



FALMOUTH SCHOOLS EMERGENCY OPERATIONS PLAN

Promulgation Statement

The Falmouth School Department and the Town of Falmouth is committed to the safety and security of students, faculty, staff, and visitors on its campuses. In order to support that commitment, the School Board has asked for a thorough review of the Falmouth School Department's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Emergency Operations Plan that follows is the official policy of The Town of Falmouth. It is a result of a comprehensive review and update of school policies in the context of its location in Falmouth, Maine and in the current world situation. We support its recommendations and commit the Town's resources to ongoing training, exercises, and maintenance required to keep it current. The plan is intended to incorporate the Town of Falmouth's Hazard Mitigation Plan.

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the Falmouth community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

/s/ Beppie Cerf

FALMOUTH SCHOOL SUPERINTENDENT

April 14, 2008

DATE

/s/ Dr. George Entwistle

FALMOUTH SCHOOL BOARD CHAIRPERSON

April 14, 2008

DATE

/s/ KEVIN CADY

FALMOUTH EMERGENCY MANAGEMENT DIRECTOR

APRIL 14, 2008

DATE

APPROVAL AND IMPLEMENTATION

FALMOUTH, ME. SCHOOL DEPARTMENT

Emergency Operations Plan: This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

/s/ Beppie Cerf

April 14, 2008

FALMOUTH SCHOOL SUPERINTENDENT

DATE

/s/ DR. GEORGE ENTWISTLE

APRIL 14, 2008

SCHOOL BOARD CHAIRPERSON

DATE

/s/ KEVIN CADY

APRIL 14, 2008

FALMOUTH EMERGENCY MANAGEMENT DIRECTOR

DATE

RECORD OF CHANGES

Basic Plan

Change #	Date of Change	Change Entered By	Date Entered

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I. AUTHORITY

A. Federal:

1. Federal Civil Defense Act of 1980, Pub L. 81-920 as amended
2. The Disaster Relief Act of 1974, Pub L 93-288, as amended
3. Emergency Management and Assistance, 44 U.S. Code 2.1 (October 1, 1980)

B. State:

1. Maine Public Law, Chapter 408 Sec. 1. 20-A MRSA §1001, sub- § 16
2. Maine Bureau of Civil Emergency Preparedness Act Title 37-B Ch. 13

C. Local:

4. Ordinances, Part I, Section I, Article 102
5. Falmouth Ordinance, Part II, Chapter 2, Article V, Sec. 2

II. PURPOSE

This Basic Plan outlines Falmouth's approach to emergency management and operations. It provides general guidance for emergency management activities and an overview of Falmouth's methods of mitigation, preparedness, response, and recovery. The plan describes Falmouth's emergency response organization and assigns responsibilities for various emergency tasks. This plan is intended to empower employees in an emergency and clarify emergency roles and response. It is also intended to provide a framework for more specific functional annexes that describe in more detail who does what, when, and how. This plan applies to all local Falmouth officials, staff, and students. The primary audience for the document includes the school board, school district, school administrators, staff tasked within the document or annexes, emergency management staff, leaders of local volunteer organizations that support emergency operations, and others who may participate in mitigation, preparedness, response, and recovery efforts.

This Basic Plan outlines Falmouth's approach to emergency management and operations. It has been developed to assist Falmouth to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals

1. The mission of The Town of Falmouth in an emergency/disaster is to:
 - a. Protect lives and property
 - b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from disasters
2. The goals of The Town of Falmouth – School Department
 - a. Provide emergency response plans, services, and supplies for all facilities and employees
 - b. Coordinate the use of school personnel and facilities within the school
 - c. Restore normal services as quickly as possible
 - d. Provide detailed and accurate documentation of emergencies to aid in the recovery process

Crisis Response Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan

The Emergency Management Director, Superintendent or designee shall ensure that District and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff.
2. Natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
Note: As part of its Pandemic Influenza Planning Checklist, the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that a district's emergency and disaster preparedness plan include procedures for dealing with medical emergencies, such as a pandemic flu outbreak.

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.
The Emergency Management Director, Superintendent or designee shall ensure that the District's procedures include strategies and actions for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:
8. Regular inspection of school facilities and equipment and identification of risks.
9. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation.
 - b. Regular practice of emergency procedures by students and staff.
10. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - The appropriate chain of command at the District and, if communication between the District and site is not possible, at each site.
 - Individuals responsible for specific duties.
 - Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.
 - Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation.
 - Assignment of responsibility for identification of injured persons and administration of first aid.
11. Personal safety and security, including:
 - Identification of areas of responsibility for supervision of students.
 - Procedures for evacuation of students and staff, including posting of evacuation routes.
 - Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible.
 - Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.
 - Provision of a first aid kit to each classroom.
 - Arrangements for students and staff with special needs.

- Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease.

Administrative Regulation

5141.6(c)

Students: Crisis Response Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

1. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction.
 - b. How to provide for continuity of operations for essential central office functions.
2. Communication among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s).
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites.
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand.
 - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
3. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention.
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
4. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities.
 - b. Provision of mental health services for students and staff, as needed.

Crisis Response Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan

The Emergency Management Director, Superintendent or designee shall ensure that District and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff.
2. Natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
Note: As part of its Pandemic Influenza Planning Checklist, the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that a district's emergency and disaster preparedness plan include procedures for dealing with medical emergencies, such as a pandemic flu outbreak.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

The Emergency Management Director, Superintendent or designee shall ensure that the District's procedures include strategies and actions for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

8. Regular inspection of school facilities and equipment and identification of risks.
9. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation.
 - b. Regular practice of emergency procedures by students and staff.

Crisis Response Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

1. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - The appropriate chain of command at the District and, if communication between the District and site is not possible, at each site.
 - Individuals responsible for specific duties.
 - Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.
 - Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation.
 - Assignment of responsibility for identification of injured persons and administration of first aid.
2. Personal safety and security, including:
 - Identification of areas of responsibility for supervision of students.
 - Procedures for evacuation of students and staff, including posting of evacuation routes.
 - Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible.
 - Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.
 - Provision of a first aid kit to each classroom.
 - Arrangements for students and staff with special needs.
 - Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease.

**Students: Crisis Response Crisis Management Plan
(Emergencies and Disaster Preparedness Plan)**

Components of the Plan (continued)

3. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction.
 - b. How to provide for continuity of operations for essential central office functions.
4. Communication among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s).
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites.
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand.
 - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
5. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention.
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
6. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities.
 - b. Provision of mental health services for students and staff, as needed.

Policy

Students: Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

The Town of Falmouth School Department recognizes that staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee and the Emergency Management Director shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the comprehensive school safety plan.

The Emergency Management Director, Superintendent or designee shall also develop and maintain emergency plans for each school site if deemed applicable.

Note: The U.S. Department of Education has published [Practical Information on Crisis Planning](#), which is available on its web site, to provide guidance for schools in developing crisis plans. This document recommends that districts work with city and county emergency planners to help integrate resources and that school staff participate in local emergency planning so that the district perspective is addressed by the local government. In addition[^] as part of the [Pandemic Influenza Planning Checklist](#), the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that local public health administrators be involved in the district's planning process.

In developing the school emergency plan, the Superintendent or designee shall collaborate through the Emergency Management Director with county and state emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Policy Adopted: April 14, 2008

Falmouth Public Schools
Falmouth, Maine

III. EXPLANATION OF TERMS

A. Acronyms

ARC	American Red Cross
CCEMA	Cumberland County Emergency Management
CFR	Code of Federal Regulations
DEM	Division of Emergency Management
EOC	Emergency Operations Center
EPI	Emergency Public information
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
Hazmat	Hazardous Material
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
MEMA	Maine Emergency Management Agency
SOPs	Standard Operating Procedures
TSA	The Salvation Army

B. Definitions

1. Emergency Public Information (EPI)

Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

a. Incident

An incident is a situation that is limited in scope and potential effects. Characteristics of an incident include:

- 1) Involves a limited area and/or limited population.

- 2) Evacuation or in-place sheltering is typically limited to the immediate area of the incident.
- 3) Warning and public instructions are provided in the immediate area, not community-wide.
- 4) One or two local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- 5) May require limited external assistance from other local response agencies or contractors.

b. Emergency

An emergency is a situation is larger in scope and more severe in terms of actual or potential effects than an incident. Characteristics include:

- 1) Involves a large area, significant population, or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) May require community-wide warning and public instructions.
- 4) Requires a sizable multi-agency response operating under an IC.
- 5) May require some external assistance from other local response agencies, contractors, and limited assistance from state or federal agencies.
- 6) The EOC will be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

c. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- 1) Involves a large area, a sizable population, and/or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) Requires community-wide warning and public instructions.
- 4) Requires a response by all local response agencies operating under one or more ICs.
- 5) Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.

- 6) The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

3. Hazard Analysis

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

4. Hazardous Material (Hazmat)

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmats include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

5. Inter-local agreements

Arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

6. Standard Operating Procedures (SOP)

Approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

IV. SITUATION AND ASSUMPTIONS

A. Situation

Falmouth's schools are potentially exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. Describe the enrollment and employment figures

District

The district's current enrollment is approximately **2,153** students of which **665** attend the high school, **741** attend the middle school and **747** attend the elementary schools. The district's staff is comprised of **5** at the high school, **5** at the middle school and **8** at the elementary schools. The district's teaching staff is comprised of **61** at the high school, **73** at the middle school, and **74** at the two elementary schools. Additionally, district-wide there are **49** aides, **13** cafeteria and **22** custodial staff.

C. The School District is made up of numerous buildings

- a. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut-offs is found as an attachment.

D. Explain geographical location

The Town of Falmouth is located in the northeastern part of Cumberland County, bordered by the communities of Portland, Cumberland, Windham, and Westbrook. The geographic characteristics vary, including rivers, streams, hills, fields, three inhabited islands (remote and bridged), and the Atlantic Ocean. The highest point in the Town of Falmouth is 500 feet above sea level and the lowest point is sea level. The population of Falmouth is approximately 11,500 year-round, median age is 40.7, density (persons per square mile) 348.1, household density 2.61, total homes 4,169, year round homes 3,948. (source 2004 US Census)

A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for the School District. After reviewing the hazard analysis and security audit, it appears that the District is most likely to be affected by 1. Severe Weather, 2. Flooding, 3. Transportation related events, 4. Weapons related incidents, 5. Fire, 6. Medical Emergencies. The District is also at risk to many more potential hazards to life and property.

