



# Community Regional Charter School

## CRCS Board Meeting

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### Date and Time

Monday September 9, 2024 at 5:30 PM EDT

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Members of the public are welcome to attend and observe these meetings but must be aware that although the meeting is held in public it is not a public meeting and therefore observers are not permitted to speak during the meeting itself, except during public comment.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
A. Record Attendance		Ashlee Savage	1 m
B. Call the Meeting to Order		Nicki Reinholt	1 m
C. Approve Agenda	Vote	Nicki Reinholt	1 m
<b>II. Approve Business Meeting Minutes</b>			<b>5:33 PM</b>
A. Approve Minutes from 7/15/2024 meeting	Approve Minutes	Nicki Reinholt	2 m
<b>III. Public Comment</b>			

	Purpose	Presenter	Time
<b>IV. Board Chair Updates</b>			<b>5:35 PM</b>
<b>A.</b> Strategic Design Workshop	FYI	Nicki Reinholt	10 m
Friday, September 20, 2024, 55 Commercial Street, Skowhegan, ME 04976 8:00am-4:00pm			
Focus on Action Steps and Commitment to Strategic Design Implementation			
Board Member Attendance is strongly encouraged and please RSVP with Nicki.			
<b>B.</b> Highmark and Raymond James Update on First Park Project	Discuss	Nicki Reinholt	30 m
Highmark Visit Raymond James Application Process for USDA Direct Loan First Park meeting for potential land acquisition.			
<b>V. Executive Director Reports</b>			<b>6:15 PM</b>
<b>A.</b> Letters of Resignation (since last Board Meeting)	FYI	Travis Works	4 m
Teagan Freeman - Ed Tech at CCA William Toles - Occupational Therapist Kevin Tansey - Facilitator at OA			
<b>B.</b> New Hires (since last Board Meeting)	FYI	Travis Works	4 m
Hattie DeRaps - Overman - Facilitator Mark Melia - Dimensions - Secretary James Hodgkin - Overman - Facilitator Cassidy Hamm - Creative Children's - Facilitator Michele Miller - Creative Children's - Facilitator Mackenzie Harding - Creative Children's - Ed Tech Elizabeth Loabe - Creative Children's - Facilitator Amber Richardson - Dimensions - Food Service Support			
<b>C.</b> CRCS Admin Team Summer Meeting Minutes	FYI	Travis Works	2 m
<b>D.</b> Strategic Alignment Coach Update	FYI	Travis Works	5 m

	Purpose	Presenter	Time
<b>VI. Academic Excellence Committee</b>			
<b>VII. Finance &amp; Facilities</b>			<b>6:30 PM</b>
<b>A.</b> Approve Finance and Facilities Committee Meeting Minutes from 7/29/24	Approve Minutes	Stephanie Saltzman	5 m
<b>VIII. Governance Committee</b>			<b>6:35 PM</b>
<b>A.</b> Approve the Governance Committee Meeting Minutes from 8/7/24	Approve Minutes	Nicki Reinholt	5 m
<b>IX. Other Business:</b>			<b>6:40 PM</b>
<b>A.</b> CRCS Emergency Management Plan Need to complete our annual review of the CRCS Emergency Management Plan	Vote	Nicki Reinholt	5 m
<b>B.</b> CRCS Short Term and Long Term Goals Need to review and adopt our short term and long term goals for the Charter Commission	Vote	Nicki Reinholt	5 m
<b>C.</b> Board Meeting Monthly Schedule Have a conversation about possibly changing the day of the week the monthly board meeting is on	Discuss	Nicki Reinholt	5 m
<b>X. Closing Items</b>			<b>6:55 PM</b>
<b>A.</b> Adjourn Meeting	Vote		

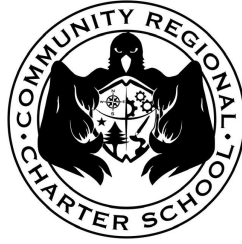
# Coversheet

## Approve Minutes from 7/15/2024 meeting

**Section:** II. Approve Business Meeting Minutes  
**Item:** A. Approve Minutes from 7/15/2024 meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for July Board of Directors Meeting on July 15, 2024



DRAFT



# Community Regional Charter School

## Minutes

### July Board of Directors Meeting

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#### **Date and Time**

Monday July 15, 2024 at 5:30 PM

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#### **Directors Present**

C. Hansen, M. Buja (remote), N. Reinholt, S. Saltzman, T. Overall (remote)

#### **Directors Absent**

T. Arnold

#### **Directors who arrived after the meeting opened**

C. Hansen, S. Saltzman

#### **Directors who left before the meeting adjourned**

C. Hansen

#### **Ex Officio Members Present**

T. Works

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#### **Non Voting Members Present**

T. Works

### **Guests Present**

A. Savage (remote), Ben Lund (remote), J. Alves (remote), K. Canning (remote)

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## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

N. Reinholt called a meeting of the board of directors of Community Regional Charter School to order on Monday Jul 15, 2024 at 5:37 PM.

### **C. Approve Agenda**

T. Overall made a motion to approve the agenda for tonight's meeting.

M. Buja seconded the motion.

The board **VOTED** to approve the motion.

## **II. Approve Business Meeting Minutes**

### **A. Approve Minutes from 6/25/2024 meeting**

T. Overall made a motion to approve the minutes from Board Meeting on 06-25-24.

M. Buja seconded the motion.

The board **VOTED** to approve the motion.

## **III. Executive Director Reports**

### **A. Letters of Resignation (since last Board Meeting)**

2 letters of resignation since the last board meeting -

Reggie Clark - facilitator at Overman

Alycia Paige - ed tech at CCA

S. Saltzman arrived.

### **B. New Hires (since last Board Meeting)**

Victoria Alexander - facilitator at Dimensions

Suzanne Rusin - facilitator at Dimensions

T. Overall made a motion to approve the two new hires Victoria Alexander and Suzanne Rusin.

M. Buja seconded the motion.

The board **VOTED** to approve the motion.

#### **IV. Academic Excellence Committee**

##### **A. Approve Academic Excellence Committee Minutes from 7/3/24**

T. Overall made a motion to approve the minutes from Academic Excellence Committee Meeting on 07-03-24.

M. Buja seconded the motion.

The board **VOTED** to approve the motion.

##### **B. Approve the Academic Excellence Committee Meeting Minutes from 5/20/24**

T. Overall made a motion to approve the minutes from Academic Excellence Committee meeting on 05-20-24.

N. Reinholt seconded the motion.

The board **VOTED** to approve the motion.

C. Hansen arrived.

#### **V. Other Business:**

##### **A. Vote to sign engagement letter with Raymond James to initiate the application process with USDA.**

C. Hansen left.

N. Reinholt made a motion to approve Travis Works to sign an engagement letter with Raymond James to initiate the application process with USDA with the changes that he may approve with the recommendations given by legal counsel.

T. Overall seconded the motion.

The board **VOTED** to approve the motion.

##### **B. Vote to sign the non-binding engagement letter with Highmark to initiate the first phase to determine feasibility of the project.**

M. Buja made a motion to approve Travis Works to sign the non-binding engagement letter with Highmark to initiate the first phase to determine feasibility of the project with any changes that he may approve with the recommendations given by legal counsel.

T. Overall seconded the motion.

The board **VOTED** to approve the motion.

#### **VI. Closing Items**

##### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:56 PM.

Respectfully Submitted,

N. Reinholt

# Coversheet

## CRCS Admin Team Summer Meeting Minutes

**Section:** V. Executive Director Reports  
**Item:** C. CRCS Admin Team Summer Meeting Minutes  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 6\_19\_24 Leadership Meeting Agenda.pdf



# June - August 2024

**Location: Central Office (aka Room 204 of OA)**

**Time: 9am-12pm**

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**NORMS:**

- Chocolate
- Positive and productive
- Everyone has a voice
- Solution-oriented comments
- Respect air time
- Be present: minds on and focused on our meeting

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Notes: Everyone

Time Keeper: Travis

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Green = Priority for Current Meeting

Orange = Priority for Next Meeting

Blue = Topics that Came Up and Were Discussed

P Strategic Design FY25 Clean Copy.pptx

+ Friday PD Planning for 2024/25

Meeting Agendas		
June 19th, 2024		
June 26th 2024		
July 2, 2024		
August 1, 2024	Item: Staff Communication Guidelines (Dan)	In light of so many really powerful conversations and sessions in Vegas about how different people consume and interpret information, thinking putting some clearly defined

ACTIVITY	NOTES	TIMELINE	WHO'S RESPONSIBLE	NEXT STEPS
<b>CHECK-IN ON DATA, STAFFING, AND OTHER QUICK MEMO-LIKE STUFF</b>				
Panorama Survey	<p><b>Results of Panorama:</b></p> <p><u>Family Panorama</u> -137/243 = <b>56% participation - Goal: 35%</b>  <b>Exceeding Expectations:</b> 3 of the 3 required scales are 50% or higher when compared to like schools                      All 3 scales were above 75% favorable!</p> <p><u>Learner Panorama</u> - <b>89% participation – Goal: 75%</b>  <b>Exceeding Expectations:</b> 4 of the 4 required scales are 50% or higher when compared to like schools                      All scales were above 60% favorable!</p> <p><u>Teacher Panorama</u> - <b>96% participation - Goal: 75%</b>  <b>Exceeding Expectations:</b> 4 of the 4 required scales are 50% or higher when compared to like schools                      All scales were above 52% favorable!</p> <p><u>Staff Panorama</u> - <b>96% participation - Goal: 75%</b></p> <p><b>Meeting Expectations:</b> 3 of the 4 required scales are 50% or higher when compared to like schools                      3 of the 4 scales were above 57% but 1 scale was 47%</p> <p><a href="https://secure.panoramaed.com/login">https://secure.panoramaed.com/login</a></p>			
<p><b>Staffing Updates:</b></p> <p><b>Positions Open</b></p> <p><b>Positions Anticipated</b></p> <p><b>Positions Hired</b></p>	<p><b>Anticipated CCA Ed-Tech III Resignation</b></p> <p><b>Anticipated DA Ed Tech I Resignation</b></p> <p><b>DA Secretary</b></p> <p><b>OA Facilitator Position- Math/Science/STEM Focus If Possible</b></p> <p><b>DA Facilitator Position - Early Elementary</b></p> <p><b>DA Facilitator Position - Early Elementary</b></p> <p><b>CCA Facilitator Position - Pre-K</b></p> <p><b>CCA Facilitator Position - Pre-K</b></p> <p><b>CCA Facilitator Position - Pre-K</b></p>			
Dates for Meetings based on Doodle Polls:	<p>Summer Leadership Schedule                      Availability based on Doodle Poll</p> <p>Dan, Brian, Tammy, Elizabeth, Susan, Megan, and Ashlee</p> <p>12pm - 4pm in June/July                      June 26th - (T,E,S,M,A)                      July 2nd (D,B,T,E,S)                      July 3rd (D,E,S,A)                      July 9th-12th (D,B,T,E,S,A)                      July 16th (D,B,T,E,S,A)                      July 25th - (T,E,S,M,A)</p> <p>9am-12pm in August</p> <p>August 1st (D,T,E,S,M)                      August 9th (S/E/M)</p>			


Central Office - Transitioning to Appt. Based.	Conference Room in Jill's old office will be a flexible work space for Leadership Team to use. Ideally it would allow Building Admin tol have a quiet and uninterrupted place to work.
Central Office - transitioning to Appt. Only	
Consolidation Update	First Park
Staffing - CCA point person	
Enrollment - CCA point person	
ESEA Application Discussion	Reviewed and continued goals for ESEA Application due 7/1/24 - Reviewed academic data - Reviewed attendance data - Social Emotional Data
Bus Routes	Minimizing travel times; eliminating Clinton stop? Palmyra stop? Corrina stop?  6/26 - Ashlee and Travis worked on routes and Don is going to refine times.
Las Vegas Conference	Arrival Date and Time  Dan Brian Tammy Elizabeth Susan Ashlee Travis  Leaving Date and Time: Brian/Ashlee - arriving on Monday, July 8th at 11:00am in Vegas - leaving Vegas at 12am on Saturday July 13th  Elizabeth, Dan and Tammy arriving July 6 at approximately 10:30 am  Susan/Travis arriving 9:10pm on July 8th; JetBlue Airways 777  Meow Wolf: <a href="https://meowwolf.com/visit/las-vegas">https://meowwolf.com/visit/las-vegas</a>  <a href="#">Expense Log</a>
Media Release: Maine Department of Education Offers Educators Free Access to Evidence-Based Literacy Modules – Maine DOE Newsroom	<a href="https://mainedoenews.net/2024/06/13/media-release-maine-department-of-education-offers-educators-free-access-to-evidence-based-literacy-modules/">https://mainedoenews.net/2024/06/13/media-release-maine-department-of-education-offers-educators-free-access-to-evidence-based-literacy-modules/</a>
Vegas Details	Record keeping (vehicles, etc) Everyone tracks their own expenses for group expenses.  <a href="#">Expense Log</a>
Travel (mileage)	School vehicles are to be used before paying for mileage for staff and admin.



