible.
- Consideration should be given to the possibility of directed transportation to another school or community shelter.
- Decide whether to send the students home before the end of the school day. Be very careful to consider all of the pros and cons, should you decide to send students home early. Will Crossing Guards be at crosswalks? Will anyone be home to care for them?
- Communication should be kept open with the local police and fire officials. Movement to another site should be broadcast over local radio stations and television stations.

- Directed to evacuate all student and staff from site _____
by [name of person/title and school] _____
Buses requested from Transportation to move [#] _____ students and staff
Yes _____ No _____ Time _____
Evacuated to _____
- Students/all personnel return to classrooms/work area.
Time/Date _____

BOMB THREAT

PREPARING THE STAFF **&** **SCHOOL RESPONSIBILITIES**



A bomb threat must always be considered a real and immediate danger to students and personnel and requires an immediate response by the person receiving the bomb threat message. Consequently, all employees must be familiar with the established procedures, as many times, it may not be possible to receive direction from the Principal or site administrator. No bomb threat is to be disregarded as being a prank call.

It is important that every staff member be knowledgeable in the procedures to initiate evacuation; in notification of police and appropriate personnel; and in the steps to take before site is cleared for reentry. All staff members should be aware of the locations of the Bomb Threat Site Specific Checklist.

At least one bomb threat drill should be conducted each school year. Because evacuation of students and/or staff to the Emergency Assembly Area (EAA) is the response used for bomb threat as well as a number of other disaster incidents, staff members will probably not be aware that they are evacuating because of a bomb threat. Therefore, it would be a good practice that whenever exiting the classrooms/work places for any kind of drill/exercise/incident all personnel should quickly visually inspect their work area for anything that might seem unusual/out of place and be aware of any unusual or suspicious persons on the site.

Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.

Students should not go to lockers and should evacuate immediately. **Since evacuations may be necessary during winter months and students will not have coats this must be considered in planning.**

It may be necessary in bomb threat situations to use a different Emergency assembly area (EAA) in order to have the recommended minimum distance of 600 feet from the building. Each school should designate a primary and at least one secondary evacuation site for students/staff. The primary evacuation area is usually the EAA and the secondary sites are off campus/site. At least one of them should be within walking distance, i.e., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center, etc. Students may initially go to the primary EAA and from there be transported to an off campus site.

PROCEDURES

YOU'VE RECEIVED A BOMB THREAT

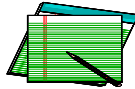
Bomb threats may be received by phone, mail, or message. There are specific procedures for handling each type of threat.

By Telephone



Most bomb threat calls are very brief, with the caller normally stating the threat in a few words and immediately hanging up or breaking the connection. Delay the caller by saying, "I'm sorry. I did not understand you. What did you say?" This might provide time to alert a co-worker and start the Site Specific process. It is very important that the person receiving the threat gets as much information as possible from the caller, i.e., where the bomb is located, what time it is scheduled to explode, why he/she placed the bomb in the school, what the bomb looks like. The recipient should note the following: sex of caller and approximate age - man, woman, boy or girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type) motors, traffic. [Note: The Site Specific Checklist incorporates this information.

By Written Message



If a threat is received by letter, it should be preserved for investigation by the police. To accomplish this, the person opening the letter and recognizing it as a threat, should place the letter in a document protector and report it per established procedures.

NEXT STEPS TO TAKE

There is no sure way of knowing whether or not the call is real or just a prank. So, the established procedures are activated whenever a bomb threat is received or suspected. Using the Bomb Threat Site Specific Checklist as a reporting form, will provide an orderly procedure for maintaining the safety and welfare of students and staff, as well as a precise record of all incident responses and actions.

1. Person receiving threat or other persons designated in the Site Specific, immediately activates the Fire Alarm.
2. Persons receiving threat, calls police and reports:
 - ▶ his/her name and title
 - ▶ school/site name and address
 - ▶ problem (bomb threat)
3. Person receiving threat or other person designated in the Site Specific, calls the Superintendent's Office to report incident and action taken so far - evacuation, notification of police, and other actions.

4. Staff/students evacuate buildings and proceed to the EAA and take roll using plan books or grade books. Staff should visually check the immediate area in which students are waiting and should not relocate Assembly Area near fences or bushes until they are checked.

If the bomb threat message contained a specific time of detonation, the buildings should not be reentered until a significant period of time has elapsed after that time, no matter how thorough a check was conducted.

5. Any unaccounted for students/staff or visitors must be reported **immediately** to the first arriving fire department or police personnel.
6. If the Principal or site administrator judges it necessary to remove students/staff from the site, the Superintendent, or Designee, and local police should be consulted in this determination so that parents can be notified, school facilities can receive adequate protection, and crowd control can be furnished if necessary.

Our shelter sites for evacuation are:

#1 _____

#2 _____

7. When it has been determined that reentry is permitted following what was judged to be a *prank* bomb threat, teachers should once again quickly visually inspect their classrooms for unusual items before allowing students to enter. All other work areas should be quickly checked visually one more time for anything unusual or out of place that might have been previously overlooked.

Your local fire and law enforcement agencies may want you to follow a different set of procedures or a different implementation sequence. It is important that you talk with them about the above procedures.

BOMB THREAT SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a bomb threat. Section I is to be recorded by the person receiving a bomb threat. If the threat is by letter, record the words of the threat in this section and proceed to Section II of the checklist. Section II is the report of the actions taken following the receipt of a bomb threat. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Site _____ Date _____ Time _____

Person receiving call _____

Telephone number call received at _____ Telephone number on caller I.D. _____

PART I **(Report by Person Receiving Call)**

Exact words of Caller/Threat _____

If possible, ask the caller the following questions:

▶ Where is the bomb (building, location)? _____

▶ What time is it set to go off? _____

▶ What kind of bomb is it? What does it look like? _____

▶ Who set the bomb? Why was the bomb set? _____

▶ Where are you calling from? _____

▶ What is your name? _____ How old are you? _____

Evaluate the voice of the caller and check applicable spaces:
Male ____ Female ____ Adult ____ Teen ____ Elem. Age Child ____ Old ____
Accent ____ Speech Impediment ____ Intoxicated ____ Slow ____ Rapid ____
Normal ____ Excited ____ Loud ____ Disguised ____ Broken ____ Sincere ____
Voice is familiar? ____ (If so, sounds like: _____)

Background noise (check applicable spaces):
Music ____ Conversation ____ Typing ____ Babies or children ____ Airplane ____
Cars or trucks ____ Machine noise ____ Other _____

Time caller hung up _____ Remarks _____

PART II

(Report by Principal, Site Administrator or Designated Person)

(Check off completed tasks as appropriate to the circumstances of the incident. Attach record of additional actions.)