FIGURE 1: HAZARD SUMMARY

1 – 7 = Low Risk

8 – 11 = Medium Risk

12 – 16 = High Risk

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
HAZARD TYPE:					
<i>NATURAL</i>					
EARTHQUAKE – 8	2 Possible	2 Limited	2 Minimal	2 Limited	Low
FLASH FLOODING – 9	3 Likely	3 Critical	1 12-24 hours	2 Limited	Medium
FLOODING (RIVER OR TIDAL)- 9	4 Highly Likely	2 Limited	1 12-24 hours	2 Limited	Medium
HURRICANE – 12	4 Highly likely	4 Catastrophic	0 24+ hours	4 Catastrophic	High
TORNADO – 12	2 Possible	4 Catastrophic	2 Minimal	4 Catastrophic	Low
WILDFIRE- 11	1 Unlikely	4 Catastrophic	2 Minimal	4 Catastrophic	Low
WINTER STORM – 9	4 Highly likely	3 Critical	0 24+ hours	2 Limited	Medium
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS- 10	2 Possible	3 Critical	2 Minimal	3 Critical	High
FIRE – 10	2 Possible	3 Critical	2 Minimal	3 Critical	Medium
POWER OUTAGE – 10	3 likely	2 Limited	2 Minimal	3 Critical	High

WATER SYSTEM FAILURE – 10	2 Possible	3 Critical	2 Minimal	3 Critical	High
ACCIDENTS -10 (TRANSPORTATION)	4 Highly likely	2 Limited	2 Minimal	2 Limited	Medium
MEDICAL EMERGENCY – 9	4 Highly likely	2 Limited	2 Minimal	1 Negligible	Medium
MASS CONTAMINATION – 10	2 Possible	3 Critical	2 Minimal	3 Critical	High
APPARENT SUICIDE 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low
BOMB THREAT – 7	2 Possible	2 Limited	2 Minimal	1 Negligible	Low
CIVIL DISORDER – 7	1 Unlikely	2 Limited	2 Minimal	2 Limited	Low
DEATH ON CAMPUS 5	1 Unlikely	1 Negligible	2 Minimal	1 Negligible	Low
EXPLOSION – 8	2 Possible	2 Limited	2 Minimal	2 Limited	Low
HOSTAGE SITUATION – 8	2 Possible	2 Limited	2 Minimal	2 Limited	Medium
INTRUDER – 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low
KIDNAPPING/ABDUCTION – 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low
REPORT OF WEAPON ON CAMPUS – 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low
SEXUAL ASSAULT - 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low
SUSPICIOUS PACKAGE/DEVICE 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low

TERRORISM – 9	1 Unlikely	3 Critical	2 Minimal	3 Critical	Low
WEAPONS ASSAULT 6	2 Possible	1 Negligible	2 Minimal	1 Negligible	Low

E. Assumptions

1. The Falmouth School system will continue to be exposed to and subject to the impact of those hazards described above, as well as, lesser hazards and others that may develop in the future.
2. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
3. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
4. **Following a major or catastrophic event, the school system / Town of Falmouth will have to rely on its own resources to be self-sustaining for up to 72 hours.**
5. There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
6. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this district/school to be prepared to carry out the initial emergency response on an independent basis.
7. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this district/school's readiness to deal with emergency situations.
8. A spirit of volunteerism among [district/school] employees, students and families will result in their providing assistance and support to emergency response efforts

C. Limitations:

It is the policy of the Town of Falmouth that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, the Town of Falmouth

can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time

V. CONCEPT OF OPERATIONS

A. Objectives

The objectives of Town of Falmouth emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the Town of Falmouth and School Department shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

B. General

1. It is the responsibility of Town and School officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect Falmouth.
2. It is the responsibility of the Town of Falmouth and School Department to provide in-service emergency response education for all school and office personnel
3. It is the responsibility of the School Department to conduct drills and exercises to prepare school personnel as well as students for an emergency situation
4. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
5. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. For example, the warning annex addresses techniques that can be used to warn staff, students and parents during any emergency situation, whatever the cause.
6. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All site personnel will be trained in ICS.
7. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed.

8. The School Superintendent is charged with insuring the training and equipment necessary for an appropriate response are in place.
9. This plan is based upon the concept that the emergency functions that must be performed by the school administration that generally parallels some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.
10. Local government is responsible for organizing, training, and equipping local emergency responders and emergency management personnel, providing appropriate emergency facilities, providing suitable warning and communications systems, and for contracting for emergency services. The state and federal governments offer programs that provide some assistance with portions of these responsibilities.

C. Operational Guidance

1. Initial Response

School personnel are likely to be first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the incident until it is resolved or others who have legal authority to do so assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

- a. The superintendent/ principal or designee will be responsible for activating the schools emergency operations plan and the initial response:
 - 1) Evacuation – Requires all staff and students to leave the building. Evacuation can be highly effective if it can be completed before the arrival of the hazard.
 - 2) Reverse Evacuation – Requires all staff and student to go to safe places in the building from outside the building.
 - 3) Lock down – All exterior doors and classroom doors are locked and students and staff stay in their classrooms
 - 4) Shelter-in-place – Students and staff are held in the building, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials which produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
 - 5) Drop, cover and hold – Students and staff drop low, take cover under furniture, cover eyes and protect internal organs

2. Notification Procedures

- a. In case of an incident at any district facility, the flow of information shall be from the school principal / designee to the superintendent's office. Information should include the nature of the incident and the impact, on the facility, students and staff.
- b. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school principal / designee. Specific guidelines are found in the individual annexes and appendices.

3. Training and Exercise

- a. The Falmouth School Department understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur:
 - 1) Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance
 - 2) Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
 - 3) The Falmouth School Department will plan for quarterly drills and exercises during the school year. The types of drills and exercises will be determined by the Superintendent, Falmouth Emergency Manager, and principals.
 - 4) The Falmouth School Department will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school system's ability to respond to and deal with emergencies.

4. Implementation of the Incident Command System (ICS)

- a. The designated incident commander (IC) for the school system will implement the ICS and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

- b. For disaster situations, a specific incident scene may not exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

5. Source and Use of Resources

- a. The Falmouth School Department will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
 - 1) Request assistance from volunteer groups active in disasters.
 - 2) Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

D. Incident Command System

- 1. The Falmouth School Superintendent intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
- 2. The incident commander is responsible for carrying out the ICS function of command—managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
- 3. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

E. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

- 1. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
- 2. The IC is generally responsible for field operations, including:
 - a. Isolating the scene.

- b. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
 - c. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
 - d. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
 - e. Implementing traffic control arrangements in and around the incident scene.
 - f. Requesting additional resources from the EOC.
3. The EOC is generally responsible for:
- a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
 - e. Organizing and implementing shelter and mass arrangements for evacuees.
4. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.
5. There shall be only one (1) Incident Commander and one (1) Emergency Operations Center established to manage and incident within the Town of Falmouth School system.

F. Activities by Phases of Emergency Management

This plan addresses emergency actions that are conducted during all four phases of emergency management.

1. Mitigation/Prevention

The Falmouth Emergency Manager and the Falmouth School Department will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

a. Hazard Analysis

- 1) Identifying hazards
- 2) Recording hazards
- 3) Analyzing hazards
- 4) Mitigating/preventing hazards
- 5) Monitoring hazards

b. Security Audit

2. Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
- b. Emergency planning, including maintaining this plan, its annexes, and appendices
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school district during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.
- e. Completing an After Action Review after drills, exercises and actual emergencies
- f. Revise plan as necessary

3. Response

The Falmouth School system will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

4. Recovery

If a disaster occurs, the school department will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore

vital services to the school(s) and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

G. Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified in #2 and recommend community resources for support.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

VI. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

A. Organization

1. General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. The school's organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the school board, superintendent, emergency management director, or designees.

Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates district/school's planning activities and recruits members of the school system's emergency response teams. There will be an EOPT at the district level and EOPTs at each school. The Emergency Operations Planning Team at the district level includes superintendents, emergency manager, and designees.

The Emergency Operations Planning Team at the school level includes the principal's, assistant principal's, school resource officer, Emergency Management Director, nurses, and selected staff.

Emergency Response Teams

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school resources, employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.

Emergency Services

Emergency Services include the IC and those departments, agencies, and groups with primary emergency response actions. The IC is the person in charge at an incident site.

Emergency Support Services

This group includes departments and agencies that support and sustain emergency responders and also coordinate emergency assistance provided by organized volunteer organizations, business and industry, and other sources.

Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

B. Assignment of Responsibilities

1. General

For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school who possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the Executive Group, Emergency Operations Planning Team, Emergency Response Teams, Teachers, Emergency Services, Support Services, Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

3. Executive Group Responsibilities

a. The School Board will

- 1) Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- 2) Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans
- 3) Review school construction and renovation projects for safety

b. The Superintendent or designee will:

- 1) Appoint a district Emergency Management Coordinator to assist in planning and review ([currently Jack Hardy](#))
- 2) Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans

- 3) Develop and coordinate in-service emergency response education for all school personnel
 - 4) Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans
 - 5) Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system
 - 6) Authorize implementation of emergency preparedness curriculum
 - 7) Gather information from all aspects of the emergency for use in making decisions about the management of the emergency
 - 8) Have overall decision-making authority in the event of an emergency until emergency services arrive
 - 9) Monitor the emergency response during emergency situations and provide direction where appropriate
 - 10) With the assistance of the Public Information Officer, keep the public informed during emergency situations
 - 11) Stay in contact with the leaders of the emergency service agencies working with the emergency
 - 12) Keep school board informed of emergency status
 - 13) Request assistance from local emergency services when necessary
 - 14) Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
 - 15) Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
 - 16) Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- c. The Falmouth Emergency Management Director will:
- 1) Serve as the staff advisor to the superintendent and principals on emergency management matters.
 - 2) Keep the superintendent and principals apprised of the preparedness status and emergency management needs.
 - 3) Coordinate local planning and preparedness activities and the maintenance of this plan.

- 4) Prepare and maintain a resource inventory.
 - 5) Arrange appropriate training for district emergency management personnel and emergency responders.
 - 6) Coordinate periodic emergency exercises to test emergency plans and training.
 - 7) Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
 - 8) Coordinate with organized volunteer groups and businesses regarding emergency operations.
- d. The School Emergency Management Coordinator will:
- 1) Act as the school's Emergency Management Coordinator
 - 2) Implement the policies and decisions of the governing body relating to emergency management.
 - 3) Organize the school's emergency management program and identify personnel, equipment, and facility needs.
 - 4) Ensure that the plan is coordinated with the district's plans and policies
 - 5) Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan
 - 6) Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
 - 7) Conduct drills and initiate needed plan revisions based on After Action Reports
 - 8) Encourage incorporation of emergency preparedness material into regular curriculum
 - 9) Provide copies of the school plan to the district superintendent and local Emergency Management office
 - 10) Monitor developing situations such as weather conditions or incidents in the community that may impact the school
 - 11) Establish an Incident Command Post
 - 12) Act as Incident Commander until superintendent or emergency services arrives
 - 13) Assign school emergency responsibilities to staff as required
 - 14) Coordinate use of building as public shelter for major emergencies occurring in the city or county

15) Coordinate emergency assistance and recovery

4. Emergency Operations Planning Team **[DSST]** will:

- 1) In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan
- 2) In conjunction with the district and local emergency management officials, conduct a hazard analysis
- 3) Organize Emergency Response Teams
- 4) Recommend training for the Emergency Response Teams
- 5) Provide information to staff, student and community on emergency procedures
- 6) Provide assistance during an emergency in accordance with designated roles
- 7) Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan

5. Emergency Response Teams will:

- 1) Create annexes for their specific emergency function
- 2) Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- 3) Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - a) Facility evacuation – The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place
 - b) First aid – The First Aid team will be trained to provide basic first aid to injured students and/or staff
 - c) Search and rescue – The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders
 - d) Limited fire suppression – The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary

- e) Damage assessment – The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation
- f) Student/Parent Reunification – The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents
- g) Student supervision – The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring
- h) Support and security – The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them

6. Teachers will:

- 1) Participate in trainings, drills and exercises
- 2) Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter
- 3) Maintain order while in student assembly area
- 4) Verify the location and status of every student. Report to the incident commander or designee on the condition of any student needing additional assistance
- 5) Establish a partner system for students and teachers with disabilities
- 6) Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official “student/family reunification process”

7. Technology/Information Services Role

- 1) Coordinate use of technology.
- 2) Assist in establishment/maintenance of emergency communications network.
- 3) Assist in obtaining needed student and staff information from the computer files.
- 4) Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and utilities.
- 5) Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- 6) Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.