Workshops				
Summer School Updates	55 learners signed up so far and Brian has been keeping in communication with parents and staff.			
Self Assessment Update				
<b>QUICK ITEMS (DOODLE, TEXT, AND/OR EMAIL)</b>				
Restorative Practice Workshops 7/30 & 8/2		6/19/24	Travis	
Check in on Summit - gifts  Respond to Linda about presentations for the summit	Susan/Megan - Organizing for Customized Learning Susan/Ashlee - Language of Customized Learning Susan - Book Talk about Inevitable Susan - Three Circles/Habits of Mind Elizabeth - Customizing Structures (Empower, E-Hall, Flex, Catalog) Dan - Travis -Strategic Design/Alignment Brian - Restorative Practices  <a href="https://docs.google.com/forms/d/e/1FAIpQLSenA6ZYNQXKGDMSxqxvKD142uzAAknYTqT1vHrNRShb82bw/viewform">https://docs.google.com/forms/d/e/1FAIpQLSenA6ZYNQXKGDMSxqxvKD142uzAAknYTqT1vHrNRShb82bw/viewform</a>  We need this filled out: Learning Community Demographics & Implementation Status: (Briefly describe your learning community and the focus of your MCL implementation efforts.) (200 words or less)	6/19/24	Everyone	<u>Room Assignments:</u> Travis/ Susan Megan M/ Ashlee Tasha/ Rusha Casie / Stacey/ Jen Esther/ Holli Rich Tammy /Elizabeth Ian/ Alex Ben/ Andrew Megan G/ Kareen Christi/ Danny/ Matthew Dan/ Brian
<b>SUMMER PD READING (BOOKS/ONLINE MODULES)</b>				
This is the critical summer where we enter into the renewal push. This summer is about refocusing at the 30,000' view and aligning our practices, procedures, and policies with Strategic Design				
Summer PD for Admin	Skilled Leaders Pathway Total Leaders 2.0 Refresher Five Dysfunctions of a Team  Total Leaders 2.0 link	6/19/24		Everyone on Leadership Team completes Skilled Leaders Pathway through EduPlanet - Each meeting we should plan on 10-20

	<a href="https://www.amazon.com/Total-Leaders-2-0-Leading-Empowerment-ebook/dp/B003TFE1TY/ref=tmm_kin_swatch_0?_encoding=UTF8&amp;dib_t_ag=se&amp;dib=eyJ2ljojMSJ9.C1_Jp3yLeNinrmKpx0_pv96fbNljBww3znNC7MHVWZcE_Q1YJyzW0o4a8im6j7AO5s51aPV-x9wKcX4NQDbysVRiGRAwv_JWbwzydDB_wVNfgzDnqGcqAFVjXZUrSKDq635E9Bfx_Szq4UVd-Q4dOFdmrU4r3OjFvQNQUX7yxTwa7qT_02zrb2hXAD2b1tHr-vqELVTr5CXKB3qcxVcEmRLKOOEq0G6l1X4dgFCCFI.NPjzq1DWfbnlk_o_L0cHok0Xs5R88VJSsQtbZsCDJHXk&amp;qid=1718806852&amp;sr=8-1">https://www.amazon.com/Total-Leaders-2-0-Leading-Empowerment-ebook/dp/B003TFE1TY/ref=tmm_kin_swatch_0?_encoding=UTF8&amp;dib_t_ag=se&amp;dib=eyJ2ljojMSJ9.C1_Jp3yLeNinrmKpx0_pv96fbNljBww3znNC7MHVWZcE_Q1YJyzW0o4a8im6j7AO5s51aPV-x9wKcX4NQDbysVRiGRAwv_JWbwzydDB_wVNfgzDnqGcqAFVjXZUrSKDq635E9Bfx_Szq4UVd-Q4dOFdmrU4r3OjFvQNQUX7yxTwa7qT_02zrb2hXAD2b1tHr-vqELVTr5CXKB3qcxVcEmRLKOOEq0G6l1X4dgFCCFI.NPjzq1DWfbnlk_o_L0cHok0Xs5R88VJSsQtbZsCDJHXk&amp;qid=1718806852&amp;sr=8-1</a>			<p>minutes sharing and discussing. Travis will work with Linda on getting registered for the pathway.</p> <p>Total Leaders 2.0 focuses on Strategic Direction and Alignment. You will get a Kindle invite, and you can download the Kindle App which works on iPad, iPhone, etc.</p> <p>Five Dysfunctions of a Team is something that we will touch upon this summer but really dive into starting in September.</p>
Bea Visit in the Fall	Copies of Inevitable?			Susan and Elizabeth checking numbers of copies we have

**STRATEGIC ALIGNMENT SMART GOALS TO WORK ON OVER THE SUMMER**

<p>Strategic Design Coaches</p> <p>Empowering and sharing the load to support why we exist and direct correlation to our Strategic Design.</p> <p> Strategic Design FY...</p>	<p>Build capacity explicitly by recognizing/supporting staff that are able to draw a direct relationship between everyday practices, policies, and procedures and Strategic Design.</p> <p>Strategic Design Coaches Focused on:</p> <ul style="list-style-type: none"> <li>- Spheres of Living</li> <li>- Future Focused</li> <li>- Mission/Vision</li> <li>- Core Values</li> <li>- Guiding Principles</li> </ul>	6/19/24		<p><b>Coaches Roles</b></p> <p><b>Objectives:</b> What do the people do Co-Teach, Model, Resource</p> <p><b>Plan:</b> Recognize that facilitators and staff have contributions to CRCS that are directly tied to the CRCS Strategic Design.</p> <p>It's not about adding additional work but rather recognizing and seeing a direct correlation between actions and the CRCS Strategic Design.</p> <p>Two coaching positions replace similar positions that were intended to offer electives or co-teach/model using the fabrication lab. These positions will be redefined to still offer electives and co-teach model and support others as they were originally intended with different focus and directly and explicitly tied to Strategic Alignment.</p>
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				<p>One new coaching position will provide supports around structures and instruction that are tied directly to Strategic Design.</p> <p>There is no monetary connection with these positions but rather finding where people's strengths are in relation to the CRCS Strategic Design and seen as a resource and support for colleagues.</p> <p>By directly tying to Strategic Design and being intentional for what we do and everyone seeing they are part of the CRCS Strategic Design.</p> <p>Ideally everyone in the organization sees themselves as a Strategic Alignment Coach, otherwise is this the right fit for them?</p> <p>(From Total Leaders 2.0) Out-Counseling the Underperforming Getting the wrong people off of the bus is the unpleasant part of Collins's three-part statement. It is easily the most difficult for educational leaders, since they tend to be caring, supportive, and positive people. In fact, many were hired specifically for those qualities. But out-counseling the marginal employee requires resolve and is critical to the success of teams and organizations.</p> <p><b><u>Oversight:</u></b></p> <p><b><u>FOCUS for Vegas Retreat</u></b></p>
<p>Thinking about Strategic Design Coaches:</p> <p>Why You Should Let Employees Pick Their Job Titles</p>	<p><a href="https://www.linkedin.com/pulse/why-you-should-let-employees-pick-job-titles-meghan-m-biro/">https://www.linkedin.com/pulse/why-you-should-let-employees-pick-job-titles-meghan-m-biro/</a></p>	<p>6/19/24</p>		<p><b><u>FOCUS for Vegas Retreat</u></b></p> <p>*Have a structure and outline to share with staff what coaches roles are and how everyone can become a coach</p>

Public Display of Pathways in all three buildings to show visually what is next (Wall of Learning)				
Grade Level Language eliminated (PreK, Grade 1, Freshman, Senior, Etc)				
Electives tied directly to HOM targets, spheres of living or core targets.				
Design Challenges <input type="checkbox"/> DESIGN CHALLENGE...				
Learning Coach	<p><b><u>LEARNING COACH:</u></b></p> <p><b>TEACHER AS LEARNING COACH:</b></p> <p>Advises and mentors 15 - 18 learners. Learning coaches are the main contact between the learner, her parents or guardians and the learning center. Coaches will work with individual learners over a significant timeframe, maybe from 3 to 4 years, allowing for deep relationship building. This is a new role for many and some clear expectations will have to be developed. In-house guidance and counseling professionals may provide leadership and training to prepare the staff for this coaching role.</p> <p>Examines options and expectations for each learner. Learners take more and more responsibility for their own learning plans as they move through the system. Athletic coaches are motivators. Our learning</p>			<p>Create a sustainable structure that involves learners meeting with an adult on a regular basis to check in on Next Steps Plan, oversight of offerings for learner, advocate and someone to help learner become independent over time.</p>

	<p>coaches are motivators as well.</p> <p>Analyzes the learner's learning plan. Learners will eventually take responsibility for their learning, but the adult learning coach will hold the learner accountable when necessary. MCL's goal is to graduate life-long learners including strong habits of mind (e.g. self-directedness, work ethic).</p> <p>Communicates openly among and between the learner, his parents, and the learning community. The role of the coach here is to keep everyone informed of how things are going for the learner ... and to seek support from parents and the community when problems arise.</p> <p>Along with other learning coaches, adjusts the programs and procedures in the learning community to meet the ever-changing needs of their learners.</p> <p>Quality Leaders and learning coaches are always looking for ways to make the system more effective and efficient for learners.</p> <p>P.139 Inevitable Too!</p>			
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**PROCEDURAL SMART GOALS TO WORK ON OVER THE SUMMER**

Board's Smart Goals				
Facebook Content	Need to Add Content for Enrollment - Susan is willing to craft it if we can get her the content info/pics			
Enrollment				

Employee Handbook				
CCA Coverage		6/25/24		
<b>CONSOLIDATION UPDATES</b>				
Non-negotiables for a new building site	<ul style="list-style-type: none"> <li>• 25+ acres - ideally 50+ acres</li> <li>• Public water</li> <li>• Public Sewer</li> <li>• Access to a talent pool for employees</li> <li>• Access to an enrollment pool</li> <li>• Access to Higher Ed opportunities</li> <li>• Access to community projects</li> <li>• Expandable on property</li> <li>• Access to internships</li> <li>• Walkable greenspace</li> <li>• Streamlined transportation - Access for current enrollments</li> <li>• Access to service providers</li> <li>• Closer distance to emergency services</li> </ul>	6/14/24	Travis	N/A

**Next meeting:**

## **STRATEGIC DESIGN COACHES:**

### Strategic Design Coaches (Broad Umbrella)

CRCS values people that are in alignment in our system but also a shared leadership model where staff sees them as a leader. Leaders do not have to formal administrators, but they are a resource and asset to their colleagues and CRCS.

A Strategic Design Coach is a Facilitator that has a passion or area of interest that is directly tied to our strategic design. There isn't pay associated with these coaches but rather there is recognition and a title that does indicate to others that the coaches are a resource and bring added value to the organization.

### **Play Based and Outdoor Education Coach**

Casie Frederick

Has a deep belief and passion for play based and outdoor hands on activities.

### **Community and Hands on Projects Coach**

Ben Luce

Has a deep belief in hands on projects with a purpose, but also direct ties with the community.

### **Classroom Structures and Strategies Coach**

Tasha Goodrich

Has a deep belief in classroom structures and strategies.

The "coaches" will be a support to co-teach, model, or brainstorm and support staff with ideas around their area of expertise. They are not necessarily "experts" but they do have a passion, interest, or ability to share and offer as a resource to others. It is important that the work that we do is seen as tying directly into the strategic design. Some coaching positions will have time to co-teach or model, while other positions wouldn't because it is based on their function and role.

These titles are not ones that have monetary value tied to them but rather professional recognition and professional responsibilities. In most districts having a passion and interest that is shared with others goes unnoticed or recognized and we want to be able to recognize and celebrate and let individuals know that they are appreciated.

The goal is that every facilitator can identify a strength, passion, or interest they have that can help CRCS as an organization obtain the goals in our Strategic Design.

