State of Maine
SCHOOL PREPAREDNESS ASSESSMENT: ARE YOUR SCHOOLS READY?

How well would your schools respond to a disaster? How would people respond in the first few minutes? Do people know what to do? Schools and communities in Maine face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, floods, earthquakes) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. How ready are your schools?

Take this test to find out!

		QUESTION	YES	NO	PARTIAL
1.0		**General**			
1.1		Does the school emergency plan ("the plan") have a clear table of contents that agrees with the content and page numbering of the document?			
1.2		Does the plan address the four phases of emergency management, which are - mitigation/prevention, preparedness, response, and recovery?			
1.3		Does the plan include a system for at least one annual update of the plan to reflect changes and updates?			
2.0		**Mitigation/Prevention**			
2.1		Does the plan reflect that an all-hazards analysis was conducted for both natural and man-made hazards that could result in injury or death to students, staff, or visitors or that could result in significant damage to school property?			
2.2		Does the plan address response procedures for those hazards identified in the all-hazards analysis?			
2.3		Did the all-hazards analysis team include experts in various fields such as facilities management (engineer or senior custodian), physical security, fire prevention, safety, insurance adjuster, emergency management, etc.?			
2.4		Does the plan address a plan-of-action and a timeline for eliminating hazards that can be eliminated? If not, does it refer to a separate document that serves this same purpose?			
2.5		Does the plan address measures taken to mitigate against those hazards that cannot be eliminated?			
3.0		**Preparedness**			
3.1		*PLAN DEVELOPMENT*: Is there evidence in the plan that the following people were involved with the plan's development: local/county emergency responders (i.e. fire, law enforcement, EMS, emergency managers, etc.); SAU transportation supervisor; school nurse; school counselor; school resource officer (SRO); facilities manager/custodian; athletic administrator; food service staff; and others such as parents of students, teachers, and volunteers.			
3.2		*RESPONSE ORGANIZATION*: Has a school emergency or crisis team been identified with alternates and have their roles and responsibilities been clearly outlined in the plan?			
3.3		Does the school emergency or crisis team include key staff such as the principal, assistant principal, nurse,			

	school counselor, school resource officer, facility manager/chief custodian, selected teachers, athletic administrator, and food service staff?			
3.4	Is the school emergency or crisis team organized in accordance with the Incident Command System* (ICS)?			
3.5	Does the plan integrate the responsibilities of the school emergency team into the ICS structure of the local/county emergency responders?			
3.6	*EMERGENCY SUPPLIES AND EQUIPMENT*: Are emergency supplies and equipment available and easily accessible to school administrators?			
3.7	Are emergency supplies and equipment available to each teacher in a classroom for use during shelter-in-place or evacuation procedures? For example, a classroom go-bag.			
3.8	*TRAINING, DRILLS AND EXERCISES*: Does the plan include a schedule of training and exercises to ensure that all students and staff are familiar with emergency response and recovery procedures?			
3.9	Does the schedule of training and exercises include drills for evacuation, lock-down, and shelter-in-place procedures?			
3.10	Do scheduled drills test the systems for accounting for all students and staff?			
3.11	Do scheduled evacuation drills, periodically block primary exits to test the secondary evacuation routes?			
3.12	Does the plan address a training system or a buddy system for new staff, substitutes and itinerant staff to ensure their knowledge of the school's emergency procedures?			
3.13	Do scheduled drills test internal and external communication systems?			
3.14	Are drills scheduled during different times of the day and different times of the year in order to vary the conditions under which emergency procedures are tested?			
3.15	Are non-school emergency responders included in school training, drills and exercise schedules?			
3.16	After training, drills, and exercises, is an after action review (AAR) held and information collected and used to upgrade the school emergency plan or to modify future training?			
3.17	Does the plan address the identification and care of students and staff with special needs during an emergency?			
4.0	**Response**			
4.1	Does the plan include emergency phone numbers to local emergency responders, key school staff, and key SAU staff?			
4.2	Does the plan include a system for notifying, instructing, and updating parents when an emergency or disaster occurs at school or away from school?			
4.3	Does the plan include a system to account for all students and adults in the affected area?			
4.4	Does the plan include a system for releasing students to their parents or designated adult?			
4.5	Does the plan include both primary and secondary evacuation routes?			
4.6	Does the plan include both student and staff response procedures for evacuation, lock-down, and shelter-in-place?			
4.7	Does the plan identify primary and alternate evacuation assembly areas both on campus and off campus?			
4.8	Does the plan show staging areas for groups such as the School's command post, emergency responders, buses and media?			

4.9	Does the plan identify alternative sites that can be used for shelter?			
4.10	Does the plan have a communications section that addresses internal communications to students and staff and external communications to parents, the SAU, the media, local officials, and emergency responders?			
4.11	Do emergency responders (fire and police) have access to school floor plans, blue prints, and a site plan?			
4.12	Does the plan address how to respond to bus incidents that may occur on regular routes or while en route to/from school activities, and if not, does it refer the reader to the SAU plan where these items are addressed?			
4.13	Does the plan require bus drivers and/or bus chaperones to have knowledge of any medical conditions and allergies and appropriate response strategies for all students on board?			
5.0	**Recovery**			
5.1	Does the plan outline procedures and responsibilities for the emotional management of students, staff and faculty in the wake of a traumatic event?			
5.2	Have emotional management procedures been coordinated with local or area counseling and/or crisis intervention specialists?			
5.3	Is there a plan for managing memorials and funeral services of deceased students and/or staff?			
5.4	Does the plan describe how the school will resume normal operations after an emergency-related school closure?			
5.5	Does the plan address how to capture and apply lessons learned from the emergency or disaster?			

* Training on the Incident Command System (ICS) is available at no cost by your local emergency manager or county emergency management agency.

SCORING:
If you were able to respond "**YES**" to all of these questions, congratulations, your school is probably well prepared to respond to almost any type of disaster. Obviously, any "**NO**" or "**PARTIAL**" responses point to areas where present plans and systems might be improved. If you had more than five "**NO**" or "**PARTIAL**" responses, your school quite likely would face serious problems in the event of a real disaster.

The above School Preparedness Assessment has been reviewed by the School Committee/Board and an action plan to correct any deficiencies noted has been approved by the School Committee for _____.
                                                                                                     SAU and name of school

_____   _____
Superintendent Signature   Date

_____   _____
Chairperson, School Committee/Board   Date