- 7) As needed, report various sites involved in the communication system if there are problems in that system.

8. Transportation Role

- 1) Establish and maintain school division protocols for transportation-related emergencies.
- 2) Establish and maintain plans for the emergency transport of school personnel and students
- 3) Coordinate transportation plans with Falmouth Police and other law enforcement personnel, as appropriate.

9. Common Responsibilities for Emergency and Support Services

All emergency services and support services will:

- 1) Provide personnel, equipment, and supplies to support emergency operations upon request.
- 2) Provide trained personnel to staff the ICP and EOC and conduct emergency operations.
- 3) Report information regarding emergency situations and damage to facilities and equipment to the IC or the EOC.

10. Emergency Services Responsibilities

a. The Incident Commander will:

- 1) Manage emergency response resources and operations at the incident site command post to resolve the emergency situation.
- 2) Determine and implement required protective actions for response personnel and the public at an incident site.

VII. DIRECTION AND CONTROL

A. General

1. The superintendent and emergency management director is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. During disasters, he/she may carry out those responsibilities from the ICP.
2. The superintendent, emergency management director and principal will provide overall direction of the response activities of the school. During major emergencies and disaster, he/she will normally carry out those responsibilities from the ICP or Emergency Operations Center.
3. The superintendent, emergency management director and principal will manage the Incident Command Post.
4. The Incident Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.
5. During emergency operations, the school's administration retains administrative and policy control over their employees and equipment. However, personnel and equipment will carry out mission assignments directed by the Incident Commander. Each department and agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol, may be adopted to facilitate coordinated effort.
6. If the schools own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

B. Emergency Facilities

1. Incident Command Post.

Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

C. Continuity of School Administration

1. The line of succession for the superintendent is:
 - a. Assistant Superintendent

- b. Business Manager
 - c. Special Education Director
- 2. The line of succession for the emergency management director is:
 - a. Deputy Director
 - b. Fire Chief
 - c. Police Chief
- 3. The line of succession for the principal's are:
 - a. Assistant Principal
 - b. Guidance Director
 - c. Substance Abuse Prevention Coordinator
- 4. The lines of succession for each position shall be in accordance with the SOPs established by the school board and superintendent.

VIII. READINESS LEVELS

A. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the school board, superintendent, emergency management director, and principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

G. Readiness Action Level Descriptions

The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the Department of Homeland Security and suggested by Department of Education)

1. Green—Low

- a. Assess and update emergency operations plans and procedures
- b. Discuss updates to school and local emergency operations plans with emergency responders
- c. Review duties and responsibilities of emergency response team members
- d. Provide CPR and first aid training for staff
- e. Conduct training and drills
- f. Conduct 100% visitor ID check

2. Blue—Increased Readiness

- a. Review and upgrade security measures
- b. Review emergency communication plan
- c. Inventory, test, and repair communication equipment
- d. Inventory and restock emergency supplies
- e. Conduct emergency operations training and drills

3. Yellow—Elevated

- a. Inspect school buildings and grounds for suspicious activities

- b. Assess increased risk with public safety officials
- c. Review crisis response plans with school staff
- d. Test alternative communications capabilities

4. Orange—High

- a. Assign staff to monitor entrances at all times
- b. Assess facility security measures
- c. Update parents on preparedness efforts
- d. Update media on preparedness efforts
- e. Address student fears concerning possible emergency
- f. Place school and district emergency response teams on standby alert status

5. Red—Severe

- a. Follow local and/or federal government instructions (listen to radio/TV)
- b. Activate emergency operations plan
- c. Restrict school access to essential personnel
- d. Cancel outside activities and field trips
- e. Provide mental health services to anxious students and staff

IX. ADMINISTRATION AND SUPPORT

A. Agreements and Contracts

1. Should school district resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
2. The agreements and contracts pertinent to emergency management that this school district is party to are summarized in Appendix.

H. Reports

1. Initial Emergency Report

This short report should be prepared and transmitted by the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

2. Situation Report

A daily situation report should be prepared and distributed by the Incident Command Post during major emergencies or disasters.

3. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

I. Records

1. Record Keeping for Emergency Operations

The superintendent is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

a. Activity Logs

The ICP and the district office shall maintain accurate logs recording key response activities, including:

- 1) Activation or deactivation of emergency facilities.

- 2) Emergency notifications to local emergency services
 - 3) Significant changes in the emergency situation.
 - 4) Major commitments of resources or requests for additional resources from external sources.
 - 5) Issuance of protective action recommendations to the staff and students.
 - 6) Evacuations.
 - 7) Casualties.
 - 8) Containment or termination of the incident.
- b. Incident Costs. The school district shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future district/school budgets.
- c. Emergency or Disaster Costs. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:
- 1) Personnel costs, especially overtime costs
 - 2) Equipment operations costs
 - 3) Costs for leased or rented equipment
 - 4) Costs for contract services to support emergency operations
 - 5) Costs of specialized supplies expended for emergency operations

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

2. Preservation of Records

- a. In order to continue normal operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
- b. If records are damaged during an emergency situation, this school district will seek professional assistance to preserve and restore them.

J. Consumer Protection

Consumer complaints regarding alleged unfair or illegal business practices often occur in the aftermath of a disaster. Such complaints will be referred to the Town Attorney, who will pass such complaints to the Consumer Protection Division of the Office of the Attorney General.

K. Post-Incident and Exercise Review

The superintendent, emergency management director, and emergency response teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

X. PLAN DEVELOPMENT AND MAINTENANCE

A. Plan Development

The emergency operations planning team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The superintendent / school board is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The superintendent, school board, principal shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
2. The Basic Plan should include a distribution list (See Appendix 14 to this plan) that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

C. Review

The Basic Plan and its annexes shall be reviewed annually by school officials. The emergency operations planning team / or designee will establish a schedule for annual review of planning documents by those tasked in them.

D. Update

1. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or district/school structure occur.
2. The Basic Plan and its annexes must be revised or updated by a formal change at least **every Three years**. Responsibility for revising or updating the Basic Plan is assigned to the School Emergency Management Coordinator and the Falmouth Emergency Management Director or designee.
3. The superintendent / principal is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

XI. REFERENCES

Office for Domestic Preparedness *Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program*

Arizona Department of Education *School Safety Plans and Resources*

FEMA Independent Study Program: IS 362 – *Multi-Hazard Emergency Planning for Schools*
Washington State Emergency Management Division in Partnership *Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools*

U.S. Department of Education *Practical Information on Crisis Planning A Guide for Schools and Communities*

Alaska Division of Homeland Security and Emergency Management: *Safe Schools Training*

Missouri State Emergency Management Agency *Missouri All-Hazards Planning Guide for Schools*

Jane's Safe Schools Planning Guide for All Hazards

APPENDIX 1 CRISIS MANAGEMENT TEAM
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Falmouth High School Crisis Management Team

1. In the event of a situation that could adversely affect a significant number of the student population, the building principal or designated assistant shall be contacted immediately. That administrator will contact the superintendent.
2. The building principal, or designated assistant, will verify the facts.
3. The Principal will activate the crisis phone tree and convene an initial building level crisis management team. (Principal, Asst Principal, School Nurse, Substance Abuse Prevention Coordinator, Social Worker(s) and the School Resource Officer).
4. At the initial meeting, the CMT will be advised of the situation and will determine:
 - the magnitude and details of the crisis
 - what information will be shared with others (i.e. students, parents, press)
 - who will share that info and how it will be conveyed
 - who else needs to be involved (other teachers/ staff members)
 - if other school buildings are affected (siblings etc.)
 - who will assume which responsibilities
5. The team will reconvene to:
 - Debrief, evaluate and discuss the day
 - Discuss student and/or staff challenges
 - Determine any follow-up that needs to occur

APPENDIX 2 EVACUATION
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Evacuation Process

General Guidelines

- When in a supervisory role, faculty / staff must have current printed class rosters and classroom safety procedure flip chart always available.
- Attendance / receptionist secretary delivers Evac Bag to evacuation sites “A” & “B”.
- Receptionist / secretary delivers Evac Bag to evacuation site “C”.
- Bookkeeper / secretary delivers Evac Bag to evacuation site “D”.

Evacuation During Class Time

- **Attendance taken by classroom.**
- Follow evacuation plan as presented in your safety procedure manual. This plan is also listed on the evacuation sign near the room door.
- Site leader to wear identifying vest.
- Faculty must keep their class together.
- Site leader takes attendance of their class first.
- As attendance is taken by individual faculty / staff: Use appropriate green or red sheet from the classroom safety procedure flip chart. Record the name of any student who is missing from your class. Record the name of any student at your evacuation site who is present but not listed on roster (extra). You will supply this information to the site leader. These names will be reported via radio to the administration and other site leaders.
- Faculty / staff should be positioned where they are easily visible to site leader.

Evacuation During Passing Time, Between Classes

- **Attendance taken by grade level.**
- Students not yet in classroom will exit the building via the closest exit and report to site closest to that point. Those students in the classroom will exit with faculty member.

Evacuation During Free Time: Lunch, Break, Passing Time (between classes)

- **Attendance taken by grade level.**
- Faculty / staff go to evacuation area they usually report to.
- Students report to site closest to their exit point.
- Site leader to wear identifying vest.
- Site leader coordinates effort and should not be taking attendance.
- Faculty to organize students by grade level.
- Take attendance with use of master lists supplied in Evac Bag. Two faculty / staff per grade. Office will replace this list for next evacuation.

Evacuation During Enrichment

- **Attendance taken by grade level.**
- Follow evacuation routes as posted in room.
- Site leader coordinates effort and should not be taking attendance.
- Faculty to organize students by grade level.
- Take attendance with use of master lists supplied in Evac Bag. Minimum of two faculty / staff per grade. Office will replace this list for next evacuation.

Zone “A” rooms evacuate the school by going out the front doors

Site Leader Process

Site Names: A=**Alpha** B=**Bravo** C=**Charlie** D=**David** E=**Edward**

Attendance process for evacuation during class time & between class time:

- Site leader to wear identifying vest.
- When Evac Bag is received, site leader reports by radio to building administrator:
“Site “Alpha” is operational” etc.
- When “operational” site leader begins taking attendance with your class first.
- All faculty members should stay with their classes. Site leader or assistant views evacuation manual green/red cards to ascertain status of each class’ attendance.
 Faculty / staff should be positioned where they are easily visible to site leader.
- When ready to supply attendance by radio to building administrator, site leader reports:
“Site “Alpha” ready to report attendance” etc.
- Stand by and wait for Administrator to request your attendance report.
- When all sites are ready, building administrator will call for attendance, beginning with site “A”:
“Site “Alpha”, report missing students” etc.
- Talk slow enough so names can be recorded. As other sites report, mark student names on your list who were reported missing, but are present at your site. You will be asked to report these names.
- Building administrator will notify you by radio when it is time to reenter building. Please respond:
“Site “Alpha” copies, returning to building” etc.
- Once in the building, shut radio off, return everything to evac bag, and return evac bag to the office.

