



Comprehensive Emergency Management Plan  
Sanford School Department  
August, 2023

## SANFORD SCHOOL DEPARTMENT EMERGENCY GUIDE

<b>Fire</b>	<b>911</b> or 324-3644	Weather Forecasting	615-7877 Russ Murley
<b>Police</b>	<b>911</b> or 324-3644	Cable Company	324-3700 Metrocast
<b>Ambulance</b>	<b>911</b> or 324-3644	Sanford Maintenance Office	324-5722
<b>Hazardous Materials</b>	<b>911</b> or 324-3644	Athletics Office	324-8080
<b>Poison Center</b>	<b>1-800-222-1222</b>	Ledgemere	324-4888
SMHC/Goodall - Sanford	324-4310	Power Company - CMP	1-800-696-1000
SMHC/SMMC - Biddeford	283-7000	Dead River - oil DownEast - propane Unitil - natural gas	324-3440 324-6777 866-933-3821
Workwell-July St., Sanford	490-7099	Sanford Water District	324-2312
Maine Center for Disease Control	1-800-821-5821	Sanford Sewer District	324-5313
Crisis Response Services	888-568-1112	GWI - phones	1-800-994-6375
National SUICIDE Prevention Lifeline	1-800-273-TALK (-8255)	Sanford Highway Dept.	608-5350 Pete Smith 272-8279 Matt Hill
Child Protective Services	1-800-452-1999	TRANE -CJUMCS/old SHS Honeywell -SJHS/Gym/Wil Siemens- new SHS	828-1777 854-0013 420-0934
Emergency Management	Local: 324-4364 County 459-2451		

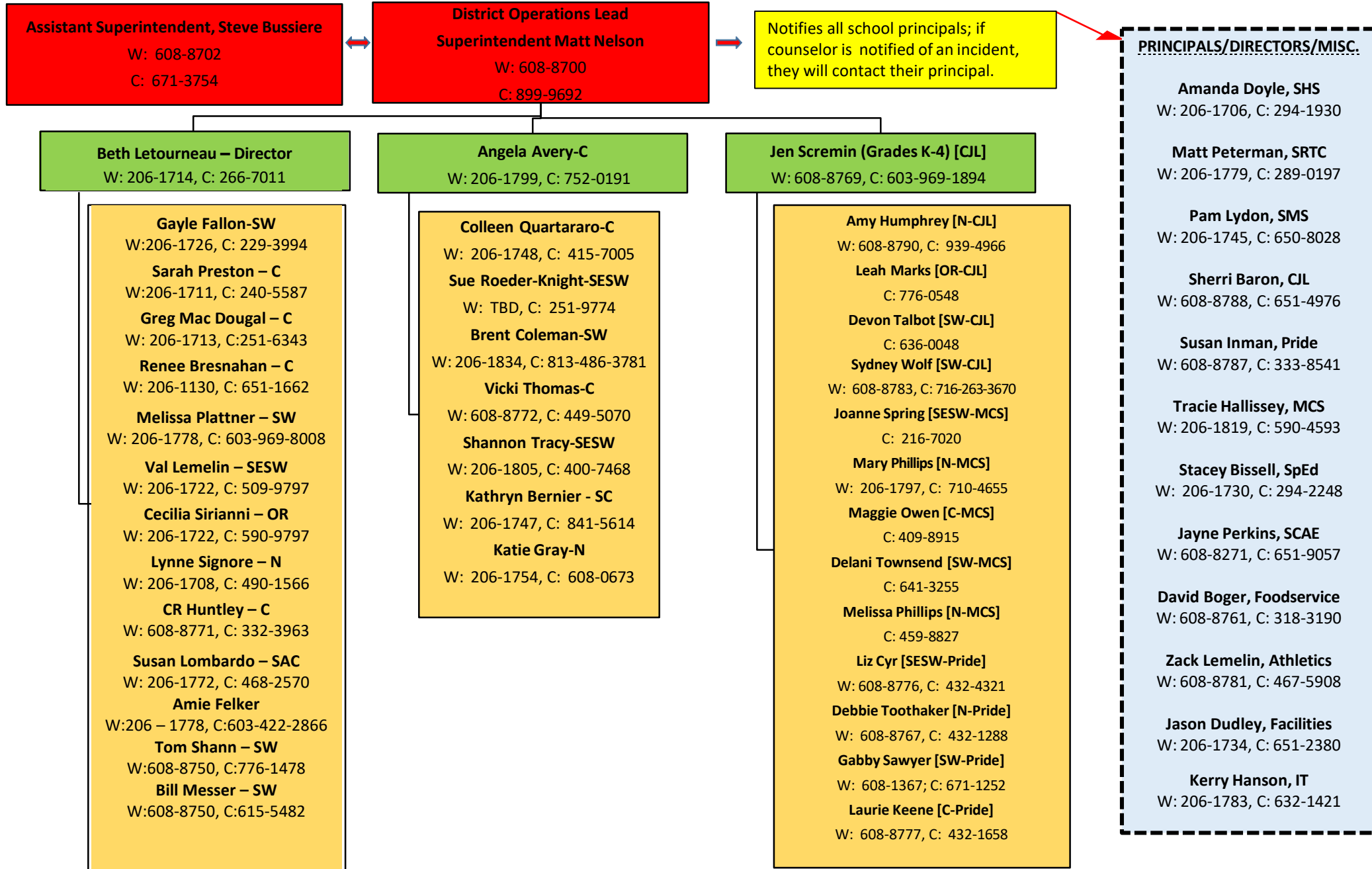
# DIRECTORY - CONFIDENTIAL

<b>(608) ALT. HS: 608-8203, fax 490-2478</b>	<b>(206) MAINTENANCE: 324-5722</b>	<b>(206) SHS COUNSELING, 324-4712, fax 490-5152</b>	<b>(206) SRTC: P 324-2942, F 324-2957</b>
Karen Webb, Director, #8203, cell:651-6606	Jason Dudley, Director, #1734, cell: 651-2380	Beth Letourneau, Director, #1714, cell: 266-7011	Matt Petermann, Director, #1779, cell:289-0197
<b>(608) ATHLETICS: 324-8080, fax 490-0344</b>	Steve Brown, Asst. Director, #1592, cell: 206-5594	Renee Bresnahan, School Counselor #1130, cell: 651-1662	Michael Redmond, Asst. Dir., #1765, cell:590-7628
Zachary Lemelin, Director, #8781, cell: 467-5908	Sharon Gesner, Admin Asst, #1733, cell:432-9918	Amie Felker, School Counselor, #1778, cell: 603-422-2866	Deanna Farrell, Counselor, #1784; cell:432-7665
Becky Cleveland, Admin Asst, #8782	<b>MARGARET CHASE SMITH-324-7586, fax 490-5138</b>	Greg MacDougal, School Counselor, #1713, cell: 251-6343	Darlene Breton, Admin Asst #1763
<b>BRIDGE: 608-8771 or 608-8291</b>	Tracie Hallissey, Principal, 206-1819, cell: 590-4593	Sarah Preston, School Counselor, #1711, cell: 240-5587	Stephanie Emmons, Admin Asst. #1764
CR Huntley, Counselor, #8771, cell:332-3963	Roisen McGuckin, AP, 608-8763, cell: 651-6521	Gayle Fallon, Social Worker, #1726, 229-3994	Jennifer Bartlett, Career Coordinator, #1767, cell:205-7245
Tom Shann, Social Worker #8750, cell: 776-1478	Lisa Hanson, Admin Asst, 206-1795	Valerie Lemelin, Social Worker #1727, 651-3329	<b>(608) WILLARD: SCAE (ADULT ED): 490-5145</b>
Bill Messer, Social Worker, #8750, cell: 615-5482	Deb Malcolm, Admin Asst, 608-8743	Melissa Plattner, Social Worker #1778, 603-969-8008	Jayne Perkins, Director #8271, cell:651-9057
<b>(608) CARL J LAMB: 324-8481, fax 490-5144</b>	Maggie Owen, Counselor, cell: 409-8915	Donna Cormier, Admin Asst, #1709	Lisa Merlin, Operations Manager, #8257 cell: 252-1107
Sherri Baron, Principal, #8788, cell: 651-4976	Joanne Spring, Special Ed Counselor, cell: 216-7020	Cindy Haney, Admin Asst, #1710	Sheri Tweedie, Admin Asst, #8232, cell:604-2898
Trish Leet, AP, #8722, cell:233-0425	Delani Townsend, Social Worker, cell: 641-3255	<b>(206) SMS: 324-3114, fax 490-5139</b>	Noreen Parent, Admin Asst, #8254
Diane Mallon, Admin Asst, #8785	Melissa Phillips, Nurse, 206-1797, cell: 459-8827	Pamela Lydon, Principal, #1745, cell:650-8028	Risa Grace, Advisor, #8262, cell: 972-922-3881
Roberta Hurley, Admin Asst, #8759	<b>(608) PRIDE: 324-8454, fax 490-5130</b>	Joseph Mastraccio, AP, #1744, cell:432-1445	Kate Points, Career Navigator,977-6548
Jen Scremin, Counselor, #8769, cell: 603-969-1894	Susan Inman, Principal, #8787, cell:333 8541	Mike Bailey, #1757, cell: 608-3557	<b>MISCELLANEOUS</b>
Sydney Wolf, Special Ed Social Worker, #8783, cell:716-263-3670	Kristin Daly, AP, #8764, cell:651-059B	Audree Sheldon, Admin Asst, #1741	Kerry Hanson, IT, 206-1783, cell: 632-1421
Devyn Talbot, Social Worker, cell:636-0048	Kathy Ross, Admin Asst, #8765	Marsha Reny, Admin Asst, #1742	Tim Brownell, IT, 206-1583, cell: 467-0282
Amy Kirby, Nurse, #8790, cell:939-4966	Kate Coffin, Admin Asst, #8766	Kayla Moulton, Admin Asst, #1809	Bus (Ledgemere) 324-4888; Rose 207-361-7002
<b>(608) CENTRAL OFFICE: 324-2810, fax 324-5742</b>	Liz Cyr, Counselor, #8776, cell: 432-4321	Joe Jourdain, SRO, #1746, cell: 651 4664	Sally Quarles, SHS Attendance, 206-1728, cell:970-261-6828
Matt Nelson, Supt, #8700, cell:899-9692	Laurie Keene, Counselor, #8777, cell: 432-1658	Katie Gray, Nurse, 324-3566 or #1754	Sarah Schnell, WSSR, 206-1791
Steve Bussiere, Asst. Supt. #8702, cell:671-3754	Gabby Sawyer, Social Worker #1367, cell: 671-1252	Anjuli Madison, Nurse Admin. Asst, #1812	St. Thomas School 324-5832; Angela Madigan, Principal
Cheryl Fournier, Bus. Adm, #8704, cell:939-9696	Deb Toothaker, Nurse, #8767, cell: 432-1288	Sue Roeder-Knight, Social Worker, cell: 251-9774	Leah Marks, Outreach, cell:776-0548
Bethany Lambert, Curr. Director, #8714, cell:432-6359	<b>(206) SHS: 324-4050, fax 324-0285</b>	Brent Coleman, Social Worker, 206-1834, cell:813-486-3781	Cecilia Sirianni, Outreach, #1722, SMS #1753, cell: 590-9797
Cheryl Drisko, Exec. Asst., #8701, cell:710-9513	Amanda Doyle, Principal, #1706, cell: 294-1930	<b>(206) SMS COUNSELING: 324-3055, fax: 490-5139</b>	Headstart (PreK) 459-2963
David Harmon, HR, #8705	Aaron Tremblay, AP, #1790, cell:459-0237	Angela Avery, School Counselor, #1799, cell: 752-0191	Pre-K at SHS 206-1832
Anne L'Heureux, Data, #8703, cell 432-7634	Troy Watts, AP, #1705, cell:206-4499	Colleen Quartararo, School Counselor, #1748, cell:415-7005	Brett Williams, PAC, 206-1712, cell 653- 0558
Faedra Binette, Accountant, #8706	Michael Fallon, AP, #1721, cell: 423-2514	Kathryn Bernier #1747, cell: 841-5614	Chambra Kumka, 5-12 GT, cell:813-505-3425
Judy Coyle, Payroll, #8707	Joanne Bourassa, Admin Asst, #1702	Vickie Thomas, School Counselor, #8772, cell: 449-5070	Erik Benham, K-4 GT, cell:710-7965
Patricia Raynowska, Accts Payable, #8708	Carrie Hathaway, Admin Asst, #1701	Shannon Tracy, Social Worker, 206-1805 cell: 400- 7468	David Ekram, Sp. Ed. Behavior Coach, cell:420-6125
Sam Bonsey, Communications Coordinator, #8712	Marguerite Smith, Admin Asst, #1700	Tracy Cole, Admin Asst, #1743	Kristy Richards, Behavior Coach, cell:459-0790
Deb Sanborn, Title I and Reception, #8719	Cyndi Pattershall, Admin Asst, #1720	<b>(206 &amp; 608) SPECIAL ED: 457-1413, fax 324-0296</b>	Susan Lombardo, Substance Use Counselor, #1722, cell:468-2570
<b>(608) FOOD SERVICE: 608-8762</b>	Paul Goldsmith, SRO, # 1717; cell: 451-3684	Stacey Bissell, Director #1730, cell: 294-2248	Shana Palmer, First 10 Grant Coord., #1368, cell:214-1060
David Boger, Director, 608-8761, cell:318-3190	Lynne Signore, Nurse, #1708, cell: 490-1566	Tammy Delaney, Asst. Director, #8711	
Diane Tapscott, Admin. Asst. 608-8762	Courtney Naylor, Nurse Admin. Asst. #1707	Jennifer Kaepfel, Admin Asst. #1729	
		Donna Hanson Dugas, Admin Asst., #8710	

RADIO LOCATION	CALL SIGN	STAFF ASSIGNMENT	RADIO LOCATION	CALL SIGN	STAFF ASSIGNMENT
ADULT ED	A20	CUSTODIAN	LAF	L1	PRINCIPAL
ADULT ED	ASO	CHILD CARE	LAF	L20	CUSTODIAN
ADULT ED	AS1	CHILD CARE	LAF	LSO	ROAMER
<b>ADULT ED</b>	<b>BASE'</b>	<b>OFFICE</b>	LAF	LS1	ROAMER
CJL	C1	PRINCIPAL	<b>LAF</b>	<b>BASE'</b>	<b>OFFICE</b>
CJL	C2	ASST.PRINCIPAL	MCS	M1	PRINCIPAL
CJL	C20	CUSTODIAN	MCS	M20	CUSTODIAN
CJL	CSO	ROAMER	MCS	MSO	ROAMER
CJL	CS1	ROAMER	MCS	MS1	ROAMER
CJL	CS2	ROAMER	MCS	MS2	ROAMER
CJL	CS3	ROAMER	MCS	MS3	ROAMER
<b>CJL</b>	<b>BASE'</b>	<b>OFFICE</b>	<b>MCS</b>	<b>BASE'</b>	<b>OFFICE</b>
DIST	01*	SUPERINTENDENT	SHS	H1	PRINCIPAL
DIST	02*	ASST. SUPT.	SHS	H2	ASST.PRINCIPAL
DIST	03*	FINANCE	SHS	H3	ASST.PRINCIPAL
<b>DIST</b>	<b>BASE'</b>	<b>CENTRAL OFFICE</b>	SHS	H4	ASST.PRINCIPAL
MEM GYM	06'	ATHLETICS	SHS	HS	SRO
CENT. KITCHEN	07'	FOOD SERVICE	SHS	H6	OFFICE
MAINT	04'	FACILITIES	SHS	H10	NURSE
MAINT	<b>020t</b>	MAINT STAFF 1	SHS	H20	CUSTODIAN
MAINT	<b>021t</b>	MAINT STAFF 2	SHS	H21	CUSTODIAN
<b>MAINT</b>	<b>BASE'</b>	<b>MAINTENANCE</b>	SHS	HSO	ROAMER
EME	E1	PRINCIPAL	SHS	HS1	ROAMER
EME	E20	CUSTODIAN	<b>SHS</b>	<b>BASE'</b>	<b>OFFICE</b>
<b>EME</b>	<b>BASE'</b>	<b>OFFICE</b>	voe	V1	DIRECTOR
<b>SMS</b>	J1	PRINCIPAL	voe	V2	GUIDANCE
<b>SMS</b>	J2	ASST.PRINCIPAL	<b>VOE</b>	<b>BASE'</b>	<b>OFFICE</b>
<b>SMS</b>	JS	SRO	PRIDE	W1	PRINCIPAL
<b>SMS</b>	J10	NURSE	PRIDE	<b>W2</b>	A.PRINCIPAL
<b>SMS</b>	J20	CUSTODIAN	PRIDE	W20	CUSTODIAN
<b>SMS</b>	JSO	ROAMER	PRIDE	W21	CUSTODIAN
<b>SMS</b>	JS1	SPECIAL ED	PRIDE	WSO	ROAMER
<b>SMS</b>	JS2	SPECIAL ED	PRIDE	WS1	ROAMER
<b>SMS</b>	<b>BASE'</b>	<b>OFFICE</b>	<b>PRIDE</b>	<b>BASE'</b>	<b>OFFICE</b>

·All "BASES" and District Staff can be reached on the REPEATER FREQUENCY

# Sanford School Department Crisis Response Phone Tree



**CONFIDENTIAL**

Date of last update: 9 /13/2023

**In the event of a crisis incident or emergency at school:**

Superintendent/Assistant Superintendent will contact all Principals/Directors and explain the incident.

Principals/Directors will notify their Assistant Principals/Directors.

After consulting with Principals/Superintendent, a “Lead Counselor” will be selected from the high school and/or elementary schools depending on the nature and location of the incident.

Assistant Superintendent will contact lead counselors who will in turn notify all other counselors using phone tree.

Lead Counselors will contact each other and decide if a meeting of all counselors is needed.

Lead Counselors, with input from counselors, will decide if PTSM is initiated.

Outreach staff may be contacted based on decisions of Lead Counselors and/or counselor meeting

E-mail updates may be sent in place of the phone tree when information is a general “heads up” notice.