Badges next to the door

Email signatures

ACTIVITY	NOTES	TIMELINE	WHO'S RESPONSIBLE	NEXT STEPS
<b>AUGUST 2024 TASKS/ACTIVITIES</b>				
Friday PD  Aftercare - Continuity - Tier III or Title 2  Lunch Times and options	3 Friday's Per Month combining all three buildings  1 Friday Per Month Building Based or 2 if a 5 week month.	7/25/24	Elizabeth Susan Tammy	8/14/24 Discussed
Displayed in Each Building	Logo Spheres of Living Future Focused Outcomes Mission/Vision/Core Values		Dan Travis	
Learning Walks = Facilitators  Supervision and Evaluation Feedback and Calibration: Team  1 Facilitator 1 Administrator Whole Team  Formal Observations  Informal  Targeted	Celebrate and Support instead of Glows and Grows  Susan and Tammy went to a session about feedback in Vegas. This 4 step feedback process. <a href="https://hypercontext.com/blog/communication/constructive-feedback-renninger">https://hypercontext.com/blog/communication/constructive-feedback-renninger</a>  <b>4 Step Feedback:</b>  1. <b>[Micro-yes]</b> Can we talk about your workload and how you're managing it?  2. <b>[Getting specific]</b> Last week, you sent your team's goal progress report to me a day late.  3. <b>[Showing impact]</b> Because of that, I had to rearrange my whole schedule to dive through your metrics and get it to the leadership team on time.  4. <b>[Ask a question]</b> It may be helpful to evaluate your current workload together and see where we can prioritize to avoid a situation like this in the future. What do you think?	7/25/24	Elizabeth Susan Megan	Schedule  Coverage Options  Resources Needed:  Will start November 1st



Evaluations			Elizabeth Susan	8/14/24 Discussed  Empower  Review Timeline  Process  Resources Needed:
Seminar Catalog with targets and descriptions aligned with strategic design			Elizabeth Susan	Consistent Format in all three buildings with different level of independence for each age level from 4 year olds to graduates.
Core Values explicit with adults, learners, and families for things like rewards, feedback, consequences, etc.			Elizabeth Susan Ashlee Brian	What processes and practices need to be tweaked to be more based in our core values:  Raven Rewards Behavioral Referral Recognition of staff/learners/ and community members
Staff Quality: What is needed to help staff improve upon what learners need, develop a plan, check, and adjust.  What supports are needed to help staff grow their knowledge and skill set with diagnosing and assessing and executing a plan with instruction.			Elizabeth Susan	
Customized PD 3 times per month district-wide.  Customized PD for staff using Bea's work in EduPlanet  Leveraging Coaches (Casie, Ben, Tasha, etc)			Elizabeth Susan	
Time-Based Language and Practices eliminated	Ex. There is no "done" just what is next ?  Assignment vs. Evidence  Seminars designed with constant growth to next target....if a target is completed and they have shown	Discussion on 8/9	Elizabeth Susan Ashlee Brian Dan Tammy Travis	****  Learners and Facilitators Language  <b><u>Deliberate Effort:</u></b> PreK/Seniors Language

	<p>evidence then learners keep working on what is next in pathway.</p> <p>Shift language to Evidence (instead of assignment)</p> <p><b>Customized Learning Test</b> If five learners walk into a learning space and the adult has to stop what they're doing to acclimate then is it really customized?</p> <p>How do protocols and procedures and standardization align to a customized and student-learner?</p> <p>What do we mean by self-starter? Is "not needing a facilitator to help them" our goal?</p> <p>How might we keep the language and visuals the same districtwide?</p> <p>How might we balance our mission/vision with family expectations/traditions? What do we gain?</p> <p>How might our habits of mind/durable skills/soft skills/core values assessing/reporting help with all of this?</p>			<p>Pathways</p> <p>Pathway A to ____</p> <p>When</p> <p>Assignment Completed vs. Evidence Created</p> <p>They are all assessments</p> <p>IDEAS?</p> <p>Starting Learners (Littles) Emerging Learners (Littles) Growing Learners (Mids) Exploring Learners (Mids) Transitioning Learners (Olders) Exiting Learners (Olders)</p>
<p>Branding: Customized Learning in a Design Thinking and Innovation Environment</p>			<p>Dan Travis</p>	
<p>Next Steps Plan</p>	<p>Create a sustainable plan for learners ages 12+ that is reviewed 3-4 times per year.</p> <p>Graduation Cohort Plan Career Goals Interests Academic Goals Social Emotional Goals</p>		<p>Elizabeth Susan Ashlee Brian Dan Tammy Travis</p>	
<p>Strategic Design Coaches</p>			<p>Elizabeth Susan Ashlee Brian Dan Tammy Travis</p>	<p>***</p>
<p>Data - growth data and inputting into the data warehouse discussion since the data is messy this spring - plus what you need for high mark</p>				

Reach my teach - CCA Seesaw - DA/OA				
national night out				We are not doing this year.
District Wide Leadership	All 3 Buildings  When? Friday Afternoon 3 hours or 2 afternoons/Month  Consideration: Can It Double as Tier 3? yes  Two hour meeting/One hour reporting to whole staff  Leverage Zoom for breakouts as well as Zoom for inclement weather	8/1/24	Susan will communicate w Sue	1 Meeting Per Month: 4 pm - 7 pm  <u>CRCS leadership meetings:</u> 9/11/2024 10/9/24 11/6/24 12/4/24 1/15/24 2/12/24 3/12/24 4/9/24 5/7/24 6/4/24
WhatsApp	Organized from CRCS All Staff to Individual Buildings  All Staff  CCA DA OA  Each building different level of groups  Facilitators (salary) vs. Support Staff (hourly)			8/14/24 Discussed
Afternoon dismissal time check in  Morning arrival time	New Changes  Morning Arrival First Bus/Last Bus CCA: 7:30/3:52 Overman: 7:30/7:57 Dimensions:7:30/3:35	8/1/24		Friday Learner Dismissals: CCA: 12:10 Overman: 12:15 Dimensions: 12:30
Admin Team - New Different Levels	Focus for FY25 is building a cohesive team.  Different levels within the team  Elizabeth/Susan/Megan  Kit/Jill/Arron  Ashlee/Brian  Tammy/Dan/  Ashlee/Dan/Rusha	8/1/24	Everyone	Susan/Elizabeth - Wednesday afternoons at 1pm (Megan will join as needed at 3pm)  Tech Trio - regular weekly meeting (establish now – outside of electives and lunch times) Once per month w Travis (preferably after dismissal)  Asst Principals - Regular bi-weekly meeting in mornings starting on Sept 10 (rotating location between DA/OA)

				Building level leadership plan for each staff who can serve in lieu of admins – functional leaders (see below)
Resource Based Decision Making	Very important to let Travis know ASAP with things that involve: Money People Time Conflict	8/1/24	Travis	N/A
Insurance Changes	Insurance increased drastically Making an adjustment from 90/10 split to 70/30 Families plan increased - cost to employees will increase per month for kids on the plans	8/1/24	Travis	N/A
Community Events				
Staff Communication Guidelines	expectations/guidelines on us as leaders and on staff as team members would be helpful (timing, length, platform, content, reading, responding etc.)			
Salary/Hourly Staff Asks	How we communicate expectations to attend meetings/opportunities/committees/team/events  How might we make best clear volunteer expectation without creating sense of volun-told	8/1/24		
Building Level Leadership Plan for each Campus	who can serve in lieu of admins – functional leaders	8/1/24		
Learning Coach	Purpose: - Each facilitator has a smaller group of learners who they are main contact for these learners - <b>“Personal Contact”</b> <ul style="list-style-type: none"> <li>● <u>Social/emotional</u> <ul style="list-style-type: none"> <li>* Patterns of behavior</li> <li>* Friendships</li> <li>* Bullying</li> </ul> </li> <li>● <u>Track of pathway</u> <ul style="list-style-type: none"> <li>* Making sure they are in the appropriate classes/seminars</li> <li>* Communicate with learner’s specific facilitators</li> <li>* Creating “career action plans”, learning goals and how to meet those</li> </ul> </li> <li>● <u>Attendance</u> <ul style="list-style-type: none"> <li>* Attendance patterns</li> <li>* Communications with admins for reasons absent</li> </ul> </li> </ul>	8/1/24	Everyone	Starting October 15th  Survey structure for developing learning coach groups: (Survey to families and staff week of September 23rd) <ul style="list-style-type: none"> <li>* survey to families asking them to give their top 3 staff members</li> <li>* survey to staff asking them to give top 3 learners</li> <li>* collaborate between the 2 surveys to create the groups</li> </ul>

	<p>* Communication with families around reasons and making a plan</p> <ul style="list-style-type: none"> <li>• <u>Parent contact</u></li> </ul> <p><b>Evidence of meeting</b></p> <ul style="list-style-type: none"> <li>- Checklist (digital or paper copy)</li> <li>- Rubrics for feedback</li> </ul> <p>Families having the option of having 1 learning coach for all learners as opposed to a learning coach per learner</p> <p>Office hours for staff so learners who are part of the learning coach group</p>			
<p>Getting SeeSaw Better Aligned to Standards-Based</p>	<p>SeeSaw is way better for younger learners for collecting evidence than Empower; However, it is standards-referenced rather than standards-based</p> <p>How might we get the standards uploaded to SeeSaw to make it as easy to connect to standards as Empower is?</p> <p>The Empower app isn't ready for rolling out yet – it's on the Empower end</p>	<p>8/9/24</p>	<p>Elizabeth Susan</p>	
<p>Hierarchy for Conflict</p> <p>Is it explicit?</p> <p>Culture of Trust</p>				<p>Making sure know for conflict or issues the chain of command and supervisors.</p> <p>Boundaries more explicit for staff - "How to find work and life balance" Tips about checking email and communications.</p>
<p>Leveraging each others strengths</p>	<p>Example:</p> <p>Elizabeth takes point on overseeing that evaluations are set up and that staff know how to access and use for setting up goals and the whole process. A resource for staff and supervisors.</p> <p>Actual evaluations and meetings with goals would be done by the Building Principal.</p>			<p>8/14/24 Discussed</p>

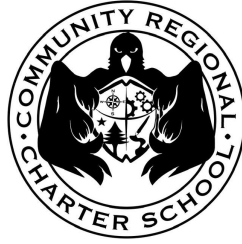
	<p>Susan takes point on enrollment such as:                      Messaging parents on Facebook,                      Posting Canva Posts based on content provided, send anticipated emails,</p> <p>Follow up with packets is done by secretaries.</p>			
<p>Enrollment</p> <p>185 for DA and OA is critical</p>	<p>Discussion with Travis</p>			<p>8/14/24                      Discussed</p>
<p>August 23rd - What do we have to pull staff together?</p> <p>If AxeThrowing is out...what is the alternative?</p>				<p>8/14/24                      Discussed</p> <p>September 20th after District Workshop</p>
<p>Amazon Ordering</p>	<p>CCA Approval Chain:                      Megan                      Susan (no denying, just eyes on)                      Elizabeth                      Travis (Final Approval)</p> <p>DA Approval Chain:                      Elizabeth (no denying, just eyes on)                      Susan                      Travis (Final Approval)</p> <p>OA Approval Chain:                      Susan (no denying, just eyes on)                      Elizabeth                      Travis (Final Approval)</p>			<p>8/14/24                      Discussed</p>

## Coversheet

### Approve Finance and Facilities Committee Meeting Minutes from 7/29/24

**Section:** VII. Finance & Facilities  
**Item:** A. Approve Finance and Facilities Committee Meeting Minutes from  
7/29/24  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Finance and Facilities Committee meeting on July 29, 2024

DRAFT



# Community Regional Charter School

## Minutes

### Finance and Facilities Committee meeting

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#### **Date and Time**

Monday July 29, 2024 at 5:30 PM

---

Members of the public are welcome to attend and observe these meetings but must be aware that although the meeting is held in public it is not a public meeting and therefore observers are not permitted to speak during the meeting itself, except during public comment.

---

#### **Committee Members Present**

C. Hansen (remote), S. Saltzman (remote)

#### **Committee Members Absent**

*None*

#### **Committee Members who arrived after the meeting opened**

C. Hansen

#### **Guests Present**

A. Savage (remote), J. Alves (remote), K. Canning (remote), T. Works (remote)

---

### **I. Opening Items**

#### **A. Call the Meeting to Order**

S. Saltzman called a meeting of the Finance & Facilities Committee of Community Regional Charter School to order on Monday Jul 29, 2024 at 5:36 PM.



## **B. Record Attendance**

## **II. Finance**

### **A. Review Year End Financials**

Jill shared out the year end financials including

- Balance Sheet comparison to previous year
- Performance and Stability Report
- Profit and Loss comparison to previous year
- Statement of Cash Flow

### **B. Signed agreement with HighMark**

The attorney went through and made very subtle changes and they were signed off on a couple of days ago.

Travis shared what the changes were.

C. Hansen arrived.

## **III. Facilities**

### **A. Update on facilities across the district**

Kit shared out an overview of where facilities are at this moment:

- buildings are further along than they have ever been: most are almost done and ready to go
- cleaning up final stuff (storage, etc.)

## **IV. Closing Items**

### **A. Approve Minutes**

Committee approves the minutes for the meeting.