For Administrator Use:

Site Operational	Alpha	Bravo	Charlie	David	Edward
Site Ready	Alpha	Bravo	Charlie	David	Edward
Site Report	Alpha	Bravo	Charlie	David	Edward

Student Names:
Missing

Student Names:
Extra

APPENDIX 3 INCIDENT COMMAND SYSTEM SUMMARY

A. Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

B. Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions.
 - a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.
 - b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
 - c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
 - d. Logistics: Provides support to meet incident needs, provides resources and all other services needed to support
 - e. Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.
2. The individual designated as the IC has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, and provide operational guidance—select tactics appropriate to the strategy and direct available resources.
4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization.
5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in

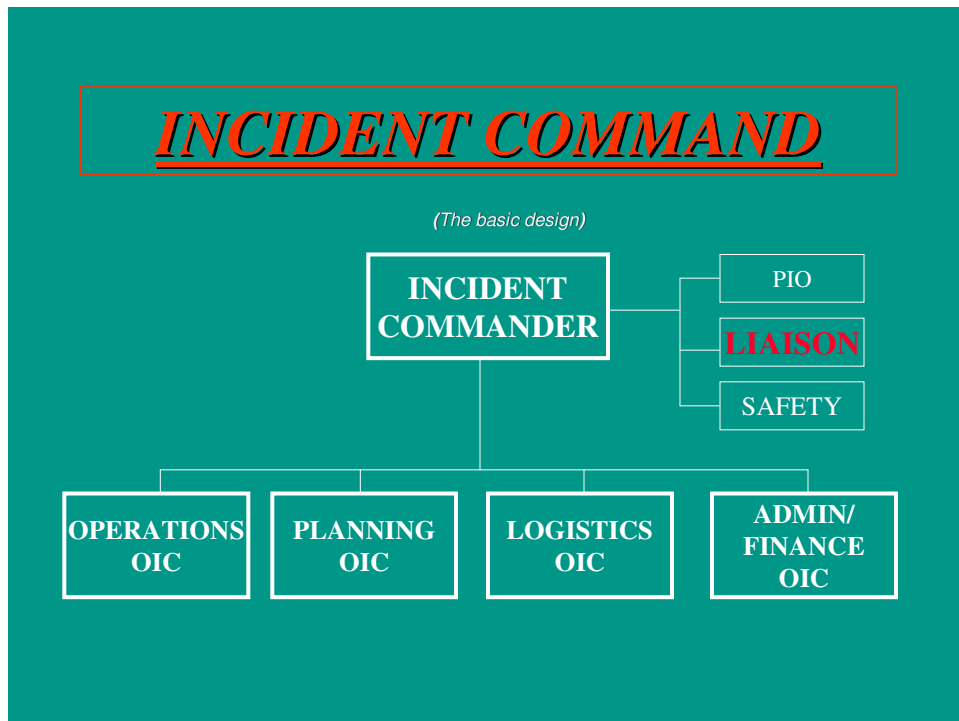
some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.
8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

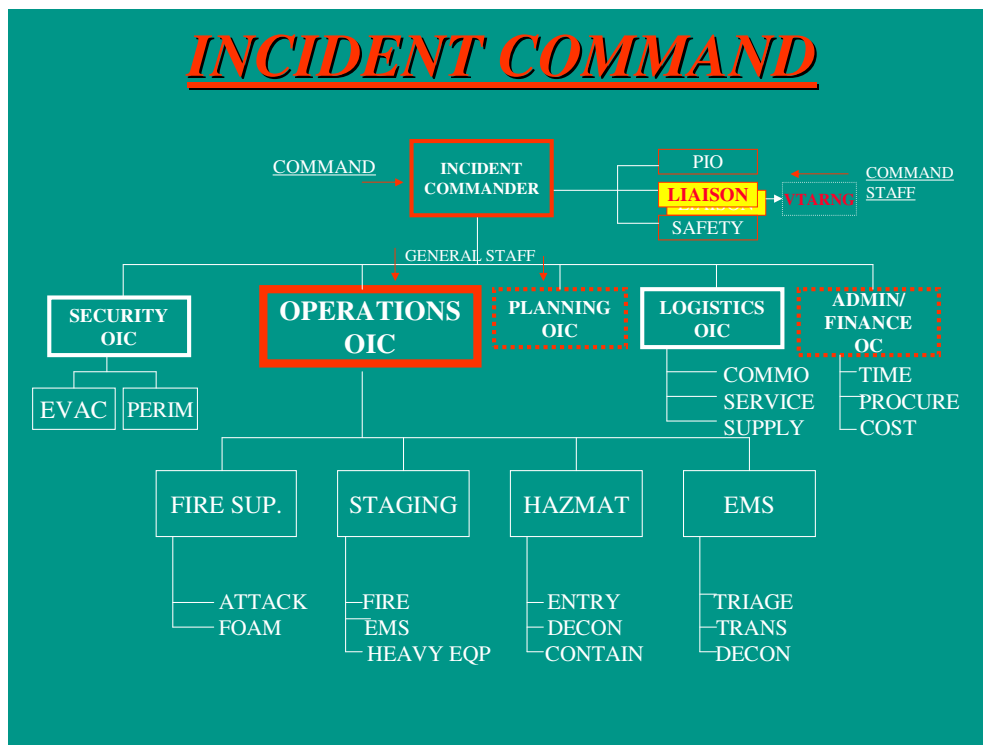
C. Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

Incident Command Structure



4.



5.

**APPENDIX 3
DISTRICT MAP**

Pending

<p style="text-align: center;">APPENDIX 4 SCHOOL MAPS</p>

-MAPS OF SCHOOL AND SURROUNDING AREA ARE MAINTAINED IN THE EOC-

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(PRIMARY AND ALTERNATE EVACUATION ROUTE MAPS SHALL BE PLACED IN EACH ROOM)**

- ☐ Primary evacuation routes
- ☐ Alternate evacuation routes
- ☐ Handicap evacuation areas
- ☐ Utility access/shut-off for
 - Gas
 - WATER
 - Electricity
 - HVAC System
 - Telephone system
- ☐ Site assignments and Staging Areas identified on page 2
- ☐ Haz Mat storage areas
- ☐ Heat plants/boilers
- ☐ Room numbers
- ☐ Door/window locations
- ☐ Any other information deemed appropriate by your planning committee

NOTE:

IT IS RECOMMENDED THAT WE DEVELOP A DIAGRAM OF THE ENTIRE SCHOOL SITE AND SURROUNDING AREAS. IN AN EMERGENCY A DIAGRAM MAY BE EASIER TO READ THAN BLUE PRINTS. BLUE PRINTS MAY BE NECESSARY IN CERTAIN FIRE OR TACTICAL SITUATIONS.

<p>APPENDIX 5 CLASSROOM TEACHER BUDDY LIST – NOT IMPLEMENTED</p>
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<p>APPENDIX 6 PHONE TREES</p>

See Attachment

<p style="text-align: center;">APPENDIX 8 EMERGENCY CONTACT NUMBERS</p>

Public Safety Agencies	Number
General Emergency	911
Police/Fire	911
Poison Control	1-800-222-1222
Maine Medical Center	662-0111
DHHS Child Protective Intake	1-800-452-1999 x1
District Contacts	Number
Superintendent	781-3200
School Resource Officer – Falmouth PD	318-6665
Transportation	781-7429
Operations	781-7429
Food Services	781-7429
Health Services	781-7429
School District Emergency Management Coordinator – Jack Hardy	781-7429
Falmouth Emergency Management Director	781-7317

*** Determine the appropriate sequence required to dial 911 from your sites phone system.**

APPENDIX 9 RESOURCE INVENTORY
--

**-INSERT RESOURCE
INVENTORY OF EMERGENCY EQUIPMENT-**

INCLUDE:

- ☐ Communications equipment
- ☐ First aid supplies
- ☐ Fire fighting equipment
- ☐ Lighting
- ☐ Classroom emergency kits
- ☐ Food
- ☐ Water
- ☐ Blankets
- ☐ Maintenance supplies
- ☐ Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE
NEEDED IN THE EVENT OF AN EMERGENCY (SEE TOWN OF FALMOUTH'S RESOURCE LIST)**

DRAFT 07/08
TOWN OF FALMOUTH PANDEMIC INFLUENZA PLAN
SCHOOL PREPAREDNESS PLAN

OUTLINE

- I. INTRODUCTION
- II. INVENTORY OF SCHOOLS IN FALMOUTH
- III. COMMAND AND CONTROL
- IV. ROLE OF SCHOOL NURSE
- V. SURVEILLANCE
- VI. INFECTION CONTROL AND SCHOOL CLOSURE
- VII. CONTINUITY OF LEARNING
- VIII. CONTINUITY OF OPERATIONS
- IX. COMMUNICATIONS
- X. MENTAL HEALTH SUPPORT FOR STAFF AND STUDENTS
- XI. TRAINING FOR SCHOOL ADMINISTRATORS AND STAFF
- XII. SAMPLE FORMS AND LETTERS

I. INTRODUCTION

Pandemic influenza requires that schools develop plans to address the unique challenges that are expected during a pandemic. The assumptions required for Pandemic Influenza planning are vastly different than those required for natural disasters and disruptions, and other emergencies faced in a school setting. Schools will face many of the same challenges as local businesses. During a pandemic, travel will be restricted. Essential supplies may be limited due to distribution chains that are affected by restricted travel or staff absenteeism. Essential services such as utilities, food distribution, and banking may not be at normal levels, and staff may not be able or willing to come to work due to illness, fear of illness, or the need to care for family.

Schools will likely be closed early during a pandemic in order to decrease transmission of the novel virus in the community. It will therefore be important for schools to develop plans addressing continuity of learning, as well as policies that address the unique circumstances faced by employees. Schools should identify essential components of their schools' operations, and should develop plans to maintain those essential operations. Continuity of essential services will be important during a pandemic when schools are closed, and during the recovery period between pandemic waves when schools are re-opened.

Goals for the School Preparedness Plan are as follows:

- Minimize the spread of influenza in school settings
- Develop a plan to monitor staff and student absenteeism
- Ensure coordination between all Falmouth schools, HHSD Public Health Division, and Town Officials during a pandemic
- Ensure early and consistent communication between schools and key target audiences, including the media, employees, and parents
- Ensure continuity of learning and operations plans are developed
- Ensure the Falmouth School District schools develop an internal pandemic influenza plan.

Planning checklists have been developed by the U.S. Center for Disease Control and Prevention, and are available for schools, universities, and preschools/childcares at the following web site: <http://www.pandemicflu.gov/plan/school/index.html>.