# SANFORD SCHOOL DEPARTMENT



## EMERGENCY AND ALARM PHONE TREE 2023/2024

School	Phone	First	Second	Third	Fourth	Fifth	Sixth
<b>Carl J. Lamb School</b> 233 Shaw's Ridge Rd., Springvale	324-8481	206-2530 Mike Deshaies	206-5594 Steve Brown	651-2380 Jason Dudley	651-4976 Sherri Baron	233-0425 Trish Leet	432-9918 Sharon Gesner
<b>Lafayette School</b> 69 Brook, Sanford		206-5594 Steve Brown	651-2380 Jason Dudley	432-9918 Sharon Gesner			
<b>Maintenance Building</b> 70 Spartan Dr., Sanford	324-5722	206-5594 Steve Brown	651-2380 Jason Dudley	432-9918 Sharon Gesner			
<b>Margaret Chase Smith School</b> 248 Twombly Rd., Sanford	324-7586	698-0944 Nicole Tibbetts	206-5594 Steve Brown	651-2380 Jason Dudley	590-4593 Tracie Hallissey	432-9918 Sharon Gesner	
<b>Sanford High School</b> 100 Alumni Boulevard, Sanford	324-4050	977-3427 Mike Pepin	206-5594 Steve Brown	651-2380 Jason Dudley	294-1930 Amanda Doyle	432-9918 Sharon Gesner	
<b>Sanford Middle School</b> 52 Spartan Dr., Sanford	324-3114	604-8820 Josh Engram	206-5594 Steve Brown	651-2380 Jason Dudley	650-8028 Pam Lydon	432-9918 Sharon Gesner	
<b>Sanford Pride Elementary</b> 708 Main St., Sanford	324-8454	502-0370 Dan May	206-5594 Steve Brown	651-2380 Jason Dudley	333-8541 Susan Inman	432-9918 Sharon Gesner	
<b>Springvale Head Start</b> 14 King St., Springvale		432-1809 Erica Kelley	206-5594 Steve Brown	651-2380 Jason Dudley	432-9918 Sharon Gesner		
<b>S.R.T.C.</b> 100 Alumni Boulevard, Sanford	324-2942	977-3427 Mike Pepin	206-5594 Steve Brown	651-2380 Jason Dudley	289-0197 Matt Peterman	432-9918 Sharon Gesner	
<b>Willard - BRIDGE/SPED</b> 668 Main St., Sanford	457-1413	608-7399 James Lessard	206-5594 Steve Brown	651-2380 Jason Dudley	294-2248 Stacey Bissell	432-9918 Sharon Gesner	
<b>Willard - Sanford Community Adult Ed.</b> 668 Main St., Sanford	490-5145	608-7399 James Lessard	206-5594 Steve Brown	651-2380 Jason Dudley	651-9057 Jayne Perkins	432-9918 Sharon Gesner	

Updated 9/13/23

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# Sanford School Department Plan Maintenance

## Sanford School Department School Committee Approval of Sanford School Department's Comprehensive Emergency Management Plan

1. References:
  - a. Sec 1, 20-A MRS §1001, sub-§16 as amended by PL 2001, c. 588, and §10
  - b. Sanford School Department Administrative Policy
  - c. Sanford School Department Emergency Management Plan
  
2. In compliance with the above references, the Sanford School Committee reviewed and approved Sanford School Department's Comprehensive Emergency Management Plan on September 12, 2022. The effective period of this plan is September 12, 2022. (One-year annual review date)
  
3. The Superintendent or designee is authorized to approve minor changes to this plan without Sanford School Committee review or approval. Changes may include those that improve plan organization and readability, those that correct information errors or changes in personnel or their contact information, etc. Changes will be annotated on the enclosed Record of Changes sheet. Once made, changes will be distributed to each school as an update to the current plan (Update #1, Update #2, etc.) to all parties on the controlled distribution list. Plan holders will shred obsolete portions of the plan.
  
4. The Sanford School Committee must, however, approve significant content changes that impact established school policy, require coordination with external resources such as the local fire or police department, require notification of parents/guardians, or that impact plan standard operating procedures. Once approved by the School Committee, the Superintendent or designee will distribute the revised plan (Revision #1, #2, etc.) to all parties on the controlled distribution list in exchange for the obsolete plan. Plan holders will shred all obsolete plans.

The Sanford School Department Comprehensive Emergency Management Plan must be reviewed and approved by the Sanford School Committee every year. Sanford School Department's Central Office Administrative Staff will incorporate all previous updates and revisions and submit a new plan to the School Committee for review and approval annually.

Signed:

Matt Nelson, Superintendent

Date: \_\_\_\_\_

Signed:

Paula Cote, School Committee Chair

Date: \_\_\_\_\_

### **Record of Changes**

To ensure that necessary changes and revisions to this plan are prepared, coordinated, published and distributed, the plan will be revised whenever:

- It fails during an emergency.
- Exercises or drills reveal deficiencies or shortfalls.
- Local school committee structure changes.
- Community situations change.
- State requirements change.

The Sanford School Department will maintain a list of individuals and organizations that have copies of this plan. Plan holders are expected to post updates and shred obsolete materials and surrender obsolete plans when issued a revision.

**Record of Changes**

Name or Nature of Change	Date of Change	Page(s) Affected	Update Approved by Superintendent or Designee (Signature)
Annual plan review  -Lockdown procedures updated to include ALICE model.  -Phone numbers, locations and other general information was also updated.	August 22	Multiple	September 19, 2022
Annual Plan Reviewed Updated: Directory Crisis Response and Emergency/ Alarm Phone Trees Annex B Evacuation Sites Reunification Protocol	August 2023	Multiple	September 18, 2023

## Plan Distribution, Security & Confidentiality

**Distribution** – The annually approved Sanford School Department Comprehensive Emergency Management Plan (CEMP), along with interim updates and revisions, will be distributed as follows:

### Plan

Copies	Plan Recipient
<b>CEMP Plan</b> (Full Comprehensive Emergency Management Plan)	
1 (original)	Superintendent’s Office
1	Administrator’s Tool Box – Central Office (go-kit)
1	Sanford Fire Department/EMS
2	Sanford Police Department (or Sheriff’s Office), and State Police
1	Sanford Emergency Manager
1	Sanford Town Manager
1	York County Emergency Management Agency
12	School Principals, Program Directors (School Plans only)
<b>ALERTUS MASS NOTIFICATION SYSTEM</b> (Abbreviated CEMP)	
	Alertus will be updated annually to provide staff and students with current emergency response procedures. (Section IV)
	All staff, students and parents will be provided with information on how to register for Alertus prior to the start of every school year.
<b>Parent/Student Guide</b> (Plan Overview)	
1 original	Superintendent’s Office
1 original	Principal’s Office
	Parents/Guardians Handbooks
	Sanford Schools Website

### Security

- **The full version of the Sanford Schools Comprehensive Emergency Management Plan** is considered sensitive information and must be safeguarded and accounted for at all times. **The full version** of the plan is intended for key leadership and those directly involved in the planning and implementation of this plan.
- **The abbreviated plans found in Alertus** are intended for faculty and staff, or those that provide important supportive roles in the implementation of the plan.
- **The parent/student guide** is intended for parents and guardians of students, students and other select recipients as deemed appropriate by the superintendent and/or designee.
- The superintendent and/or designee is the sole approving official for the reproduction and distribution of this plan. Duplication, sharing, and/or distribution of this plan beyond those mentioned herein is not authorized.

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

# I. Introduction

- A. Purpose, Goal & Scope
- B. Glossary

## Purpose, Goal & Scope

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

-Margaret Spellings

**Purpose** – The purpose of this Emergency Management Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables the Sanford Schools and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving the Sanford School Department and its schools.

Every school will encounter situations that require the normal operation of the building to be amended, diverted or halted. These situations can include fire drills or the death of a student or faculty member or a major crisis that has the potential to impact the safety of members of the school.

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given situation demands, to be determined at the time of its occurrence by the Crisis Response Teams and emergency responders. No guide or emergency plan can substitute the requisite common sense and calm necessary during an emergency. However, the consistent use of the practices established within the guide will help facilitate the smoothest operation of the school during a crisis or emergency.

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

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

Maine DOE Regulation, Chapter 125  
Sanford School Board Policy on School Safety Response Plan (Policy Code #ECBA 04/02/2014)  
Sanford School Bomb Threat Policy (Policy Code #EBCC 6/4/2007)  
Sanford Schools Student Handbooks  
Sanford Schools Safety Committee

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

**Mitigation** addresses what the Sanford Schools and community can do to reduce or eliminate risk to life and property.

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

**Response** is devoted to the steps the Sanford Schools and community partners will take during an emergency.

**Recovery** deals with how the Sanford Schools and community partners will restore the learning and teaching environment after an emergency.

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

## Abbreviations

AAR	After Action Review
CP	Incident Command Post (or Command Post)
CPR	Cardiopulmonary resuscitation
CRT	Crisis Response Team
EAA	Emergency Assembly Area
EMP	Emergency Management Plan
EMS	Emergency Medical Service (Ambulance Service and Rescue)
FEMA	Federal Emergency Management Agency
IC	Incident Commander
ICS	Incident Command System
MEMA	Maine Emergency Management Agency
MRSA	Maine Revised Statutes Annotated or Methicillin-resistant Staphylococcus aureus

## Definitions

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

### Crisis – Common Elements

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

# Mitigation & Prevention

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

## Risk Assessment & Hazard Analysis

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

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

### **School Safety Audit**

**Purpose** – The school safety audit is designed to “assess the safety conditions in each public school to identify and, if necessary, develop solutions for physical safety concerns, including building security issues, and to identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events.” School safety is the responsibility of every one—staff, students, parents, and the community. An audit is one tool that, if used effectively, can provide a snapshot of the school’s safety and identify areas that need improvement. This proactive process will help ensure that students can achieve their learning potential within a safe and secure environment. (Adapted from the Virginia Department of Education School Safety Audit Protocol 2016).

### **Components of the Audit Process**

The level of safety at each school will be assessed according to multiple indicators that apply to the total school facility, the school’s climate, and the school’s partnership with parents and the community. The school safety audit process will address the following:

- Safety and Security of Buildings and Grounds
- Development and Enforcement of Policies
- Procedures for Data Collection
- Development of Intervention and Prevention Plans
- Level of Staff Development
- Opportunities for Student Involvement
- Level of Parent and Community Involvement
- Role of Law Enforcement
- Development of Crisis Management Plans & Emergency Response Plans
- Americans with Disabilities Act

### **Action Steps:**

1. The principal or designee of each school building reviews the last school safety audit, convenes a hazard assessment team annually at the start of the school year, and assesses potential risks/ hazards on and around the campus. The assessment tool used for this purpose can be found in this section – titled “**Sanford School Safety Audit Checklist**” (adapted from the Virginia Department of Education School Safety Audit Protocol).

### **School Hazard Assessment Team**

#### **Required:**

- Principal or designee (lead)
- School Safety Committee representative
- Head Custodian
- Sanford Facilities Director (facilities/maintenance)

**Optional Resources as Needed:**

Local Fire Chief (or liaison – fire inspector)

Local Police Chief (or liaison – school resource officer)

Sanford Insurance Representative (MSMA Association Representative)

2. The School Hazard Assessment Team conducts a walkthrough of all facilities and grounds on campus and completes a full safety audit using the Sanford School Safety Audit Checklist.
3. The Principal or designee submits a copy of the safety audit checklist to the Assistant Superintendent for review by the safety committee.
4. The Principal will address those items in the audit that can be mitigated at the school level, e.g. extension cords, or will submit a maintenance work order if appropriate.
5. The safety committee will summarize the deficiencies or needs from all schools from the full safety audits. This will be used to formulate a plan and set priorities for long term and short-term objectives for each school and the overall school department. These items may be placed on a maintenance work order or added to the long-term building capital plan.
6. The safety committee will establish a method to monitor the mitigation of identified safety issues.
7. Efforts will continue throughout the school year to complete both short and long-term objectives and will be monitored through the safety committee and assistant superintendent.

## Safety Committee

### General

Purpose: The Sanford Schools Safety Committee was developed to improve the safety of the Sanford Schools. Members of the safety committee are from each school building as well as from other departments in the district. The goal of the Safety committee is to help prevent accidents and injuries and maintain a safer working and learning environment for the students and staff of the Sanford schools.

### Sanford Schools Safety Committee

The Sanford Schools safety Committee is responsible for overseeing safety and security activities of the Sanford School Department. Safety committee members serve as the liaison between each school building and the Safety Board and Sanford School Department. The Safety Committee meets once a month during the school calendar year.

### **Sanford Schools Safety Committee Representatives**

- Assistant Superintendent
- Maintenance Director
- Sanford High School
- Sanford Regional Technical Center
- Sanford Community Adult Ed
- Sanford Middle School
- Sanford Pride Elementary School
- Carl J. Lamb School
- Margaret Chase Smith School
- Central Office (Workers' Compensation/Accident Report Staff)
- Maine School Management Association (MSMA)
- Sanford Fire Department Fire Marshal
- Sanford School Department Nurse representative

### **Safety Committee Responsibilities:**

- Review work-related injury and illness reports
- Investigate complaints from each school in regards to safety issues.
- Lead the School Hazard Assessment team in completing the annual safety audit
- Conduct periodic site inspections in their respective schools
- Serve as a safety liaison to school and administration
- Provide follow-up on reported safety issues
- Provide training to school and department staff (films/presentations on safety topics)

## **Security Plan**

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### **General**

Purpose of school security plan is to ensure that all buildings are safe and secure for students and staff. The security plan addresses overall school building access and security prevention measures. The security plan includes the establishment of School Committee Policies or Standard Operating Procedures (SOPS) for the following safety and security issues:

- Building and Grounds Security                      Policy #ECA 12/7/1993
- Camera/Video Surveillance                      Policy #EEAEFA and EEAEFA-R 8/30/2009
- Staff ID Badges
- Visitor Control
- Building Access
- Radio Communication Protocol



## Violence Prevention Program

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### **General**

Purpose of the school violence prevention program is to ensure that students and staff work and learn in a school environment free from violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with School Committee policies, school rules, reasonable unwritten behavioral expectations and state and federal applicable laws. (Policy #JICIA)

### **Sanford School Department Policies on Violence Prevention:**

- Bullying Policy #JICK 5/18/2020
- Hazing Policy #ACAD 11/2/2020
- Student Discrimination and Harassment Policy # ACAA 8/24/2020
- Weapons, Violence and School Safety Policy #JICIA 3/2020

# Preparedness

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

## Emergency Planning

---

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

*– U.S. Department of Education*

Emergency Planning is a continuous cycle of planning, organizing, equipping, training, exercising, evaluation and improvement activities to insure effective coordination and enhancement of capabilities to protect, prevent against, respond to, recover from and mitigate against natural disasters, acts of terrorism and other man-made disasters.

### Action steps for successful planning.

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

### Partnership Agreements (identify and involve stakeholders)

- External partnership agreements are made to delineate how partners will assist during an emergency and vice-versa.
- Partnership Agreements will be renewed annually.
- Agreements will be created and signed by the superintendent or designee and the lead person of the following organizations:
  - Relocation Sites – using the attached “**Relocation Site Partnership Agreement**”.
  - Communications Memorandums of Understanding with York County EMA, Sanford Fire Department and Sanford Police Department.

## Leadership, Teams and Incident Command

### **Incident Command System**

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

Local emergency responders have also adopted ICS as their organizational structure when planning for and responding to emergencies. The Sanford School Department and local emergency responders, therefore, are poised to jointly plan for and respond to emergencies in the most effective and coordinated way possible. The Sanford School Department will assign a liaison that will be the link between the school department and local emergency responders throughout all four phases of emergency management.

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

See ICS training requirements for faculty and staff, later in this section.

### **Leadership** (Chain of Command)

The school superintendent (district wide) or school principal (school wide) is initially responsible for leading the response to all school related emergencies until local first responders arrive for events they are more qualified to lead, or until he/she delegates his/her leadership role to other school staff.

In his/her absence, the following staff, in the order that they appear, will automatically assume leadership of an emergency response:

#### **District Wide:**

Superintendent ► Assistant Superintendent ► Business Manager

#### **School:**

Principal ► Assistant Principal ► School Counselors ► School Nurse ► Administrative Assistant

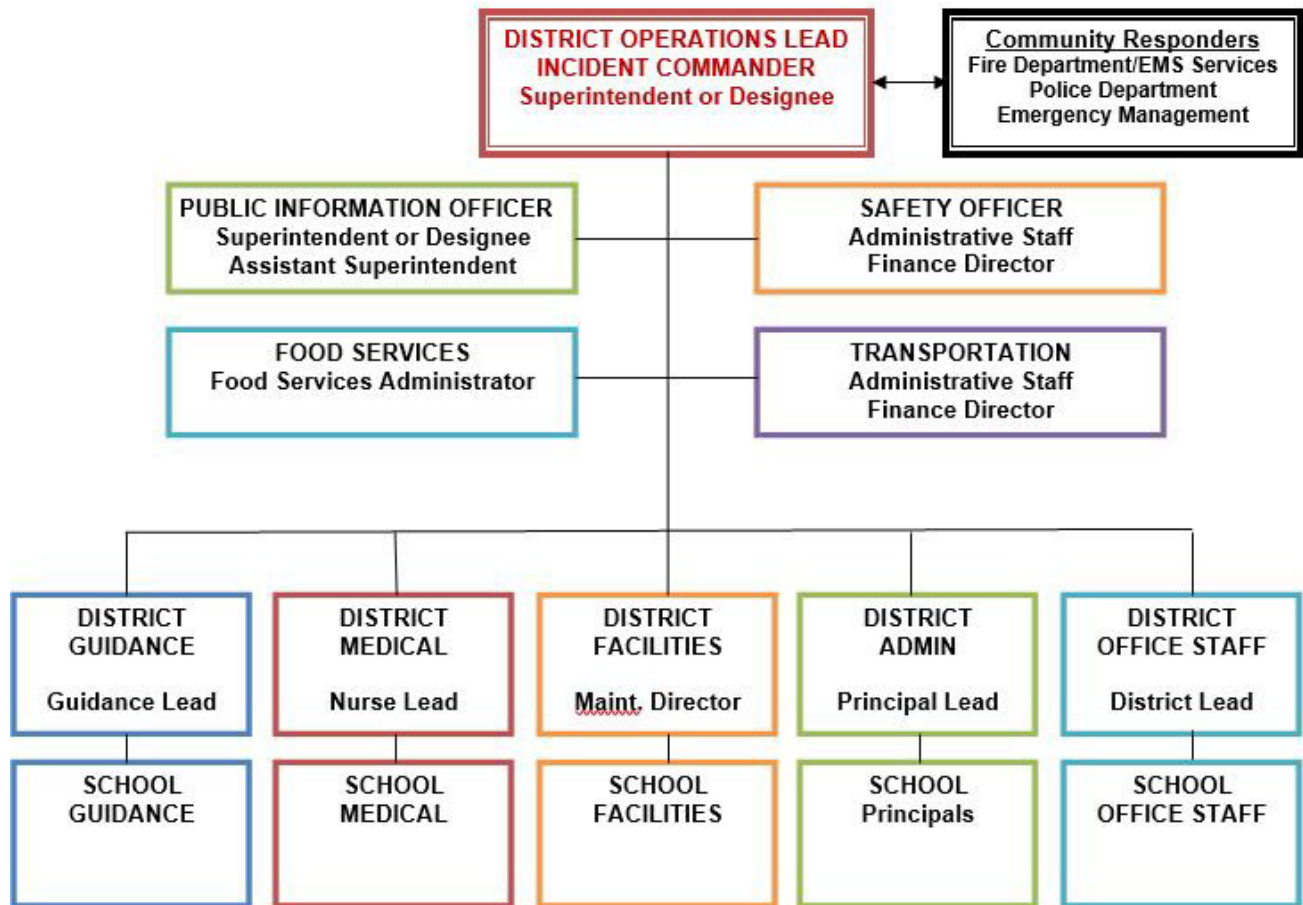
### **District Crisis Response Team**

The District Crisis Response Team (DCRT) includes members of Sanford School Crisis Response Teams, administrative staff and emergency responders from the Town of Sanford. The committee was created to assist the superintendent or Incident Commander in planning for and responding to district wide and/or school

emergencies. There may be instances when time-sensitive decisions have to be made quickly by the Incident Commander thus by-passing involvement of the whole DCRT. The DCRT and/or School CRT will be assembled as soon thereafter as possible to plan follow-up actions and reviews. During an emergency situation, District Crisis Response Team members may, in their duties as first responders, work from a predetermined Incident Command Post that is different from the original CRT Command Post.