- Fire Alarm activated by _____ Time _____
- Police called by _____ Time _____
 - Report: ▶ his/her name and title
 - ▶ school/site name and address
 - ▶ problem (bomb threat)
 - ▶ “We have just evacuated the buildings.”
- Superintendent, notified by _____ Time _____
 - Message: ▶ “This is [name and title] at [school/site]. We have just received a bomb threat. We have evacuated the buildings and called the police.”
- Written threat (letter) protected in document holder and kept by _____

- Fire Department advised all persons accounted for/or missing.
- Thorough inspection of all classrooms, work areas, lounges, bathrooms, offices, multipurpose room, kitchen, shrubbery, roof, and perimeter areas conducted by: (check as appropriate) Fire _____ Police _____ Other _____
- Evacuation from site declared necessary by _____
Buses requested from Transportation to move (#) _____ students and staff
Yes _____ No _____ Time _____
Evacuation Location _____
- Local Emergency Management Director and Police notified of evacuation from site by _____ Time _____
- Suspicious object located in/at/near _____
and Police called by _____ Time _____
- OR**
- Nothing suspicious located. Reentry authorized by _____
- Time _____
- Students/all personnel returned to classrooms/work area. Time _____

FLOODS, RAIN

PREPARING THE STAFF **&** **SCHOOL RESPONSIBILITIES**



Flooding in our community can present real danger to students, staff or facilities. Students are particularly vulnerable while walking to or from school. Local emergency management authorities have included in their emergency planning, specific actions in the event of life threatening floods from rains or dam failure. Schools may or may not be contacted by local authorities and this should be discussed with those you assume will notify you. Schools should follow actions and requests directed by the local emergency management organization.

One of the quickest ways to receive warnings is with a NOAA Weather Alert Radio. Weather Alert Radios are now being used to alert the public to a variety of hazardous conditions. There are models that also have AM/FM capability. You can find more information on Weather Alert Radios at:
<http://www.nws.noaa.gov/nwr/>

In the event of serious flooding, the Emergency Operations Center (EOC), at the local and state level, will be activated to the extent appropriate to meet the response needs of the incident and in as safe a location as possible.

In Maine most frequently granted Presidential Disaster Declarations are for flooding.

PROCEDURES

When a prolonged rain, flood or similar emergency occurs after the school day begins and conditions at a site appear to be serious, the following action should be taken:

1. The Principal or site administrator should monitor weather conditions via radio, TV and weather radio.
2. Facility staff should be kept posted of potential emergencies.
3. Principal or site administrator should contact the local emergency management authorities regarding the emergency condition.

If it becomes necessary to move students, staff and visitors, these are the actions that should be implemented:

The Principal or site administrator should:

1. Notify the Superintendent.
2. Contact Emergency Authorities.
3. Secure transportation to shelters.
4. Notify media of evacuation and location of the site.
5. Check all doors to the buildings to make sure they are closed and secured.

Teachers and staff will:

6. Take attendance before and after evacuation to shelter.
7. Stay with students until released to guardian.

When a prolonged rain, flood or similar emergency occurs when school is not in session and the Superintendent decides to close school, students, staff and the general public should be officially notified via the radio and television media. Both the electronic and printed news media, as well as local law enforcement agencies, should be enlisted to disseminate school related emergency information.

FLOODS, RAIN SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to serious flooding. All staff members should be aware of these procedures and persons other than the Superintendent/Principal should be authorized to carry them out. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate _____

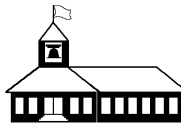
Site _____ Date _____ Time _____

Check off completed tasks as appropriate to the circumstances of the situation.

- Determined flood presents a danger to students, staff or facilities.
- Superintendent, notified by _____ Time _____
Message: ▶ “This is [name and title] at [school/site]. We have serious flooding [type and location]. We [are/are not] considering moving students and staff to other areas within the site. We [have/have not] notified transportation.”
- Notified Fire and Police of potential danger from flooding/dam failure. Directed to remain on the site **OR** directed to evacuate all students and staff from school to _____
by [name of person/title] _____
- Buses requested from Transportation to move [#] _____ students and staff
Yes _____ No _____ Time _____
Evacuation location _____
- Superintendent notified of actual evacuation by _____
Time _____
- Issued order to move students/staff/visitors to _____
by _____ Time _____
- Students/all personnel return to classrooms/work areas or released to Guardian.
Time _____
- Principal notified of missing students, staff, visitors _____
Time _____

SEVERE WINDSTORM, HURRICANE & TORNADOS

PREPARING THE STAFF **&** **SCHOOL RESPONSIBILITIES**



Although hurricanes and tornados are not a frequent emergency situation in our Maine they do occur. Maine experiences an average of two tornados a year and they usually occur in wooded areas since Maine is 90% wooded.

Because Maine does not receive many strong hurricanes it is difficult to accurately determine their frequency. The National Weather Service estimates that Category 1 storms (74-95 mph) pass within 75 miles of the Maine Coast every 30 years. Category 2 storms pass with 75 miles of southwestern Maine every 150 years and mid and Downeast sections every 100 years. All of Maine is subject to hurricane effects. When the 1954 hurricanes impacted Maine there were bridges in Presque Isle that washed out. Hurricanes can dump large amounts of rain within a short period of time and may spawn tornados.

Severe windstorms are often accompanied by lightning and heavy rain and are experienced on a regular basis throughout Maine. Maine has the eighth highest per capita lightning causality rate in the United States. Unfortunately lightning risks are not taken seriously and adequate preparation and protective actions are often not implemented. Schools should be familiar with correct lightning safety measures.

Lightning storms are inconvenient and will cause disruption of normal activities and routines if proper safety precautions are taken. For information about lightning see:

<http://www.nws.noaa.gov/om/wcm/lightning/>

The National Weather Service can usually forecast severe windstorms with a high degree of accuracy. For severe windstorms, advance warning of 2-3 hours may be possible. Fairly accurate hurricane warnings are issued 24-36 hours in advance of the storm. Tornado warning periods are much shorter and 5 minutes or less of advance notice may be all that is available. Advance notice would most likely only be available via a Weather Alert Radio. Tornado activity and warnings will require an immediate response by the school. People outside the building will have to be brought inside immediately (reverse evacuation). Students and staff should assume a crouch and cover position along a wall and away from any areas with windows or large span roofs. Window shades or blinds should be pulled. All staff members at school sites should be familiar with the emergency response procedures for these types of incidents.

All schools should have a Weather Alert Radio stationed in a staffed area. Athletic Directors should wear portable belt models so that warnings will be received on athletic fields. Weather Radios will work in all 50 states and Canada but coverage varies depending on the location of broadcast towers.

Each school should predetermine potential problem areas within its campus or work location and also areas that would provide the highest degree of safety to students, staff, and visitors. Hallways offer reasonably good protection while portable classrooms are unsafe in high wind situations. Safer areas would provide shelter with the least exposure to large glass windows and large roof spans and have emergency lighting in case of power failure.

The following are important considerations in school response planning:

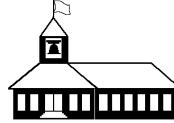
- ▶ Inoperative electrically powered bells and communication system
- ▶ Inoperative communications
- ▶ Inoperative bells and lights on telephone
- ▶ Absence of naturally lighted holding areas
- ▶ Inoperative devices in schools for the handicapped
- ▶ Inoperative refrigeration systems
- ▶ Inoperative security alarm systems
- ▶ Inoperative heating and cooling systems

Due to the long lead times for hurricane warnings it is unlikely that any school in Maine would be in session as a hurricane approached. It is anticipated that students would be at home. There are still prestorm issues that schools will need to be concerned with such as preparing the building and securing items that could be blown about by the wind causing damage to buildings or injures to people. Plastic sheeting, plywood, duct tape, and roof cement may be needed after the storm passes to seal any damaged areas. These supplies will probably not be available after the storm, having been bought up while the storm was approaching.

Post storm issues will include whether the building and grounds are safe to use. The school may have been designated as a community shelter, and may be needed for several days after the storm has passed.