II. INVENTORY OF FALMOUTH SCHOOLS

NAME OF SCHOOL	ADDRESS	OFFICE PHONE (IC)	OFFICE FAX (IC)	EMAIL (IC)	GRADES	AVERAGE # OF STUDENTS ENROLLED
Falmouth Superintendents Office	51 Woodville Road	781-3200	781-5711		N/A	N/A
Falmouth High School	74 Woodville Road	781-7429	781-3985	?	9-12	664
Falmouth Middle School	52 Woodville Road	781-9886 781-3740	321-0107 332-0108	?	5-6 7-8	750
Plummer-Motz School	192 Middle Road	781-3988	781-2077	?	3-4	319
Lunt School	74 Lunt Road	781-7424	781-8066	?	K-2	430

III. COMMAND AND CONTROL

Our school district has developed a disaster plan that mirrors the Federal governments National Incident Management System, or NIMS. NIMS is an emergency management tool that relies on a flexible structure similar to an organizational chart. NIMS can be used to identify the Incident Command staff within each school. NIMS charts will be critical for determining clear roles and responsibilities during a pandemic. Plans developed by schools should include redundancies, and should identify two back-up personnel who can be trained to fill Incident Command roles in the event administrators are out ill or at home taking care of ill family members. NIMS charts should be updated bi-annually by all schools.

IV. ROLE OF THE SCHOOL NURSE IN PANDEMIC INFLUENZA PLANNING

Each public school in the Town of Falmouth is provided with a registered nurse on a full-time or part-time basis. School nurses play an integral role in the response team within each school. Individual schools should ensure medical/crisis management team members have CPR and first-aid training, and that teams are updated annually. School nurses are encouraged to participate in school-level planning and training for pandemic influenza.

During the pre-pandemic phase, the school nurse and crisis management team will be responsible for the following tasks:

- Provide all staff with an annual in-service about the following public health measures: overview of pandemic influenza, seasonal influenza versus pandemic influenza, hand-washing and use of hand-gel, cough etiquette, staying home from school and work when ill, avoiding sharing foods and beverages.
- Provide all students and parents with general information on pandemic influenza and planning measures for families.
- Ensure all students receive education on hand washing and cough etiquette annually. Encourage use of lesson plans on hand hygiene and germs during health classes.
- Include information on hand-washing and pandemic flu planning updates in parent meetings and newsletters.

- Post hand-washing and cough etiquette posters next to all sinks and in all classrooms. (These are available through the Portland Public Health Division, Red Cross and the CDC)
- Ensure schools have supplies needed for infection control. These include gloves, masks, disinfectants, tissues, antibacterial hand gel, soap, paper towels.
- Request parents donate, or schools to purchase antibacterial hand-gel for each classroom without a sink, and for common areas such as cafeterias and computer labs.
- Ensure medically fragile students who are immuno-compromised or at high risk for pandemic influenza have necessary additions to their Individualized Healthcare Plans regarding the need for early dismissal or early evaluation during a pandemic.

Early in a pandemic, the school nurse will be responsible for the following tasks (novel virus is present in the U.S. but not in our region or state, and schools remain open):

- Assessment of acutely ill students and staff who present with influenza-like illness (ILI).
- Under the supervision of the school principal, the school nurse will perform daily and weekly surveillance on the number of students and staff sent home with suspect ILI.
- Implementation of strict infection control practices. Nurses should wear surgical masks and gloves when evaluating a suspect case of influenza. Nurses should establish a separate room, outside of the health office, that can be used to isolate suspect cases of novel influenza virus at school.
- Nurses should perform a morning “flu check” to screen all acutely ill students for influenza-like illness. Students and staff who have suspect illness should be asked to wear a surgical mask and report to the isolation room until they can be dismissed. Students who are stable but do not have private transport can be sent home on the school bus provided they wear a surgical mask and are observed by the bus driver.
- Nurses should screen all ill students and staff before they return to school as part of their morning “flu check”.
- Work with school principals to implement scheduled hand washing 3-4 times a day for all students.

V. SURVEILLANCE

During all stages of a pandemic, it will be important to monitor the number of staff and students who are absent due to influenza-like illness (ILI). Surveillance will be important in order to make operational decisions within schools and will help public health professionals and Town officials determine if a new virus is present in the community, and whether the epidemic is increasing in scope.

A. Baseline Absenteeism Data:

Elementary schools in the Town of Falmouth Public School System currently collect absenteeism data via parent phone calls to the school and of absences are entered into Power School by each classroom teacher. However reason for absenteeism, and type of illness is not specified.

Middle and high schools currently make phone calls to parents when students are absent from school in order to notify parents. Data on the number of absent students is collected manually from homeroom teachers on a daily basis.

The Maine Bureau of Health will collaborate with the Falmouth public schools to determine baseline absenteeism rates by school, by day of the week, and by season.

B. Once a novel influenza virus reaches the U.S., Town of Falmouth Public schools will be asked to begin performing surveillance for ILI.

SECTION B-1-PENDING

1. Town of Falmouth Public Schools will be asked to implement a tiered message phone line as directed by CDC/Maine Bureau of Health. Parents reporting ILI illness will be asked to leave the students name and grade after prompt 1, parents reporting an absence for non-ILI illness will be asked to leave a message after prompt 2, staff absent with ILI will be asked to leave a message after prompt 3, and staff absent for non-ILI reasons will be asked to leave a message after prompt 3. Parents will be informed of the system and reasons for collecting information via a parent letter, and via the district web site. If technology does not allow implementation of a scripted and tiered phone messaging service in a particular school, a staff person or volunteer should be designated to answer a designated phone line for parents and staff to report ILI. Staff and volunteers answering the phone will be provided with training and a scripted message.
2. Influenza Case Definition: Influenza-like illness is defined by the Centers for Disease as fever 101.5 degrees Fahrenheit or higher AND one of the following symptoms: cough, headache, sore throat, muscle aches.
3. Heightened Surveillance
Once a novel flu strain is identified in the U.S., all schools will be asked to log staff and student absences due to ILI, and to send weekly reports to the CDC/Maine Bureau of Health, Attention Epidemiology Program Manager (via fax to Pending).
4. Intensive Surveillance
If the novel strain is identified within the New England region, and the Maine CDC has not yet closed schools, all schools will be asked to send daily reports to the PENDING, Attention Epidemiology Program Manager (via fax to PENDING).
5. Form for Pandemic Flu Census Log
6. Form for Daily/Weekly Pandemic Flu Census

VI. INFECTION CONTROL AND SCHOOL CLOSURES

Infection control in school settings will be particularly important in preventing the spread of pandemic influenza to the community. School children have high attack rates for seasonal influenza, and would likely serve as a significant reservoir to transmit a novel virus to family members and community residents.

A. During a Pandemic

Once a novel influenza virus is identified in the U.S. but has not reached our region, schools should implement the following infection control practices.

1. Post hand-washing signs, "Cover your Cough" posters, and Flu Prevention Posters in common areas and bathrooms used by staff
2. Encourage seasonal flu vaccinations among employees.
3. Avoid unnecessary travel, and cancel any unnecessary workshops, conferences, etc.
4. Ensure systems are in place with vendors to pre-order or to request services and supplies via e-mail or fax. (PENDING)

5. Ensure schools have non-custodial supplies needed for infection control. These include gloves, masks, disinfectants, tissues, antibacterial hand gel, soap, and paper towels.
6. Administrators should ensure they have a plan in place to maintain custodial services provided usual custodial staff are absent, and they should also ensure cleaning supplies have been stockpiled for an extended period. (PENDING)
7. Publish student absence procedures during a pandemic.

Once a novel influenza virus is identified in the New England region, schools should implement the following infection control practices.

1. Avoid face-to-face meetings, and use telephone conferences, video conferencing, and the internet to conduct business.
2. Avoid public transport, and walk, cycle, or drive to work. If using public transport avoid early hours with rush hour crowding.
3. Bring lunch and avoid congregating in break rooms or large lunchrooms. Introduce staggered lunch times to minimize crowding.
4. Encourage staff to avoid recreational meetings and classes.
5. Establish an isolation area for employees who become ill at work. Employees should wear a mask until they are discharged from work.
6. Nurses should establish a separate room, outside of the health office, that can be used to isolate suspect cases of influenza at school. Nurses should screen all acutely ill students for influenza-like illness, and require suspect cases to wear a mask and report to the isolation room until transport is available. Students who are stable but do not have transport can be sent home on the bus provided they wear a mask.
7. Nurses should screen all ill students and staff before they return to school.
8. Work with custodial staff to enhance existing housekeeping services. Provided resources are available, custodial staff should wipe down and disinfect general public areas (bathrooms, cafeterias, gyms) several times a day.
9. Teachers or custodial staff they should wipe down telephones, desks, doorknobs, keyboards) several times a day. Continue to review and support classroom education on hand washing and cough etiquette.
10. Ensure soap, water, and paper towels, or antibacterial hand gel is available in every classroom and in common areas such as the cafeteria, gym, and music rooms. Instruct teachers to implement scheduled hand-washing 3-4 times a day, including before lunch.

B. School closures

Early closure of childcares, schools, and colleges will likely be an important mechanism to help prevent disease transmission in the Town of Falmouth. During a pandemic, the Maine CDC will establish a system to provide daily closure directives for schools and colleges statewide. Guidance will be based on the progressive nature of the pandemic, and factors such as regional epidemiology and attack rates in the U.S. The Maine CDC will collaborate with the U.S. CDC in making a decision to close schools. Guidance will not be based on a particular threshold of student absenteeism (i.e., 15% or 30% of student population ill with ILI). Once a large volume of students are ill with ILI, a decision to close schools would be too late to prevent transmission of disease. The duration of school closure will vary depending on the severity of the pandemic. The severity of a pandemic will be measured using the Pandemic Severity Index (PSI). Current guidance from the U.S. CDC recommends no school closure for PSI of 1, short-term implementation of school closure (4 weeks or less)

for PSI of 2 or 3, and long-term implementation of school closure (1 to 3 months) for PSI of 4 or 5.

Although school closure will be critical to prevent transmission of disease, early closures will also have negative impacts in the community. Important implications of school closure include loss of community workforce due to the need to provide childcare, and negative financial implications for households in the community due to loss of earning potential. Although families would be impacted, an opinion poll by the Harvard School of Public Health revealed that 93% of adults would be able to arrange childcare so that at least one working adult in the household could continue working. In addition, marginalized families with children would be impacted due to loss of school services, such as breakfast and lunch programs.

Parent letters regarding school closures are included in the Appendix for use as templates.

VII. CONTINUITY OF LEARNING

During a pandemic, schools in Falmouth will likely be closed for a period of time ranging in length from 4-12 weeks. In addition, the pandemic may impact our community in several waves, each lasting 6-8 weeks, with a recovery period in between waves. During the recovery period schools should be prepared to re-open. However, the number of staff available to return to work will likely be less than 100% due to morbidity and mortality during each wave.