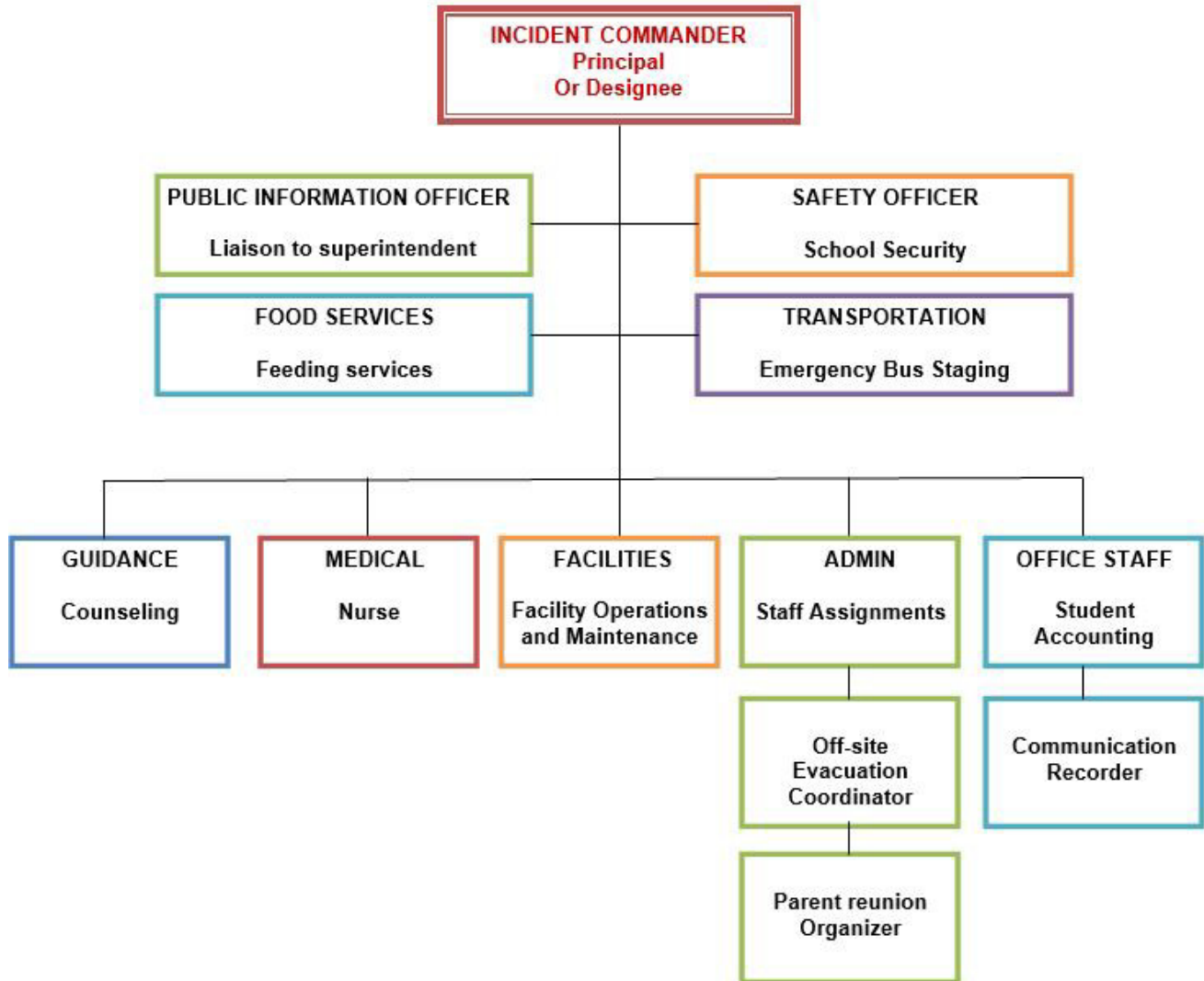
Examples of a School Department-wide Emergency: severe weather event, widespread power outage, pandemics, biohazards in community, and widespread threats towards schools.

### SCHOOL DEPARTMENT INCIDENT COMMAND



## School Crisis Response Team

The School Crisis Response Team (CRT) is made up of individuals within the school staff and was created to assist the principal in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal, thus bypassing involvement of the CRT. A School Crisis Response team chart will be updated annually and posted at the front of this manual. See next page for blank chart.

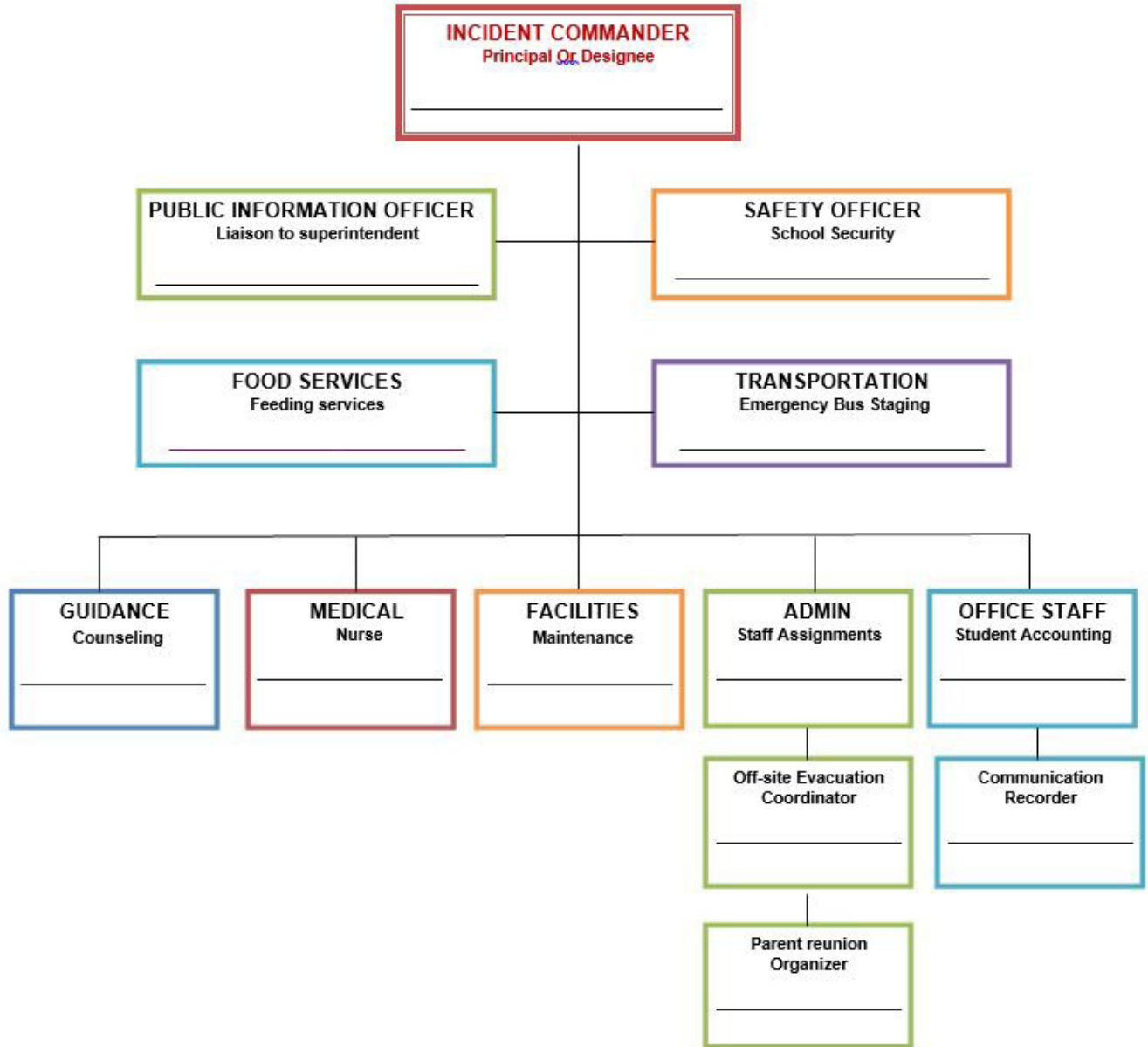


**SCHOOL CRISIS RESPONSE TEAM**

(to be updated annually)

SCHOOL: \_\_\_\_\_

YEAR: \_\_\_\_\_



## Crisis Response Team – Roles

### Incident Commander

- Overall leader during an emergency.
- Makes decisions based on information/suggestions provided from team members.
- Responsible for planning meetings.
- Coordinates the broad and specific functions of the team during an emergency.
- Passes role to fire chief during fire/HAZMAT incident and law enforcement commander following a criminal act.
- Coordinates school use as a shelter for community emergencies.

### Public Information Officer/Media Representative - **\*\*Superintendent will assume this role unless otherwise designated**

- Establishes the media staging area.
- Serves as sole contact person for all media.
- Drafts parent letter/information that goes home with students explaining the incident and communicated through our App.
- Ensures media doesn't gain access to student or faculty during the incident.
- Keeps staff informed about the incident.
- Discusses message to be conveyed with school administrators in advance.
- Coordinates message with emergency responders prior to release of public information.

### Student Accounting

- Ensures all teachers have accurate accounting of students.
- Coordinates efforts in accounting for missing or extra students.
- Ensures all classrooms have a classroom go-bag that includes a student roster.
- Reports student status to the principal.
- Oversees student release procedures.

### Emergency Bus Staging Area Coordinator

- When evacuating to or transporting from off-site location(s) and for early dismissals from on-site.
- Coordinates arrival of buses and the loading of students and staff onto the proper bus with the transportation coordinator.
- Updates bus rosters and planned bus routes into staging areas in advance.

### Off-Site Evacuation Coordinator

- Plans use of a location and evacuation routes to safely move students.
- Organizes off-site location to include: planning the movement of students to the location; assisting with student accounting once they are moved; planning for special needs students/staff.
- Coordinates with Emergency Bus Staging Area Coordinator and Parent Reunion Organizer to manage parent arrivals.

### School Resource Officer/Liaison

- Provides information to local police and fire department about what has taken place and about the plans the school has implemented to ensure the safety of the students.
- Maintains contact between school operations and those of the police/fire operations throughout the incident.

### Parent Reunion Organizer and Liaison

- Provides specific directions to parents as they arrive in the area. Establishes pre-identified location where parents can wait to be reunited with their children and obtain information about the event.
- Coordinates activities at the Reunion Site.
- Coordinates with Public Information Officer for information that can be released to parents.
- Also coordinates with evacuation, student accounting, and bus staging leaders to facilitate students coming to Reunion Site.

### Communication and Recorder

- Confirms that 911 was called.
- Activates the telephone call tree to notify Crisis Response Team and other school staff.
- Notifies and updates the Superintendent's office and requests resources, if needed.
- Keeps detailed record of events, decisions, and actions including annotation of time, which helps ensure critical tasks are completed and allows incident supervisor to track all activities, and police/fire to reconstruct the events during the subsequent investigation.
- Assists Incident Commander with internal classroom telephone/intercom communications.

**Safety & School Site Security**

- For incidents that occur around the school building but do not directly involve school personnel such as a violent crime that may require staff to take steps to quickly lockdown the school from outside intruders.
- Serves as the liaison with the agency managing the local event.
- Develops check system to ensure school is secure.
- Serves as school safety officer.

**Staff Assignments**

- Coordinates use of available personnel to assist with carrying out the core functions associated with the incident.
- Teachers/staff not assigned students during an incident and other school personnel arriving at the incident reports directly to this person.
- Works closely with the Incident Commander and directs staff to areas that need assistance.
- Functional team leaders coordinate with the Staff Assignments leader in requesting manpower.
- Maintains roster of assignments and manpower needs, making requests to main office when needed.

**School Nurse**

- Maintains first aid kits in common areas of the school.
- Trains and maintains an inventory of students and staff on CPR and first aid and coordinates their effort during an emergency.
- Serves as triage officer during mass casualty events until EMS arrives.
- Serves as liaison with local EMS, hospitals, public health (Maine CDC), and the healthcare community.
- Promotes infection control practices before, during, and after an outbreak of disease.
- Assists epidemiologists during an investigation of a naturally occurring disease outbreak or a Bio-Terrorism incident.

**Facility Operations & Maintenance/Custodian**

- Head custodian or Maintenance Director works with the School Crisis Response Team using blueprints and an advance video tape/DVD of the school to identify specific sections of the building.
- Custodial staff members, wearing fluorescent vests, work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering school grounds.

**School Counselor**

- Plans and implements proactive counseling and violence prevention programs.
- Organizes post-event counseling program to help students, parents, faculty, and community recover from an incident.
- Schedules support meetings, coordinates human recovery activities and organizes other grief management resources.
- Coordinates professional community services, when required.

**Teachers with students in class**

- Provide supervision of students in their care and remain with students during emergencies until directed otherwise.
- Ensure safety of students; direct students according to response procedures; render first aid when needed; manage student communication via cell phones per school policy; report missing/injured or extra students to the Student Accounting Leader.

**Teachers & staff not assigned to a class when an emergency occurs.**

- Report to the Staff Assignments Leader if not previously assigned an emergency role.



**District Crisis Team – Community Responders**

**Law Enforcement Commander**

- Integrates school and law enforcement training and response plans.
- Works with the District and School Crisis Teams to carry out the response and secure the incident scene by keeping parents and community members away from the school.
- Assumes role of Incident Commander once school is evacuated and it is ascertained that a criminal act has occurred.
- Ensures clear passage of emergency service vehicles.

**Fire Chief/EMS Chief**

- Integrates school fire and hazardous material response plans.
- Works with the District and School Crisis Team in responding to the emergency.
- Remains on standby at the perimeter of scene unless a fire or hazardous material emergency develops, at which time the Fire Chief or designee becomes the Incident Commander.
- During planning helps to identify school and community members who have CPR and other emergency medical skills.
- Works with the School Nurse to coordinate the delivery of medical treatment during an emergency.

**Mental Health Services Coordinator**

- Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.

**Emergency Management Director**

- Provides technical advice to the CRT on planning, training and exercising of an all-hazards emergency management plan.
- Establishes and operates the town EOC; manages local resources needed in response to a school incident; and is the conduit through which additional resources are requested.

## Emergency Supplies & Equipment

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

### **Requesting Supplies and Equipment**

All requisitions for emergency supplies and equipment will be processed through the Central Office either through the assistant superintendent or business manager. The exception is for medical supplies and kits, which will be requisitioned through the school nurse. Supply and equipment requisition forms can be obtained in the school office.

### **Maintaining and Accounting for Supplies and Equipment**

The Central Office assistant superintendent or finance director issues all emergency supplies, kits, and equipment to school staff in accordance with this plan. The care, maintenance, and accountability of emergency supplies and equipment are the responsibility of the individual to whom they are issued. For emergency supplies and equipment located in common areas, care, maintenance, and accountability resides with the Maintenance Director for non-medical emergency equipment (fire extinguishers, security equipment, etc.), and the School Nurse for medical kits. Other than formulating a packing list, the School Nurse is not responsible for maintaining any first aid kits except for those found in common areas.

### **Recommended Lists of Emergency Supplies and Equipment**

*\*The following list of recommended supplies will be available once additional funding becomes available.*

#### **Classrooms**

Each staff member will have access to the Sanford Schools Emergency Response Procedures through a secure link on the Sanford School Department website and access to Alertus; a Classroom Go-Bag to be taken by the teacher during an evacuation with his/her class; a shelter-in-place kit; and cleaning supplies in the event of student accidents during lockdown or shelter-in-place operations.

#### **Classroom GO-Bag**

- **A bright yellow emergency backpack with the following items:**
- Student class roster (with special assistance students identified)
- Student release forms
- Status placards, colored
- Emergency phone numbers and procedures
- Basic first aid kit (maintain per shelf life)
- Pressure dressings, 3
- Latex-free gloves, 6 pair (maintain per shelf life)
- Flashlight w/ extra batteries (maintain per shelf life)
- Pens, paper
- Whistle
- Small garbage bags with ties for sanitation (1 roll)
- Facial or toilet tissue (1 small box or roll)
- Scissors
- Small snacks—peanut free (optional)

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

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

**School office**

***Communications equipment*** (secure area)

- Bullhorn with extra battery, 2 each.
- Two-way radio w/ holster, charger, extra batteries - 4 sets. (other two-way radios distributed to: CRT members, department heads, Police and Fire Liaison, and the Athletic Director.)

***Life Saving Items*** (common area)

- Fire extinguisher
- First aid kit
- AED
-

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

- Large duffel bag on wheels, which consists of:
  - Comprehensive Emergency Management Plan, which includes:
    - School Neighborhood, map of.
    - School Campus, aerial photos of
    - School Floor Plans
    - School Campus during an Emergency, map of CP & staging areas
    - School Utility Systems, diagram/layout of gas and utility lines
    - Evacuation Routes to relocation sites
    - Relocation Sites, map of staging areas (indoor & outdoor)
    - Faculty & Staff Assignment Roster w/ Special Skills & Devices
    - First Aid Kit with latex free gloves
    - Emergency Phone Numbers
    - District Emergency Phone Tree
  - Keys. Clearly tagged master key; extra keys for rooms for which a master key can't be used; place in a locked container within the box (or keep extra master key in Knox Box-rapid entry system-outside)
  - Procedures for:
    - Fire Alarm Turn-off (Columbine lesson)
    - Sprinkler System Turn-off (Columbine lesson)
    - Utility Shut-off Valves
    - Cable Television Satellite Feed Shut-off
  - Student Emergency Forms
  - Student Attendance Roster
  - Master schedules
  - Note pad/pens
  - Incident recorder log
  - Flashlight (batteries refreshed every 6 months)
  - Other: When exiting, place extra two-way radios and the visitor log in the bag.

### **CRT Member Response Kit – (one per team member stored in individual work station)**

- Two-way radio with holster, charger, and extra batteries
- megaphone
- **Orange** backpack, with:
  - Orange fluorescent vest, position title (front & back), and list of emergency duties – front pocket.
  - Flashlight (with extra batteries)
  - Whistle
  - First aid kit
  - Latex-free surgical gloves, 4 pair
  - Zip-lock freezer bags with labels, 5 each (for temporary storage of personal effects or evidence).
  - Duct tape, 1 roll
  - Note pad/pens
  - Emergency phone numbers (or wallet-size card)
  - Selected segments of this plan (as determined by the Incident Commander)

**Fire Extinguishers** (Common Areas): The Maintenance Director maintains Inventory by type. See locations of fire extinguishers on evacuation maps.

### **Whole School** (Optional: budget permitting)

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

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

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

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

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

**Staging Area Supplies** (located in gymnasium storage area):

- 3' x 6' folding tables, 3-4 and chairs, 12-16
- Lime green florescent vests for staff without students
- Clipboards with Emergency Job Descriptions (for staff w/out students)
- Office supplies: pens, paper, etc.

Signs for Student Request and Release

- Alphabetical Dividers for Request Gate
- Copies of all necessary forms

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

## Training & Exercises

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

### **Definitions (Comprehensive Emergency Management Plan Drills and Exercises)**

#### ***Orientation Seminar***

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

#### ***Tabletop Exercise***

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

#### ***Functional Exercise***

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

#### ***Full-Scale Exercise***

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

## Training Requirements – School Staff

	Preparedness	Mitigation and Prevention	Response	Recovery
<b>Administrators</b>	Administrator Guide Orientation CEMP Orientation	Violence Prevention Hazard Mitigation	<b>Annual Drills</b> Radio Communications Basic First Aid/CPR	Psychological First Aid (PFA)
<b>CRT Team</b>	Administrator Guide Orientation CEMP Orientation	Violence Prevention Hazard Mitigation	<b>Annual Drills</b> Radio Communications Basic First Aid/CPR Fire and Hazmat	Psychological First Aid (PFA) Various topics on a monthly basis
<b>Faculty and Staff</b>	CEMP Orientation	Violence Prevention	<b>Annual Drills</b> Basic First Aid/CPR	Teacher and Parent Guide for PFA
<b>Students</b>	Classroom Emergency Orientation	Violence Prevention and Intervention	<b>Annual Drills</b>	Stress Management and PFA
<b>Bus Drivers</b>	CEMP Orientation	Violence Prevention and Intervention	<b>Annual Drills</b> Radio Communications	PFA
<b>Parents</b>	CEMP orientation		Information on Annual Drills	Parent Guide for PFA

## Individual School Considerations

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### **Each School Will:**

- Conduct drills to orient students on the following components of the plan within the first five school days of the new academic year:
  - Evacuation
  - Fire Drills – (see state policy)
  - Lockdown
  - Individual preparedness and response responsibilities
- Pre-program emergency phone numbers on the school's phone system
- Create phone trees, and email address lists of the CRT to save time, property, and, possibly, lives.
- Teachers will assign volunteer student helpers to assist students with special needs during an emergency.
- Drills will be conducted to ensure student volunteers are competent in their respective roles.
- Volunteer faculty or staff that have no students assigned will assist other faculty or staff needing assistance during an emergency.
- The Bus Company and the school principal will make arrangements for bus transportation of special needs students in advance of an emergency.
- All staff, visitors and substitute teachers are required to wear a school department ID security badge at ALL times in the school building or on school grounds.
- Teachers are responsible for orienting substitute teachers, teacher assistants, and long-term visitors of school and classroom emergency procedures.
- Conduct school drills annually:
  - Fire/Evacuation Drills - # as determined by State Policy (all staff and students)
  - 4 Lockdown Drills
- Conduct Radio communications equipment tests monthly (2-way radios and bullhorns)

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



## IV. Response

### General Response to Emergencies

- Five Emergency Protocols
  1. Clear the Halls
  2. Shelter in Place
  3. Evacuation
  4. Lockdown
  5. Bomb Threat
- Reunification Protocol
- Post Incident Protocol

### General Response to Emergencies

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

- If you witness an emergency event, immediately report it to the school office. Be factual and calm.
- **KNOW YOUR ROLE** as a staff member as outlined below.
- Wear your **Staff Identification Badge** to authorize your presence to emergency responders and police.