### **B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:05 PM.

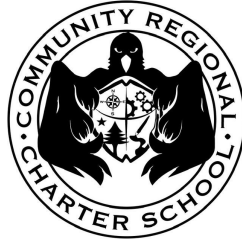
Respectfully Submitted,  
S. Saltzman

## Coversheet

### Approve the Governance Committee Meeting Minutes from 8/7/24

**Section:** VIII. Governance Committee  
**Item:** A. Approve the Governance Committee Meeting Minutes from 8/7/24  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Governance Committee Meeting - W/AGENDA on August 7, 2024

DRAFT



# Community Regional Charter School

## Minutes

### Governance Committee Meeting - W/AGENDA

---

#### **Date and Time**

Wednesday August 7, 2024 at 9:00 PM

#### **Location**

[Join Zoom Meeting](#)

---

#### **Committee Members Present**

A. Savage (remote), T. Works

#### **Committee Members Absent**

*None*

#### **Guests Present**

Nicki Reinholt

---

### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

T. Works called a meeting of the Governance Committee Committee of Community Regional Charter School to order on Wednesday Aug 7, 2024 at 9:00 AM.

## **II. New Policies**

### **A. Review any policies for the purpose of adopting of new legally required changes (if any)**

Committee reviewed policy BDE-R and took close look at the purpose of the Governance Committee.

Biggest thing that needs to take place right now is looking for new board members and the search is active.

At the next board meeting, an Ad Hoc Committee will be formed with the purpose of recruiting new board members.

## **III. Governance Committee**

### **A. Board Self Assessment & Goals - Update**

Committee reviewed the board manual.

At the next board meeting, the committee will share out board manual and review all required trainings to be completed this Fall.

The committee will also share out the Conflict of Interest Agreement with the board to be signed.

## **IV. Existing Policies**

### **A. Confirm if the following Section I & J policies were eliminated (readings in May and June)?**

Committee confirmed that the following Section I & J policies were eliminated at the June meeting:

## **V. Active Board Member Search**

### **A. Governance Committee member**

Jim Hodgkin, former Superintendent and newly hired CRCS employee, will be joining the Governance Committee to provide expertise with Maine School Board Policies.

### **B. New board member search**

At the next board meeting, an Ad Hoc Committee will be formed with the purpose of recruiting new board members.

The list that was provided by Tonya Arnold is currently being communicated with.

## **VI. Other Business**

### **A. Tracking Document**

Committee updated the tracking document with the eliminated policies from the June board meeting.

Committee will revisit the tracking document at the September Governance Committee meeting.

## **VII. Closing Items**

### **A. Agenda Items for Next Month**

- Discuss the HighMark visit
- Review the tracking document

### **B. Approve minutes from today's meeting**

Committee agreed on the notes from today's meeting.

### **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:36 AM.

Respectfully Submitted,  
T. Works

# Coversheet

## CRCS Emergency Management Plan

<b>Section:</b>	IX. Other Business:
<b>Item:</b>	A. CRCS Emergency Management Plan
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CRCS Emergency Plan 9_11_23-2.pdf

# COMMUNITY REGIONAL CHARTER SCHOOL

## Comprehensive Emergency Management Plan (Last updated:9/11/2023)



48 South Factory Street  
Skowhegan, Maine  
04976

Approved by CRCS School Board  
For School Year 2023-2024

## Emergency Phone Numbers

Dated: 8-15-2022

Community Regional Charter School  
48 South Factory Street  
Skowhegan, Maine 04976

Tel: 207-474-8740  
Fax: 207-474-8515

CRCS: a school district of approximately 360 students

Emergency	911
Somerset County Communication Center	207-474-6386
Skowhegan Police Department	207-474-6908
State Police- Troop C Skowhegan	1-800-452-4664
Fire Department	
Skowhegan	207-474-6910
Cornville	207-474-8865
Poison Control	1-800-222-1222
Hospital (RFGH)	1-207-474-5121
National Suicide Prevention Lifeline (-8255)	1-800-273-TALK
Child Protective Services	1-207-474-4850
Central Maine Power	1-800-696-1000
Dimensions Academy Portable	Acct # 225-027-9070-001
Dimensions Academy Main Building	Acct # 225-006-1505-013
Creative Children's Academy	Acct # 3501-6002-202
Overman Academy	Acct # 3001-1063-598
Seacoast Security- Fire Alarm	1-800-654-8800
Thayer Corporation	1-800-649-4197
A&E Robinson Fuel (Oil and Propane)	1-207-564-8131
GE Roofing	1-207-622-9503
Maine School Library Network (internet)	1-888-367-6756
Consolidated Communications	1-844-968-7224
Poland's Bus Service	1-207-474-2233
Chuck's Auto Towing	1-207-474-2617
Maine Water	1-207-474-3521
WABI	1-207-947-8321
WCSH	1-207-828-6666
Northeast Technologies - Brian Barrows	1-207-907-9192
CRCS Contacts	
Executive Director- Travis Works	1-207-399-6502
Overman/Creative Children's Academy Principal - Elizabeth Firnkens	1-207-615-2801
Overman/Creative Children's Academy Asst Principal - Brian Andre	1-207-485-4937
Special Ed. Director - Tammy Wyman	1-207-341-3728
Dimensions Academy Principal - Susan Muzzy	1-207-310-3088
Dimensions Academy Asst Principal/Director of School Operations - Ashlee Savage	1-207-399-3292
Director of Design and Innovation - Dan Ryder	1-207-578-0357
Food Service Director - Allison Perkins	1-207-755-1123
Director of Facilities - Kit Canning	1-207-485-8380
Board Chair - Nicki Reinholt	1-207-474-8740



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## Abbreviations

AAR	After Action Review
CP	Incident Command Post (or Command Post)
CPR	Cardiopulmonary resuscitation
EAA	Emergency Assembly Area
ECC	Emergency Care Card
EMP	Emergency Management Plan
EMS	Emergency Medical Service (Ambulance Service and Rescue)
FEMA	Federal Emergency Management Agency
IC	Incident Commander
ICS	Incident Command System
CRCS	CRCS
MEMA	Maine Emergency Management Agency

### Crisis – Common Elements

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

Note 1: Other definitions are found throughout this plan.

Note 2: Wherever “principal” appears in this plan, it refers to either the principal or a designated administrator in the leadership chain of command.

# I. Preparedness

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

## ***Emergency Planning***

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

*– U.S. Department of Education*

Before planning begins for future updates to this plan, CRCS will set a realistic timetable to prepare, collect essential information, develop the plan, and involve the right people.

Action steps for successful planning.

Commit to emergency preparedness (plan success depends on committed AND involved leaders).

Identify and involve stakeholders (school, CRCS, community).

Consider existing efforts (don't reinvent the wheel).

Determine what emergencies the plan will address (through hazard analysis).

Define roles and responsibilities.

Develop methods for communicating with the staff, students, families, and the media.

Obtain necessary equipment and supplies.

Prepare for immediate response (evacuation, lockdown, shelter-in-place, etc.).

Create maps and facilities information.

Develop accountability and student release procedures.

Practice, practice, practice. CRCS's response will only be as good as its drills.

Address liability issues by carefully assessing the hazards faced by CRCS.

Evaluate, refine, and update the plan at least annually and more often if needed.

### **Partnership Agreements** (identify and involve stakeholders)

- External partnership agreements are made to delineate how partners will assist CRCS during an emergency and vice-versa.
- Partnership Agreements will be renewed each spring, effective for the upcoming academic year.
- Agreements will be created for:
  - Relocation sites
  - Community Emergency Response Team (CERT)
  - Parent Connections
  - (optional) Local Fire Department (which includes EMS and HAZMAT)
  - (optional) Law Enforcement

## Leadership, Teams and the ICS

### Incident Command System

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

Local emergency responders have also adopted ICS as their organizational structure when planning for and responding to emergencies. CRCS and local emergency responders, therefore, are poised to jointly plan for and respond to CRCS emergencies in the most effective and coordinated way possible. The CRCS Police and Fire Liaison will be the link between CRCS and local emergency responders throughout all four phases of emergency management.

NOTE: The principal or his/her designee is the Incident Commander (IC) for school emergencies until public safety officials assume that role. The IC role officially passes to the fire chief during fire/HAZMAT incidents, and to the law enforcement commander following a criminal act after the principal briefs the public safety official on the situation and notifies the School Emergency Team (SET) of the transfer. To ensure a smooth transfer, it is critical that CRCS involve local first responders in the school's Emergency Management Plan development and training. Although a public safety official may have assumed the IC role, the principal is still the leader of his/her own staff/students and the various functions that they've been assigned. During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a "Unified Command," where the principal and public safety officials share in the decision making process. See ICS training requirements for faculty and staff, later in this section.

### Leadership (Chain of Command)

The building principal is initially responsible for leading the response to all school related emergencies until local first responders arrive for events that they are more qualified to lead, or until he/she delegates his/her leadership role to another school staff. In his/her absence, the following staff, in the order that they appear, will automatically assume leadership in an emergency response:

Executive Director → Director of Curriculum and Instruction and/or Director of Special Education → Overman Academy Principal → Dimensions Academy Principal → Lead Teacher → Administrative Assistant

### School Emergency Team (SET)

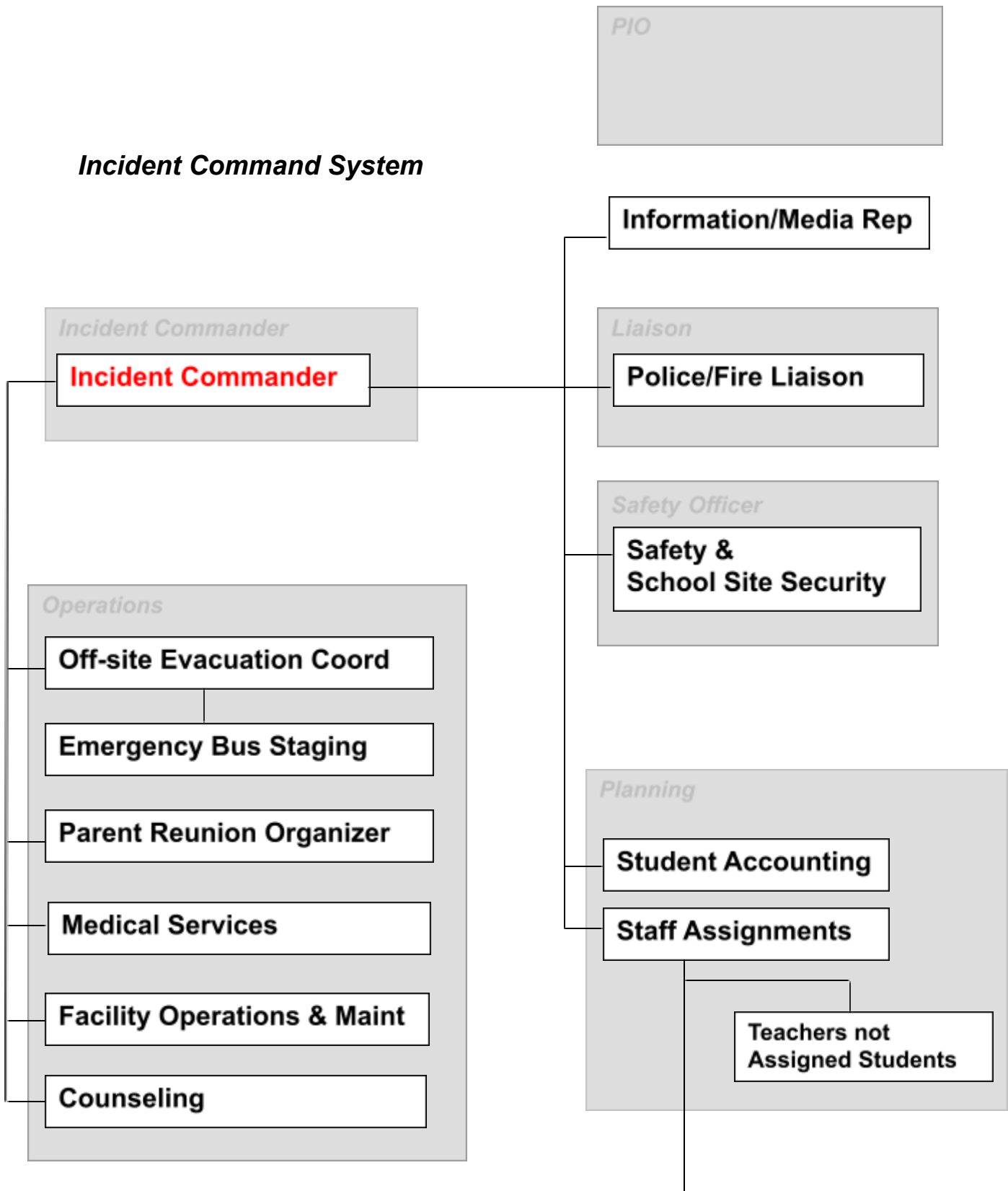
The School Emergency Team (SET) is made up of individuals within the school staff and was created to assist the principal in planning for, and responding to, school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal, thus bypassing involvement of the SET.