EARTHQUAKE

PREPARING THE STAFF **&** **SCHOOL RESPONSIBILITIES**



The earthquake procedures are based initially on the fact that the safest place for young people in the event of an earthquake during the school day is in the school. Keep in mind that during an earthquake **most injuries occur to people running in or out of buildings**. Practicing in place duck and cover drills is useful for earthquakes and other sudden occurrence events. Such an occurrence puts, of course, a heavy safety burden upon the school administrator and the school staff. Nevertheless, the safety and welfare of the students during such a disaster situation is the responsibility of the school administrator and school staff, as well as support personnel. Students, in turn, have definite responsibilities to staff members, to one another, and to themselves.

- ❑ A predetermined Emergency Assembly Area (EAA) should be designated away from the traffic of emergency vehicles, a far distance away from the school building, and away from potential hazards of power lines, etc. The EAA must be away from direct contact with parents or other community members who might wish to bypass the process and remove students without authorization. This restriction of immediate access will prevent children from leaving the school grounds with inappropriate people during the confusion following such an event. This will also aid in tracking children and determining who is missing. While this may cause some temporary inconvenience for parents, it is for the good of all children that this procedure exists.
- ❑ As in any disaster situation, it is imperative that all students, personnel and visitors be accounted for immediately. When leaving the classrooms, teachers take with them the current student rosters, health information, reporting forms and first aid supplies. The school office staff takes with them personnel and student information, as well as the daily visitor sign-in-sheet which indicates other persons on the site. In addition, attendance folders could also be taken from the building to the EAA or other appropriate area.

BEFORE THE EARTHQUAKE HAPPENS: BE PREPARED

Being prepared by taking precautionary measures beforehand may substantially preserve life and property should an earthquake strike. Although earthquakes cannot be prevented, there is much that can be done to lessen the destructive impact on students and staff by eliminating many of the potentials for hazards in offices and classrooms. Earthquakes occur with NO warning, therefore leaving NO preparation time. All earthquake preparations must be done well in advance, and whatever preparations are left undone will result in consequences. Being knowledgeable and trained in actions and responsibilities for coping during and after an earthquake has struck will minimize the impact.

- ☐ All personnel and all students must be familiar with the established procedures that define responsibilities and actions for an earthquake situation.
 - ▶ Each classroom teacher and each department head shall inspect his/her work areas for potential hazard conditions, i.e., heavy objects on top shelves, hanging plants overhead, etc., and shall rearrange their work areas to eliminate any self-made potential hazards. Non structural hazard mitigation such as strapping water heaters and securing bookcases and filing cabinets to walls shall be assigned by the Principal to the appropriate parties.
 - ▶ All students and employees shall be instructed as to what they should do in the event of an earthquake, the escape route they should follow after the earthquake, and the specific location where each office/department/classroom will be relocated for safety. Every classroom, office, work area, and room throughout the school will have this posted near a doorway.
- ☐ All school personnel are expected to avail themselves of every opportunity to be trained in the areas of first aid, CPR, triage, self-help, etc.
- ☐ In case of a catastrophic earthquake, it is expected that all sites will be without basic services -- phones, electricity, running water (possibly very limited or no water at all), toilet facilities, natural gas for heating and cooking, police/fire/medical attention for at least 72 hours. Being as prepared ahead of time as possible will lessen the natural panic and create a situation that is manageable.
- ☐ Functioning under these conditions is extremely stressful under the best of conditions, and one thing that is certain in an earthquake situation is that there are no best conditions. To this scenario we add the stress factors of families being separated and not knowing what is happening with them. Under these conditions, it is important to recognize that stress might “rob” us of some of our most important resources -- the ability to think clearly and quickly.

PROCEDURES

DURING THE EARTHQUAKE, PLAY IT SAFE



Earthquakes are usually of very short duration, although they might seem to be endless while they are occurring. The pitch and roll motion is frightening, but, unless it shakes something down on you, you will not be injured. Generally, the initial shock is the most severe and subsequent shocks are less intense. Keep calm and ride it out. Survival chances are good when one knows how to act.

INSIDE SCHOOL BUILDINGS

1. Teacher gives DROP AND COVER command at first indication (impending quake) ground movement. If an earthquake should occur while students are in the cafeteria, this command should be given by a member of the supervisory staff.
2. Students and staff should seek protective cover under a desk, table, or bench. Once you are there, hold onto one leg with both hands to prevent the protective cover from sliding away.
3. If students or staff are out in the hallway, go against the wall, get in a kneeling position and cover your head with your hands and arms to protect your face and neck.
4. Stay indoors and face away from glass. REMAIN IN DROP POSITION UNTIL GROUND MOVEMENT ENDS.
5. The teacher should talk to students to help maintain order and control the panic. The department supervisor should do likewise with employees. Reassure the students that it will soon be over and that everyone will be okay.
6. There might be students and school personnel not within their normal classrooms or work situations, i.e., restrooms, etc. The “Drop Action” must be put into effect.
7. Do not turn on (or off) light switches if you suspect a gas leak.
8. Do not use candles, matches, or other open flames either during or after the tremor. Extinguish all flames.
9. At the completion of ground movement, teacher must ascertain possible injury and determine the ability of the class to evacuate.
10. Upon evacuation, teacher takes blue disaster backpack which contains class roster, Authorization for Student Release Forms, student health information, first aid kit, whistle, flashlight and teacher buddy list.
11. Upon conclusion of ground movement (after waiting for any immediate after shock), teacher gives command to evacuate the classroom and building, using route posted or expedient safe route if posted route is not safe.

OUTSIDE SCHOOL BUILDINGS

1. Students/staff take drop position under lunch tables, under benches, in doorways, or out in the open upon first indication of ground movement or DROP command by person in authority.
2. As soon as possible, move away from buildings, trees, and exposed wires.
3. Do not run. Stay in drop position with head protected until the earthquake is over.
4. Reassure students verbally and by example. Stay outwardly calm and carry out drill procedures to help alleviate some of the panic that is a natural part of a major earthquake.
5. Students/staff evacuate area in orderly manner and report to Emergency Assembly Area (EAA) and then to post-quake assignment area. (Nearby teachers help evacuate students to EAA.)

ON THE SCHOOL BUS



1. If possible, the bus driver will pull to the side of the road away from any buildings, highway underpasses/bridges. Issue the command “DROP”.
2. If road condition and/or location is not safe for a stopped vehicle (highway underpasses/bridges, mountain road), the driver should continue until it is safe to stop.
3. Set the brakes, turn off the ignition, and wait until the earthquake is over.
4. Render first aid as needed.
5. Using two-way radio, report conditions and location to transportation department. Continue calling until contact is made.
6. Reassure students that everything will be okay. The driver, during an earthquake, must keep the bus under control and at the same time keep the students calm and under control.

EARTHQUAKE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to an earthquake. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the Superintendent/Principal is not available to make the determination required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Site _____ Date _____

Location of Earthquake _____ Time _____

Check off completed tasks as appropriate to the circumstances of the situation.