#### FIVE EMERGENCY RESPONSE PROTOCOLS

1. **Clear the Halls:** Used for emergencies of a non-life-threatening nature i.e. *medical emergencies, lost students, fights, and/or disorderly students.*
2. **Shelter in Place** Used when it is not safe to exit the building i.e. *harsh weather conditions or an external gas leak*; students shelter in the large common areas of the school.
3. **Evacuation:** Used when conditions outside are safer than inside.
4. **Lockdown (Secure the Building):** Used when there is a serious emergency inside the school and movement within the school will put students in jeopardy OR when there is a serious emergency outside the school and an evacuation would be dangerous.  
*Examples: intruder, weapon in school, potential custody issues or serious altercation in the hallways. Police are often involved.*
5. **Bomb Threats:** Bomb threats are typically received via phone, handwritten note, email or in the form of a suspicious package. Act quickly, but remain calm and obtain information with the checklist provided.

## Specific Protocol Actions

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### 1 - Clear the Halls

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**Clear the Halls:** Emergencies of a non-life-threatening nature can trigger a “clear the halls” response i.e. medical emergencies, lost students, fights and/or disorderly students

**Alertus Message:** *“Attention this is a Clear the halls notification. Staff and Students please clear the halls and return to your assigned location. Staff and Students will remain in their assigned location and wait for further instruction.”*

#### **ADMINISTRATOR/DESIGNEE**

- Evaluate information and determine if a “clear the halls” is necessary.
  - Initiate the Alertus Mass Notification System to notify students and staff via Alertus application, EXCLUDING Sanford Police Department
  - Direct students and staff to their assigned locations.
  - Determine necessity of additional staff to assist with the incident.
  - Determine when the incident has ended.
  - Initiate an “all clear” via Alertus application when the incident is over.

#### **STAFF WITH STUDENTS**

- Unless otherwise stated in the announcement, staff will keep students in their assigned classroom.
- Staff in glass classrooms may need to direct students to look away from the hallways.

#### **STAFF WITHOUT STUDENTS**

- Unless otherwise stated in the announcement, remain in classroom, break space, or office.

## Specific Protocol Actions

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### 2 – Shelter in Place

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**Shelter in Place:** When it is not safe to exit the building (i.e. harsh weather conditions, external gas leak) staff and students will be instructed to “shelter in place” in a large common area of the school.

#### **ADMINISTRATOR/DESIGNEE**

- Evaluate information and determine if a “shelter in place” response is necessary.
- Direct students and staff to their assigned locations, based on circumstances
- Determine necessity of additional staff to assist with the incident.
- Determine when the incident has ended.
- Administrator will announce “all clear” when the incident is over.

#### **STAFF WITH STUDENTS**

- Listen for instruction from Administration.
- Instruct students to stay grouped together during event.

#### **STAFF WITHOUT STUDENTS**

- Listen for instruction from Administration.

## Specific Protocol Actions

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### 3 – Evacuation

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**Evacuations:** Evacuations are used when conditions outside are safer than inside. All students and staff must move from the school to the outdoor Emergency Assembly Area (EAA) located at least 300 feet away from the school. Staff and students will move to an off-campus Emergency Relocation Site when it is not safe to use the Emergency Assembly Area.

**Alertus Message:** *“Attention this is an evacuation, please exit the building at this time in an orderly fashion. Student Leave backpacks in classrooms. May I have your attention; we will be evacuating the building at this time. Please leave backpacks in classrooms.”* (Enter evacuation sight)

#### **ADMINISTRATOR/DESIGNEE**

- Immediately convene the school administrators and custodians to evaluate information and determine best response.
  - Initiate the Alertus Mass Notification System to immediately notify students and staff via Alertus application, INCLUDING Sanford Police Department
  - Direct a staff member to contact the Superintendent’s Office
  - Determine if incident requires moving students to an off-campus Emergency Relocation Site
  - Initiate an “all clear” when incident is over
- **Evacuations to: Emergency Assembly Area:**
  - Direct two staff members to walk the length of the outdoor evacuation route to the Emergency Assembly Area to identify potential hazards along the route.
  - Retrieve the Administrator Go Kit, Cell Phone and Two-way Radio.
  - Direct a staff member to account for students and staff throughout the evacuation.
  - Remain on site with the School Resource Officer and any additional staff members needed to coordinate with emergency personnel.
  - Re-enter the building once the “all clear” is given OR
  - Initiate reunification protocol if decision is made not to re-enter the building
- **Evacuations to: Emergency Relocation Site:**
  - Direct a staff member to notify the Emergency Relocation Site with the number of students and staff requiring evacuation and those with special needs.
  - Determine best location for bus staging area
  - Assign staff to emergency bus staging area to coordinate loading busses
  - Retrieve the Administrator Go Kit, Cell Phone and Two-way Radio.
  - Direct a staff member to account for students and staff throughout the evacuation.
  - Remain on site with the School Resource Officer and any additional staff members needed to coordinate with emergency personnel.
  - Initiate reunification protocol

#### **SCHOOL NURSE**

- Relocate immediately to the designated Emergency Assembly Area or Emergency Relocation Site.
- Be prepared to treat injuries that may arise.

## **STAFF WITH STUDENTS**

- Close, but do not lock windows and doors.
- Evacuate students to the outdoor Emergency Assembly Area (EAA)
  - Direct students to leave book bags in the building and to take only “pocket items” such as keys, ID, wallets, etc.
  - Bring class lists to Emergency Assembly Area or Emergency Relocation Site
  - Keep class together throughout the evacuation process
  - Take the closest and safest way out as posted (use secondary route if the primary route is blocked or hazardous) in an orderly fashion.
  - Direct students away from areas where emergency service vehicles enter the school complex or where secondary bomb devices might be hidden such as the main parking lot and trash receptacles.
  - Do NOT allow students to enter private vehicles or leave the group. If a student leaves the group, do NOT go after the student; always stay with the group. Document the students name, the time he/she left and his/her direction of travel. Report the information to the attendance secretary at the evacuation site.
  - Arrange special assistance for those in need.
- Create a list of students NOT in attendance for the Attendance Secretary at the evacuation site

## **STAFF WITH STUDENTS WITH DISABILITIES**

- Follow any specialized plan to evacuate students with special needs. Consider physical limitations that may make it difficult or unsafe to follow the standard evacuation plan.

## **STAFF WITHOUT STUDENTS**

- Report immediately to administrators at the Emergency Assembly Area for a briefing and further assignment
- Teachers with students in the cafeteria immediately meet your students at the Emergency Assembly Area.
  - Separate students into their respective classrooms at the evacuation site for attendance purposes.

## **STUDENTS**

- Students in classrooms will evacuate as directed by their teacher.
- Students in the cafeteria will evacuate as one large group as directed by staff on duty.

## **SUPERINTENDENT**

- Establish media staging area
- Coordinate all media communication with law enforcement

## Specific Protocol Actions

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### 4 – Lockdown

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**Lockdown:** A lockdown occurs when the school administrative team and/or designees receives information that a crime of violence and potentially dangerous to human life is occurring and/or is imminent. A lockdown is a semi-secure starting point from which to make your survival decisions.

**NOTE:** In the event a fire alarm sounds during a lockdown, remain secured and evacuate when safe.

**Alertus Message:** *“Attention Lockdown, May I have your attention, this is a lockdown please secure yourself in the nearest classroom or office until further instruction.”* (If you know the location of the threat add it.)

#### ADMINISTRATOR/DESIGNEE

- Evaluate information and determine if a “lockdown” is necessary.
- Initiate a “lockdown” through the intercom system and the Alertus Mass Notification System to immediately notify students and staff via Alertus application, INCLUDING Sanford Police Department.
- Communicate by any means necessary to pass on real time information safely:
  - Notify 911 and school administration of suspect’s location.
  - Use plain language (No codes, abbreviations, acronyms)
  - Keep it brief and to the facts: Who, what, when where and how information
  - Help people in or around your area to make common sense decisions.
  - Listen/look for alerts via email, PA Announcements, school devices and Alertus application.
- One administrator should relocate to a secure office with access to cameras and identify by radio immediately. Once in a secure location:
  - Maintain contact with 911
  - Locate suspect on camera
  - Use Alertus application to enter suspect’s location.
- Initiate an “all clear” signal when incident is over

## STAFF AND STUDENTS

- Cover door window(s).
- Close and lock classroom door.
  - If unable to lock the door, secure it using belts, purse straps, shoelaces, etc.
- Do not open the door for anyone; police will enter the room when the situation is over.
- Identify alternate escape routes i.e. windows, additional doors, etc.
- Move away from doorways and windows in case gunfire occurs.
- Silence or place cellphones on vibrate.
- Position yourself to **counter** the active shooter should they enter the room. **Counter** is a strategy that includes creating noise, movement, distance, and distraction to lessen the chance of the shooter hitting a target.
  - Use anything as a weapon
  - Throw things at the shooter's head to disrupt his aim
  - Create as much noise as possible
  - Attack in a group (swarm)
  - Grab the shooter's limbs and head. Take the shooter to the ground and hold him there.
  - Run around the room and create chaos
  - Call 911 if you have control of the shooter and tell the police where you are and listen to their directions when officers arrive on the scene
- Plan an escape to the Emergency Assembly Area based on known relevant information. The route and location may need to change as you encounter new information.
- When safe to do so, **evacuate** to an area that is out of harm's way.
  - Run in a zigzag pattern as fast as you can.
  - Do not stop running until you are far away from the scene.
  - Do not attempt to drive from the area
- Communicate by any means necessary to pass on real time information **safely**:
  - Notify 911 and school administration of suspect's location.
  - Use plain language (No codes, abbreviations, acronyms)
  - Keep it brief and to the facts: Who, what, when where and how information
  - Help people in or around your area to make common sense decisions.
  - Listen/look for alerts via email, PA Announcements, school devices and Alertus application.

## Specific Protocol Actions

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### 5 – Bomb Threats

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**Bomb Threats:** Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist provided.

#### FBI CLASSIFICATION OF THREAT RISK LEVELS

**Low Level of Threat:** A threat that poses a minimal risk to the victim and public safety. • Threat is vague and indirect. • Information contained within the threat is inconsistent, implausible or lacks detail. • Threat lacks realism. • Content of the threat suggests person is unlikely to carry it out. • Threat is made by young child (under 9 or 10) and there is laughter in the background. • The caller is definitely known and has called numerous times.

**Medium Level of Threat:** A threat that could be carried out, although it may not appear entirely realistic. • Threat is more direct and more concrete than a low-level threat. • Wording in the threat suggests that the suspect has given some thought to how the act will be carried out. • There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan). • There is no strong indication that the suspect has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. • There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"

**High Level of Threat:** A threat that appears to pose an imminent and serious danger to the safety of others. • Threat is direct, specific and plausible. For example, "This is John Smith, I'm fed up with Mr. Jones yelling at me. There's a bomb under his desk." • Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the suspect has acquired or practiced with a weapon or has had the intended victim under surveillance.



## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

**If a bomb threat is received by phone:**

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, **DO NOT HANG UP**, but from a different phone, contact authorities immediately with information and await instructions.

**If a bomb threat is received by handwritten note:**

- Call \_\_\_\_\_
- Handle note as minimally as possible.

**If a bomb threat is received by e-mail:**

- Call \_\_\_\_\_
- Do not delete the message.

**Signs of a suspicious package:**

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

**DO NOT:**

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

### WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)



Homeland Security

2014

## BOMB THREAT CHECKLIST

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**TIME CALLER HUNG UP:** \_\_\_\_\_ **PHONE NUMBER WHERE CALL RECEIVED:** \_\_\_\_\_

### Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Information About Caller:

- Where is the caller located? (background/level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	<b>Other Information:</b>	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

### Bomb Threats - Phone:

- Remain calm and keep the caller on the line as long as possible.
- When the caller has disconnected, **hang up immediately, pick up & dial \*57.**

- Listen carefully. Be polite and show interest.
- Keep the caller talking to learn as much information as possible.
- Write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify building administration by intercom or in person (**NO radios/cell phones/electronics**).
- If phone has caller ID, copy the number and/or letters on the display.
- Complete the Bomb Threat Checklist immediately with as much detail as you can remember. Try to use exact words.
- Notify building administration immediately by intercom or in person (**no radios or cell phones - turn off all electronics**).
- Complete a bomb threat report.

#### **Bomb Threats - Handwritten:**

- Notify building administration immediately by intercom or in person (**NO radios/cell phones/electronics**).
- Handle note as little as possible to preserve evidence.
- Secure the scene until administration and/or law enforcement arrive.

#### **Bomb Threats - Email:**

- Notify building administration immediately by intercom or in person (**NO radios/cell phones/electronics**).
- Do not delete the message.
- If an email threat occurs outside school, notify the Sanford Police Department (207) 324 3644 and school administration immediately.

#### **Suspicious Packages:**

- **DO NOT** use two-way radios or cell phones; radios can potentially detonate bombs.
- **DO NOT** evacuate the building until the police arrive to evaluate the threat **UNLESS AN ITEM APPEARING TO BE A BOMB** is present.
- **DO NOT** activate the fire alarm
- **DO NOT** touch or move a suspicious package; close off the area.
- Notify building administration immediately by intercom or in person (**NO radios/cell phones/electronics**).
- Secure the scene until administration and/or law enforcement arrive.
- Notify the Sanford Police Department (207) 324 3644 and school administration immediately.

**Signs of a Suspicious Package:**

- No return addresses
- Address or return address is poorly written
- Excessive postage
- Misspelled words
- Stained packaging
- Incorrect titles
- Strange odor
- Foreign postage
- Strange sounds
- Restrictive notes
- Unexpected delivery

## **ADMINISTRATOR/DESIGNEE**

- Contact the School Resource Officer (207) 206-1717 and Sanford Police Department (207) 324-3644 and Superintendent via landline telephone to request police and fire department personnel.
- Determine if evacuation protocol is necessary. If the caller provided a specific time when the device was to detonate and/or graphic details or if a device that looks like a bomb is located, evacuate the building immediately using the Alertus Mass Notification System.
- Initiate the Alertus Mass Notification System: (BY COMPUTER NOT CELL PHONE) to immediately notify students and staff via Alertus application and the Sanford Police Department
- Initiate appropriate **Evacuation Protocol** if necessary
  - **Emergency Assembly Area:** Direct two staff members to walk the length of the outdoor evacuation route to the Emergency Assembly Area to identify potential hazards along the route.
    - Retrieve the Administrator Go Kit, Cell Phone and Two-way Radio.
    - Direct a staff member to account for students and staff throughout the evacuation.
    - Remain on site with the School Resource Officer and any additional staff members needed to coordinate with emergency personnel.
  - **Emergency Relocation Site:** Direct a staff member to notify the Emergency Relocation Site with the number of students and staff requiring evacuation and those with special needs.
    - Assign staff to emergency bus staging area to coordinate loading busses
    - Retrieve the Administrator Go Kit, Cell Phone and Two-way Radio.
    - Direct a staff member to account for students and staff throughout the evacuation.
    - Remain on site with the School Resource Officer and any additional staff members needed to coordinate with emergency personnel.

## **SCHOOL NURSE**

- Relocate immediately to the designated Emergency Assembly Area or Emergency Relocation Site.
- Be prepared to treat injuries that may arise.

## **STAFF WITH STUDENTS**

- Bring class lists to Emergency Assembly Area or Emergency Relocation Site
- Evacuate students to the outdoor Emergency Assembly Area (EAA)
  - Direct students to leave book bags in the building and to take only “pocket items” such as keys, ID, wallets, etc.
- Close, but do not lock windows and doors.
- Take the closest and safest way out as posted (use secondary route if the primary route is blocked or hazardous) in an orderly fashion
- Keep class together throughout the evacuation process; provide attendance to the attendance secretary at the evacuation site.
- Create a list of students not in attendance
- Do NOT allow students to enter private vehicles or leave the group. If a student leaves the group, do NOT go after the student; always stay with the group. Document the students name, the time he/she left and his/her direction of travel. Report the information to the attendance secretary at the evacuation site.
- Direct students away from areas where emergency service vehicles enter the school complex or where secondary bomb devices might be hidden such as the main parking lot and trash receptacles.

## **STAFF WITH STUDENTS WITH DISABILITIES**

- Follow any specialized plan to evacuate students with special needs. Consider physical limitations that may make it difficult or unsafe to follow the standard evacuation plan.

## **STAFF WITHOUT STUDENTS**

- Report immediately to administrators at the Emergency Assembly Area for a briefing and further assignment
- Teachers with students in the cafeteria immediately meet your students at the Emergency

Assembly Area.

- Separate students into their respective classrooms at the evacuation site for attendance purposes.

## **STUDENTS**

- Students in classrooms will evacuate as directed by their teacher.
- Students in the cafeteria will evacuate as one large group as directed by staff on duty.

## **SUPERINTENDENT**

- Establish media staging area
- Coordinate all media communication with law enforcement

## Specific Protocol Actions

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### Reunification Protocol

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**Reunification:** During an emergency, traditional student release procedures are frequently unsafe or simply not feasible. When staff and students evacuate to an Emergency Evacuation Area or an Emergency Relocation Site, Reunification Protocol is initiated.

#### REUNIFICATION AREAS

- Station 1: **Waiting area for students and staff ONLY**
  - Located next to Emergency Evacuation Area or Emergency Relocation Site
  - Students grouped by teacher in alphabetical order by last name
- Station 2: **Greeting area for parent(s)/guardian(s) waiting for reunification**
  - Located away from or outside of the Reunification Site
  - Assigned staff will organize a line of parent(s)/Guardian(s) waiting for reunification
  - Leader, or designated central office personnel, will communicate w/parent(s)/guardian(s)
  - Police support on-site at the greeting area to maintain order.
- Station 3: **Waiting area for Parent(s)/guardian(s) verifying identification**
  - Located separately from Station 1 & 2
  - 4 reunification tables will be set-up and organized alphabetically (A-D, E-K, L-P, Q-Z)
  - Staff will verify student parent/guardian information in IC
  - Once verified parent(s) guardian(s) will be moved to Station 4 for reunification.
- Station 4: **Waiting area for verified parents awaiting reunification**
  - Located adjacent to Station 3
  - Staff runners will escort individual students to verified parents
- Station 5: **Waiting area for verified parents whose student has not been located**
  - Located away from Station 4
  - Appropriate staff will be assigned to investigate
- Station 6: **Information area near the affected building**
  - Used only when an Emergency Relocation Site is employed
  - Established near the affected building OR closest access road
  - Used to re-direct parents to Emergency Relocation Site
  - Police on-site at information area.

#### REUNIFICATION WAITING AREA TEAM LEADERS

- \_\_\_\_\_ Station 1: **Students and staff ONLY**
- \_\_\_\_\_ Station 2: **Parent Initial greeting/waiting area**
- \_\_\_\_\_ Station 3: **Parents to be verified**
- \_\_\_\_\_ Station 4: **Verified parents awaiting reunification**
- \_\_\_\_\_ Station 5: **Verified parents whose student has not been located**
- \_\_\_\_\_ Station 6: **Information area near the affected building**

#### REUNIFICATION RULES

- If a person asking to pick up a student is not listed in Infinite Campus, the student will not be released. This can only be overridden by the building administrator or designee.