School Emergency Team – Roles	Team Members Primary & Alternate
<p><b>Incident Commander</b> Overall leader during an emergency. Makes decisions based on information/suggestions provided from team members. Responsible for planning meetings. Coordinates the broad and specific functions of the team during an emergency. Passes role to fire chief during fire/HAZMAT</p>	Principal

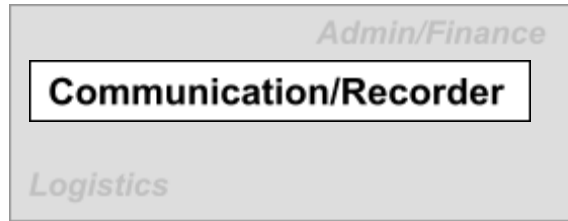
incident and law enforcement commander following a criminal act. Coordinates school use as a shelter for community emergencies.	Alt: Lead Teacher
<b>Student Accounting</b> Ensures all teachers have an accurate accounting of students; coordinates efforts in accounting for missing or extra students. Ensures all classrooms have a classroom go-bag that includes a student roster. Reports student status to the principal. Oversees student release procedures.	Admin Assistant  Alt: Lead Teacher
<b>Emergency Bus Staging Area</b> When evacuating to or transporting from off-site location(s) and for early dismissals from on-site. Coordinates the arrival of buses and the loading of students and staff onto the proper bus with the transportation coordinator. Updates bus rosters and planned bus routes into staging areas in advance.	Admin Assistant
<b>Off-Site Evacuation Coordinator</b> Plans use of a location and evacuation routes to safely move students. Organizes off-site location to include: planning the movement of students to the location; assisting with student accounting once they are moved; planning for special needs students/staff. Coordinates with Emergency Bus Staging Area Coordinator and Parent Reunion Organizer to manage parent arrivals.	Admin Assistant  Alt: Lead Teacher
<b>Police and Fire Liaison</b> Provides information to local police and fire departments about what has taken place and about the plans the school has implemented to ensure the safety of the students. Maintains contact between school operations and those of the police/fire operations throughout the incident.	Principal  Alt: Admin Assistant
<b>Parent Reunion Organizer and Liaison</b> Provides specific directions to parents as they arrive in the area. Establishes a pre-identified location where parents can wait to be reunited with their children and obtain information about the event. Coordinates activities at the Reunion Site. Coordinates with Media Rep for information that can be released to parents. Also coordinates with evacuation, student accounting, and bus staging leaders to facilitate students coming to the Reunion Site.	Principal  Alt: Admin Assistant
<b>Information and Media Representative</b> Establishes the media staging area. Serves as sole contact person for all media. Drafts parent letter ("backpack letter") that goes home with students explaining the incident. Ensures the media doesn't gain access to students or faculty during the incident. Keeps staff informed about the incident. Discusses messages to be conveyed with school administrators in advance. Coordinates messages with emergency responders prior to release of public information. Supervises Call Team. The Executive Director may assume this role.	Executive Director  Alt: Principal
<b>Communication and Recorder</b> Confirms that 911 was called. Activates the telephone call tree to notify SET and other school staff. Notifies and updates the Executive Director's office and requests resources, if needed. Keeps detailed record of events, decisions, and actions including annotation of time, which helps ensure critical tasks are completed and allows incident supervisor to track all activities, and police/fire to reconstruct the events during the subsequent investigation. Assists Incident Commander with internal classroom telephone/intercom communications.	Admin Assistant  Alt: Lead Teacher

<p><b>Safety &amp; School Site Security</b> For incidents that occur around the school building but do not directly involve school personnel such as a violent crime that may require staff to take steps to quickly lockdown the school from outside intruders. Serves as the liaison with the agency managing the local event. Develops a check system to ensure school is secure. Serves as school safety officer.</p>	<p>Principal  Alt: Admin Assistant</p>
<p><b>Staff Assignments</b> Coordinates use of available personnel to assist with carrying out the core functions associated with the incident. Teachers/staff not assigned students during an incident and other school personnel arriving at the incident reports directly to this person. Works closely with the Incident Commander and directs staff to areas that need assistance. Functional team leaders coordinate with the Staff Assignments leader in requesting manpower. Maintains a roster of assignments and manpower needs, making requests to the main office when needed.</p>	<p>Principal  Alt: Admin Assistant</p>
<p><b>School Nurse</b> Maintains first aid kits in common areas of the school. Trains and maintains an inventory of students and staff on CPR and first aid and coordinates their effort during an emergency. Serves as triage officer during mass casualty events until EMS arrives. Serves as liaison with local EMS, hospitals, public health (Maine CDC), and the healthcare community. Promotes infection control practices before, during, and after an outbreak of disease. Assists epidemiologists during an investigation of a naturally occurring disease outbreak or a <u>Bio-Terrorism</u> incident.</p>	<p>Admin Assistant  Alt: Lead Teacher</p>
<p><b>Facility Operations &amp; Maintenance</b> The Head custodian or Maintenance Director works with the School Emergency Team using blueprints and an advance video tape/DVD of the school to identify specific sections of the building. Custodial staff members, wearing fluorescent vests, work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering school grounds.</p>	<p>Principal  Alt: Custodian</p>
<p><b>School Counselor</b> Plans and implements proactive counseling and violence prevention programs. Organizes a post-event counseling program to help students, parents, faculty, and community recover from an incident. Schedules support meetings, coordinates human recovery activities and organizes other grief management resources. Coordinates professional community services, when required.</p>	<p>Principal  Alt: Lead Teacher</p>
<p><b>Teachers with students in class</b> Provide supervision of students in their care and remain with students during emergencies until directed otherwise. Ensure safety of students; direct students according to response procedures; render first aid when needed; manage student communication via cell phones per school policy; report missing/injured or extra students to the Student Accounting Leader.</p> <p><b>Teachers &amp; staff not assigned to a class when an emergency occurs.</b> Report to the <u>Staff Assignments</u> Leader if not previously assigned an emergency role.</p>	<p>Teachers</p>

### Incident Command System







## School Public Safety Committee

The School Public Safety Committee includes all members of the School Emergency Team and emergency responders from the towns included within CRCS boundaries. The committee was created to assist the principal or Incident Commander in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal or Incident Commander, thus bypassing involvement of the School Public Safety Committee. The SET and/or the School Public Safety Committee will be assembled as soon thereafter as possible to plan follow-up actions. During an emergency situation, Public Safety Committee members may, in their duties as first responders, work from a predetermined Incident Command Post that is different from the original SET Command Post.

Public Safety Committee	Team Member Name
<p><b>Law Enforcement Commander</b> Integrates school and law enforcement training and response plans. Works with the School Emergency Team to carry out the response and secure the incident scene by keeping parents and community members away from the school. Assumes role of Incident Commander once school is evacuated and it is ascertained that a criminal act has occurred. Ensures clear passage of emergency service vehicles.</p>	Principal
<p><b>Fire Chief</b> Integrates school fire and hazardous material response plans. Works with the School Emergency Team in responding to the emergency. Remains on standby at the perimeter of the scene unless a fire or hazardous material emergency develops, at which time the Fire Chief or designee becomes the Incident Commander.</p>	Fire Chief
<p><b>Emergency Medical Services Chief</b> During planning, helps to identify school and community members who have CPR and other emergency medical skills. Works with the School Nurse to coordinate the delivery of medical treatment during an emergency.</p>	Chief, EMS
<p><b>Mental Health Services Coordinator</b> Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.</p>	Principal
<p><b>Emergency Management Representative</b> Provides technical advice to the SET on planning, training and exercising of an all-hazards emergency management plan. Establishes and operates the town EOC; manages local resources needed in response to a school incident; and is the conduit through which additional resources are requested.</p>	Representative, EMA

<p><b>*CERT (Community Emergency Response Team) Leader.</b> Assist teachers with administering disaster preparedness programs in the school curriculum**. Coordinates CERT augmentation to the SET and/or public safety committee during school emergencies. Reports to the Staff Assignments Leader when activated.</p>	<p>CERT Leader</p>
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*\* NOTE 1: Contact your County Emergency Management Agency about creating a CERT (Community Emergency Response Team). Learn more at: <http://www.citizencorps.gov/cert/index.shtm>.*

*\*\*NOTE 2: For help integrating the Disaster Dudes, Risk Watch, or Masters of Disasters curriculum in your school, contact the Maine Emergency Management Agency (Preparedness Specialist) at 207-624-4400.*

## Call Team

This team consists of teachers that have no assigned students and is activated by the Incident Commander and used to prepare backpack letters and/or place or receive large volumes of calls to or from parents, community partners, etc. about an incident. They are also used to augment the School Emergency Team when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable. After activation, the call team normally occupies the principal's conference room and initially falls under the direction of the Information and Media Representative. See Section IV, Response (Communications), for team membership and responsibilities.

## **Emergency Supplies & Equipment**

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

### **Requesting Supplies and Equipment**

All requisitions for emergency supplies and equipment will be processed through the CRCS Office manager. The exception is for medical supplies and kits which will be requisitioned through the school nurse. Supply and equipment requisition forms can be obtained in the school office.

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

The CRCS administrative assistant issues all emergency supplies, kits, and equipment to school staff in accordance with this plan. The care, maintenance, and accountability of emergency supplies and equipment are the responsibility of the individual to whom they are issued.

For emergency supplies and equipment located in common areas, care, maintenance, and accountability resides with the Chief Custodian for non-medical emergency equipment (fire extinguishers, security equipment, etc.), and the School Nurse for medical kits. Other than formulating a packing list, the School Nurse is not responsible for maintaining any first aid kits except for those found in common areas.

## **Training & Exercises**

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

### **Definitions (EMP Drills and Exercises)**

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

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

#### ***Table top Exercise***

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

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

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

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

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

## Training Requirements

### EMP Orientation

Faculty and Staff: The Principal will provide all new faculty and staff with an orientation on the plan and will also provide a copy of this plan.

Students: Teachers will orient students on the following components of the plan within the first five school days of the new academic year:

- Evacuation
- Lockdown
- Shelter-in-Place
- Severe Weather
- Signals and Commands
- Individual preparedness and response responsibilities

## ***Other Considerations***

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1. School office staff will:

- Pre-program emergency phone numbers on the school's phone system
- Create phone, pager, and email address lists of and for the SET to save time, property, and, possibly, lives

2. Volunteers: The Community Emergency Response Team (CERT) and all other response and recovery volunteers will report to the Staff Assignments Leader for credentialing and assignments.

3. Special needs students and staff:

- Teachers will assign volunteer student helpers to assist students with special needs during an emergency
- Drills will be conducted to ensure student volunteers are competent in their respective roles.
- Volunteer faculty or staff (that have no students assigned) will assist other faculty or staff needing assistance during an emergency.
- CRCS and the District Transportation Coordinator will make arrangements for bus transportation of special needs students in advance of an emergency.

4. Visitor/substitute teacher orientation on the CRCS Emergency Management Plan:

- All visitors and substitute teachers will stop by the school office for an access badge prior to having free access to the school.
- Teachers are responsible for orienting substitute teachers, teacher assistants, and long-term visitors of school and classroom emergency procedures, in more detail using the teachers' flipchart as a guide.

## II. Response

- A. General Response to Emergencies
  - Evacuation
  - Lockdown
  - Shelter in Place
  - Threats of Terrorism
  - Other Universal Emergency Procedures
  - Student Restraint
  - Response for Off-Site Activities
  - Student Accounting and Release Procedures
  - Staging Areas
  - Communications
- B. Hazard Specific Response to Emergencies (A-Z)

### General Response to Emergencies

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#### Initial Response

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

- Think of everyone's safety first
- Use common sense and follow emergency training procedures
- Act quickly and calmly
- Remain factual and unemotional when communicating with students, the community, and media=

#### Action steps

When the School Emergency Team (SET) is not immediately available, supervising adults must take quick, responsible and independent actions in response to an emergent situation. Here are points to remember for individual staff and for the SET when called upon to implement the CRCS Emergency Management Plan.

- **Expect to be surprised**
- **Assess the situation and choose the appropriate response.** Determine whether a crisis exists and identify the type of crisis, the location, and the magnitude. *After basic protective steps are in place, more information can be gathered to adjust later responses.*
- **Respond within seconds**
- **Call 911** (through the school office). Do not delay. It is better to have emergency responders on scene even if the incident has been resolved by the time they arrive than to risk further injury and damage.
- **Notify the School Emergency Team (SET).** The SET will take measures to protect the safety of all persons involved.
- **Evacuate or lock down the school as appropriate.** This step is crucial and should be one of the first decisions made, regardless of the order in which initial decisions are implemented.
- **Triage injuries and provide emergency first aid to those who need it.** Refer to the list of CPR and First Aid qualified staff on a chart located in the school office, gymnasium, and school nurse's office. Those seriously injured will be treated by EMS.
- **Keep supplies nearby and organized at all times.** Take School prepared Go-Bags, first aid kits, and other supplies such as writing implements and paper, copy of the emergency plan, phones, etc. when responding to an incident or evacuating to the Emergency Assembly Area (EAA) and/or a relocation point.