- The first indication of (impending earthquake) ground movement, the teacher, students and staff be instructed to seek protective cover, under a desk, table, bench, or in doorways, halls and against inside walls in kneeling position with hands around head to protect face and neck. Stay indoors and face away from glass. **REMAIN IN DROP POSITION UNTIL GROUND MOVEMENT ENDS.**
- The teacher should talk to students to help maintain order and control the panic. The department supervisor should do likewise with employees. Reassure the students that it will soon be over and that everyone will be okay.
- There might be students and school personnel not within their normal classrooms or work stations, i.e., restrooms, etc. The “Drop Action” must be put into effect.
- Do not turn on (or off) light switches if you suspect a gas leak.
- Do not use candles, matches, or other open flames either during or after the tremor. Extinguish all flames.
- At the completion of ground movement, teacher must assess all possible injuries and determine the ability of the class to evacuate.
- Determine if an evacuation of the facility is necessary.
- Initiate evacuation to designated Emergency Assembly Area (EAA).
- If injuries and damage/fire found, notify local emergency services.
- Emergency Services called by _____ Time _____
 - Say: ► I am calling to report a, [give type of emergency/ name of City/Town/]
 - This is [school] at [address] in _____
 - The incident is located in [office or location] [define the type of emergency, i.e., fire, trapped students/staff etc.]

- ▶ The telephone # I am calling from is _____
- ▶ An escort will meet you at _____
- ▶ Emergency vehicles can enter the site at _____

Roll taken at EAA. All accounted for verified by _____
 Anyone missing, why/where _____

Missing students/staff need to be reported to the Principal or Assistant Principal who should be located in a predetermined location during any emergency.

Superintendent, notified by _____ Time _____

Message: ▶ “This is [name and title] at [school/site]. We have called Emergency Services to report an incident [type and location] and emergency personnel [have/have not] arrived. Students/staff are accounted for [or # missing].”

Directed to evacuate all students and staff from site _____
 by [name of person/title and school] _____
 Buses requested from Transportation to move [#] _____ students and staff
 Yes _____ No _____ Time _____
 Evacuation location _____

Notify utility companies of a break or suspected break in lines. Contact made by:
 _____ Company(s) contacted:
 _____ Time _____
 _____ Time _____
 _____ Time _____
 _____ Time _____

Students/all personnel return to classrooms/work area.
 Time/Date _____

CHEMICAL ACCIDENT

PREPARING THE STAFF



If a major chemical accident necessitates student or staff relocation, the Fire Department will direct the response activation if adequately trained to do so.

_____ (Local Fire Dept Name & Number)

SCHOOL RESPONSIBILITIES



All full-time and part-time employees and substitute employees should be provided by their Superintendents/Principals, or other designated person/persons, notification of hazardous substance locations in and about school buildings and grounds, at the time of their initial assignment. Employees should be notified whenever a new hazardous material is introduced into their work area.

Material Safety Data Sheets (MSDS) are routinely provided by the manufacturer when goods are purchased. The Purchasing Department will forward the appropriate MSDS sheets to the schools/work locations to be maintained in an easily accessible location, known to all staff. **The schools MSDS sheets for custodial supplies will be maintained by the custodian and the school secretary will maintain MSDS sheets for classroom supplies, including laboratories.** Books containing all MSDS sheets will be maintained at the site.

Each site will pre-designate potential evacuation sites within a walking distance, in case immediate total evacuation becomes necessary.

Procedures for reporting chemical accidents will be posted by each site at key locations such as custodian's room, health office, school office, school kitchen, laboratories, shop teacher's office, etc. Employees and chemistry students should be informed that there are procedures for throwing away materials requiring special disposal. Such materials include, but are not limited to all batteries, oil rags, and chemicals.

PROCEDURES

A chemical accident can occur on site (i.e., spill of some corrosive material or broken gas line) or near enough to the site to be a potential hazard (i.e., highway/railroad accident causing a spill of some highly toxic materials, or the release of some toxic gases into the air from an industrial site or fire). Some chemical accidents will be minor and only involve the immediate location within a site and others may be large enough to necessitate relocating all students, staff, and other persons to either a safer location on the site or to an evacuation area away from the site. The nature, severity, and potential for health injury of the chemical accident will determine the type of response required.

Whatever the severity of the chemical spill, site personnel should not attempt to take it upon themselves to remove a known or possibly hazardous chemical or substance. Staff must wait for personnel trained and equipped to do so.

On-Site Chemical Accidents

In the case of a chemical accident on campus or if the site wants to have a possible hazardous chemical removed, these are the steps to follow:

- Know the name of the chemical, where it is located, and whether or not it is spreading rapidly.
- Notify the Superintendent/Principal, department head, or designee, of type of chemical and location.
- Attempt to contain the spill; if the on-site staff cannot safely do this, request assistance. School personnel should not attempt to clean up or remove the spill; leave that for trained personnel.
- Immediately relocate students/staff to safe areas.

If the nature of the chemical accident poses an immediate health hazard or potential for explosion or destruction of property, the police/fire emergency system should be activated by calling 911 on the telephone. If the substance should pose an ecological hazard by entering the storm drain system, waterway or water body, or by a major ground leak, we are required by law to immediately contact the Maine Department of Environmental Protection. Use the following number which is staffed at all times: (1-800-452-4664).

Off-Site Chemical Accidents

Major chemical accidents may occur off site, probably on nearby major streets and highways, or nearby industrial area which may impact the school. In these instances, the site will probably be contacted directly by the police and/or fire departments. When evacuation of the area is necessary, students and staff will be directed to a specific relocation area by the local response agencies involved (fire, police, etc.). The Principal or site administrator should also have relocation areas as well as shelters in place, pre-designated in case specific assignment is not made by the government officials. Chemical accidents of disaster magnitude would probably be the result of a tank truck, railroad, or industry accident in the release of large quantities of toxic gases.

These are some actions/considerations to be addressed in the case of a major chemical accident posing a potential hazard to the site:

- As appropriate, notify fire/police.
- Determine the need to remain *inside* or *outside*.
- Determine whether the students and staff should leave the school grounds.
- Maintain control of students in a safe area.
- Render first aid, as necessary.
- Return to school building only after government agency officials (Fire Department/Police/Hazardous Materials Team) have declared the area safe.

CHEMICAL ACCIDENT SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a major chemical accident. It is imperative that all staff members be aware of these procedures and that persons other than the Superintendent be preauthorized to carry them out if the Superintendent is not available to make the determination required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Primary Designee _____ Alternate(s) _____

Site _____ Date _____

Location of accident _____ Time _____

Check off completed tasks as appropriate to the circumstances of the chemical accident.

- Determine if students/staff should be kept indoors or evacuated to safe location outside of classrooms/work areas. Action taken _____:
- [Only if necessary] Emergency Services called by _____
Time _____
 - Report: ▶ name and title, school/site name and address
 - ▶ problem (type of chemical accident; specific location on site; has/has not entered the storm drain; action taken, if any)
- Superintendent, notified by _____ Time _____
 - Message: ▶ “This is [name and title] at [school/site]. We have had a chemical accident [type and location]. We [have/have not] evacuated outside the classroom/work areas. [Have/Have not] called Emergency Services, and [have/have not] requested Maintenance to contain/clean up.”
- Notify Fire, Police & Hazardous Material Team of chemical accident.
Directed to evacuate all students/staff to evacuation location _____
by [name of person/title] _____
- Buses requested from Transportation to move (#) _____ students and staff
Yes _____ No _____ Time _____
Pick up location _____ Evacuation Location _____
- Students/all personnel return to classroom/work areas. Time/Date _____

POWER FAILURE

PREPARING THE STAFF



The response plan most appropriate to deal with a power blackout is contingent upon a number of important variables:

- The amount of advance warning (if any) given to the local school/district site.
- The time at which the blackout occurs.
- The length of the blackout.
- The student population (all general ed or a combination of general ed and special ed, child care).
- The physical characteristics of the facilities (natural light, generators, etc.).
- The time of year.