- Students not picked up at the Reunification Area will be transported to his or her designated bus stop; parents will be notified accordingly **prior** to transport.

#### **COMMUNICATION**

- Parents will be notified appropriately regarding the emergency that necessitated Reunification Protocol.
- Every effort will be made to post timely information regarding the emergency through the School District’s text notification system and other social media platforms used by the School District.
- Reunification site will be announced once students have arrived on-site.

#### **CENTRAL OFFICE ADMINISTRATOR/DESIGNEE**

- Central Office Administrator/Designee establishes and oversees a **Reunification Area**.
- Leads: Assistant Superintendent – Curriculum Director – Business Manager
- Support Staff: Data Specialists, Human Resources, Payroll, Accounts Receivable
- Station Set-up
  - 4 Tables
  - 2 Chairs at each table
  - Computer at each table w/IC Access
  - Sign-Out Sheet
  - Extra Paper
  - Pencils
  - Markers
  - Tape

#### **SCHOOL REUNIFICATION INFORMATION**

- Student Infinite Campus information alphabetized by grade
- Staff Infinite Campus information alphabetized
- Staff schedules alphabetized by teacher
- Sign-out sheet for parent(s)/guardian(s)
- Extra paper, pencils, markers, tape

## **Specific Protocol Actions**

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## **Post Incident Protocol**

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#### **SUPERINTENDENT**

- Plan debriefing for staff, community and police within 48 hours after any major situation is resolved.
- Plan debriefing for staff immediately after school or as soon as reasonable after lesser emergencies
- Plan student assembly or announcement as soon as reasonable after lesser emergencies as warranted.  
Notify parents via Apptegy push notification.

## Resources

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Portions of this plan have been adapted from or inspired by the following evidence-based recommendations of Leading Law Enforcement and Federal Agencies:

### **Active Shooters**

- 2014: MASSACHUSETTS TASK FORCE ON SCHOOL SAFETY
  - <https://www.mass.gov/files/documents/2016/08/vv/school-safety-report.pdf> :
  - Depending on the situation, there are several ways to enhance a lockdown to empower individuals to take common sense actions critical to their safety.
    - These actions may include:
      - 1) BARRICADING THE DOOR
      - 2) DISTRACTING OR COUNTERING THE ASSAILANT
      - 3) SELF EVACUATION.
      - THESE ACTIONS ARE OFTEN BASED ON THE RESPONSE STRATEGIES OF:
        - A.L.I.C.E. •
        - RUN – HIDE – FIGHT (U.S. HOMELAND SECURITY)
        - EVACUATE – HIDE – TAKE ACTION (NEW YORK CITY POLICE DEPARTMENT)
- 2013: Federal Emergency Management Agency, Federal Bureau of Investigations, U.S. Department of Education, Homeland Security, Department of Justice-
  - GUIDE FOR DEVELOPING HIGH QUALITY SCHOOL EMERGENCY OPERATIONS PLANS
  - [https://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem\\_s\\_k\\_12\\_guide.pdf](https://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf) :
  - Law Enforcement Officers may not be present when a shooting begins. The first law enforcement officers on the scene may arrive after the shooting has ended. Making sure staff know how to respond and instruct their students can help prevent and reduce the loss of life.
  - There are three basic options: RUN, HIDE, OR FIGHT. You can run away from the shooter, seek a secure place where you can hide and/or Deny the shooter access, or Incapacitate the shooter to survive and protect others from harm.



- 2012/2013: New York City Police Department
  - NYPD ACTIVE SHOOTER Recommendations and Analysis for Risk Mitigation
  - <https://www.alicetraining.com/wp-content/uploads/2014/04/NYPD-Active-Shooter-Research-and-Recommendations.pdf>:
  - EVACUATE, HIDE, TAKE ACTION
  - Train building occupants on response options outlined by the Department of Homeland Security in “Active Shooter: How to Respond” when an active shooter is in the vicinity:
    - Evacuate: Building occupants should evacuate the facility if safe to do so; evacuees should leave behind their belongings, visualize their entire escape route before beginning to move, and avoid using elevators or escalators.
    - Hide: If evacuating the facility is not possible, building occupants should hide in a secure area (preferably a designated shelter location), lock the door, blockade the door with heavy furniture, cover all windows, turn off all lights, silence any electronic devices, lie on the floor, and remain silent.
    - Act: If neither evacuating the facility nor seeking shelter is possible, building occupants should attempt to disrupt and/or incapacitate the active shooter by throwing objects, using aggressive force, and yelling.
- 2008: DEPARTMENT OF HOMELAND SECURITY
  - [https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf):
  - FBI 3-OUTS: Get Out, Hide Out, Take Out
  - Because Active Shooter situations are often over before Police arrive on the scene, individuals must be prepared both mentally and physically to deal with and Active Shooter Situation.

## **Bomb Threats**

- 2016 Federal Bureau of Investigations and Homeland Security
  - Bomb Threat Guidance
  - <https://www.cisa.gov/sites/default/files/publications/dhs-doj-bomb-threat-guidance-brochure-2016-508.pdf>
- 2014 Homeland Security
  - Bomb Threat Checklist
  - <https://www.cisa.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf>
- 2005: COPS Community Oriented Policing Services and U.S. Department of Justice  
Bomb Threats in Schools  
[https://rems.ed.gov/docs/COPS\\_BombThreatsInSchools.pdf](https://rems.ed.gov/docs/COPS_BombThreatsInSchools.pdf)

## Hazard Specific Responses to Emergencies

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- Biohazard .....
- Bomb Threat.....
- Death .....
- Facility (Building) Failure .....
- Fire/Explosion.....
- HAZMAT [Hazardous Material].....
- Hostage .....
- Infectious Disease (and Bioterrorism).....
- Intruder .....
- Kidnapping .....
- Medical Emergency .....
- Missing Student .....
- Natural Disaster/Severe Weather .....
- Pandemic Influenza.....
- Suicide .....
- Vehicle Crash/Transportation Emergency .....
- Violence/Assaults & Fighting .....
- Violence/Student Threat .....
- Weapons/Active Shooter .....

# BIOHAZARD

**“Clear the Halls”**

**“Secure the Building (Lockdown)”**

**“Evacuate the Building”**

DATE / /

A biohazard can be as severe as a Bioterrorist attack or as small as the discovery of an unknown substance. Levels of fear can be high due to the uncertainty of the event and the additional factors of dealing with a possible contagion.

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Do not touch the substance.		
		Notify the principal or designee.		
		Cover and isolate the substance immediately.		
		Inform anyone who has touched the substance to wash hands immediately. Notify SRO.		
		Isolate people who have come in contact with the substance.		
		Shut down ventilation system.		
		Do not dismiss students unless directed to do so by health authorities.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact SRO or Police if SRO is not available.		
		Initiate “Secure the Building (Lockdown)” Plan.		
		Contact the superintendent.		
		Isolate any people who have come in contact with the substance.		
		Delegate roles (ICS).		
√	TIME	SCHOOL RESOURCE OFFICER (SRO)	NAME OF CONTACT	CONTACT NO.
		Contact police dispatch and advise of biohazard incident.		
		Assist the principal or Incident Commander.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander and EMS services as needed.		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Shut down ventilation system immediately.		
		Close all doors in the area.		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.
		After consulting with local emergency services in charge of the scene (police, fire etc.), prepare a written statement for staff to read to students and send to parents/guardians describing the known facts.		

# BOMB THREAT

**“Evacuate the Building”**

DATE / /

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

## BOMB THREAT BY PHONE

✓	TIME	PHONE CALL RECEIVER	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Record exactly what the caller says using the FBI Bomb Threat call checklist		
		If bomb threat card is not available ask the caller: Time bomb set to detonate? _____ Where is the bomb located? _____ Is it visible or hidden? _____ What does it look like? _____ Type of bomb? _____ Why is it placed on school grounds or on bus? _____ How did it get in school? _____		
		Note caller accent, age, sex, noise, mental state, etc.		
		Write down perpetrator's Caller ID number		
		Activate *57 Call Tracing (note time of call)		
		Notify the principal or Incident Commander as soon as possible.		

## WRITTEN BOMB THREAT

✓	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Don't get fingerprints on written note; place in a plastic bag.		
		Preserve for police if written on door, wall, etc.		
		Notify the principal or Incident Commander ASAP		

## ALL BOMB THREATS

✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact law enforcement and fire department using regular phone numbers so as not to trigger scanners. Contact Superintendent.		
		Quickly convene the Crisis Response Team. Use the information gathered to decide how the school should respond.		
		Decide whether or not to evacuate the building. If you evacuate, establish the relocation area for the students and staff members. Determine transportation needs. Follow procedures and communicate to staff and students.		
		In advance of relocation have pre-assigned staff check for suspicious devices at relocation site if time allows.		
		Set up Command Post at pre-designates site where school leaders can stage with emergency providers		

		Ensure accountability of all students and staff		
		Activate pre-trained bomb search team(s) to conduct the building sweep according to administrative procedures after consultation with police		
		If suspicious device is found, DO NOT touch it. Notify the SRO or police of location.		
		Keep an informal time and procedure log of emergency response.		
		Work with School Counselors/Guidance staff to initiate counseling plan determined by need and severity of the situation.		
		Debrief with Crisis Response Team.		
		Complete incident report and file in the principal's office.		
√	<b>TIME</b>	<b>CRISIS RESPONSE TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Plan to assist students who are affected by the incident and also deal with anxious parents or friends.		
		Initiate counseling plan and Trauma Response Network plans as determined by need and severity of the situation.		
√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Coordinate police/emergency response.		
		Assist principal or Incident Commander and Crisis Response Team with search and evacuation.		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Evacuate students in nurse's office and give to a teacher.		
		Grab first aid kit and report to Command Post.		
		Be prepared to treat injuries that may arise.		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Turn off school utilities, weather permitting, and secure designated area for suspicious device.		
		Wear identifying vests and work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles, and prevent unauthorized people from entering school grounds		
		DO NOT touch or attempt to move a suspicious device.		
		Make sure that any hazards are removed from the evacuation process.		
		Report findings to the principal or Incident Commander as soon as possible.		
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement and the superintendent		
√	<b>TIME</b>	<b>TEACHERS AND STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		While evacuating the building, scan work area for any suspicious items that could be an explosive device. DO NOT touch or attempt to move any suspicious device.		
		Report suspicious objects to principal and/or SRO.		

# DEATH

**“Clear the Halls”**

DATE / /

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

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

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

√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Meet and arrange for notification of teachers and staff as soon as possible if school is in session.		
		Use phone tree or Instant Alert system if school is not in session.		
		Determine need for and notify additional supports (Trauma Response Network). Hold ongoing working team meetings.		
		Request teachers and staff refer names of at-risk students.		
		Plan for long-term response for at-risk students and follow-up counseling and interventions.		
		Assign school counselors and other team members to visit the classes of those involved in incident		
		Provide a formal debriefing opportunity for the School Emergency Team members		

√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		Gather records of students involved in the incident and prevent unauthorized access.		
		Determine extent and nature of counseling services needed and coordinate support systems. Provide ongoing support for students, faculty and staff.		
		Discuss and assist teachers with Psychological First Aid (PFA) in the classroom.		
		Request teachers refer names of at-risk students.		
		Establish format to monitor at-risk students and include parent/guardian referrals.		
		Establish long-range plans for at-risk students		
		Inform student records staff to update deceased student file		
		Plan long-term response and follow-up counseling		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Continue informal support for affected students and staff		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Assist police department with investigation		
		Work closely with school counselor(s) and guidance staff to ID at-risk students		
√	TIME	OFFICE STAFF	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Assist Principal or Incident Commander and CRT with time and procedures log.		
		Assist with communication needs; monitoring of phones and intercom.		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Be prepared to appropriately clean the affected area, if needed, after cleared to do so by investigators		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.
		When communicating with the media, always coordinate with local emergency services or police (depending on circumstances of death) before disseminating a consistent and predetermined statement		

# FACILITY FAILURE

**“Evacuate the Building”**

DATE / /

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

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Contact custodial staff immediately at _____.		
		Call 911 if smoke, fire, or electrical sparks are involved.		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call 911 if smoke, fire, or electrical sparks are involved.		
		Contact custodial staff, if not previously notified.		
		Receive assessment of problem from custodian.		
		Evacuate the area/building.		
		Set up Command Post at pre-designated site.		
		Ensure accountability of all students and staff.		
		Gather information from witnesses regarding location of the facility failure.		
		Delegate roles for transport of students to relocation site.		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of facility failure.		
		Notify Superintendent.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation in role as designated.		
√	TIME	SCHOOL COUNSELOR/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		Set up debriefs as needed.		



√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse's office and hand off to a teacher.		
		Get a First Aid Kit and report to Command Post.		
		Be prepared to treat injuries.		
		Set up casualty collection site, if necessary.		
		Triage injured for additional medical attention.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Help with evacuation and securing of affected area.		
√	TIME	OFFICE STAFF/COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed.		
		Forward phones to secondary answering site.		
		Contact relocation site personnel.		
		Assist with evacuation and re-location.		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		IF SAFE, go to alarm panel to determine the location of the fire or explosion.		
		Communicate location of fire to principal.		
		Stay with principal or Incident Commander to assist Fire Department with layout of school.		
√	TIME	OFF-SITE EVACUATION COORDINATOR	NAME OF CONTACT	CONTACT NO.
		Assemble students at the Emergency Assembly Area.		
		Determine order of students to load into the buses.		
		Direct transport of students to relocation site.		
		Contact relocation site personnel.		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		When communicating with the media, always coordinate with superintendent and fire personnel and/or qualified technicians before disseminating a consistent and predetermined statement.		

# FIRE / EXPLOSION

**“Evacuate the Building”**

DATE / /

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

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

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

# HAZMAT (Hazardous Material)

“Clear the Halls”  
 “Secure the Building (Lockdown)”  
 “Evacuate the Building”

DATE / /

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

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

√	TIME	OFFICE STAFF/COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed.		
		Assist with transport to re-location site.		

<b>√</b>	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Determine location and extent of spill if possible.		
		Communicate location of spill to principal.		
		Stay with principal or Incident Commander to assist Fire Department with layout of school.		
<b>√</b>	<b>TIME</b>	<b>OFF-SITE EVACUATION COORDINATOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assemble all students at a predetermined site at least 300 feet from the school.		
		Determine order of students to load into the buses.		
		Direct transport of students to relocation site.		
		Contact relocation site personnel.		
<b>√</b>	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with the fire department, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		When communicating with the media, always coordinate with the superintendent and fire department before disseminating a consistent and predetermined statement.		

# HOSTAGE

“Clear the Halls”

“Evacuate the Building”

“Secure the Building (Lockdown)”

DATE / /

Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. Law enforcement officials ALWAYS handle a hostage situation.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal or designee who will call 911.		
		Inform SRO/Police of your observations.		
		If TAKEN HOSTAGE, follow instructions of hostage taker.		
		Remain calm and do not panic.		
		Reassure students if they are present.		
		Treat the hostage taker with respect and act as normal as possible.		
		Ask permission to speak and do not argue or make suggestions.		
		Do not intervene, allow law enforcement to negotiate.		
		Obtain good descriptions of hostage taker(s).		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact SRO/law enforcement if not already done.		
		Yield team leader authority to law enforcement commander who will direct procedures for securing the building or evacuation. Provide student photo if hostage taker is known to be a student.		
		Activate Crisis Response Team and decide plan of action.		
		Contact Superintendent.		
		Direct preparation of phone list identifying names of students, staff and parents to be notified.		
		Work with School counselors/guidance staff to initiate counseling/PTSM plan.		
		Keep a time and procedure log of response activities.		
		Debrief Crisis Response Team and staff.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Convene CRT at the school or relocation site, and decide what additional resources and support will be needed.		
√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims.		
		Be prepared to deal with friends or relatives of the person(s) taken hostage.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Be prepared to treat injuries and help EMS as needed.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Work with law enforcement officials.		
		Assist principal or Incident Commander.		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.

		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		Superintendent or designee handles the press in the press area of site in coordination with law enforcement personnel.		
<b>√</b>	<b>TIME</b>	<b>STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Direct students in bathrooms or halls to join closest class and then report to assigned teacher as soon as it is safe		
		Inform the school office, as soon as appropriate, about unassigned students under their supervision		
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		If the fire alarm is activated, staff should direct students to use alternate evacuation routes away from the hostage incident		
		Staff, students and visitors remain quiet in designated secured area, on the floor, away from windows and doors, and with all lights turned off		
		Remain in "Clear the Halls" or "Lockdown the School" mode until the principal and/or Law Enforcement Commander gives the "all clear" command		
		If evacuation occurs, teachers take attendance in evacuation area and immediately report missing students to the backup team leader		

# INFECTIOUS DISEASE

**“Direction from Principal”**

DATE / /

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

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify the school nurse.		
		Notify the principal.		
		Obtain as much information as possible, including the student's name, date of birth, parent contact information, home telephone number, and the student's health care provider.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Notify superintendent.		
		Upon receiving notification from a parent/guardian, or other source, that a student has been diagnosed with or is suspected to have an infectious disease: notify the school nurse (and school physician).		
		In collaboration with the school nurse and public health officials, provide information to parents/guardians and staff as appropriate.		
		Maintain exclusion guidelines as appropriate.		
		Work with the Maine Center for Disease Control as needed to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease (e.g. meningococcal disease, pertussis).		
		Be prepared to call for an evacuation if needed.		



<b>√</b>	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Contact the Maine Center for Disease Control as soon as possible at 1-800-821-5821, 24/7.		
		Work with staff to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease spread (e.g., meningococcal disease, pertussis, Staph Infection [MRSA]).		
		Determine immunization status of students and staff (e.g. chicken pox, measles, etc.).		
		Increase surveillance at the school for other ill students/staff, refer them for medical evaluation and notify Maine Center for Disease Control.		

		Provide guidance to students and staff on general disease prevention (e.g. hand hygiene, cough etiquette, social distancing, etc.)		
		Advise staff on decontamination of equipment such as athletic equipment or weight machines.		
		Continue to monitor absences for illness spread and report findings as appropriate to the Maine Center for Disease Control.		
		Provide information to parents/guardians and staff as appropriate. The Maine Center for Disease Control will usually provide this information and will work with the school to distribute it in a timely manner.		
<b>√</b>	<b>TIME</b>	<b>CRISIS RESPONSE TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander.		
<b>√</b>	<b>TIME</b>	<b>SCHOOL COUNSELORS/GUIDANCE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to assist students and staff that might be directly or indirectly affected by the incident.		
<b>√</b>	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to appropriately clean areas affected after direction from the Maine CDC.		
<b>√</b>	<b>TIME</b>	<b>OFF-SITE EVACUATION COORDINATOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to evacuate if needed.		
<b>√</b>	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with Maine CDC or the investigating epidemiologist, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		When communicating with the media, always coordinate with superintendent and Maine CDC before disseminating a consistent and predetermined statement.		

# INTRUDER

**“Clear the Halls,  
“Secure the Building (Lockdown)”**

DATE / /

## Unauthorized person in school building or on school property

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Ask unauthorized visitor to identify himself/herself and report to office.		
		Contact the principal or Incident Commander if visitor is uncooperative.		
		Do not intervene if person is acting hostile or threatening.		
		Notify principal or Incident Commander who will call 911		
		Inform School Resource Officer.		
		Inform law enforcement of your observation.		
		Remain calm and do not panic.		
		If safe to do so, write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information. Report to principal or Incident Commander if intruder leaves before law enforcement arrives.		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school.		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school.		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school.		
		Contact law enforcement if intruder remains uncooperative		
		Contact School Resource Officer.		
		Announce to staff to “Secure the Building (Lockdown)” if intruder is outside the school.		
		Direct staff to “Clear the halls” or “Evacuate the school” depending on circumstances, if intruder is inside the school		
		Activate Crisis Response Team and decide plan of action.		
		Contact Superintendent.		
		Work with the School Counselors/Guidance Staff to determine needs for counseling support.		
		Keep an informal time and procedure log of response activities.		
		Complete an incident report and file in principal’s office.		
		Debrief with Crisis Response Team and staff.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Convene the CRT and decide what additional resources will be needed.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Coordinate law enforcement measures with responding police officers.		
√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.