- **Trust leadership and remain calm.** Having trust in the School Emergency Team and external emergency responders who have been trained to deal with crisis situations will help all involved to remain calm during the situation and minimize the chaos. In certain situations, yield leadership to others in this plan's designated command structure.
- **Communicate accurate and appropriate information.** Use channels identified in this plan to communicate regularly with the district personnel, parents, the community, and the media. At a minimum, families need to know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. At some point, families need to know when/where students will be released and/or reunited with their families and caregivers.
- **Activate student release/parent reunion system.** Goal: Earliest possible safe release and reunification of students with families.
- **Allow for flexibility in implementing this plan.** No plan can precisely address every situation that may arise.
- **Document everything.** Write down every action taken during the response to include times they occurred; include record of damages & financial expenditures. These become legal documents of record.

## Simplified Emergency Commands

CRCS has established the following commands when responding to an emergency or conducting drills:

- Evacuate: ((FIRE ALARM)) + ***“Evacuate the Building”***
- Lockdown: ((EMERGENCY TONE)) + ***“Clear the Halls and Lockdown the School”***
- Lockout: ((EMERGENCY TONE)) + ***“Clear the Halls”***
- Shelter-in-Place: ((EMERGENCY TONE)) + ***“Clear the Halls and Shelter-in-Place”***

## Other considerations

### ***School Emergency Team (SET)***

- Members must be trained, in place, and comfortable with their respective roles well before an emergency.
- Members must watch for alarming or concerning changes in the behavior of students, staff, or family members, or recognize community events or incidents that could affect the school and report them to the principal or assistant principal.
- When activated, the SET will convene at the campus specific Primary Incident Command Post for all emergencies unless directed otherwise.
- Items to think about when responding to an incident:
  - Type of response
  - Crowd control
  - Wrecker service to remove cars blocking entries/exits
  - Supports and accommodations needed by students, staff, or others involved
  - Notification of students, staff, parents, district personnel, community members, and the media
  - Level of parent involvement and types of community information meetings to be scheduled
  - Staff and substitute teacher coverage that may be needed
  - Involvement of the School Emergency Team (SET)
  - Time/place for follow-up progress meeting(s) and need for victim assistance services
  - Assess and debrief emergency response.

- SET debriefing will occur within 36 hours after incident response is concluded.

**Teachers and staff.** General responsibilities during an emergency:

- First Priority: The safety and accountability of CRCS students. Implement procedures to account for and protect them.
- Stay with assigned students throughout an emergency, unless otherwise assigned through the teacher partner system described in Annex G or until released by the Incident Commander or until every student has been officially released;
- Remain calm and matter of fact. Students will respond to how you act and react to a situation.
- When possible, assist other teachers and staff that are responding to an emergency, even if it's only to call for help. However, do not compromise the safety of students or become a victim in the process.
- Teachers with students in rooms other than their own, like the computer lab, should act as they would in their own rooms. Keep students safe, take attendance, and wait.
- Provide appropriate accommodations or supports to meet the needs of students and staff members with disabilities or other special needs.
- Regularly report the status of students to the Student Accounting Leader, especially if there are injuries or students needing assistance.

## ***Evacuation***

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**(((FIRE ALARM)))**

**followed by:**

***“CLEAR THE HALLS AND EVACUATE THE BUILDING”***

### **General Concept**

*Evacuation is used when conditions outside are safer than inside.* Once the Incident Commander (IC), typically the building principal or designee, directs an evacuation by sounding an alarm and announcing ***“Clear the Halls and Evacuate the Building”*** all students and staff will move from the school to the outdoor Emergency Assembly Area (EAA) at least 300 feet away from the school. After students and staff are accounted for and the threat has cleared, students and staff return to their classrooms after ***“All Clear”*** has been announced by the incident commander or a member of the SET.

If an incident is expected to be prolonged or if conditions are not suitable for remaining at the outdoor EAA, buses are to be called and staged at the emergency bus staging area (next to the EAA). Once students and staff are loaded, they are transported to one of three pre-coordinated relocation sites along a prescribed evacuation route. After arriving at the relocation site, students and staff are sheltered and accounted for a second time. Once the Call Team arrives at the relocation site, they will notify parents and guardians of the event. The Parent Reunion Organizer establishes and operates a student/parent reunification point at the relocation site. Students not picked up by parents/guardians are bused to regular bus stops.

**Action Steps – Evacuation** *(one or more steps may be excluded based on the urgency of the evacuation)*

- Incident Commander (IC) and School Emergency Team (SET):
  - After calling 911, the IC consults with the SET. He/she indicates whether primary or alternate evacuation routes will be used.
  - IC assigns SET members to
    - Coordinate activities at the staging area
    - Retrieve the Administrator’s Tool Box for transport on the first bus.
  - IC notifies the CRCS Transportation Coordinator and personnel at the Relocation Site(s) with the number of students and staff requiring evacuation and any accommodations and supports required by those who have special needs. If the Transportation Coordinator does not have the capacity to move all students and staff quickly, he/she will immediately call the local or regional commercial bus service for additional transportation support.
  - IC directs all personnel to “Evacuate the Building.” Directs remaining SET members to quickly “sweep” the building, checking bathrooms, locker rooms, and other areas in addition to classrooms, and to secure entrances outside the building until police arrive.
  - IC directs the Student Accounting Leader to account for all students and staff throughout the evacuation.



- IC informs the Executive Director of the pending evacuation.
  - Information and Media Representative contacts the media with a predetermined message that has been coordinated with emergency responders and the Executive Director's office.
  - IC remains on site with the Police and Fire Liaison, secretary, and selected SET members, if needed, to coordinate with emergency personnel when they arrive.
  - Prior to students and staff departing the building, two members of the SET quickly walk the length of the outdoor evacuation lane en-route to the Emergency Assembly Area (EAA). They observe for any suspicious activity along the route and at least 300 feet around the entire EAA. This survey of the area is to help identify and prevent any potential secondary attack on students while they are evacuating.
- ☐ Teachers, students and staff:
- Close, but do not lock windows and doors. (DO NOT take time to unlock items that are already locked)
  - In an orderly fashion, students and staff take the closest and safest way out as posted (use a secondary route if the primary route is blocked or hazardous).
  - Direct students away from areas where emergency service vehicles enter the school complex or where secondary bomb devices might be hidden such as the main parking lot and trash receptacles.
  - If an evacuation is called because of a chemical spill, wind direction and location of the spill will dictate the exits and alternate EAAs used for evacuation.
  - Arrange special assistance for those in need.
  - Do not stop for student/staff belongings.
  - Go to the designated EAA.
  - Once at the EAA, teachers maintain control of their class, check for injuries, take attendance, and report any missing or extra students to the Student Accounting Leader on site. This information is passed on to the principal and then on to police and fire personnel.
  - If the Student Accounting Leader is not at the EAA, use cell phones and two-way radios, to maintain effective communication, except during a bomb threat when such devices could detonate an explosive. In those cases, use a pre-planned runner system.
  - Wait for further instructions.

☐ Evacuation Locations:

See individual school *Annexes* for evacuation locations

- Emergency Bus Staging Area:
  - Emergency Bus Staging Leader:
    - Verifies student accounting with the Student Accounting Leader
    - Verifies teacher and staff assignment to buses and students
    - Coordinates bus departure
  - Buses will load in the following order:
    - Youngest students
    - Oldest students
    - Remaining faculty and staff
  - The Off-Site Evacuation Coordinator and the SET member responsible for transporting the Administrator's Tool Box will ride the first bus in order to receive and organize arriving students and staff at the relocation site.
  - The Emergency Bus Staging Leader and Student Accounting Leader will remain at the school until all students and staff are accounted for and evacuated.
- Evacuation routes to relocation sites: See map at individual school Annexes
- Student supervision – Teachers remain with assigned students throughout the duration of the emergency.

## **Lockdown**

**(((EMERGENCY TONE)))**

**followed by:**

***“CLEAR THE HALLS AND LOCKDOWN THE SCHOOL”***

### **General Concept**

Lockdowns are used when an emergency occurs of the school and movement within the school will put students in jeopardy.

When the order for a “Lockdown” is given, – Go to the closest room supervised by an adult. Close the door (lock if possible). Students and staff remain away from doors and windows. Turn off lights/shut curtains/blinds (if available). Only use classroom intercom or phone for emergencies. Students outdoors move away from the building.

### **Action Steps – Lockdown**

- The principal that observes a critical incident or receives a report about a critical incident can order a partial or full lockdown.
- If possible, the SET reports to the Incident Command Post prior to or immediately after a lockdown announcement to plan next steps in handling the incident.
- When ordering a lockdown, an emergency tone (not a bell) will be sounded and the following announcement will be repeated several times:

**“Teachers and students, clear the halls and lockdown the school. Students, report directly to the nearest classroom. Ignore any bells or fire alarms.”**

#### **When lockdown is sounded and announced:**

- The principal and another member of the SET calls 911, fully explaining what is known to police; all bells are held from being sounded.
- The Police and Fire Liaison is assigned to the dangerous situation or area to prevent students, faculty, and staff from entering the area.
- Unassigned teachers and staff ensure students in hallways, bathrooms, and other common areas such as the auditorium, library, etc., are placed in the closest occupied classroom immediately.
- All faculty and staff must lock all interior doors. Remaining faculty and staff will seek shelter in a locked room.
- During a gun incident outside, instruct students to "Drop to the Ground" or "Run into the Building Quickly." Teachers will quickly escort students to an area away from the perpetrator in an occupied classroom. *Ensure loudspeakers are audible in areas outside the school where students are located.*
- During an incident involving a hostage or weapons, staff should direct students to move to an alternate secure area away from the perpetrator(s).

- All school personnel must remain quiet in a secured area of the building, on the floor, away from windows and doors, and with all lights turned off and inside shades drawn.
- When a teacher with students hears a lockdown tone and announcement:
  - Do not allow any students to leave the room.
  - Take custody of any students in your immediate hallway or common area.
  - Close and lock your door. Make sure your phone ringer is on but do not use the phone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
  - Use caution and discretion in allowing students entry into the classroom.
  - DO NOT use or allow students to use cell phones; all two-way radios should be turned off as well. Collect and place all of these items in a box and explain to students that use of these devices could detonate an explosive.
  - Assemble students in the safest area of your room on the floor, out of sight, away from windows and doors, with all lights turned off and inside shades drawn.
  - Advise students that there is some type of emergency but you don't know what it is.
  - Once the room is locked, take attendance. Prepare a list of missing students and extra students in the room.
  - Keep the attendance sheet with you and be prepared to provide it to a member of the SET when directed by a member of the SET.
  - DO NOT ANSWER YOUR DOOR FOR ANYONE – THE EMERGENCY IS ONGOING!!
  - If you are not in your room, stay where you are. DO NOT ATTEMPT TO RETURN TO YOUR ROOM. If you are caught outside, take your students to the Emergency Assembly Area and call for help if it is safe to do so.
  - Ignore any bells or fire alarms – the school will not be evacuated using this method.
  - Stay in the room and wait for further instructions from a member of the SET or a police officer and prepare for a possible building evacuation.
  - Remain calm and matter of fact. Be aware of the emotional response some students may have; be prepared if frightened students vomit or faint. Keep cleaning supplies nearby.
  - If or when students are moved out of the classroom, assist them in moving quietly and quickly.
  - When “**All Clear**” is announced by the incident commander or a SET member, return to normal activity.

## ***Shelter in Place***

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(((**(EMERGENCY TONE)**)))  
 followed by:  
***“CLEAR THE HALLS AND SHELTER-IN-PLACE”***

### **General Concept**

Shelter-in-place (SIP) will be used for external gas or chemical release (hazardous material spills, weather emergency, escalated child or adult, a person experiencing a health emergency, etc.) It is used when there is not time to or no need to evacuate or when it may be harmful to leave the building. Students and staff are held in the building and windows and doors are sealed if needed. All students and staff that are outdoors or in common areas such as the library, gym, or cafeteria must enter a classroom or office to shelter-in-place.