SCHOOL RESPONSIBILITIES



The decision to close school or change hours of the school day is the responsibility of the Superintendent.

If school is to be closed or the hours change, the following departments/agencies should be notified:

- ▶ Local police department
- ▶ Area radio and TV stations
- ▶ Site staff

The school should provide flashlights for classrooms and work places, and replacement batteries are routinely provided. School multipurpose rooms and main offices and special services area should have emergency lighting that is automatically activated during a power failure.

All staff members should be familiar with any procedures for shutting off the electrical utilities at their assigned site. This procedure needs to be carried out in a timely manner to avoid the hazard potential that could occur when power is restored to a fully open electrical panel. They should be thoroughly familiar with the location of all major power switches, breakers and major electrical boxes.

The following is a list of situations which might occur during a power failure. Staff should be aware of the procedures of how to deal with such a scenario.

- Evacuation of pupils to safer areas through unlighted corridors.
- Inoperative electrically powered bells and communications systems.
- Inoperative bells and lights on telephones (no in-calls).
- Inoperative signal devices for the hearing impaired.
- Absence of naturally lighted holding areas.
- Inoperative refrigeration systems.
- Inoperative security alarm systems.
- Inability to carry on learning activities/work activities involving use of electrical equipment (lighting, maintenance equipment, computers and other office equipment).
- Inoperative cooling or heating systems.
- Inoperative traffic signals.

PROCEDURES

The response procedures are dependent upon whether we have or do not have advance warning and whether school is in session or is not in session.

Power Blackout WITH ADVANCE Warning

- If after consultation with Superintendent/Principal/Designee, school will be closed or the regular hours of the school day changed, notify:
 - ▶ Maintenance & Operations
 - ▶ Transportation if buses are involved
 - ▶ Local police department
 - ▶ Area radio and TV station
- Alert key personnel to specific responsibilities.
- Turn off all electrical equipment (computers, typewriters, electric power equipment, offset press) individually.
- Shut off all electrical switches at the electrical panel.
- When power is restored, check the effect of the power outage on the site (refrigerated food, clocks, timers, etc.)

Power Blackout WITHOUT ADVANCE Warning

- Tune to a radio station with a battery-powered radio.
- Activate internal emergency communication system (bull horn) and give immediate instructions.
- The closing of school should be with the approval of the Superintendent and considered only when there is no other acceptable alternative. Should the Superintendent direct that pupils be dispersed, notify the following:
 - ▶ Maintenance & Operations
 - ▶ Transportation if buses are involved
 - ▶ Local police department
 - ▶ Local radio stations
- Alert key personnel to specific responsibilities.
- Turn off all electrical equipment (computers, typewriters, electric power equipment, offset press) individually.
- Shut off all electrical switches at the electrical panel.

- ☐ When power is restored, check the effect of the power outage on the site (refrigerated food, clocks, timers, etc.)

POWER FAILURE SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a power failure. It is imperative that all staff members be aware of these procedures and that persons other than the Superintendent be preauthorized to carry them out if the Superintendent is not available to make the determination required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Site _____ Date _____

Area(s) involved _____

Admin. in charge _____ Duration of power outage _____

Check off completed tasks as appropriate to the circumstances of the power failure.

Maintenance notified. By whom? _____ Spoke to _____

Superintendent notified. By whom? _____ Spoke to _____

Determination:

▶ Close school (date/duration) _____

▶ Disperse students to (where, i.e., name of other school, nearby park, homes) _____

▶ Other _____

Transportation notified. By whom and action taken _____

Local police notified or alerted. By whom and action taken _____

Area radio and TV list called _____

By whom and those not reached _____

Key personnel alerted. Whom: _____

UNAUTHORIZED PERSON, POSSIBLE DANGER

PREPARING THE STAFF



In order to maintain the safety of students and staff, procedures need to be established in the event a person or persons is on or near the site and poses a possible danger. This could be a sniper on campus or someone very close to the school. It could also be someone who could abduct a youngster. In many instances, it will be the civil authorities (police), who notify the school district or the school of the dangerous situation. Other times, the school will be the first to recognize the danger and have the responsibility of notifying the police.

It is not our intent to disarm anyone with a weapon, nor to physically restrain anyone who is suspected of being capable of inflicting bodily harm. It is only our intent to keep our youngsters, staff, and visitors safe from harm.

SCHOOL RESPONSIBILITIES



- Establish a lock-down procedure. This is a system to keep the students inside and the danger kept outside and away from students and staff. The use of code phrases is discouraged as they can be confusing, hard to remember, and substitute workers have to be constantly trained in their use. The alarm is:
 - ▶ Bells: _____
 - ▶ Intercom: *“An intruder is in the building. Initiate lock down procedure immediately.”*
 - ▶ Public Address System: *“An intruder is in the building . Initiate lock down procedure immediately.”*
 - ▶ Code Phrase: *Code phrases can be confusing and are not recommended..*
- Early in the school year, a lock-down and duck and cover drill should be conducted.
- On a routine basis, staff should stress the necessity of signing in at the school office upon coming to the school.
- Classroom doors and outside doors should be kept locked after school/regular work hours as a safety precaution.

PROCEDURES

HOW TO RESPOND

- ☐ Warning systems to signal lock-down
 - ▶ The first person who is aware of the situation, immediately directs nearby students/staff into their classrooms or work areas that can be locked and then notifies the site office by intercom.
 - ▶ The lock-down alarm is [sequence] _____
 - ▶ Use of all school Public Address System, “Activate lock-down procedures”.
 - ▶ Individual classroom intercoms identifying a lock-down.
- ☐ Notify the police department immediately, using 911 [see Unauthorized Person, Possible Danger Site Specifics for suggested script]. Be prepared to give as much specific information as possible.

WHEN INDOORS

- ▶ If door is open, check halls for wandering students and bring them into your classroom (even if they are from another class).
- ▶ Lock both doors and windows. If the door locks with a key on the outside, it may be safest to keep them locked at all times.
- ▶ Turn off lights.
- ▶ Close curtains if it is safe to do so (some police and fire departments prefer them left open).
- ▶ Students, staff, and visitors should remain under the desks, without talking, until the lock-down has concluded.
- ▶ Take a roll and account for all students and staff.
- ▶ Keep students calm.
- ▶ If any students or staff are unaccounted for, notify the office immediately. Otherwise, wait for office to request attendance verification.
- ▶ If wandering students, adults, or staff have been taken into another room for safety, office should be notified.
- ▶ Students, staff, and visitors should not leave the room for any reason.

When Away from Regular Class

- ▶ Restrooms - Immediately go to the nearest classroom.

☐ **WHEN OUTDOORS**

- ▶ Go to the nearest classroom or room predetermined to be an assembly room (i.e., multipurpose room) that can be locked.
- ▶ If the danger is immediate, such as a sniper on the playground, assume as compact a position as possible, behind a tree or other structure if possible. Do not gather in groups. [A small object is harder to hit than a large one.]

☐ **After School**

- ▶ Teachers/staff working in their classrooms/work areas after regular work hours should call the office and let them know they are still in their rooms/work areas and to inform them of the situation.
- ▶ Lock doors, turn off lights, take cover.