In order to ensure continuity of learning during a pandemic when schools are closed, Falmouth public schools should be prepared to implement the following strategies:

PENDING DEVELOPMENT

- Use of internet-based learning; estimated # of students with a school laptop or computer at home?
- Use of public access television channels
- Use of videoconferencing to TV or computers
- Use of videotaped classes
- Use of pod-casting
- Teachers posting assignments on school district web site and students doing assignments at home
- Send class information by mail

Once schools re-open during the recovery phase/s, Falmouth public schools should be prepared to implement the following strategies:

- Combining classrooms
- Modifying the school schedule
- Temporarily eliminating music, art, PE classes
- Limiting the number of schools open, and combining schools
- Modifying the school calendar

(PENDING) *Falmouth paraprofessional deficits using the following strategy/ies:*

- Use of substitutes.
- Use of certified district office staff
- **Use of retirees. Is there a retired teachers association or a list through the NEA?**
- **Provision of on-site childcare for teachers without alternative arrangements, such as family**

- Use of volunteers (through PTA, etc)
- Use of district staff and coaches

VIII. CONTINUITY OF OPERATIONS

During a pandemic, schools will likely be closed for a period of time ranging from 4-12 weeks to prevent transmission of disease in the community.

SECTION A PENDING

A. Stockpiling Supplies and Equipment

Before schools are closed in Falmouth, schools should prepare for limited transportation and provision of essential supplies and equipment due to the impacts of a pandemic nationwide. After schools are re-opened during the recovery phase, essential supplies may still be limited to the impacts of the pandemic on the workforce.

B. Staffing

Once schools are re-opened during the recovery phase, essential staff may not be available to return to work. During the pre-pandemic phase schools should identify essential positions, and plan to back-fill positions or cross-train staff to ensure essential services are provided. Essential services should include the following: custodial staff, administrators, clerical staff, payroll and accounts payable staff, food service staff. Schools should plan for a 15% staff shortage.

SECTION C PENDING

C. Work Policies

During the pre-pandemic phase all schools should develop policies to address the unique circumstances that may arise during a pandemic.

Schools should address the following policies at a minimum:

1. Establish mandatory “work at home if sick with flu” policy, and policies for employee compensation unique to pandemic influenza.
2. Update sick leave and family medical leave policies to allow for staffing away from the workplace if an employee is ill or must care for an ill family member.
3. Develop policies addressing altered work schedules and job assignments.

IX. RISK COMMUNICATION DURING A PANDEMIC

During the pre-pandemic phase, the Falmouth School district will designate at least 2 individuals to serve as the public information officer (PIO).

The PIO will be the primary individual responsible for coordinating and implementing communication with school employees, parents, students, and the media. In the event the

Town of Falmouth Public Schools

1. Established Methods for Communication
 - a. Radio's: All schools and buses in the Falmouth Public School District will be/are equipped with 2-way radios for use in internal communication?
 - b. District Web Site
 - c. Parent and Staff Letters

SECTION d, e, and f

- d. Scripted Phone Messages and Voice Messaging Services at individual schools. Capability and use for surveillance
- e. Town Cable Access Channel
- f. Blast Email for all school district Employees:

2. Target Audiences

a. **School-Level Communication:** Each school within the Town of Falmouth falls under the Falmouth Public School's Emergency Operations Plan. The school district falls in line with the town's All Hazard Emergency Operations Plan. The Falmouth Emergency Management Director will insure all necessary plans are in place. Staff will be updated daily or weekly on the status of the pandemic. When schools are open, communication with staff will occur primarily through e-mail, memos and possibly staff meetings. Staff will be provided with a communication protocol for use when schools are closed due to a pandemic. Schools should maintain updated telephone trees, home emails, and emergency contact information for all staff, and should ensure information is updated biannually.

b. **District-Level Communication:** During a pandemic, the town of Falmouth Emergency Operation Center will be activated once a novel influenza virus is identified in our region.

During the pre-pandemic period, the Town of Falmouth School District will develop and distribute a protocol for communicating with all school employees in the event schools are open, and in the event schools are closed.

c. **Communication with Town Partners:** The Town of Falmouth School District will send one representative to the Town Emergency Operations Center once it is activated. The representative will serve as a liaison between Town Emergency Operations Center and the Town of Falmouth School District.

d. **Communication with the Media:** Town of Falmouth School District will designate at least two district-level employees to function as the Public Information Officer in the event of a Pandemic Influenza epidemic. All individual schools should be advised to refer media to the designated PIO, and should not provide information directly to the media in order to ensure consistency of messages.

Key messages for school officials during a pandemic:

- We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with A Town officials and local public health officials to deal with the situation and we will keep parents updated with any important information.
- At this time, based on guidance from the Maine CDC we believe students can safely attend classes, and schools will remain open. Our thoughts are with all of the families and children who are affected.

- If pandemic flu continues to spread and more students become ill, public health officials may need to close for an extended period of time (up to 6 or 12 weeks).
- The purpose of closing schools will be to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection in our community. If schools are closed, children should stay at home.
- We urge parents to make plans now for the possibility of schools closing. Parents are encouraged to arrange for childcare at home.
- Parents can help protect their children and prevent the spread of pandemic flu as they would colds and other illnesses by taking the following precautions: Teach your children to wash hands frequently with soap and water for 20 seconds. Set a good example and model this behavior. Teach your children to cover coughs and sneezes with tissues or by using the inside of the elbow. Teach your children to stay away from other people who are sick, and to stay at home from school or work if you are sick.
- If schools remain open and your child is absent due to flu-like illness, please call your school and report the illness. Parents should use the following numbers to report flu-like illness
(PENDING)

f. Communication with Special Populations

- a. Racial and Ethnic Minorities: During the pre-pandemic period, parent letters and educational tools will be translated into languages. In addition, the district will ensure scripted messages on the School Pandemic Hotline are available in most common language(s).
- b. Hearing Impaired
- c. Disabled and Medically Fragile
- Schools should designate staff who will serve as family liaisons in the event of a critically ill child or staff.
- Schools should designate a plan to ensure grief counselors are available on-site or in the community, and communicate how to access these services.

X. MENTAL HEALTH SUPPORT FOR STUDENTS AND STAFF DURING A PANDEMIC

a. Students

- Schools should designate staff who will serve as family liaisons in the event of a critically ill child or staff.
- Schools should designate a plan to ensure grief counselors are available on-site or in the community, and communicate to parents how to access these services.

b. Staff

- Employees of the Town of Falmouth School District will be provided with grief counseling and psychosocial support.

TOWN OF FALMOUTH
HEALTH AND HUMAN SERVICES, PUBLIC HEALTH DIVISION

Pandemic Flu Census

Once surveillance for Influenza-like Illness has been heightened due to concerns about a novel flu virus in our region and community, schools will be instructed to use this form to report information on staff and student absenteeism to the town of Falmouth, CDC Division of the Epidemiology Program. School will be instructed on the need to submit information weekly or daily, based on the level of concern. Information from the Daily Pandemic Flu Census can be summarized using this form.

Completed forms should be faxed to 207-756-8111.

Name of School _____

Elementary, Middle, or High School (circle one)

Please indicate if this report is a daily or weekly report by completing the appropriate section below.

Report for Day of _____

Report for Week of _____

Reporting Individual _____ Phone _____

Role of Reporting Individual (School Nurse, Clerical Staff, etc) _____

Students

Number of Students absent and dismissed home early for Influenza-like Illness

Total number of students enrolled in your school _____

Staff/Faculty

Number of staff/faculty absent and dismissed early due to Influenza-like Illness

*Exclude staff at home due to quarantine (persons exposed to ILI but not reporting any symptoms), staff who are absent due to the need to care for family members, and staff who are absent for non-ILI.

Total number of staff/faculty in your school _____

*Include all P/T and F/T staff in your building.

For use by Public Health Professionals

Baseline Absenteeism Rate for School _____

APPENDIX U: SAMPLE PARENT LETTER#1 FOR SCHOOLS SAMPLE PARENT LETTERS

Use this letter to help prepare parents for pandemic flu before there are human pandemic flu or bird flu cases in the U.S.

Dear Parents,

This letter will help your family prepare for a flu pandemic that could make many people sick.

It is important to know that at this time, there is no pandemic flu of any kind in the United States. There is also no bird/avian flu in the United States at this time.

B.

Form #1 (A sample letter to parents) "Prevention Letter"

Use this letter to help prepare parents for pandemic flu - before there are human pandemic flu or bird flu cases in the U.S.

Dear Parents,

This letter will help your family prepare for a flu pandemic that could make many people sick.

It is important to know that at this time, there is no pandemic flu of any kind in the United States. There is also no bird/avian flu in the United States at this time.

Public health officials are worried the avian/bird flu virus may change so that it can infect people and spread easily from person-to-person. This would cause a worldwide flu outbreak, called a pandemic. Public health officials want people to protect themselves against pandemic flu. Here are some ways to protect your family:

- *Keep children who are sick at home. Don't send them to school.*
- *Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.*
- *Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.*
- *Teach your children to stay at least three feet away from people who are sick.*
- *People who are sick should stay home from work or school and avoid other people until they are better.*

Enclosed with this letter is a checklist to help families get ready for a pandemic flu outbreak. This information can also help your family get ready for any kind of emergency.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school at:

To obtain more information from the federal government website with information on planning for individuals and families at <http://www.pandemicflu.gov> or the American Red Cross at <http://www.redcross.org>

Sincerely,

Administrator – Falmouth Public Schools

FORM #2 (A SAMPLE LETTER TO PARENTS) “FIRST BIRD CASE”

USE THIS LETTER TO HELP PREPARE PARENTS FOR PANDEMIC FLU AFTER FIRST BIRD CASE IS FOUND IN UNITED STATES. EVEN THOUGH THE CONFIRMATION OF A BIRD INFECTED WITH AVIAN/BIRD FLU IN THE UNITED STATES DOES NOT SIGNAL A PANDEMIC, THERE WILL BE CONFUSION AND CONCERN WHEN THIS HAPPENS.

Dear Parents,

As expected, birds sick with avian/bird flu virus are now in the United States. It is important to know that, at this time, there are no known human cases of avian/bird flu in the United States.

Health officials are worried that the avian/bird flu virus may change so that people can get sick from it. If that happened it could spread from person-to-person. This would cause a worldwide flu outbreak, called a pandemic. So even though there is no flu pandemic now, we want to remind you about some ways to protect your family from getting sick:

- *Keep children who are sick at home. Don't send them to school.*
- *Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.*
- *Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.*
- *Teach your children to stay at least three feet away from people who are sick.*
- *People who are sick should stay home from work or school and avoid other people until they are better.*
- *Do not touch sick or dead birds.*

Enclosed with this letter is a checklist to help families get ready for a pandemic flu outbreak. This information can also help your family get ready for any kind of emergency.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school at:

The following websites have information on preparing for individual and family emergency planning: <http://www.pandemicflu.gov> and American Red Cross <http://www.redcross.org>

*Sincerely, _____
Administrator – Falmouth Public Schools*

Form #3 – (A sample letter to send to parents) “Initial Pandemic Flu Outbreak”

Dear Parents,

This letter will give you information about a flu outbreak in our area. Every year, some people get sick with the flu during the fall and winter months. This year, there is a new flu virus that is making many people in our community sick. So many people are sick locally and in the United States that health officials call it a "pandemic flu".

A lot of students and teachers in our school are sick with the flu. We hope they will all get better quickly. At this time, the county/state health department tells us that students who are not ill can safely come to school. The schools will remain open. We will keep you updated with any important information.