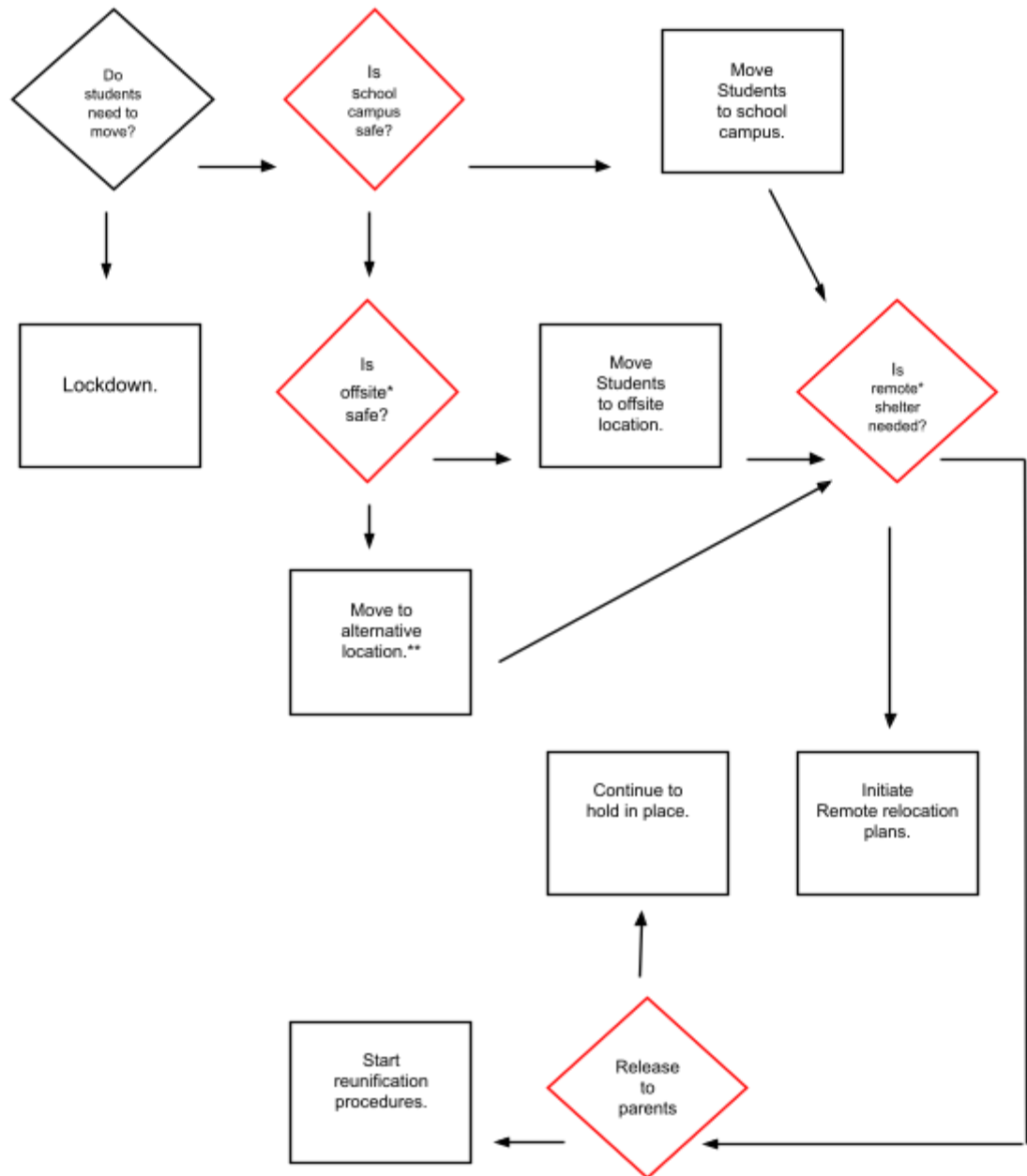
### **Action Steps – Shelter-In-Place**

- The Incident Commander (IC) and/or the School Emergency Team (SET):
  - Sounds the Emergency Tone and announces, “Clear the Halls and Shelter-in-Place.” A *reverse evacuation* will also be called for students and staff that are outside.
  - Directs that all windows be closed and all doors be locked.
  - Calls 911 and notifies the police, fire, and HAZMAT team as appropriate.
  - Assembles the SET before or immediately after the announcement to plan next steps.
  - Directs that all rooms are sealed from outside air filtration (in the event of fumes or chemicals).
  - Monitors the situation with all communication devices available. This may require turning on radio/TV for further information.
  
- When the Tone is sounded and the announcement is made, students and staff:
  - Take the closest and safest route to shelter in shelter-in-place areas (classrooms and offices).
  - Assist those needing special assistance.
  - Close and tape all windows and doors (that can be opened) in designated shelter-in-place area as appropriate to the situation.
  - Take attendance: report missing and extra students to the Student Accounting leader.
  - Do not allow anyone to leave the shelter area.
  - Stay away from all doors and windows.

- Remain calm and in charge of students;
  - Engage students in quiet activities.
  - Monitor students for signs of anxiety and stress.
  - Wait for further instructions.
- Following the SIP activation, members of the School Emergency Team (SET):
- Prepare communications for parents explaining what occurred and how it was resolved.
  - Debrief with staff.
- In planning for SIP, members of the SET:
- Inform parents about the school's procedures for using SIP.
  - Plan for the availability of first aid supplies and critical medications.
  - Work out details for restroom needs.
- For chemical incidents that occur inside the building:
- The principal assembles the SET, assigns chemical containment tasks, and calls 911 as needed.
  - An evacuation is more likely with this scenario.
- When “**All Clear**” is announced by the incident commander or a SET member, return to normal activity.

See Diagram below for steps in determining which action is most appropriate for each situation.

### **Lockdown, Evacuation, or Relocation Decisions**

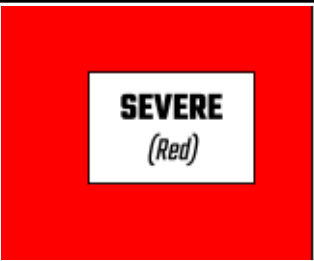





\* "Offsite" means off the school campus but in the vicinity of the school.  
 "Remote" means a location further from the school than the offsite location.  
 \*\* Be sure to prepare primary and secondary evacuation routes in advance.

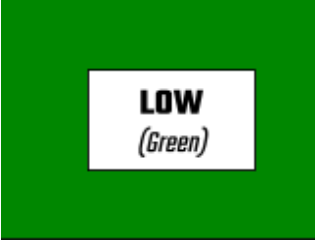
*Adapted from the San Diego school district.*

## Threats of Terrorism

When advised by local, state or federal emergency management or law enforcement officials of a terrorist threat or risk of violence in the vicinity of the school or bus routes, CRCS will announce a terrorism threat level in accordance with the school's advisory system (below) and take actions consistent with the current and lower threat levels.

Risk	Actions
 <p><b>SEVERE</b> <i>(Red)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow local and/or federal governmental instructions (listen to radio/TV)</li> <li><input type="checkbox"/> Activate Emergency Management Plan</li> <li><input type="checkbox"/> Restrict school access to essential personnel</li> <li><input type="checkbox"/> Cancel outside activities and field trips</li> <li><input type="checkbox"/> Provide mental health services to anxious students and staff</li> <li><input type="checkbox"/> Cancel or delay student release time</li> </ul>
 <p><b>HIGH</b> <i>(Orange)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign staff to monitor entrances at all times</li> <li><input type="checkbox"/> Assess facility security measures</li> <li><input type="checkbox"/> Update parents on preparedness efforts</li> <li><input type="checkbox"/> Update media on preparedness efforts</li> <li><input type="checkbox"/> Address student fears concerning possible terrorist attacks</li> <li><input type="checkbox"/> Place school and district emergency teams on standby alert status</li> </ul>
 <p><b>ELEVATE</b> <b>D</b> <i>(Yellow)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inspect school buildings and grounds for suspicious activities</li> <li><input type="checkbox"/> Assess increased risk with public safety officials</li> <li><input type="checkbox"/> Review CRCS Emergency Management Plan with school staff</li> <li><input type="checkbox"/> Test alternative communication capabilities</li> </ul>
 <p><b>GUARDED</b> <i>(Blue)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and upgrade security measures</li> <li><input type="checkbox"/> Review emergency communication plan</li> <li><input type="checkbox"/> Inventory, test, and repair communication equipment</li> <li><input type="checkbox"/> Inventory and restock emergency supplies</li> <li><input type="checkbox"/> Conduct emergency response training and drills</li> </ul>



	<ul style="list-style-type: none"> <li>□ Assess and update Emergency Management Plan and procedures</li> <li>□ Discuss updates to school and local emergency management plans with emergency responders</li> <li>□ Review duties and responsibilities of School Emergency Team members</li> <li>□ Provide CPR and first aid training for staff</li> <li>□ Conduct 100% visitor ID check</li> </ul>
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## **Other Universal Emergency Procedures**

- Reverse Evacuation
- Severe Weather Safe Area
- Drop, Cover and Hold

### **Reverse Evacuation**

(For use when conditions inside are safer than outside.)

When an announcement is made:

- Move students and staff inside as quickly as possible.
- Assist those needing special assistance.
- Report to the classroom.
- Check for injuries.
- Take attendance; report missing students according to Student Accounting and Release procedures.
- Wait for further instructions.

### **Severe Weather Safe Area**

(For use in severe weather emergencies)

When an announcement is made:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous).
- Occupants of portable classrooms shall move to the main building to designated safe areas.
- Take a roll book for student accounting.
- Take attendance; report missing students according to Student Accounting and Release procedures.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.
- Close all doors.
- Remain in a safe area until the "All Clear" is given.
- Wait for further instructions.

### **Drop, Cover and Hold**

(For use in earthquake or other imminent danger to building or immediate surroundings)

When the command “Drop” is made:

- Drop – to the floor, take cover under a nearby desk or table and face away from the windows.
- Cover – your eyes by leaning your face against your arms.
- Hold – on to the table or desk legs, and maintain present location/position.
- Assist those needing special assistance.
- Wait for further instructions.

## **Student Restraint**

There may be times when it is appropriate for school staff to use pre-established student restraint procedures when a student perpetrates a violent incident and school staff members want to prevent the student from further injuring themselves and others. The Police and Fire Liaison, school counselor, and other trained staff members will be asked to respond to situations involving conflict and physical aggression. Refer to Maine Department of Education Regulation, chapter 33.

## **Response for Off-site Activities**

### **General**

Off-site school activities take on many different forms and include, but are not limited to: field trips; athletics; performing arts; social service; recreation; club events like debate and math meets; out-of-state and international school trips; etc. Specific action steps must be followed for all events. The faculty person-in-charge of the group attending the activity is expected to add action steps to enhance the safety and security of students and staff, depending on the conditions of the trip. Overnight and out-of-state events, for instance, are obvious examples where additional measures must be taken. The minimum required action steps for off-site school-sponsored activities are as follows:

### **Action Steps**

- School staff will always be present for any off-site school-sponsored activity.
- One full-time faculty will always accompany, and be designated as, the faculty person-in-charge of the group attending the activity.
- The staff to student ratio will not exceed 1:15. Parent substitutes (less the faculty person-in-charge) and other exceptions must be approved by the principal.
- The faculty-person-in-charge will coordinate and schedule all off-site school activities and will submit a written trip plan to the front office for approval at least 2 weeks in advance. The trip plan will also serve as a request for transportation. Once approved, the faculty person-in-charge will update the school office of any changes to the plan prior to departure. Elements of the written trip plan include:
  - Name of the faculty person-in-charge
  - Name and location of the activity
  - Itinerary to include time of departure, estimated time of arrival, and estimated time of return
  - Total number of travelers broken down by: students, staff, and other (specify)
  - Mode of transportation and number of vehicles (school bus, personal vehicle(s), etc.) to include vehicles and trailers carrying supplies and/or equipment only
  - Phone number where the person-in-charge can be reached throughout the trip
  - Name of bus driver, route, and en-route stop information
- The faculty-person-in-charge will contact the principal during or immediately after the trip about any issues or incidents that occurred during the trip. Examples include, but are not limited to:
  - injuries
  - accidents
  - missing students/staff
  - issues of discipline
  - altercations with students or staff from other schools or members of the host community
  - other potentially dangerous or embarrassing situations for CRCS
- The person-in-charge will follow-up by completing a Serious Incident Report and submitting it to the front office as soon as possible
- Action steps for accidents, crashes or other emergencies en-route to or from the off-site activity are addressed in the Hazard-Specific response section.

NOTE: While en-route to a destination, the bus driver is the incident commander for all incidents involving his/her vehicle & passengers while the faculty-person-in charge of students is in a support role.

## **Student Accounting and Release Procedures**

During an emergency, traditional student release procedures are frequently unsafe or otherwise inoperable. Accordingly, the following procedures are to be followed:

### **General Student Accounting**

Teachers with students are responsible for accounting for those students throughout the course of an emergency. Attendance will be taken at each stage of an evacuation or relocation and submitted to the Student Accounting Leader. Points at which attendance must be taken include Emergency Assembly Areas (inside or outside the School), Emergency Bus Staging Areas, Evacuation Relocation Sites and at Parent Reunion/Student Release Points.