UNAUTHORIZED PERSON, POSSIBLE DANGER
SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to an unauthorized person on the site and/or a possible danger to students/staff. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the Superintendent/Principal is not available to make the determination required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Site _____ Date _____

Type of Incident _____ Time _____

Check off completed tasks as appropriate to the circumstances of the situation.

- The first person who is aware of the situation contacts the school office giving all the details. Call made by _____
- Lock-down signal is transmitted over public address system.
- If there is danger of shooting, students/staff/visitors are instructed to duck and cover.
- 911 called by _____ Time _____
 - Say: ▶ This is [school/site] at [address/City/Town]
 - ▶ [Define the situation i.e., man/woman with gun/making threats]
 - ▶ The telephone # I am calling from is _____
 - ▶ An escort will meet you at _____
- All students/staff not in classrooms are directed to assemble in _____
- Roll taken in classrooms. All accounted for verified by _____
Anyone missing, why/where? _____
- Report any missing students/staff to the Principal or Assistant Principal, who should be in the same location for any emergency.
- Superintendent, notified by _____ Time _____
 - Message: ▶ “This is [name and title] at [school/site]. We have called 911 to report [situation] and police [have/have not] arrived. A lock-down has been initiated. [students/staff status]”.
- Other [evacuation, transportation requested, etc.; indicated action, time, and who authorized]
- Students/all personnel return to classrooms/work areas.
Time/Date _____

BUS



SCHOOL RESPONSIBILITIES



Field Trips/Sporting Activities

The school should always have a list of students that leave the building for whatever reason, whether it be on a field trip or sporting event. The school should also have information on every student that is easily accessible. Every student information sheet should include their names, birth dates, addresses, parents' names, home phone numbers, and parents' work phone numbers. This way, if there is a bus accident, the school can easily contact parents of all students who were involved. Teachers also need quick access to which children have allergies and any medications children are on. This information will be needed by those providing medical care.



PROCEDURES

BUS ACCIDENTS WHILE TRANSPORTING STUDENTS

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge.

The responsibility for the release of uninjured students rests with the Superintendent or designee, but only after the Police have fully investigated the incident and have issued a release.

The following bus emergency procedures should be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to ensure the welfare of children.

Bus Driver Responsibilities

- Report emergency to Fire, Police, EMS.
- Provide emergency first aid for the following medical conditions in order listed: restoration of breathing, severe bleeding, shock, minor injuries.
- Evacuate bus, as follows, only if required for the safety of passengers: give instructions for orderly evacuation from designated exits; take first aid kit, passenger roster, and put bus radio microphone out through the window; announce specific assembly point after evacuation; check to be sure that all passengers have left the bus; supervise or arrange for supervision of students at assembly point.
- Report to Superintendent or designee, names of students sent to the hospital, giving the name and location of the hospital.

Responsibilities of Personnel Other than the Driver of the Bus

- Assist in implementing directions given by the driver or teachers.
- Assist in supervision or orderly evacuation if this becomes necessary.
- Supervise passengers and assist with first aid.
- To the extent qualified, assume the responsibilities of the bus driver if the bus driver is incapacitated.
- Notify the following: Police, Fire Department, if necessary; emergency medical services, if necessary.
- Dispatch a vehicle to the scene to transport students and personnel, if necessary.
- Inform the school of who is on the bus. Was anyone injured? Give detailed information regarding the emergency so the school can make the necessary phone calls to parents.
- Provide updated information to school personnel upon request.

School of Attendance Responsibilities

- Notify parents or guardians of the incident.
- Release student(s) to parent(s) or guardian(s).
- Complete accident reports for all students who have complaints of injury.
- Coordinate with Superintendent to provide insurance claim forms to parents.
- Log time of information received and actions taken.

BUS SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a bus accident. It is imperative that all staff members be aware of these procedures and that persons other than the bus driver or Superintendent or designee be preauthorized to carry them out. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Bus Driver's Name _____ Date _____

Location of accident _____ Time _____

Vehicle Type and No. _____ Number of Passengers _____

Check off completed tasks as appropriate to the circumstances of the bus accident.

Determine if students/staff should be kept on board or evacuated to safe location outside of bus. Action taken:

Police/Fire/EMS notified by _____ Time _____

Reported to: ▶ name and title of person
 ▶ problem (type of accident, specific location)
 Action taken, if any _____

School, notified by _____ Time _____

Reported to: ▶ his/her name and title
 ▶ problem (type of accident, specific location)
 Action taken, (names of students and adults involved)

Superintendent, notified by _____ Time _____

Reported to: ▶ his/her name title
 ▶ problem (type of accident, specific location)
 Action taken, _____

Indicate all actions taken, i.e., persons and equipment/vehicles dispatched. Also log time and date. _____

See INJURY AND TRANSPORTATION FORM at the end of this planning guide.

Describe all actions taken, i.e., school staff or additional vehicles and equipment that were sent to accident site. _____

Indicate any instructions given by the Principal, Superintendent, Police, Fire, etc. using person name and time of contact.

Name	Title	Time	Instructions	Other

TEACHER/BUS DRIVER/CHAPERONE CHECKLIST

COMPLETE BEFORE TRIP BEGINS:

Designee _____ Alternate(s) _____

Bus Driver's Name _____ Date _____

Vehicle type and license # _____ # of Passengers _____

COMPLETE AS MUCH AS POSSIBLE AT TIME OF ACCIDENT

Location of accident _____

Number of injured people _____

911 called _____ Time _____

- Report:
- ▶ name and title
 - ▶ school/site name and address
 - ▶ problem (Our school bus has been involved in an accident at [location]. There are [# people injured]. Of the people injured [# students injured] and [# adults injured].)

Witnesses Name _____ Tel. _____
Address _____

Name _____ Tel. _____
Address _____

Name _____ Tel. _____
Address _____

Name _____ Tel. _____
Address _____

Describe in detail how the accident happened _____

CLOSING OF SCHOOL

PREPARING THE STAFF **&** **SCHOOL RESPONSIBILITIES**



It is the intent of the school to remain open according to the calendar adopted each school year. Notwithstanding this commitment, there might be emergency situations that necessitate the closing of school.

The decision to close the schools will be made by the Superintendent upon advisement from staff and civil authorities (police, fire, emergency management, hazardous materials team) as to danger to students and staff, damage assessment of facilities, and capabilities of school to function (water, power, heat, sanitation, road access, etc.). Usually, the decision to close a school will be made as a result of winter storm effects or some disaster situation, such as an earthquake, fire explosion, chemical spill, flood, severe winds or storm conditions, or even excessive heat. In these instances, the Local and State Emergency Operations Center (EOC) may already be activated and the status of the situation closely monitored.

Once a school has been closed, children are not to return until an official announcement is made by the Superintendent.

If the decision is made to close school early, the following items should be considered:

- ▶ Children may be returning to homes that have no adult present.
- ▶ Children may be returning home during weather conditions or other conditions that increase the chance of injury.
- ▶ Streets may be without crossing guards.

If the decision is not to close the school, the following should be considered:

- ▶ Conditions may worsen by regular dismissed time posing increased risks for bussed students and those walking
- ▶ If conditions unexpectedly worsen, students may have to stay overnight at the school.

INFORMING STUDENTS, STAFF, FAMILIES, AND SCHOOL COMMUNITY

Determination of the closing of school(s) or the reopening of school(s) for the following day(s) should be made as early in the day as possible so that students and staff can be notified as expediently as possible. The final determination should be relayed to the broadcasting media (radio and cable TV), as well as local authorities.