To keep the flu from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your family against pandemic flu. Here are some ways to stop the spread of germs and sickness:

- *Keep children who are sick at home. Don't send them to school.*
- *Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.*
- *Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.*
- *Teach your children to stay away at least three feet away from people who are sick.*
- *People who are sick should stay home from work or school and stay away from other people until they are better.*
- *Stay away from shopping malls, movie theaters or other places where there are large groups of people.*

We are also giving you some tips about how to care for your family if they are ill. **If you have questions, please contact your healthcare provider or your school nurse.**

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home. Recommendations may change during the course of a pandemic flu outbreak.

The following websites have information on preparing for individual and family emergency planning: <http://www.pandemicflu.gov> and AmericanRedCross<http://www.redcross.org>

Sincerely _____ Falmouth Public Schools Administrator

Form #4 (A sample letter to send home to parents) “Expanded Outbreak”

Dear Parents,

We wrote to you recently to tell you about a pandemic flu outbreak in our community. Here is some new information.

There are now even more students in our school who are ill with this flu virus. Still the county/state health department tells us that students who are not ill can continue to attend school. The schools will remain open. We will keep you updated with any important information.

To keep the flu from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your family against pandemic flu. Here are some ways to stop the spread of germs and sickness and take care of your family:

- *Keep children who are sick at home. Don't send them to school.*
- *If some of the people in your home are sick with the flu, keep them away from the people who are not sick.*

If some of the people in your home are sick with the flu and you cannot see a health provider, some things you can do to help them are:

- *Have them drink a lot of liquid (juice, water). Keep the ill person as comfortable as possible. Rest is important.*
- *For fever, sore throat and muscle aches, in adults, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness*
- *Place tissues and a trash bag within reach of the sick person.*
- *Be sure everyone in your home washes their hands frequently.*

Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home.

The following websites have information on preparing for individual and family emergency planning: <http://www.pandemicflu.gov> and American Red Cross <http://www.redcross.org>

Sincerely, _____ Falmouth Public School Administration

Form #5 (A Sample letter to send to parents) "School Closure"

Dear Parents,

District/State health officials have ordered all schools in the District to close. This order is because of the pandemic flu situation in our community/area. All schools are immediately closed until further notice and children should stay home.

Schools may be closed for days or even weeks to reduce contact among children and stop the spread of the flu. We know that many students and their families are very sick. We know this is a hard time for our community and our hearts go out to those who are ill.

Because the flu is easily spread from person-to-person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in other locations such as shopping malls, movie theaters or community centers.

We know that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. Here are some tips for helping those who are sick with the flu:

- Have them drink a lot of liquid (juice, water). Keep the sick person as comfortable as possible. Rest is important.
- For fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home washes their hands frequently.
- Keep the people who are sick with the flu away from the people who are not sick,

Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school at (PENDING).

For additional information, call your healthcare provider and visit one of these websites:

*http://www.maine.gov/dhhs/boh/pandemic_flu_info.htm <http://www.pandemicflu.gov>
<http://www.redcrossrg>*

We will contact you as soon as we have information about when school will reopen.

Sincerely, _____

Falmouth Public School Administrator

Form #6 (A sample letter to send home to parents) “School Re-Opens”

Dear Parents,

Local/State health officials have declared the pandemic flu is under control. Our school will open again on _____. At this time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the flu virus. Health officials say that pandemic flu outbreaks sometimes happen in waves. This means more people could become sick soon again. If more people get sick, schools may need to close again.

We will continue to give you any important information.

Because the flu can still be spread from person-to-person, please keep children who are sick at home. Don't send them to school.

We are looking forward to seeing your children again.

Sincerely, _____

Falmouth Public School Administrator

Tips for Parents on coping with pandemic flu

Parents should plan for an extended stay at home during a flu pandemic.

- Ask your employer about how business will continue during a pandemic.
- Ask your employer if you can work from home during a flu pandemic.
- Plan for a possible reduction or loss of income, if you are unable to work or your place of employment is closed.
- Check with your employer or union about leave policies.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

Items to have on hand for an extended stay at home:

Examples: Non-perishable foods

- ~Ready to eat canned meats, fruits, vegetables, soups
- ~Protein or fruit bars
- ~Dry cereal or granola
- ~ Peanut butter and jelly
- ~Dried fruit, nuts, trail mix
- ~Crackers
- ~Canned juices
- ~Bottled water
- ~Canned or jarred baby food
- ~Baby formula
- ~Pet food

Health and emergency supplies

- ~Prescribed medical supplies such as glucose and blood pressure monitoring
- ~Soap and water or alcohol based hand wash
- ~Medicines for fever, such as acetaminophen
- ~(Tylenol) or ibuprofen (Motrin)
- ~Thermometer
- ~ Vitamins
- ~ Fluids with electrolytes, such as Pedialyte®
- ~ Flashlight with extra batteries
- ~ Portable radio with extra batteries
- ~Baby formula, diapers
- ~Manual can opener
- ~Pet food
- ~Garbage bags
- ~Tissues, toilet paper, disposable

If someone in your home develops flu symptoms (fever, cough, muscle aches):

- Encourage plenty of fluids to drink.
- Keep the ill person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol).
- Do not use aspirin in children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
- Sponging with tepid (wrist-temperature) water lowers fever only during the period of sponging. Do not sponge with alcohol.
- Keep tissues and a trash bag for their disposal within reach of the patient.
- All members of the household should wash their hands frequently.
- Keep other family members and visitors away from the person who is ill.
- Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

For more information, call your healthcare provider and visit one of these websites:
http://www.maine.gov/dhhs/boh/pandemic_flu_info.htm <http://www.pandemicflu.gov>
<http://www.redcross.org>

APPENDIX 10

SCHOOL-PARENT LETTERS

SAMPLE

Throughout a pandemic flu, people may be asked or required to do things to help hold back the spread of the disease in our community.

Here are some examples of what public health officials may ask people to do:

STAY HOME

People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic flu to limit the spread of the disease.

AVOID LARGE GROUPS

People - even those who are well - should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic flu these kinds of events could be cancelled because large gatherings of people help spread the flu virus.

Isolation and quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow isolation and/or quarantine instructions.

ISOLATION

*Isolation is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other **healthcare** facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.*

QUARANTINE

Quarantine is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.

Appendix B

FACT SHEET: Stopping Germs at Home, Work and School

How Germs Spread: *The main way that illnesses like colds and flu are spread is from person to person in respiratory droplets of coughs and sneezes. This is called "droplet spread." This can happen when droplets from a cough or sneeze of an infected person move through the air and are deposited on the mouth or nose of people nearby. Sometimes germs also can be spread when a person touches respiratory droplets from another person on a surface like a desk and then touches his or her own eyes, mouth or nose before washing their hands. We know that some viruses and bacteria can live 2 hours or longer on surfaces like cafeteria tables, doorknobs, and desks.*

How to Stop the Spread of Germs: *In a nutshell: take care to:*

- Cover your mouth and nose.
- Clean your hands often.
- Remind your children to practice healthy habits, too.

Cover your mouth and nose when coughing or sneezing: *Cough or sneeze into a tissue and then throw it away. Cover your cough or sneeze if you do not have a tissue. Then, clean your hands, and do so every time you cough or sneeze.*

The "Happy Birthday" song helps keep your hands clean? *Not exactly. Yet it is recommend that when you wash your hands - with soap and warm water - that you wash for 15 to 20 seconds. That's about the same time it takes to sing the "Happy Birthday" song twice!*

Alcohol-based hand wipes and gel sanitizers work too: *When soap and water are not available, alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work; the alcohol in it kills the germs on your hands.*

Germs and Children: *Remind children to practice healthy habits too, because germs spread, especially at school.*

The flu has caused high rates of absenteeism among students and staff in our country's 119,000 schools. Influenza is not the only respiratory infection of concern in schools - nearly 22 million schools days are lost each year to the common cold alone. However, when children practice healthy habits, they miss fewer days of school.

More Facts, Figures, and How-to-Dos: *CDC and its partner agencies and organizations offer a great deal of information about hand washing and other things you can do to stop the germs that cause flu, the common cold, and other illnesses.*

APPENDIX 11 **STAFF SKILLS SURVEY & INVENTORY**

Name & School _____ / _____
 Room _____ Name _____ School _____

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

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.

CIRCLE YES OR NO, WHERE APPROPRIATE.

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

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

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN
 EMERGENCY?

(i.e., athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

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

COMMENTS:

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

EMERGENCY RESPONSE DRILL LOG

School:

District:[illegible]

<p>APPENDIX 14 DISTRIBUTION LIST</p>
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PENDING

Do not move an injured student unless absolutely necessary. Do not exceed the limits of your first aid training, for instance, that training covered in the Basic Course. Attend to life-threatening injuries: severe bleeding, not breathing, and shock. Follow universal precautions - use rubber gloves.

8. ACCOUNT FOR ALL PASSENGERS

As soon as possible, make an accurate passenger list. If possible, document exactly where each passenger (students, bus attendant, etc.) was located at the time of the accident. Note whether seat belts or CSRS were worn.

Be prepared to provide emergency responders with the exact number of passengers on board - this is extremely important. Also, be prepared to notify emergency responders of children with special needs, and the nature of those special needs.

Make absolutely sure that all children are accounted for. Ask older children or bystanders to help if necessary.

9. NOTE ALL WITNESSES TO THE ACCIDENT

Ask people who may have observed the accident to wait for police to arrive. Jot down license plate numbers of vehicles at the scene, especially of potential witnesses who are leaving before police arrive. Use statement or courtesy cards if available. If no witnesses are available, identify the first people who arrived at the scene.

10. DO NOT RELEASE STUDENTS

Even in minor accidents, do not release students to Good Samaritans, neighbors, etc. or allow any students to walk home on their own. Keep students at the scene until authorities arrive. Unless evacuation is necessary, children will usually be safer waiting on the bus than outside. If parents arrive at the scene, ask them to remain with their child until authorities arrive. If a parent does insist on taking a child from the scene, ask the parent to leave a signed note.

11. COOPERATE WITH AUTHORITIES

Emergency responders need your help. In severe accidents, a command post will be established to coordinate rescue efforts. As emergency personnel arrive, they will take over. Let them do their job.

12. DON'T ARGUE - DON'T ADMIT GUILT

Be professional and polite, but admit nothing, promise nothing, and don't argue with the other motorist. What you say at the scene may be admissible in court. Do not discuss the accident with anyone other than law enforcement, your supervisors or your school lawyer. (You may also be approached later at home by insurance company investigators or lawyers representing the other side - do not discuss the accident with them - refer them to your supervisor.)

13. MAKE NO STATEMENTS TO MEDIA AT THE SCENE

If approached by media, politely explain that the school department policy does not allow drivers to comment at the scene. Ask reporters to talk to your supervisor. However, do not antagonize the media-for instance by saying "No comment." Which may sound like you have something to hide.

14. MAKE NOTES

As soon as possible, make clear and legible written notes of everything you remember about the accident. Keep these notes.