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

# KIDNAPPING

“Clear the Halls”

“Secure the Building (Lockdown)”

DATE / /

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

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Verify child/student is missing and then contact principal or designee.		
		Gather facts about the abduction, description of abductor and any vehicle involved.		
		Inform SRO/Police of your observations and be prepared to write a statement.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911. Provide photo of student to Police.		
		Contact parents/guardians and check student files for any restraining order or other information.		
		Convene Crisis Response Team (CRT) and plan the response.		
		Contact Superintendent.		
		Work with School counselors/guidance staff for counseling needs.		
		Complete and incident report and file.		
		Debrief with CRT and staff.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Convene Crisis Response Team and decide what additional resources will be needed.		
		Provide victim assistance services.		
√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victim.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Coordinate law enforcement measures with responding police officers.		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		Refer all media questions to superintendent and law enforcement officials.		

# MEDICAL EMERGENCY

**"Clear the Halls"**

DATE / /

## ALLERGIC REACTION

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

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

## GENERAL MEDICAL EMERGENCY

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

<b>√</b>	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT N</b>
		Maintain open airway and administer CPR, if necessary.		
		Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates.		
		Control bleeding by applying direct pressure and elevation.		
		Treat for shock.		
		Check for medical alert tags.		
<b>√</b>	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT N</b>
		Contact parents(s)/guardian(s)/designated family member.		
		Contact Superintendent.		
		Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation.		
		File incident report.		
		Debrief School Emergency Team and staff.		
<b>√</b>	<b>TIME</b>	<b>CRISIS RESPONSE TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT N</b>
		Assist principal or Incident Commander as needed.		
<b>√</b>	<b>TIME</b>	<b>SCHOOL COUNSELORS/GUIDANCE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT N</b>
		Coordinate counseling services if needed.		
<b>√</b>	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT N</b>
		Collect first aid kit and proceed immediately to victim(s)		
		Coordinate or administer first aid until EMS or School Physician arrives.		
<b>√</b>	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT N</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		

# MISSING STUDENT

**“Clear the Halls”**

DATE / /

Student(s) unaccounted for at school, on school property, or while traveling to and from school.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal or designee.		
		Notify principal of any suspicious student absence or unknown person in the building.		
		Be on the lookout for missing student and immediately report new information to the principal.		
		Refer all requests for release of individual students to the office prior to their departure from school.		
		Require a written student release note from parent/guardian.		
		Report observations of unknown or unauthorized persons to principal. Make note of appearance, vehicle type and color, registration plate number, etc.		
		Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person to office for approval.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact parents/guardian to report student absence/status.		
		Inform staff once missing person is located.		
		Complete Incident Report for filing in office.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander in search for missing student		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		Refer all media questions to superintendent and law enforcement officials.		

# NATURAL DISASTER/ SEVERE WEATHER

“Clear the Halls”

“Lockdown the School”

“Evacuate the Building”

“Shelter in Place”

DATE / /

A flood, hurricane, tornado, or earthquake will often strike without warning. Winter storms, ice storms and heavy snow, along with severe thunderstorms and microbursts are the most common forms of severe weather in Maine. With the threat of severe weather or a natural disaster, appropriate emergency procedures must be initiated immediately.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service ( <a href="http://www.noaa.gov">www.noaa.gov</a> ) or weather radios and notify principal or designee.		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter.		
		Keep Emergency Alert System (EAS) radio on for updates. Check NOAA website or contact <b>York County EMA at 324-1578</b> for updates.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Turn on EAS radio or check NOAA website for updates and warnings.		
		Decide whether to dismiss students or Shelter-in-Place.		
		Set up Command Post at pre-designated site.		
		Ensure accountability of all students and staff.		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		Delegate roles for early dismissal or transport of students to relocation site.		
		Meet at Command Post; receive information regarding staff & students, location of disaster, building damage, flooding, etc.		
		Notify Superintendent.		
		Contact emergency responders via 911 or radios for instructions.		
		Set up debriefs as needed after the event.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Prepare to handle a large volume of telephone calls from parents or guardians.		
		Monitor local radio stations. EAS radio and NOAA websites for updates.		
		Help prepare for student release, evacuation or shelter-in-place needs.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Remove students in nurse's office and hand off to a teacher.		
		Collect First Aid Kit and report to Command Post.		



		Be prepared to treat injuries that may have occurred.		
		Set up casualty collection site, if necessary.		
		Document status of patients and maintain log.		
<b>√</b>	<b>TIME</b>	<b>SCHOOL COUNSELORS/GUIDANCE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander during evacuation.		
<b>√</b>	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		Refer all media questions to superintendent in coordination with public safety officials.		

# PANDEMIC INFLUENZA

**“Direction from Principal”**

DATE / /

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

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

# SUICIDE

“Clear the Halls”

DATE / /

## SUICIDE ATTEMPT

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

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty, and staff.		
		Contact the principal who will call 911.		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Take the threat seriously.		
		Call 911. Secure the scene for police investigation.		
		Communicate incident to the principal and/or designee.		
		<b>DO NOT</b> leave student/faculty/staff member alone, if safe to do so		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Convene Crisis Response Team.		
		Inform Superintendent.		
		Notify parent or guardian and offer assistance for appropriate medical and psychological care, referrals and emergency services.		
		On a 'need to know' basis, inform faculty/staff/students, including homeroom teacher, coaches, and others who have regular contact with the individual, while maintaining confidentiality.		
		Prepare and send letter home to parents as appropriate, while maintaining confidentiality.		
		Debrief Crisis Response Team, and faculty/staff.		
		In the event of suspected abuse of the individual, notify Child Protective Services and/or police, in accordance with state law and school policy.		
		Complete incident report.		
		Prepare or update suicide prevention protocols.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Convene Crisis Response Team meeting and institute immediate referral for assessment and treatment for the student or staff.		

√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		If others are aware of the threat or attempt, reassure them that action is being taken.		
		Notify parents of any students of concern.		
		Complete an assessment to determine risk level, using an approved screening tool.		
		Meet with referring staff/faculty and/or student.		
		Contact <b>Crisis Response Services (1-800-568-1112)</b> for an emergency crisis assessment.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Make an immediate assessment and take any immediate action necessary to provide medical care.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event.		
√	TIME	OFFICE STAFF	NAME OF CONTACT	CONTACT NO.
		Initiate incident report, following school policy.		
		Gather student/staff contact information.		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event.		
√	TIME	PUBLIC INFORMATION OFFICER	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials.		

### SUICIDE COMPLETED (DEATH)

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, family, faculty, staff or other		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Confirm the death, verify details, notify principal immediately.		
		Offer emotional support to school community to facilitate recovery.		
		Prevent further suicides.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Confirm the death and notify police.		
		Verify details with the family and offer assistance, appropriate support, and referrals.		
		Inform Superintendent.		
		Convene Crisis Response Team.		
		Inform faculty/staff of the death. If school is not in session, contact faculty/staff via phone tree and/or Instant Alert		
		Open the school to provide school/community support.		
		Complete incident report.		
		Prepare and send letter home to parents/guardians.		
		Allow faculty/staff/students to attend the funeral.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support.		
		Plan schedules and activities for the school day and week.		
		Identify those particularly affected, such as relatives, friends, classmates, teammates, those with a history of suicide ideation, depression and/or substance abuse.		
		Help create a Support Center in the building.		
		Provide safety measures and special services for students, faculty, and staff.		
		Ensure faculty and staff attend the funeral to offer support to students.		
		Meet with parents, guardians, and families of those at increased risk.		
		Provide substitutes for faculty and staff if they need to go home		
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery.		
		Prepare or update suicide prevention strategies and protocols.		
√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		Make home visits to affected families to offer support and referrals.		

		Provide outside psychological support—contact local mental health agencies and providers.		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Make an immediate assessment and take any immediate action necessary to provide life support measures, such as CPR, if appropriate.		
		Coordinate home visits to affected families with school counselor.		
√	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school.		
		Coordinate home visits to affected families with the nurse and school counselor.		
√	<b>TIME</b>	<b>OFFICE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Keep an informal time and procedures log of emergency response activities.		
		Permit students to leave school only with parental permission and carefully track attendance.		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school.		
		Assist in setting up a Support Center.		
√	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		
		Refer all media questions to superintendent and law enforcement officials.		
		Prepare faculty and staff by offering <b>accurate and verified</b> information regarding the death. Provide written statement for all to read to classes and make emergency hotline numbers available.		

# VEHICLE/BUS CRASH

**“Clear the Halls”**

DATE / /

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

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for injuries and damage, call 911.		
		Inform police about details.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to “Clear the halls” if motor vehicle crash takes place within sight of school, in order to minimize the trauma to students or move to side of building away from crash site.		
		Contact Superintendent.		
		Report to scene of crash (if it is away from school grounds), unless it is not safe to do so.		
		Verify crash report with law enforcement and attempt to determine who has been injured, extent of injuries and hospital where victims have been taken.		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified.		
		Contact parent(s), guardian(s), or other close relative(s) of crash victims.		
		Work with the School Counselors/guidance staff to initiate counseling plan as determined by need and severity of the situation		
		Complete/file Incident Report and/or bus injury report.		
		Work with bus driver to complete bus seating & injury charts		
		Debrief with Crisis Response Team and staff after consultation with police agency.		
√	TIME	SCHOOL RESOURCE OFFICER	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with incident.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Convene Crisis Response Team and decide what additional resources and support will be needed.		
		Assist principal or Incident Commander at scene of crash, if needed.		
		Coordinate assistance with Trauma Response Network as needed.		
		Assist principal or Incident Commander with notifying parents of victims.		

<b>√</b>	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Check with principal or Incident Commander before reporting to scene of crash		
		Bring first aid kit to crash scene.		
		Bring radio and/or cell phone to maintain communications.		
		Be prepared to treat injuries and help EMS as needed.		
		Assess the degree of injuries and report back to principal or Incident Commander.		
<b>√</b>	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to superintendent and/or law enforcement officials.		
<b>√</b>	<b>TIME</b>	<b>PROCEDURES FOR BUS DRIVER or SCHOOL-SPONSORED DRIVER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure vehicle.		
		Ensure children remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from the scene of the collision.		
		Call or direct someone to call 911.		
		Administer first aid by utilizing trained staff from the immediate vicinity.		
		Position flares at a safe distance from crash scene and display other appropriate warning devices.		
		Direct responsible person to flag down oncoming motorists for additional assistance.		
		Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander.		
		Notify principal or Incident Commander.		
		Make no statements to bystanders or media.		
		Fill out three-part school bus seating chart form for EMS, police and administration if available.		



# VEHICLE CRASH - SCHOOL BUS REPORT FORM

BUS DRIVER \_\_\_\_\_ (Co: \_\_\_\_\_) BUS# (\_\_\_\_)

(Tel.: \_\_\_\_\_) ROUTE# (\_\_\_\_)

(Fax: \_\_\_\_\_) Entry/Exit Door →

<b>1</b>	A	B	C	<b>A I S L E</b>	D	E	F	<b>1</b>
<b>2</b>	A	B	C	<b>E X I T</b>	D	E	F	<b>2</b>
<b>3</b>	A	B	C	<b>D O O R</b>	D	E	F	<b>3</b>
<b>4</b>	A	B	C		D	E	F	<b>4</b>
<b>5</b>	A	B	C		D	E	F	<b>5</b>
<b>6</b>	A	B	C		D	E	F	<b>6</b>
<b>7</b>	A	B	C		D	E	F	<b>7</b>
<b>8</b>	A	B	C		D	E	F	<b>8</b>
<b>9</b>	A	B	C		D	E	F	<b>9</b>
<b>10</b>	A	B	C		D	E	F	<b>10</b>
<b>11</b>	A	B	C		D	E	F	<b>11</b>
<b>12</b>	A	B	C		D	E	F	<b>12</b>
<b>13</b>	A	B	C		D	E	F	<b>13</b>

**INJURY CODES:**

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

**VEHICLE CRASH - BUS REPORT FORM** (CONTINUED)

No.	LAST NAME	FIRST NAME	DATE OF BIRTH	INJURY REPORTED	CODE
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# VIOLENCE – STUDENT THREAT

“Clear the Halls”

“Secure the Building (Lockdown)”

DATE / /

## STUDENT THREAT

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

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Be prepared to write statement for administration and/or police		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Separate students in conflict or isolate threatening student(s) from others.		
		Do not threaten student with police action or use humor to de-escalate situation.		
		Call for SRO and/or call 911, if appropriate.		
		If necessary, activate Crisis Response Team		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to “Clear the Halls” or “Secure the Building (Lockdown)” if the emergency threatens the safety of students and staff,		
		Interview threatening student & victim to get background information to determine if threat is manageable with school resources.		
		Contact parents.		
		If reasonable suspicion that a weapon exists, implement search and seizure procedures to confiscate.		
		Determine if alcohol or other drugs are involved.		
		Implement school discipline policy.		
		Contact Superintendent.		
		Notify SRO or law enforcement if appropriate for circumstances.		
		Complete incident report and file		
		Debrief Crisis Response Team and staff.		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander as needed.		
√	TIME	SCHOOL COUNSELORS/GUIDANCE STAFF	NAME OF CONTACT	CONTACT NO.
		Be prepared to counsel those effected by the incident.		

√	TIME	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to render aid if necessary.		
√	TIME	<b>SCHOOL RESOURCE OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal/Incident Commander with investigation of incident.		
√	TIME	<b>OFFICE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander in maintaining a log of pertinent information relating to the incident.		
√	TIME	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement officials for criminal acts		

# VIOLENCE – ASSAULT/FIGHTING

“Clear the Halls”

“Secure the Building (Lockdown)”

DATE / /

## ASSAULT / FIGHTING

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

TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
	Remain calm, remove other students from scene.		
	Notify principal or designee and School Resource Officer.		

TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
	Inform police of your observation and be prepared to make a written statement.		
	Check for injuries and if confirmed, call 911.		
	Use appropriate de-escalation strategies: <ul style="list-style-type: none"> <li>✓ remain emotionally neutral;</li> <li>✓ Quickly analyze situation to decide response, especially if police need to be called;</li> <li>✓ Seek trained staff if warranted to restrain combatants</li> <li>✓ Remove other students and secure the scene.</li> </ul>		
	Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander.		

✓ TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
	Approach in a calm manner and direct combatants to stop fighting.		
	Separate combatants to a safe area, if possible.		
	Verify extent of assault or fight and notify SRO or law enforcement.		
	Attempt to determine who's been injured, and the extent of injuries. Notify School Nurse and request additional medical help as needed.		
	Direct the clearing of the classroom or halls in the immediate vicinity or request all of the hallways be cleared.		
	Direct preparation of a phone list identifying names of students and parents who need to be notified.		
	Contact Superintendent.		
	Work with the School Counselors/Guidance staff to initiate counseling plan as determined by need and severity of the situation.		
	Work with Public Information Officer if a press release is needed after consulting with police.		
	Conduct investigation and follow school discipline policies and administrative procedures.		
	Determine consequence for the offender(s). This could include:		

		suspension, in-school punishment, criminal charge, group conferences, restorative justice methods, and referral to community justice center.		
		Debrief with Crisis Response Team and staff		
		Complete an incident report and file.		
✓	<b>TIME</b>	<b>CRISIS RESPONSE TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Convene School Emergency Team, depending on the situation and decide what additional resources and support will be needed		
✓	<b>TIME</b>	<b>SCHOOL COUNSELORS/GUIDANCE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with notifying parents of victims.		
✓	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assess extent of injuries, administer first aid and seek further medical support as needed.		
✓	<b>TIME</b>	<b>SCHOOL RESOURCE OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with investigation and scene control.		
✓	<b>TIME</b>	<b>OFFICE STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with maintaining a log of pertinent information relating to the incident.		
✓	<b>TIME</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Superintendent or designee handles press.		
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed		
		Contact media with predetermined message that has been approved by principal or Incident Commander after communication with the police. A joint news release with police may be indicated depending on extent of injuries.		

# WEAPONS/ ACTIVE SHOOTER

“Clear the Halls”  
“Lockdown the School”  
“Evacuate the Building”

DATE / /

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

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Take safety measures to protect yourself and others		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Stay calm and avoid confrontation if possible.		
		Obtain good description of individual and the type of weapon he/she has.		
		Notify the principal or Incident Commander and SRO as soon as possible.		
		Take safety measures to protect yourself and others		
		Inform SRO and/or police of your observation and be prepared to write a statement.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; provide photo to police if students involved.		
		Direct students and staff to “Clear the Halls,” “Secure the Building (Lockdown),” or “Evacuate the Building.”		
		In the event that the incident requires a “Lockdown,” direct staff to lock all hallway and exterior doors.		
		Meet with law enforcement upon arrival.		
		Attend to the safety of students and staff at all times.		
		Assess situation in regard to location of person with weapon and potential for injuries.		
		Convene Crisis Response Team and decide how the school will respond.		
		Contact parent(s), guardian(s), or other close relative(s) of victims.		
		Contact Superintendent.		
		Issue a press release or assign this task to the Public Information Officer (PIO) as deemed appropriate.		
		Complete an incident report and file.		
		Debrief with Crisis Response Team and staff		
√	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Convene Crisis Response Team at the school and decide what additional resources and support will be needed.		
		Provide victim assistance services.		

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



# Recovery

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

## Goal & Action Steps

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**Goal** – The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. The Sanford School Department will focus on students and the physical plant, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment. Planning in advance of an event should include:

- ✓ Developing template letters for emergencies – see appendices
- ✓ Pre-determining strategies for accepting contributions/donations following a death/incident
- ✓ Outlining strategies for dealing with “empty chairs”
- ✓ Determining a policy for memorials (be consistent across events)
- ✓ Ensuring a process is in place for parental consent

### SUPERINTENDENT OR DESIGNEE

- Restore critical business functions within the school/district as soon as possible
- Institute Continuity of Operations Plan (COOP) and restore district administrative functions
- Ensure staff are supported
- Functional Responsibilities:
  - Identify, in advance, who has responsibility for closing schools, or sending students/staff to alternate locations
  - Identify who is responsible for restoring which business functions for schools/districts
  - Identify succession plans
  - Ensure systems are in place for rapid contract execution in the event of an emergency
  - Ensuring human safety at educational sites and staff availability to teach
  - Resuming transportation and food services
  - Determining availability of equipment and supplies (books)

### PRINCIPAL OR INCIDENT COMMANDER

- Identify recovery roles & responsibilities and training requirements (located in the Preparedness section of this plan).
- **Initiate Guidance Counselor Phone Tree (as needed). (see Annex)**
- Assemble the Crisis Response Team (CRT) and plan post-incident recovery
- Assemble the Safety Committee to conduct building damage assessments. (as needed)
- Conduct daily debriefings for staff, responders, and others assisting in recovery.
- Being aware of 'key dates,' such as trials, anniversaries, and holidays.

### PUBLIC INFORMATION OFFICER

- Keep students, families, and the media informed

### SCHOOL COUNSELING STAFF

- Triage and assess immediate needs of staff, students, families, and responders and determine who needs intervention and what interventions will be employed
- Provide preliminary counseling services to students and staff.