A large sign indicating school closure should be prepared ahead of time, with space allocated to fill in specifics. This sign should be posted on the window and entrances. If the length of closure is known, it should be noted. If not, just indicate that school will be closed the following day. Also, parents should be reminded to listen to the appropriate and designated radio and television stations for public service announcements.

Telephone communication trees will be established so that all families of students and all personnel can be notified by phone of school closures. Each Principal or site administrator and department head will maintain at his/her home a current list of phone numbers of all employees under his/her supervision.

PROCEDURES

Assessing the situation

- Superintendent is notified of a situation that might require the closing of a school or site, either by local authorities (police, hazardous materials team, fire, emergency management, etc.) or by status report(s) to the Emergency Operations Center (EOC).
- All pertinent information will be gathered (weather forecasts, road conditions, damage assessment of facilities, injuries, staff available, utilities and sanitation capabilities, local authority recommendations/directives) in the EOC.

Making the determination

- Only the Superintendent is authorized to close schools.
- All requests/recommendations by local authorities and/or agencies, i.e., police, fire, hazardous materials team, Red Cross, shall be directed to the Superintendent.
- If school is to be closed the following day, this decision will be made, if possible, before sending children and staff home. If this is not possible, then it will be made as soon as possible, so that the word can be spread to families within the school community and to staff. Schools will activate parent communication trees and the staff communication tree will also be activated.
- Civil authorities are notified.
- Radio and cable television are notified of closures.

CLOSING OF SCHOOL SITE SPECIFIC CHECKLIST

This check list delineates the action to be taken in the school must be closed due to an emergency situation. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the Superintendent/Principal is not available to make the determinations required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _____ Alternate(s) _____

Site _____ Date _____ Time _____

Type of Incident _____ Time _____

Check off completed tasks as appropriate to the circumstances of the situation.

- The school was closed by order of _____
Immediately _____ Next day _____
Request made by [name and title] _____
- Superintendent advised of civil authorities directive to close school.
- Superintendent studies full situation and makes determination.
- Determination to _____ announced to site(s) at:
Date _____ Time _____
- Superintendent directs Principals or site administrators to activate telephone communication trees to notify families and staff of site closure(s).
- Notify radio stations.
Time _____
- Support services are notified: Crossing guards _____ Bus drivers _____
- Decision to reopen site(s) is made. Date/Time _____
- Personnel notified of site reopening.

INFECTIOUS DISEASE, PANDEMIC FLU

UNDER CONSTRUCTION

DISASTER RELATED PSYCHOLOGICAL FACTORS

This guide, meant to be a resource for the classroom teacher in helping children to recover from the effects of a disaster, was prepared using information developed to assist teachers to help children recover from the Loma Prieta Earthquake of 1989. The ideas presented will help in coping with other general disasters, as well as with the mini-disasters that occur in the lives of individual children.

A Crisis Intervention Team, made of trained professional staff members, will play an important role in the recovery from any type of psychological crisis. Teachers can access a Crisis Intervention Team through their Principal or site administrator.

It is not the intent of the disaster preparedness plan to “train” the staff members to be mental health professionals, nor to expect them to function as such. The intent is to make available all information that pertains to preparing and coping with the effects of disasters, minor or catastrophic. Therefore, the psychological factors involved in disaster situations need to be understood by all staff members.

For purposes of maintaining preparedness in disasters, especially disasters that could involve mass injuries, it is necessary to consider both psychological and social needs, those emotional and community-related factors that affect the victim or family and significant others or that influence the staff in the performance of their duties. The emotional component is characterized by:

- (1) the individual’s reaction to a casualty situation, whether or not a personal injury has been incurred
- (2) the reaction of the family and significant others to the situation and to the victim’s injury or possibly death
- (3) the reaction of the staff to the situation, both as participants personally affected by the situation and as school district employees providing a disaster service
- (4) the reactions and behavior of the community.

The social component can be seen as the response of community agencies and services in providing necessary resources and in meeting responsibilities to those injured or affected, as well as the material resources of the victim and family.

VICTIMS

Victims undergo what might be called a disaster syndrome, which consists of four phases of emotional and mood reactions. Individuals differ in the time spent in each phase and in the intensity of reaction, but the general sequence is as follows:

1. **Shock Phase**: Immediate, lasting a few minutes to a few hours; behavior is dazed, stunned, apathetic, disorganized, does not respond to direction.
2. **Suggestibility Phase**: May last several days; shows unselfish regard for the welfare of others, willing to follow instructions, grateful, guilt due to survival, suggestible.

3. **Euphoric Phase:** May last several weeks; behavior includes identifying with others in the same situation, feeling of brotherhood, enthusiastic participation in group activities.
4. **Depressive Phase:** (personal frustration) - Hopefully fades as life returns to regular pattern; behavior is critical, complaint oriented, awareness of and annoyance with losses.

These phases are all normal behavioral responses. Experiencing a disaster is a crisis and as such is made more severe by the added factors of death, injury, family problems, job difficulties, illness, loss of personal belonging and the disturbance of regular routine. After the initial numbness and absence of panic wears off (usually one to two hours), the following behaviors set in:

- ▶ Fearful, crying, horror at sights of destruction/devastation/sounds; talks about it to everyone who will listen; watches all TV coverage; reads everything on the events - lasting several days.
- ▶ Returns to work and usual routine when possible; less apt to want to discuss disaster; avoids media; feels anxious, irritable, insomnia, depressed, guilt of surviving, angry (both direct and displaced) usually lasts several weeks.

In some instances, dysfunctional behavior responses may be manifested. They include continuing morbidity, anxiety, suicide, depression, poor concentration, phobias, headaches, gastrointestinal problems, drug/alcohol abuse, absenteeism from school/work, deterioration of personal relationships; recurrent recollection of event/recurrent dreams/nightmares.

RESCUE WORKERS

Rescue workers will experience many of the same feelings as victims. As participants, and possibly victims, the behavioral patterns of staff members may include excessive irritability, fault finding, holding grudges, being suspicious, resenting authority, and concern about safety for selves and family.

Stress in the working environment is created by:

- ▶ understaffed/overworked
- ▶ philosophic/emotional conflicts
- ▶ sudden death
- ▶ inexperience or anxiety about one's competence
- ▶ shock-impact of sights/smells
- ▶ family responsibilities vs. work demands
- ▶ political/bureaucratic problems

“Burn-out” is a problem that needs to be addressed, because it lowers group morale, increases absenteeism, lowers mutual support, increases scapegoating, and adversely affects home life. The symptoms are emotional, physical, and behavioral and might be acted out by detachment or over involvement. They are manifested in the following ways:

- ▶ deterioration of one’s sense of well-being
- ▶ chronic exhaustion/depression
- ▶ hostility/negativity
- ▶ loss tolerance for more difficult victims/problems
- ▶ dreading new encounters
- ▶ guilt for feeling negative
- ▶ helplessness/isolation

RECOVERY PROCESS

These factors stand out as essential in dealing with crisis recovery:

- ▶ Being able to talk about the experience and express the feelings accompanying the experiences.
- ▶ Being fully aware of the reality of what has happened.
- ▶ Resuming concrete activity and being able to reconstruct the pre-disaster life routine.
- ▶ Accessible/available help.
- ▶ Leadership clearly making decisions/giving directions.
- ▶ Open avenues of communication for victims to locate family/friends.
- ▶ Prevention of rumors by careful control of words used, information given - (Don’t use words such as PANIC, MORGUE, HATE).
- ▶ Planning ahead - being prepared

The main contribution to be made on the non-professional level is to provide Psychological First Aid - the initial aid received by a person in trouble. The goal should be either to return moderately disabled persons to reasonably good function in a short time, or to make more seriously disabled persons as comfortable as possible until they can be given more complete care. At most basic level, it begins with keeping calm and expressing reassurance to the students during and after the occurrence.