ACCIDENT FILE CONTENTS CHECKLIST

Date of accident: _____ Location of accident: _____

- ☐ Final accident report. (comments): _____
- ☐ Dispatch accident log. (comments): _____
- ☐ Accident scene checklist. (comments): _____
- ☐ Passenger position checklist. (comments): _____
- ☐ Passenger injury list (comments): _____
- ☐ Nurse's log: student medical evaluations. (comments): _____
- ☐ Prehospital care reports. (comments): _____
- ☐ Interviews and field notes. (comments): _____
- ☐ Witness accident statements. (comments): _____
- ☐ Field sketches. (comments): _____
- ☐ Photos. (comments): _____
- ☐ Photo log. (comments): _____
- ☐ Videotapes. (comments): _____
- ☐ Worksheets and calculations. (comments): _____
- ☐ Post-accident drug and alcohol test results. (comments): _____
- ☐ News accounts. (comments): _____
- ☐ Police accident report. (comments): _____
- ☐ State accident reports - copies. (comments): _____
- ☐ Driver's daily defect report. (comments): _____
- ☐ Last bus inspection report. (comments): _____
- ☐ Post-accident bus inspection (comments): _____
- ☐ Route sheet. (comments): _____
- ☐ Data recorder. (comments): _____
- ☐ Accident Preventability - Contributing Factors Determination Form. (comments): _____
- ☐ Retraining Record Form. (comments): _____
- ☐ Correspondence. (comments): _____
- ☐ Physical evidence. (comments): _____
- ☐ Other materials related to the accident. (comments): _____

ACCIDENT SCENE CHECKLIST

Date: _____ Time Notified: _____ Time Arrived: _____

Location: (Street name, Town) _____

Passengers on Bus? _____ How Many? _____ (Attach Seating Chart)

Injuries? _____ How Many Injured? _____

Summarize Injuries: _____

(On separate sheet list all passengers injured, nature of injuries, which hospital taken to)

Law Enforcement at Scene? _____ Agency (S) _____

Commanding Officer: _____ Badge #: _____

Ambulance(s) at scene? _____ Company Called _____

Warning Devices placed at scene upon arrival? _____

Bus Driver Name: _____ Tel #: _____

Bus # _____ Route: _____ School(s) _____

Bus Driver Address: _____

Driver License # _____ EXP: _____ DOB: _____

Regular Driver? _____ Sub? _____ How long on run? _____

Bus Driver on Approved Route? _____ Early or Late? _____

Attendant on Bus? _____ Name: _____

List Name/Phone of all witnesses: _____

School Bus Damage: _____

Fire Incident? _____

Bus Driver Seat/Controls Area -- Cleanliness, Possible Distractions?

Bus Driver Seat Belt -- Used? _____ Usable? _____

Possible Bus Mechanical Problems? _____

Other Vehicle Driver Name: _____ Injured? _____

Address: _____ Phone: _____

Driver Lic. _____ EXP: _____ DOB: _____

Physical Appearance: _____

Other vehicle passenger(s) name (s): _____

Injuries _____

Vehicle registered to: _____

Vehicle Plate # _____ Vehicle ID#: _____

Vehicle Year/Make/Model/Color: _____

Other Vehicle Damage:

Fire Incident: _____

Was there previous damage to vehicle? (If so, Describe): _____

Driver seat/control area --cleanliness, possible distractions? _____

Driver seat belt used? _____ Usable? _____

Passenger seat belts used? _____ Usable? _____

Possible other vehicle defects? _____

Current Inspection Sticker? _____ Date: _____

Insurance Company/Code/Agent: _____

Describe What Happened: _____

Photos taken at scene? _____ Use separate sheet if needed for description

Comments:

Signed: _____ Date: _____

BUS #: _____ DRIVER: _____ DATE: _____

DRIVER SIDE (If possible, note whether seat belt was worn)
(Note all WC positions as WC 1, WC 2, etc.)

Basic Plan
Ver 1.10 05/05

Seat A Seat B

Seat C

Seat D

Seat E

Seat F

SIGNED: _____ (Over for Injured Passenger List)

BUS ACCIDENT PASSENGER INJURY LIST**BUS #:** _____ **DRIVER:** _____ **DATE:** _____

Name	Seat	Apparent/Expressed Injury	Medical Facility Transported to/Ambulance Unit

NAME: (Please Print) _____
ADDRESS: _____

PHONE: _____

Please answer the following questions, or provide any other information that might help us understand what caused the accident: "Exactly what first made you aware of the accident? What did you observe? Where were you at that moment?"

[illegible]

Basic Plan
Ver 1.10 05/05

ACCIDENT SCENE PHOTO LOG

Date of photos: _____ Location: _____

Photos taken by: _____ Camera and film: _____

[illegible]

ACCIDENT PREVENTABILITY - CONTRIBUTING FACTORS DETERMINATION

Date of accident: _____ **Location:** _____

Name of driver: _____

Bus # _____ **Accident Internal File # (if used):** _____

Accident investigated by (Lead investigator): _____

Lead Investigator Determination:

- ☐ Preventable
- ☐ Non-preventable

Accident Review Committee Determination:

- ☐ Preventable
- ☐ Non-preventable

Date of Committee determination: _____

Criteria used in determination: _____

Committee members (list names): _____

Was determination appealed by driver?

- ☐ Yes
- ☐ No

Date of driver appeal: _____

Final Administrative Determination (if applicable):

- ☐ Preventable
- ☐ Non-preventable

Date of Final Administrative Determination: _____

Administrator in charge: _____

Contributing factors to the accident (list all vehicle, environmental, or human factors that contributed to the accident in any way - be as specific as possible - use other side if necessary):

Vehicle (defect, maintenance, design, etc.) _____

Environmental (weather, light, traffic controls, roadway design, terrain, etc.) _____

Human (speed, fatigue, attitude, training, routing, distraction, specific driving skills, etc.) _____

Other: _____

Re-Training:

- ☐ Recommended
- ☐ No recommended

Signed: _____ Date: _____

(Safety Supervisor) Print name: _____

RE-TRAINING RECORD FORM

Name of driver: _____

License#: _____

Reason for Re-Training (check all that apply):

☐ Preventable accident (Accident date: _____)

☐ Repeated accidents (Accident dates: _____)

☐ Other - describe: _____

Type of Re-Training (check all that apply):

☐ Classroom (dates, times, total hours): _____

☐ On-bus (dates, times, total hours): _____

☐ Other (describe type of re-training, not dates, times, total hours: _____)

Re-Training conducted by (list all trainers or instructors involved, and their titles): _____

Was a road test conducted at the conclusion of the Re-Training?

☐ Yes (if yes, attach road test form to this form)

☐ No

Was a written exam administered at the conclusion of the Re-Training?

☐ Yes

☐ No

Describe driver attitude during re-training:

☐ Positive, receptive; willing to learn

☐ Negative, indifferent, or antagonistic

☐ Other - describe: _____

Trainer comments (use reverse side or separate sheet if necessary):

"I (print driver name): _____ received
and understood the re-training described above:

Driver signature: _____ Date: _____

"I, (print lead trainer name): _____, certify that the driver named
above did receive the re-training described above".

Lead trainer signature: _____ Date: _____

NEAR-HIT INCIDENT REPORT

The purpose of this report is to improve safety by identifying situations that could result in an accident. Reports will be treated confidentially.

Driver name: (optional) _____

Date of incident: _____ Location of incident: _____

1. What happened?

[illegible]

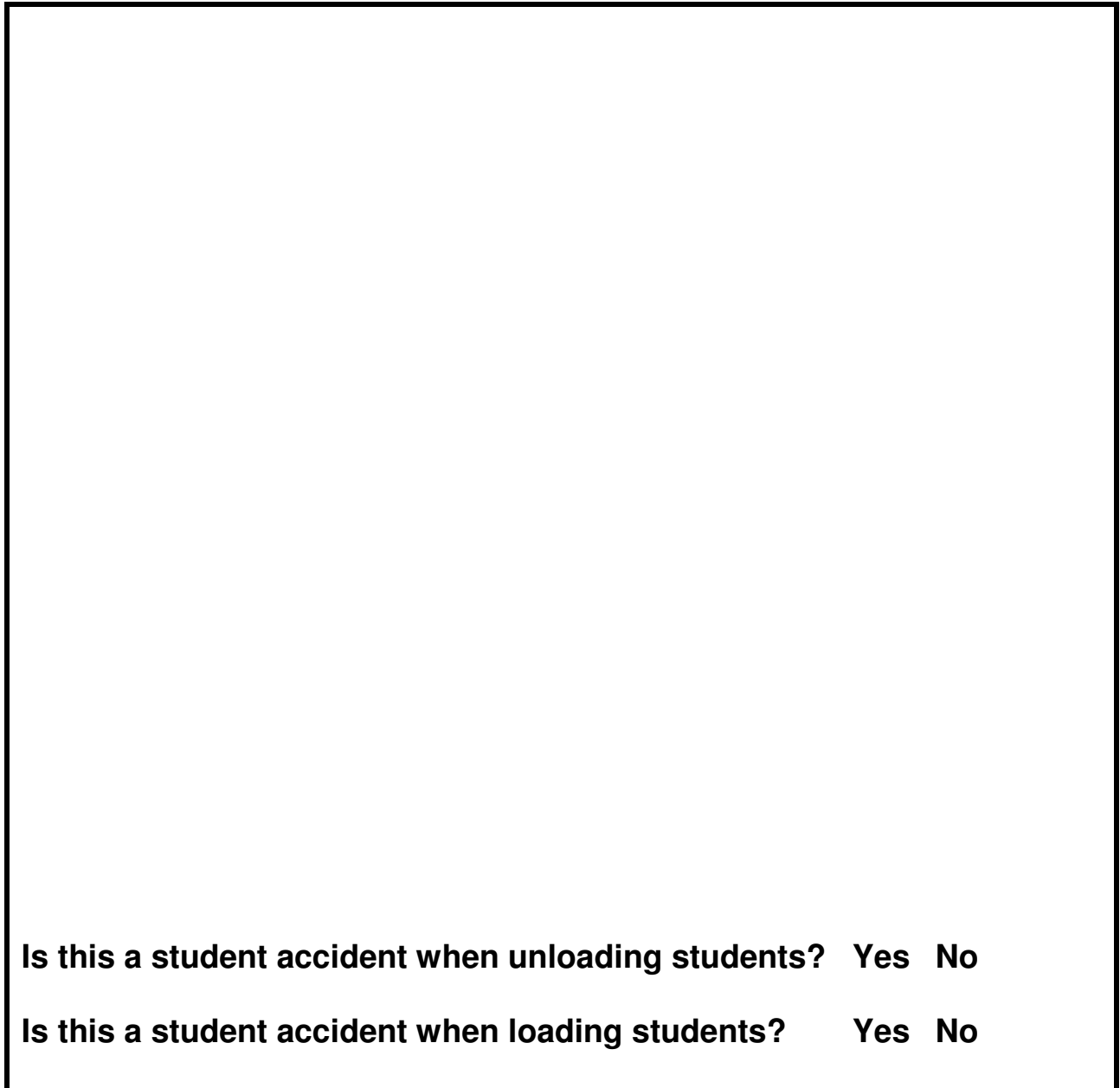
2. What lessons did you learn from this incident that could help other drivers avoid an accident in a similar situation?

[illegible]

DRAW DIAGRAM OF ACCIDENT SCENE

INDICATE BY ARROW DIRECTION OF NORTH

Complete the following diagram showing direction and position of vehicles involved, designating clearly the point of contact.



Is this a student accident when unloading students? Yes No

Is this a student accident when loading students? Yes No

Is this a collision with pedestrian? Yes No

Is this a collision between objects? Yes No