- Provide psycho-education to staff, parents and students as needed.
- Provide stress management during class time for students and staff. Utilize Psychological First Aid (PFA) model. This is found in the emergency flip chart guides.
- Those with more severe reactions will be referred for evaluation and possibly counseling. Pre-screened and credentialed community service providers that will be consulted for interventions.
- Determine if additional PTSM trained staff (PTSM Network) are needed, e.g. guidance staff from other school districts. PTSM trained staff are available in each of the Sanford schools.
- Provide for long-term Recovery strategies for mental health

#### **TEACHERS AND STAFF**

- Reinforce safety and security for students.
- Utilize Psychological First Aid (PFA) model “Listen – Protect – Connect – Model & Teach “located in Sanford Emergency Classroom Guide
- Maintain classroom schedule and normal routine as much as possible.
- Refer at-risk students to guidance staff as needed.

#### **MAINTENANCE STAFF**

- Focus on physical building needs during recovery.
- Perform or assist with building damage assessment.

## Emotional Management of Faculty & Staff

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. It is important to also include teachers and staff in the recovery plan.

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

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

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

### **Common Reactions to Traumatic Events for Educators**

**Note:** Any educator that works with traumatized adolescents and children is vulnerable to the effects of trauma—referred to as compassion fatigue or secondary traumatic stress—being physically, mentally or emotionally worn out or feeling overwhelmed by student’s traumas. The best way to deal with compassion fatigue is early recognition

- Recognize compassion fatigue as an occupational hazard: when an educator approaches a student with an open heart and listening ear, compassion fatigue can develop
- Seek help with your own trauma experiences: any adult who has his/her own unresolved traumatic experiences is at greater risk for compassion fatigue
- If you see signs in yourself, talk to a professional: if you are experiencing symptoms for more than 2-3 weeks, seek help from a professional
- Attend to self-care: eat well, exercise, take breaks, have fun, allow yourself to cry and find things to laugh about
- Be aware of the signs:
  - increased irritability or impatience with students,
  - difficulty planning activities and lessons,
  - decreased concentration,
  - feeling numb or detached and denying impact of trauma on students,
  - intense feelings and intrusive thoughts,
  - dreams about student’s trauma
- Don’t go it alone: guard against isolation, get support by working in teams, talk to others and ask for support. The school guidance staff/counselors will arrange to provide immediate/ongoing help to faculty and staff in a location to be determined, and will make referrals and facilitate appointments for those needing longer term help for more chronic conditions.

# Emotional Management of Students

## **What to Expect After Trauma**

Some children and adolescents, if given support, will recover within a few weeks or months following a traumatic experience and return to their usual state of physical and emotional health. However, some children need help over a longer period of time and added support—family, mental health etc. Be aware of both the children who act out and the quiet children who don't appear to have behavioral problems.

## **Common Reactions to Traumatic Events for Pre-School age Children:**

### **Birth through 2 years:**

When children are pre-verbal and experience a trauma, they don't have words to describe their feelings. However, they can retain memories of sights, sounds or smells. Infants may react by being irritable, crying more than usual, or wanting to be held and cuddled. As children get older, their play may involve acting out elements of the traumatic event that occurred.

### **Pre-school - 3 through 6 years:**

Preschool children often feel helpless and powerless in the face of a traumatic event. They can feel intense fear and insecurity about being separated from care givers. They see consequences as being reversible, and cannot grasp the concept of permanent loss. Preschooler's play activities may re-enact the incident or the disaster over and over again. Pre-school age children may lose recently acquired developmental milestones and may increase behaviors such as:

- Bedwetting
- Thumb sucking
- Speech regression
- Clingy with parents and care givers
- Irritability, whining
- Temper tantrums
- Becoming withdrawn
- Becoming mute, not talking at all
- Difficulty falling or staying asleep
- Nightmares about the event
- Changes in eating habits
- Post-traumatic play

## **Common Reactions to Traumatic Events for Elementary School Students**

- Anxiety, worry and fear about safety of self and others (more clingy with teacher or parent)
- Worry about recurrences of violence
- Changes in behavior:
  - increased activity level
  - decreased attention and/or concentration
  - withdrawal from others or activities
  - angry outbursts or aggression
  - absenteeism
- Increased distress (unusually whiny, irritable or moody)
- Distrust of others affecting interaction with adults and peers
- Change in ability to interpret and respond to social cues
- Increased somatic complaints;
  - headaches,
  - stomachaches,
  - minor bumps and bruises
- Statements and questions about death or dying
- Recreating the event through drawing, or playing the event out through playtime activities
- Re-experiencing the trauma - nightmares and daydreams
- Hyper-arousal - sleep disturbances, easily startled
- Avoidance behaviors and/or emotional numbing
- Over or under-reacting to bells, sirens, lighting, physical contact, sudden movements
- Changes in eating and sleeping habits

## **Common Reactions to Traumatic Events for Middle School Students**

- Anxiety, worry and fear about safety of self and others
- Worry about recurrences or consequences of violence
- Changes in behavior:
  - Decrease in attention
  - increase in hyperactivity
  - changes in academic performance
  - irritability with teachers/friends
  - angry outbursts and/or aggression
  - withdrawal
  - absenteeism
- Increased somatic complaints; headaches, stomachaches
- Discomfort with feelings
- Increased likelihood in discussing the gruesome details
- Increased sensitivity to sounds - sirens, horns, planes, thunder, backfires, loud noises
- Repeated discussion of events
- Negative impact on issues of trust & perceptions of others
- Repetitive thoughts and comments about death & dying
- Increased negative behaviors (defiance) or emotions (sadness, fears, worries)
- Lack of interest in activities (after school & time with friends)
- Emotional numbing - denial of impact
- Changes in sleep or appetite

## **Common Reactions to Traumatic Events for High School Age Students:**

- Anxiety, worry and fear about safety of self and others
- Worry about recurrences or consequences of violence
- Changes in behavior:
  - withdrawal,
  - irritability, angry outbursts and aggression,
  - changes in academic performance,
  - decreased attention and concentration
  - increased activity level,
  - absenteeism,
  - increase in risk taking behaviors,
  - increased risk of substance abuse
- Heightened difficulty with authority, redirection or criticism
- Over-reacting to sounds - bells, slamming doors, physical contact, lighting, sudden movements, easily startled
- Repetitive thoughts and comments about death or dying
- Re-experiencing the trauma - nightmares
- Avoidance behaviors
- Emotional numbing - seeming to have no feeling about the event
- Changes in eating and sleeping habits
- Negative impact on issues of trust and perception of others
- Discussion of the events and reviewing of details

## **What Can I Do to Help?**

### **Guidelines for Staff and Teachers**

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

### **SELF CARE TECHNIQUES FOR STAFF AND STUDENTS**

#### **Autogenic Breathing (Belly Breathing)**

**Goal: Decrease physiological symptoms (anxiety, fear, panic) that can occur after an event**

1. Take a deep belly breath in on a count of four **BREATHE IN** count ...two-three-four
2. Hold for a count of four **HOLD** count...two-three-four
3. Release (blow out breath) to a count of four **BLOW OUT** count...two-three-four
4. Repeat three times

(D. Grossman)

#### **Progressive Muscle Relaxation (PMR)**

**Step One—Tension:** Focus your mind on the muscle or muscle group. *Inhale deeply* and squeeze the muscle(s) as hard as you can for 8 seconds (it is important to feel the tension).

**Step Two—Releasing the Tension:** After the 8 seconds of holding, quickly let go of the tension at the same time exhaling and letting the tension in the muscle(s) flow out. Feel the muscles relax and become loose and limp. Notice the difference between the tense state and the relaxed state.

**Short Version:** Work with a summary group of muscles (below) and follow Steps One and Two

- |                |                      |                             |         |
|----------------|----------------------|-----------------------------|---------|
| 1. Lower limbs | 2. Abdomen and chest | 3. Arms, shoulders and neck | 4. Face |
|----------------|----------------------|-----------------------------|---------|

**Full PMR Version:** Work with the major muscle groups in your body and follow Steps One and Two

- |                       |                          |                  |
|-----------------------|--------------------------|------------------|
| 1. Right foot         | Right lower leg and foot | Entire right leg |
| 2. Left foot          | Left foot and lower leg  | Entire left leg  |
| 3. Right hand         | Right forearm and hand   | Entire right arm |
| 4. Left hand          | Left forearm and hand    | Entire left arm  |
| 5. Abdomen            |                          |                  |
| 6. Chest              |                          |                  |
| 7. Neck and Shoulders |                          |                  |
| 8. Face and Scalp     |                          |                  |

## Psychological First Aid (PFA)

### General

The widespread use of Psychological First Aid (PFA) is evidenced by the fact that the Inter-Agency Standing Committee (IASC), an international humanitarian assistance forum, has developed *Guidelines on Mental Health and Psychosocial Support in Emergency Settings* that recommend, “All aid workers provide very basic psychological first aid.” The IASC guidelines further define the components of PFA to include the following actions:

- Protect survivors from further physical or psychological harm;
- Identify and provide support for those most distressed;
- Reestablish social supports:
  - Keep families together and facilitate reunion with loved ones, and
  - Reunite friends, teachers and return students to school;
- Provide information and linkage with local resources;
- Return to school and familiar routines;
- Facilitate communication among families, students and community agencies;
- Educate those affected about the expectable psychological responses, and basic coping tools, to stressful and traumatic events;
- Listen patiently in an accepting and nonjudgmental manner and convey genuine compassion;
- Identify basic practical needs and ensure that these are met;
- Ask for people’s concerns and try to address these;
- Encourage participation in normal daily routines (if possible) and use of positive means of coping; and
- As appropriate, refer to locally available support mechanisms or to trained clinicians.

Details of this process are explained in: *Psychological First Aid for Students and Teachers: Listen, Protect, Connect, Model-Teach* from US Department of Education Readiness and Emergency Management for Schools (REMS) Technical Assistance Center

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

Listen—Protect— Connect—Model & Teach :			Steps of
Psychological First Aid for Students after a Disaster			
<p style="text-align: center;"><b>1. Listen</b></p> <ul style="list-style-type: none"> <li>◆ Listen to what students are saying &amp; how they act.</li> <li>◆ Let your students know you are willing to listen or <u>make referrals to talk with the school counselor</u></li> <li>◆ Encourage student activities with friends</li> <li>◆ Allow a little more time for learning materials</li> <li>◆ Build on your students strengths</li> <li>◆ Discuss other times they have felt safe</li> <li>◆ Listen for <i>risk factors</i> that can increase a student’s adverse reactions to a crisis or disaster such as:</li> </ul> <p>⇒</p>	<p style="text-align: center;"><b>2. Protect</b></p> <ul style="list-style-type: none"> <li>◆ Answer questions simply and honestly</li> <li>◆ Let your students know they are not alone</li> <li>◆ Provide opportunities for students to draw, talk</li> <li>◆ Talk to your students about what is being done by the school and community to keep them safe</li> <li>◆ Keep your eyes and ears open for situations that can impact personal safety (bullying, violence)</li> <li>◆ Maintain routines and structure with clear rules and expectations and feedback</li> </ul>	<p style="text-align: center;"><b>3. Connect</b></p> <ul style="list-style-type: none"> <li>◆ Check in with your students</li> <li>◆ Find resources that can offer support</li> <li>◆ Keep communication with others involved in students lives</li> <li>◆ Restore interactive school activities (sports, student clubs and meetings)</li> <li>◆ Listen observe and note :</li> </ul> <p>⇒ changes in behavior or mood</p> <p>⇒ changes in school performance</p> <p>⇒ changes with school mates and teachers</p>	<p style="text-align: center;"><b>4. Model</b></p> <ul style="list-style-type: none"> <li>◆ Be aware of your own thoughts, feelings and reactions to the event</li> <li>◆ How you cope will influence how your students behave and cope</li> <li>◆ Monitor conversations students may hear</li> <li>◆ Acknowledge the difficulty of the situation</li> <li>◆ Demonstrate how people can cope by coming together after a crisis or disaster.</li> </ul> <p style="text-align: center;"><b>5. Teach</b></p>



**\*\*\*\* Not recommending that the schools conduct memorials at the school buildings. Off-site activities are preferable, utilize the gym or other large spaces in community**

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

**Keep the memorial short.** Fifteen to twenty minutes for elementary students; thirty to forty minutes for secondary.

**Involve students** in the planning of the memorial, particularly those who were close to the deceased.

**Maintain responsibility and control for developing the service.** Don't cede to outside interests, particularly political positions or elected leaders who are not familiar with the families and the school community. It is appropriate and valuable to have elected leaders participate in services, but their offices should not dictate speakers and/or program details.

**Include music**, particularly student performances. Also, play soothing music as people enter to set the mood and maintain calm.

**Preview the service with students beforehand.** This is not a normal assembly, so prepare students as to what will happen and how they should behave. Remove anyone from the service who is acting inappropriately.

**Have several brief speakers.** If students have written poems or other tributes, students themselves or staff can read samples. Readings should be practiced several times.

**Invite family members.** However, recognize that they may choose not to attend.

**Involve all students as much as possible.** To the extent that is appropriate for their age, have each class make a poster or banner that they will bring to the memorial and hang on the wall.

**Use symbols of life and hope.** Balloons or candles can be used effectively to promote positive, uplifting messages that acknowledge the sadness yet are hopeful for the future. (Check fire codes before using candles indoors).

**Give students guidance** on words and/or actions that provide comfort and how to approach a grieving friend or parent.

**Provide quiet activity** for students who do not attend or dismiss them.

**Have students return to their classrooms for a short time after the service.**

This allows them the opportunity to talk with one another and/or talk with a counselor. "Safe rooms" work well for students who are experiencing more significant signs of grief.

**Plan the memorial to occur within a week of the death if possible.**

## Media Coverage of Memorial Services and Special Events

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

**Arrange pool coverage** - This allows select media outlets (usually one from each medium - TV, radio, and print) to cover the service from a designated location. Such locations are selected to provide maximum privacy and typically are at the back of the room and away from entrances and exits.

**Identify members of the media at events** - Communications staff should pre-approve and credential all media staff allowed to enter the service. The credential should include a press ribbon or colored badge. Once positioned in the cordoned area, media may not leave the location until approved by the communications staff.

**Set guidelines for coverage** - Set clear guidelines on the taking of photographs, if allowed at all. In addition, media should not be allowed to approach any attendee for an interview.

## Incident After Action Review (AAR)

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

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

Annex Materials:

- A. Long Distance Learning Plan
- B. Sanford School Evacuation Sites 2023-2024
- C. State of Maine Fire Drill Policy
- D. Rosters and Inventories
- E. Forms and Templates
- F. Sample Letters
- G. Psychological First Aid
- H. Alertus
- I. School Maps

## Annex A

# Long Distance Learning Plan

## Message from the Superintendent

April 6, 2020

To the Sanford School Community,

While the concept of distance learning is simple, its practice is not. For hundreds of years, students successfully attended class in brick and mortar buildings, absorbing lessons from teachers sitting just a few feet away. Distance learning separates students from their peers and their teachers and temporarily moves the delivery of education into kitchens and living rooms. Adjusted expectations are necessary for students, staff and families. Standard definitions for grades and attendance require modification. In a word, distance learning is different.

The Distance Learning Plan that follows addresses Sanford students, first by grade level and then by program. It is a fluid document, constantly under review and changing as new challenges arise. Its intent, however, does not waiver. The Sanford School Department is committed to:

- Maintaining a sense of connectedness for students and staff
- Supporting students, staff and families who are learning an entirely new way of working
- Providing continuity of instruction via “distance learning” for ALL students
- Ensuring the continued health and well-being of students and staff

Distance learning does not replace the classroom experience and there will be challenges. As educators, we are prioritizing what students need to focus on educationally while trying to find the proper balance so stakeholders are not overwhelmed and learning can continue. It is important as a community to support and encourage each other and to understand that everyone is doing the best they can. We appreciate you and all of your efforts.

Matt Nelson, Superintendent of Schools

## Grades K-4

### Daily Schedule: Monday - Thursday

- Total time not to exceed 2 hours per day
- Morning Meeting: daily
- Math: 15 - 30 minutes daily
- Reading: 15 - 30 minutes daily (embedded Social Studies)
- Writing: 15 - 30 minutes daily
- Science: 15 - 30 minutes weekly

### Daily Schedule: Friday

- Total time not to exceed 2 hours per day
- Complete any unfinished work from the week
- Participate in library, health and PE, art, and music activities

### Student Expectations:

- Attend morning meeting sessions daily
- Communicate with teacher(s) regularly
- Give best effort and turn in assigned work

### Staff Expectations:

- Establish flexible daily office hours between 8 am and 2 pm
- Hold daily morning meeting sessions via video technology (at least 2 "live" sessions)
- Provide students weekly learning goals as determined at grade level meetings
- Provide assignments to students
- Provide formative feedback to students on work submitted
- Collaborate weekly with grade-level colleagues via Zoom regarding learning goals and instruction
- Maintain contact with students; notify administrators of unreachable students

### Family Expectations:

- Support your child's learning
- Establish a daily routine that suits your family's needs
- Communicate questions and concerns with your child's teacher
- Enjoy your family
- Practice patience

### Attendance/Grading:

- Attendance required during morning meetings and class participation throughout the day; contact teacher(s) when unable to attend
- Grades suspended during remote learning; feedback provided only on completed work

## Grades 5-8

### **Daily Schedule: Monday - Friday**

- Total time not to exceed 2 to 3 hours per day
- Literacy: 30 minutes
- Math: 30 minutes daily
- Science: 20-25 minutes daily
- Social Studies or JMG: 20-25 minutes daily
- Once a week: 30 minutes per PE, Art, STEM, and Music

### **Student Expectations:**

- Check in with teachers daily
- Communicate with teachers, including content and allied arts teachers regularly using Zoom, email, and Google platform
- Complete assignments within a 5-day window
- Give best effort and turn in assigned work

### **Staff Expectations**

- Establish flexible office hours between the hours of 8:00 am - 2:00 pm
- Provide students weekly learning goals and new instruction
- Provide students weekly assignments
- Provide formative feedback to students on work submitted
- Collaborate weekly with grade-level colleagues via Zoom regarding learning goals and instruction
- Maintain contact with students; notify administrators of unreachable students

### **Family Expectations**

- Support your child's learning
- Establish a daily routine that suits your family's needs
- Communicate questions and concerns with your child's teacher
- Enjoy your family
- Practice patience

### **Grading/Attendance**

- Pass or NEE (Not enough evidence) grades to be issued based on participation and work submitted
- Attendance to be determined on a daily basis

## Grades 9-12

### **Daily Schedule: Monday - Friday**

- Total time not to exceed 4 hours per day with the exception of AP and Honors classes
- Establish a daily routine to address your learning needs and course schedule

### **Student Expectations**

- Engage in each assigned course
- Establish a daily routine to address learning needs
- Check in with teachers daily using Zoom, email, and Google Classroom
- Communicate with teacher(s) when questions arise
- Give best effort and turn in assigned work

### **Staff Expectations**

- Establish flexible office hours and provide this information to students
- Be available 8:00 am to 2:00 pm for Zoom meetings, instructional support and emails
- Provide students weekly learning goals and new instruction
- Provide students weekly assignments and due dates
  - Extend 5-day grace period to students with extenuating circumstances
- Provide formative feedback to students on work submitted
- Attend weekly departmental Zoom meetings regarding learning goals and instruction
- Maintain contact with students at least every 3 days by phone or email; notify administrators of unreachable students

### **Family Expectations**

- Support your child's learning
- Communicate questions and concerns with your child's teacher
- Monitor your child's progress via the Infinite Campus portal.

### **Attendance/Grading:**

- Attendance to be determined weekly as Present, Inconsistent or Absent
  - Present: Student contacts individual teachers at least twice during week via Zoom meeting, Google Hangout, an email, or submitted work.
  - Inconsistent: Student contacts individual teachers once during week via Zoom meeting, Google Hangout, an email or submitted work; teacher reaches out to parents if student is falling behind
  - Absent: Student fails to contact teacher; teacher reaches out to parents
- SHS/SRTC standard grading practices including number grades for assignments and assessments remain in place



# Sanford Regional Technical Center

## **Daily Schedule**

- Total time not to exceed 2 hours a day
- Establish a daily routine to address your learning needs and program expectations.