The general principles of Psychological First Aid include:

- ▶ Accept every person's right to his/her own feelings.
- ▶ Attempt to calm the victim, relieve the anxiety and stress.
- ▶ Communicate confidence in yourself.
- ▶ Contact members of victim's family or support system.
- ▶ Size up disturbed person's abilities as accurately and quickly as possible.
- ▶ Encourage the person to speak freely about whatever is on his/her mind, allowing him/her to "ventilate" feelings.
- ▶ When the person begins talking, interrupt as little as possible. After you have heard the full story, you can ask for details. Practice "active listening".
- ▶ Do not argue with the person if he/she disagrees with you.
- ▶ In helping a child, deal with issues indirectly and provide food and comforting.
- ▶ Do not impose your methods of problem-solving upon the disaster victim; his/her solutions will be the most successful for him/her.
- ▶ Accept your own limitations in a relief role; do not attempt to be all things to all people.

Particularly in a disaster, children look to adults for help. How you react to a disaster gives them clues on how they should react. If you react with alarm their fear will increase. As the situation ceases, explain to the children what has happened and that help is coming.

RECORD OF CHANGES

It is the responsibility of the Superintendent, Principals and Planning Team members to review the plan as necessary or at least on an annual basis.

The plan has been updated and revised as of the date shown on the Record of Change Sheet. All pages on which revisions have been made appear with the revision reference in the lower right corner.

Copies of pages with changes must be mailed to everyone who has a copy of the plan. Instructions for making the changes should also be included. A set of instructions may be similar to the following example:

“The _____ School All Hazards Emergency Plan has been reviewed and revised as indicated in the enclosed/attached pages. These revised pages have a new date in the lower right hand corner. It is necessary to remove and discard the existing pages from your copy of the plan and replace them with the enclosed/attached pages. Retain this sheet as part of the Revision Log for your copy of the plan.”

<u>Plan Section</u>	<u>Remove Pages Numbered</u>	<u>Insert Pages Numbered</u>
Bomb Threat	10, and 13,	Same

All school personnel must be made aware of changes to the plan. This can be done through a short assembly of all school staff. Changes that will require a behavior change such as using a different evacuation route should be practiced as soon as possible. In a crisis people follow the routines they have practiced.

STUDENT RELEASE REQUEST FORM

Name of Student _____ Room No. _____
(Print)

Name of Parent/Person making request _____
(Print)

Date _____ Time _____

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

By: _____

Released By: _____

Signature of person to whom student is released

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

Address City/Town Zip

Phone Number

EXERCISES AND DRILLS

An exercise should be a realistic rehearsal or simulation of an emergency, in which individuals and organizations demonstrate the actions that would be expected of them in a real emergency. Exercises should provide emergency simulations that test the preparedness and response capability of individuals and organizations, and validate plans, policies, procedures. Simulations should also determine the effectiveness of the command, control, and communication actions and event-scene activities.

Exercises may vary in size and complexity to achieve their respective purposes. Examples of emergency exercises include:

(1) *Orientation Seminars* are an overview or introduction to familiarize participants with roles, plans, procedures or equipment. They can be used to resolve questions of coordination and assignment responsibilities. They are usually presented as an informal discussion in a group setting and are very low stress meetings. They may be done in lecture, slide, video, panel discussion, or guest presenter formats. Preparation time is about one to two weeks. (Event time: 1-2 hour maximum.)

(2) *Tabletop Exercises* simulate an emergency situation in an informal, stress-free environment. They are designed to elicit constructive discussion as participants examine and resolve problems based on existing plans. There is minimal attempt at simulation, no utilization of equipment or deployment of resources, and no time pressures. The success of these exercises is largely determined by group participation in the identification of problem areas. They provide an excellent format to use in familiarizing newly assigned/appointed personnel and senior officials with established or emerging concepts and/or plans, policies, procedures, systems, and facilities. Preparation time is about one month. (Event time: 1-4 hours but can be longer.)

(3) *Drills* are a coordinated, supervised activity normally used to exercise a single specific operation or function in a single agency (school). They are also used to provide training with new equipment, to develop new policies or procedures, or to practice and maintain current skills (fire evacuation). Preparation time is about one month. (Event time: 1/2-2 hours.)

(4) *Functional Exercises* are fully simulated interactive exercises. They validate the capability of an agency or school to respond to a simulated emergency testing one or more functions of the emergency plans. They focus on policies, procedures, roles and responsibilities of single or multiple emergency functions before, during, or after any emergency event. Preparation time is six to eighteen months and possibly longer. (Event time: 3-8 hours.)

(5) *Full-Scale Exercises* are as close to a real disaster as possible. It is a field exercise designed to evaluate the operational capability of emergency management systems in a highly stressful environment which simulates actual response conditions. This realism can be accomplished through mobilization and actual movement of emergency personnel, equipment, and resources. Participants can be made up to simulate the injured and dead that would result in an actual event. The exercise team will need about a year to a year to a year and a half to develop a complete exercise package. (Event time: 2-4 hours to 1 or more days)

The evaluation of an exercise should identify systemic weaknesses and suggest corrective actions that will enhance agency preparedness. Following an exercise, a comprehensive debriefing and after-action report should be completed. The focus is on what went wrong and what went well- not who went wrong. The lessons learned should be incorporated into a remedial action plan. A No-Fault (e.g., non-punitive) Concept should be utilized during all events.

Exercises and drills may indicate the need for more training, equipment, or the modification of response plans and procedures in order to be prepared for a disaster. When new concepts, procedures, or equipment become part of the plan staff are trained on these so that they become thoroughly familiar with the changes. The new plan is then retested while the additional training is still fresh. If too long a period passes before the changes are tested they may be forgotten and old procedures may be relied on.

Comprehensive Emergency Planning For Schools

STAFF SKILLS SURVEY & INVENTORY

Name & School _____ / _____ Room _____
Name School

During any disaster situation it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO WHERE APPROPRIATE.

- | | | | |
|--|---|---|--------------------|
| _____ First Aid (current card yes/no) | _____ CPR (current card yes/no) | _____ Triage | _____ Firefighting |
| _____ Construction (electrical, plumbing, carpentry, etc.) | | _____ Running/Jogging | |
| _____ Emergency Planning | _____ Emergency Management | _____ Search & Rescue | |
| _____ Law Enforcement | Bi/Multi-lingual (what language(s)) _____ | | |
| _____ Mechanical Ability | _____ Structural Engineering | _____ Bus/Truck Driver
(Class 1 or 2 license yes/no) | |
| _____ Shelter Management | _____ Survival Training & Techniques | _____ Food Preparation | |
| _____ Ham Radio Operator | _____ CB Radio | _____ Journalism | |
| _____ Camping | _____ Waste Disposal | _____ Recreational Leader | |

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e. athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE WHICH COULD BE USED AN IN EMERGENCY? _____ YES _____ NO PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

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