## **Student Expectations**

- Engage in each assigned course
- Establish a daily routine to address learning needs
- Check in with teachers daily using Zoom, email, and Google Classroom
- Communicate with teacher(s) when questions arise
- Give best effort and turn in assigned work

## **Staff Expectations**

- Establish flexible office hours and provide this information to students
- Be available 8:00 am to 2:00 pm for Zoom meetings, instructional support and emails
- Provide students weekly learning goals and new instruction
- Provide students weekly assignments and due dates
  - Extend 5-day grace period to students with extenuating circumstances
- Provide formative feedback to students on work submitted
- Attend weekly staff Zoom meetings
- Maintain contact with students at least every 3 days by phone or email; notify administrators of unreachable students

## **Family Expectations**

- Support your child's learning
- Communicate questions and concerns with your child's teacher
- Monitor your child's progress via the Infinite Campus portal.

## **Attendance/Grading:**

- Attendance to be determined weekly as Present, Inconsistent or Absent
  - Present: Student contacts individual teachers at least twice during week via Zoom meeting, Google Hangout, an email, or submitted work.
  - Inconsistent: Student contacts individual teachers once during week via Zoom meeting, Google Hangout, an email or submitted work; teacher reaches out to parents if student is falling behind
  - Absent: Student fails to contact teacher; teacher reaches out to parents
- SHS/SRTC standard grading practices including number grades for assignments and assessments remain in place

## Special Education

Distance learning for special education students poses unique challenges. Since we are unable to individualize and deliver instruction normally, our primary focus is the health and wellbeing of our students. Listed below are modifications surrounding the delivery of instruction and services:

1. **Regular Instruction**: As appropriate, special education students will follow the same distance-learning model provided in regular education instruction.
2. **Specialized Instruction**: Instruction may include packets of materials, phone calls and video conferencing. The unique learning needs of some special education students may prove difficult to meet; special education staff will be extra vigilant, seeking creative ways to support students with unique needs as well as their families during distance learning.
3. **Related Services**: Occupational therapists, speech therapists, physical therapists and social workers will communicate and provide services to special education students as appropriate, using a variety of virtual platforms (Google Classroom, Zoom, Doxy, etc.) Service providers will work directly with families to establish services based on the individual needs and goals of each student.
4. **Modifications and Accommodations**: All established modifications and accommodations remain in place for students. Families should contact the student's case manager immediately if additional modifications or accommodations appear necessary.
5. **IEP Meetings**: IEP meetings due prior to April 16, 2020 will be held virtually; your child's IEP Coordinator will contact you regarding the process. IEP meetings due post April 16, 2020 will be scheduled after distance learning ends.
6. **Referrals**: Special education personnel will continue to receive and review referrals for special education services. They may reach out to parents to discuss the suspected area of disability and next steps. Evaluations, observations and IEPs to determine eligibility will be scheduled after distance-learning ends.

## Support Services

### School Counselors & Social Workers

In these uncertain times, children may experience a wide range of emotions. Adjusting to a new schedule, social distancing, and staying at home may increase anxiety and stress in your child. Staff will continue to provide resources for students to support our district-wide focus on social-emotional learning. School counselors and social workers will reach out to families of students they regularly work with and will also remain available to all students. If your child needs support, please contact your child's school counselor by email.

Should your child experience a mental health crisis while our schools are closed, we encourage you to utilize the following community resources:

For mental health emergencies: Crisis Hotline (**1 888 568 1112**) For learning

how to access resources: 211 Maine (**211**)

For domestic violence-related support: Caring Unlimited (**1-800-239-7298**) For emergencies:

Call **911**

See Crisis Phone Tree with current SEL Staff (Page 5).

# Support Services

## ELL SUPPORT

ELL students spend the majority of their school day engaged in regular education classes and will follow the established grade level structure. Regular education classroom teachers will administer and monitor assignments for their students during distance learning. ELL teacher Mrs. Webber will support academics in the regular education setting, monitor student work in SeeSaw or Google Classroom and provide consultation services to teachers. Students and/or families in need of support are encouraged to contact Mrs. Webber at [Twebber@sanford.org](mailto:Twebber@sanford.org).

## GIFTED AND TALENTED SUPPORT

Student, staff and family expectations will follow the established grade level structure. Students in the Gifted and Talented Program will continue to work with their GT teacher. GT teachers will work with classroom teachers to provide additional supports and resources for GT students to maximize access to academic content. GT teachers will reach out to each GT student/family to help ensure appropriate supports are in place.

Grades K-5 parents may reach out to Mr, Benham at [ebenham@sanford.org](mailto:ebenham@sanford.org). Grades 6- 12 parents may reach out to Mrs. Coleman at [lcoleman@sanford.org](mailto:lcoleman@sanford.org).

## PRE-KINDERGARTEN SUPPORT

Families of Pre-K students should download the interactive Teaching Strategies App to access the family portal. Monitored by the Pre-K teacher, the Teaching Strategies App allows families to:

- E-mail Mrs. Dow
- Access the resource library
- See your child's observations that teachers have completed
- Send teachers observations of your child's progress.

Through the App, the teachers will send an activity daily for families to do with your child. A read-aloud will also be downloaded to the App three or four times a week for children to hear their teachers reading. Additional activities are available upon request. Parents with questions/concerns should contact Mrs. Dow at [ddow@sanford.org](mailto:ddow@sanford.org).

## TITLE I READING AND MATH SUPPORT

Students already receiving Title 1 services will follow the established grade level structure and will also have access to an online reading instructional program (Lexi\*Core5) and an online math instruction program (MobyMax) for the remainder of this school year. Title 1 teachers will monitor and support students accessing these programs. Parents will be receiving information in the mail on how to register students for Lexi\*Core5 and/or MobyMax by April 6th.

Title I teachers have established weekly office hours to reach out to students and parents. If you have a question, please contact your child's Title I teacher through their school email or call your child's school.

# Support Services

## TECHNOLOGY SUPPORT

All students have received school-issued devices programmed to access sites and applications according to grade level. If issues arise with a device, assistance is available as follows:

Grades K – 4: [remotesupport@sanford.org](mailto:remotesupport@sanford.org) or by calling the school

Grade 5 – 7: [ireport@sanford.org](mailto:ireport@sanford.org) or by calling the school

Grades 8 – 12: [hstech@sanford.org](mailto:hstech@sanford.org) or by calling the school

## DIFFERENTIATION FOR FAMILIES WITH LIMITED ONLINE ACCESS

Special arrangements are available for students without internet access. Families who may have limited online access are asked to communicate directly with their child's classroom teacher and/or building principal for assistance. In the event that a student does not have access to distance learning, administrators and teachers will work together to develop alternatives.

## Meal Delivery

Lunch and breakfast, free of charge, will be offered to all Sanford children through the age of 18 through the School Nutrition Program. No registration will be necessary and this service will continue as long as supplies and staffing are available. Pick up sites are the Memorial Gym on Main Street and Lafayette School on Brook Street, between 11:30 am and 12:30 pm, Monday through Friday. Ledgemere busses and school personnel will also deliver meals to Sanford's "big bus" bus stops Monday through Friday. For the latest delivery schedule visit: <https://5il.co/eim4>

Safe Stop is now activated to track your child's bus using activation code SFRD 2020. If you have questions about Safe Stop, please contact Ledgemere at 324-4888.

## Librarian Support

Student, staff, and family expectations will follow the established grade level structure. Librarians will work with classroom teachers to provide support and resources for all students. They will create content for their appropriate grade levels every week. Librarians are also available to support families with things such as book access, research, technology, etc.

### Grades K-4

Carl J. Lamb School, Sanford Pride Elementary and Margaret Chase Smith:  
[vsullivan@sanford.org](mailto:vsullivan@sanford.org)/[Sanford Elementary School Libraries website](#)

### Grades 5 - 7

Sanford Middle School: [jwilliams@sanford.org](mailto:jwilliams@sanford.org) / [Junior High Library Website](#)

### Grades 8-12

Sanford High School: [jraymond@sanford.org](mailto:jraymond@sanford.org) / [SHS Library website](#)

## **Annex B**

### **Sanford Schools Evacuation Sites 2023-2024**

<b>School</b>	<b>First Evacuation Site</b>	<b>Second Evacuation Site</b>
<b>Carl J. Lamb</b>	<b>YMCA</b>	<b>Memorial Gym / Nasson</b>
<b>Central Office</b>	<b>Parking Lot Rear Building</b>	<b>Police Station</b>
<b>Margaret Chase Smith</b>	<b>Sanford High School</b>	<b>Curtis Lake Church</b>
<b>Sanford Community Adult Ed/Bridge</b>	<b>Memorial Gym</b>	<b>American Legion</b>
<b>Sanford Middle School</b>	<b>Memorial Gym</b>	<b>YMCA/Nasson</b>
<b>Pride Elementary School</b>	<b>Memorial Gym</b>	<b>Nasson</b>
<b>Sanford High School</b>	<b>Alumni Stadium</b>	<b>Memorial Gym</b>
<b>Sanford Regional Technical Center</b>	<b>Alumni Stadium</b>	<b>Memorial Gym</b>

## Annex C

# State of Maine Fire Drill Policy



STATE OF MAINE  
Department of Public Safety  
Office of State Fire Marshal

### School Fire Drill Policy

This policy was set back in the 1980's and allows the local fire chief to determine if the old policy or the NFPA 101 requirements of ten drills must be met. This policy may also be revoked by the State Fire Marshal's Office at any time for just cause.

1. All schools must hold two drills during the first two weeks of school.
2. All schools must hold one drill during Fire Prevention Week (first week in October)
3. Grades K-4 must hold seven additional drills during the year (total of ten)
4. Grades 5-8 must hold five additional drills during the year (total of eight)
5. Grades 9-12 must hold three additional drills during the year (total of six)

#### Fire Drills and Emergency Plan Requirements.

Emergency egress and relocation drills shall be designed in cooperation with the local authorities.

Emergency egress and relocation drills shall be held with sufficient frequency to familiarize occupants with the drill procedure and to establish conduct of the drill as a matter of routine. Drills shall include suitable procedures to ensure that all persons subject to the drill participate.

When conducting drills, emphasis shall be placed on orderly evacuation rather than on speed.

Drills shall be held at expected and unexpected times and under varying conditions to simulate the unusual conditions that can occur in an actual emergency.

An Emergency Plan shall be made prior to the school year starting.

#### Plan Requirements.

Emergency plans shall include the following:

- (1) Procedures for reporting of emergencies
- (2) Occupant and staff response to emergencies
- (3) Design and conduct of fire drills
- (4) Type and coverage of building fire protection systems
- (5) Other items required by the authority having jurisdiction

Required emergency plans shall be submitted to the authority having jurisdiction for review. (Local fire department.)

Emergency plans shall be reviewed and updated as required by the authority having jurisdiction.

Drill participants shall relocate to a predetermined location and remain at such location until a recall or dismissal signal is given.

A written record of each drill shall be completed by the person responsible for conducting the drill and maintained in an approved manner. Must be maintained in the building that drills are being conducted.

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#### PREVENTION \* MITIGATION/ SUPPRESSION \* LAW ENFORCEMENT

OFFICES LOCATED AT: 500 CIVIC CENTER DRIVE, AUGUSTA, MAINE 04330  
(207) 626-3870 ADMINISTRATION/ INVESTIGATIONS (207) 287-3659 TDD  
(207) 626-3880 INSPECTIONS/ PLANS REVIEW

(207) 287-6251 FAX



## Annex D

### Rosters and Inventories

<b>Faculty &amp; Staff Assignment Roster w/ Special Skills and Devices</b>										
Name (Add * if member of CRT)	Rm #	Work # Cell # Pager#	Medical Skills				Language	SAR	Fire/Safety/ HAZMAT	Other skills
			1st Aid	CPR	EMT	Other				

**STUDENTS & STAFF WITH SPECIAL NEEDS**  
IN TIMES OF AN EMERGENCY

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

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

# Annex E

## Forms and Templates

### SURVEY OF STAFF EMERGENCY SKILLS, DEVICES & SPECIAL NEEDS

Name: \_\_\_\_\_ Room #: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Specify below:

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

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Signed: \_\_\_\_\_

## Sanford School Department Relocation Site Partnership Agreement

Between \_\_\_\_\_ School and \_\_\_\_\_ *(the Relocation Site)*

**A. RELOCATION SITE:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact(s): 1. \_\_\_\_\_ 2. \_\_\_\_\_

Work Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Location within the school or Relocation Site where students will be sheltered: \_\_\_\_\_

Location of Administrator's Tool Box (Go-Kit) if stored at evacuation site : \_\_\_\_\_

**B. EVACUATING SCHOOL:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact(s): 1. \_\_\_\_\_ 2. \_\_\_\_\_

Work Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**C. RELOCATION/HOST SITE RESPONSIBILITIES:**

**The Host Site will:**

- Accept an evacuation request from any of those in the chain of command identified in the evacuating school's Emergency Management Plan.
- Notify all staff members at the host site of the situation.
- Designate space for evacuees. Provide access to bathroom facilities and to water
- If available, assign personnel to greet arriving buses and direct them to pre-identified space.
- If site is a school: notify the school nurse and anticipate any medical emergencies. Having an emergency medical team / rescue squad on stand-by might be considered.

**D. EVACUATING SCHOOL RESPONSIBILITIES:**

**The Evacuating School will:**

- Notify the host site of an impending evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Implement and operate ICS Communications Protocols and student/parent reunification points. Request assistance from host site if needed.
- Activate School Crisis Response Team protocols and assign roles and responsibilities according to the school's emergency Management Plan.
- Implement Relocation checklist.

**Collaborative Actions:**

- Notify parents/guardians by Instant Alert or by phone if possible. If available, host site will provide communications resources and assist evacuating school staff in required notifications of parent, day care facilities that pick up at the schools, and other necessary notifications.
- Designate the location and procedure for release of students to parents who may come to the school.
- Anticipate any need to feed evacuees and assign a person to contact food service.
- Act to control media access and work with the Sanford School Department Public Information Officer.

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

**RELOCATION CHECKLIST**  
**School Crisis Response Team**

**Incident Commander/Principal**

- \_\_\_\_\_ Conduct school sweep
- \_\_\_\_\_ Gather Administrators Go-Kit:
- \_\_\_\_\_ Notify superintendent on progress of evacuation
- \_\_\_\_\_ Prepare statement for media to provide to Public Information Officer

**Assistant Principal/Designee**

- \_\_\_\_\_ Check evacuation route and evacuation site
- \_\_\_\_\_ Conduct sweep at evacuation site
- \_\_\_\_\_ Create Command Post area for central organization
- \_\_\_\_\_ Remain at evacuation site to receive students

**Attendance Secretary**

- \_\_\_\_\_ Account for all students prior to evacuation
- \_\_\_\_\_ Go to evacuation site and have with you:

- Master Student List
- Daily Attendance
- Clipboard and Pen
- Office Cell Phone
- Office Radio(s)
- Visitor sign-in list
- Dismissal list

- \_\_\_\_\_ Take attendance again at evacuation site

**Guidance/Counseling**

- \_\_\_\_\_ Set up parent liaison/parent re-unification area

**Maintenance**

- \_\_\_\_\_ Shut off utilities at school if safe to do so
- \_\_\_\_\_ Set up cones/barricades as necessary along evacuation route

**Nurse**

- \_\_\_\_\_ Obtain student medical records

**Office Staff Manager**

- \_\_\_\_\_ Notify relocation site
- \_\_\_\_\_ Notify First Student and other bus transportation services
- \_\_\_\_\_ Notify Food service Personnel as needed
- \_\_\_\_\_ At re-location site, document student pick-up by parents.

**School Resource Officer**

- \_\_\_\_\_ **Coordinate** police/fire department response
- \_\_\_\_\_ Communicate with public safety officials

**Teachers**

- \_\_\_\_\_ Take attendance and report missing students to attendance secretary
- \_\_\_\_\_ Bring class lists

## Serious Incident Report (SIR)

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

School: \_\_\_\_\_

Date/Time & Location of Incident: \_\_\_\_\_

Witnesses to the Incident: \_\_\_\_\_

\_\_\_\_\_

Date/Time of Response: \_\_\_\_\_

Responders to the Incident: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Print or type name here: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Student Release Request Form

School: \_\_\_\_\_

Name of Student \_\_\_\_\_ Home room # \_\_\_\_\_  
(Print)

Name of Parent/Person making request \_\_\_\_\_  
(Print)

Date \_\_\_\_\_ Time \_\_\_\_\_

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

Verified by: \_\_\_\_\_

Released by: \_\_\_\_\_

\_\_\_\_\_  
Signature of person to whom student is released

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

\_\_\_\_\_  
Address City/Town Zip

\_\_\_\_\_  
Phone Number

## Annex F

### Sample Letters

#### INITIAL ANNOUNCEMENT OF AN EMERGENCY EVENT (Sample)

*Source: Association of California School Administrators, 1995*

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

TO:  
FROM:

"We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that \_\_\_\_\_ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

"As soon as we know the family's/families' wishes regarding \_\_\_\_\_ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

#### ANNOUNCEMENT OF A STUDENT SUICIDE (Sample)

**To be read to the students by the classroom teacher.**

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

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

John Doe committed suicide early Saturday morning. As a faculty we extend our sympathy to John's family and friends. We encourage all students to consider the tragic nature of this death and to realize that death is final. John's death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.

Funeral services for John will be held in \_\_\_\_\_ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address).

#### Unexpected Student Death – elementary (sample)

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

Dear Parents,

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

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

If you feel that your child would benefit from talking with our School Counselor or our School Psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the \_\_\_\_\_ family and to all their friends. We at the school will miss \_\_\_\_\_ very much. he/she was our friend and we loved him.

Sincerely, School Principal



## **BUS CRASH OR INCIDENT (Sample)**

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

Dear Parents,

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

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

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

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

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

Sincerely, School Principal

## **REGARDING SCHOOL EVACUATION- Notice to Parents (Sample)**

Date Released:

Time Released:

Released by:

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

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

*(Repeat this message once, then follow with any other official message.)*

School Principal

## **Annex G**

### **Psychological First Aid**

[https://www.ready.gov/sites/default/files/documents/files/PFA\\_Parents.pdf](https://www.ready.gov/sites/default/files/documents/files/PFA_Parents.pdf)

## Annex H

### Alertus Information



Alertus Technologies offers mobile phone apps for enhanced mobile notification between authorized dispatchers and end users.

The **Alertus Recipient App** allows end users to not only receive push notifications, but also to quickly send geo-tagged incident reports to emergency management personnel via the panic button feature.

The **Alertus Activator App** allows authorized dispatchers to quickly send emergency notification alerts to faculty, staff, students, or personnel via Android or iOS tablets or smartphones.

- Alertus allows administrators to initiate messages (Lockdowns, Clear the Halls, Secure the Buildings and Evacuations) from their phones.
  - SMS, MCS, CJL, Willard, and Bridge will manually announce the appropriate message using the school's intercom system.
  - SHS will automatically play the appropriate announcement through the fire alarm system
- The Sanford Police Department receives immediate notification of **Lockdowns**. (Administrators must still call 911.)
- Alertus allows administrators to update messages and push them out to those with the recipient app
  - Examples: Threat location, cell phone numbers to coordinate a reunification site, special instructions for schedule adjustments after a clear the halls, etc.

#### Messages:

##### **Lockdown:**

"Attention Lockdown, May I have your attention, this is a lockdown please secure yourself in the nearest classroom or office until further instruction." (Add the threat location if known.)

##### **Clear the halls:**

"Attention this is a Clear the halls notification. Staff and Students please clear the halls and return to your assigned location. Staff and Students will remain in their assigned location and wait for further instruction."

##### **Evacuation:**

"Attention this is an evacuation, please exit the building at this time in an orderly fashion. Student Leave backpacks in classrooms. May I have your attention; we will be evacuating the building at this time. Please leave backpacks in classrooms." (Enter evacuation sight)

##### **All clear:**

"May I have your attention? We are all clear. You can now return to normal activities."

**Annex I**  
**School Maps**