### **Student rosters**

- Teachers will update student rosters a minimum of once per month.
- One copy of the roster will be placed in the classroom, one copy made available for substitute teachers, and one copy provided to the Communication and Recorder for placement in the Administrator's Tool Box.
- The school secretary will produce and maintain an electronic copy of all student rosters.

### **Emergency Care Cards (ECC)**

- Teachers will arrange to have parents fill out an ECC during the first week of school, and within two working days after the arrival of all new students throughout the year.
- Cards will be updated at least twice per year. Card stock is available at the school office.
- The card must include the following information:
  - Contact information on parents/guardians, and several other adults who can be contacted if the parent or guardian is not available.
  - Authorization for students to leave campus with any of the adults listed on the card, if necessary. CRCS recommends adding one or more parents of children already attending CRCS.
  - Pertinent medical information such as allergies, medications, and doctor contact information.
- Teachers place one hard copy of the ECC in the Classroom Go-Bag and one copy to the school office.
- School Office staff will:
  - Produce an electronic copy of all ECCs;
  - Store hard copy of ECCs in the Administrator's Tool Box;
  - Provide an electronic copy of the ECC to the School Nurse for screening of medical information.
  - Provide an electronic copy of the ECC to the Transportation Coordinator with information on only those students with special needs or medical conditions that may require the intervention or response from a bus driver. Intervention becomes a teacher's responsibility during an evacuation since students are unlikely to board their normal bus.

### **Student Release Forms**

- The CRCS Student Release Request Form can be found at Annex E of this plan.
- Copies of this form must be reproduced by the school office and provided to teachers in the number closely matching the teacher's assigned students prior to the first day of school.
- The school office will store copies in the Administrator's Tool Box.

## Parent Reunion/Student Release

### Locations

- See *individual school annex's for information on student reunion locations.*

### Procedures

- The Parent Reunion Organizer and Liaison will coordinate with the Staff Assignments Leader and establish the Parent Reunion/Student Release point and oversee its operation.
- At a minimum, one table will be established for each classroom represented at the Student Release Point.
- Additional tables may be set up per classroom with alphabetic subsets (eg., A-L; M-Z).
- Tables clearly marked on an 8x10 sign that is erected on a post attached to the table that can be seen at adult eye level when standing.
- Emergency Care Cards and CRCS Student Release Request forms are needed on site.
- Emergency Care Cards will be distributed on designated tables.
- The Staff Assignments Leader will assign staff to the Parent Reunion Organizer and Liaison to manage each of the tables and serve as runners to inform teachers which students are cleared for release.
- Table staff will:
  - Greet parents in an understanding manner.
  - Ask parents to fill out the CRCS student release request form.
  - Ask parents to prove their identity with a picture ID.
  - Retrieve the Emergency Care Card and compare the authorized names to the name on the ID and the name on the Request Release. If the names match. . .
  - Dispatch a runner to inform the student's teacher of the release.
- Teachers will:
  - Escort each student to the release point,
  - Confirm the release arrangement with the desk staff
  - Release the student.
- The desk staff completes the Release Request and files it.
- If the Requester is not listed on the Emergency Care Card, the student will not be released under any circumstances unless personally overridden by the principal or assistant principal.
- Students not picked up by parents or guardians will be transported by bus and dropped off at their designated bus stop only after parents have been notified about the arrangement.
- All students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

## ***Communications***

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Timely and accurate communications to the following audiences is critical: school faculty, staff and students; parents of students and families of staff; fire, law enforcement and other local emergency services; the Executive Director's office; parent and teacher organizations and advisory councils; and other partners within the community.

### **Internal Communications**

#### ***School Emergency Team (SET)***

- The SET will oversee all internal communications regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared and the timing and means of the communication.
- Upon receiving a report of an emergency, the principal or assistant principal will make a decision to activate all or part of the SET.
- The principal or Incident Commander will activate SET members by notifying them via **targeted intercom, telephone, pager, and messenger**, in that order. EMail will be used to supplement these forms of communication but never used alone. Members will arrive with 2-way radios in hand for subsequent communications(if available).
- If an obvious school-wide emergency occurs (eg, power outage), SET members will automatically report to the school office with 2-way radios in hand. Remaining faculty and staff will stay in place until notified by a SET member.

#### ***Faculty, Staff and Students***

- Reports of Emergencies: All faculty, staff and students are expected to report all emergencies to the school office. A decision will be made at that time whether to activate all or part of the SET. Appropriate life saving or life protection measures must be rendered or coordinated (calling 911) until the SET can respond.
- Emergency General Assembly: In the event crucial information must be shared immediately, the SET will assemble all students and staff in gym and provide them with essential information.
- Senior Staff Meeting. If a separate meeting with senior staff is needed, the Incident Commander (IC) will call them to the conference room prior to or during the general assembly. The IC will re-emphasize that only one spokesperson has been authorized to speak to the media.

In the event that an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:

- Intercom system: This is the primary means of communicating to all faculty, staff, and students when an emergency assembly is not practical. Instructions for use must be posted above the controls in the school office. Teacher initiated intercom calls using headsets are encouraged when communicating to the school office.
- Telephone: A secure, unpublished telephone number, reserved for emergencies will be used for internal communications by SET members and key support staff inside the school and for

communications to emergency response personnel outside the school. Green colored telephone jack covers indicate where this line can be accessed. See Annex C for locations of phone jacks.

- School Bell: The school bell **WILL NOT BE USED** during emergency situations to communicate messages as it will likely add confusion to an already chaotic situation. It will only be used for routine purposes. If the school bell sounds during an emergency alert, ignore it.
- Email: If timeliness is not critical, the school office will email messages to all staff and school personnel when appropriate. Teachers and staff are expected to check email messages at least 3 times daily. *1st check*: within the first 30 minutes of arriving at school. *Last check*: soon after the last bell or just prior to departing the school, whichever is earliest.

**In the event that hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:**

- Pagers; messengers; 2-way radios; and megaphones: With no intercom or phone, the principal or Incident Commander will initially communicate with SET members via pager and/or messenger and subsequently via two-way radios. When communicating with the staff, each SET member uses a megaphone (located in his/her office space) to call out faculty/staff (not students) into pre-designated common areas/halls, to retransmit critical information, or use messengers.

Sample call out: *“Teachers and Staff, please report to the hallway for an important message”* This technique is useful during end of day power outages when faculty, staff, and students must quickly know about the status of busing and after school activities.

- Bullhorn: The principal or Incident Commander may opt to transmit messages with a battery operated bullhorn located in the school office closet. He/she will ask the athletic director and his/her staff to assist with bullhorns located in the athletic department.
- Faculty Meeting. The principal or Incident Commander reserves the option to hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, to review emergency procedures and to plan for the upcoming period of time. This will facilitate the response and reduce misinformation and rumors.
- Telephone and Pager Listings. See Individual School Annex .

***Special Situations***

School not in session. When school is not in session, the telephone tree found in Individual School Annex’s will be used to inform faculty, staff, and students/parents of emergencies that require immediate communication. The school secretary will update and distribute phone trees bi-monthly, or more often if needed.

School transportation hours. Bus drivers that are traveling in their buses en-route to or from school, with or without students, will notify the transportation coordinator as soon as possible of any incident that interrupts their expected arrival times, or they will attempt to seek help from those who can communicate that message. Self-transporting staff will do the same.

School sponsored events, off campus. The faculty member in charge of an off-campus school event (sporting event, debate, concert, etc.) will file a trip plan with the front office prior to the trip and report incidents during the trip in accordance with Section IV, Response (Response for Off-Site Activities).



## **Parents**

A modified version of this plan will be provided to each parent in a backpack package provided by their student and during the School's open house at the start of the school year.

Parents or guardians of all students directly involved in or affected by an emergency will be contacted by the principal or designated SET member as soon as possible. The SET member will inform parents fully of the circumstances and the School's response. The IC will consider guidance provided by the district's medical, counseling, legal or other advisors in addressing the situation.

In the event that the parents of a large number of students must be notified of an emergency affecting their children, the SET will produce a script to be used for contacting parents.

## **Call Team**

The Call Team is activated by the Incident Commander and used to place or receive large volumes of calls to or from parents, community leaders, etc. about selected incidents such as the death of a student, or when the automatic dialing system is not operational or needs to be augmented. The Call Team includes a member of the IT Department who operates a computer to: update the school website with information about the incident and what parents can do to help; send broadcast messages via the parent and community email network when school office staff are tending to other issues; and produce information sheets or scripts for the Call Team or SET's use, the content of which is provided by the SET. The Team occupies the principal's conference room where multiple phone jacks, extra phones, and a LAN connection is located for this purpose.

### Members:

- Ed-Techs (1,2,3)

The Call Team, supervised by the **Information and Media Representative**, has the following responsibilities:

- Provide up-to-date information to parents when parents call a pre-designated cell/land line phone number(s).
- When directed, initiate calls to parents to inform them of an emergency and the status of their students.
- Assist the **Communication and Recorder** in her role to establish and sustain internal communications.
- Assist the office manager in monitoring and recording the status of the emergency.
- When directed, fall under the responsibility of the **Staff Assignments Leader** and perform other emergency functions when no longer needed as a call team, ie, investigate missing students, operate student release point, control student or vehicular traffic, etc.

School Website. Updates for parents, parent organizations, community leaders, etc. will be posted on the School's website [www.CRCSME.org](http://www.CRCSME.org) using the same information that is provided to the Call Team. Recovery activities such as counseling sessions, memorials, post event question & answer meetings and post-recovery open houses for parents, etc. will also be posted. Messages will be approved by the Executive Director and provided to the Webmaster (IT Staff) for posting. The webmaster will co-locate with the Call Team to enhance continuity of information.

Executive Director Notification. The Executive Director, at his/her discretion, will contact all members of the School Board to inform them of the emergency.

## **Backpack Letters**

When a critical incident has occurred at school or has involved one or more students or staff members in CRCS, letters can be an effective way of relaying important and helpful information. The decision to send

a backpack letter home is made on a case-by-case basis by the IC in consultation with the Executive Director.

Backpack letters will include these components, at a minimum:

- 1<sup>st</sup> paragraph: outlines the situation accurately.
- 2<sup>nd</sup> paragraph: steps the school has taken to ensure the safety of students and staff members.
- 3<sup>rd</sup> paragraph: lists ways that families can help and how families can get more information.

Letters should not:

- Promise a police or public health investigation.
- Violate the privacy of individuals involved in the situation.
- Create unwarranted anxiety.
- Speculate

Letter Preparation:

A draft letter is prepared by the Information and Media Representative and reviewed by the IC. A review by the Executive Director and local Public Information Officer should occur under certain circumstances and always when local emergency responders are involved. A technical review by public health, School Nurse, School Counselor, or other sources is advised when technical information emanating from those sources is included. Every effort should be made to allow as much time as possible for the review process before CRCS dismissal time. (See Annex F for sample letters.)

## External Communications

The School Emergency Team (SET) will oversee all external communications with the community and the media regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared with the community and the media and the timing and means of the communication.

### ***General Media Policies and Guidelines***

- All faculty, staff, students and visitors will direct news media calls and questions to the principal, Incident Commander, or the Information and Media Representative who will in turn address the media and remain available, as needed, for continued media updates.
- The Information and Media representative serves as a liaison to the media, if needed.
- The principal or Incident Commander will decide whether to allow the media on the school grounds. The media is not allowed inside the school unless specifically authorized by the principal.
- Primary media assembly area: See Individual School Annex's for locations.
- In order to ensure goodwill and credibility, the school will make every effort to accommodate reasonable requests for information by the media and to provide for their comfort and effective functioning.
- The Information and Media Representative, in consultation with the Executive Director's media and legal counsel, will prepare necessary press releases, which will be consistent with information provided to faculty, staff, students, and parents.
- All requests for faculty, staff, or student interviews by the media must be submitted to the principal or Incident Commander for his/her approval in advance of the interview. No unauthorized information should be provided to the media. If cleared, faculty, staff or students will follow the guidelines below:

- Be honest with media personnel. If the answer to a question is not known tell the reporter that you will get back to them as soon as possible.
  - Don't provide information "off the record", say "no comment", or use jargon.
  - Student confidentiality must be maintained at all times.
- 
- Local media should get first priority for interviews as they are often part of the school community and will be covering the event long after the national media leave.
  - All questions and inquiries from local officials/responders will be directed to the Incident Commander. Inquiries from State/Federal officials and school board members will be referred to the Executive Director's office.
  - Requests for resources needed in response to the emergency are submitted through the Incident Commander to the local or county Emergency Management Agency.
  - Key Media Contacts: See Emergency Phone numbers at the beginning of this plan.

*Related Reading*

*Communicating in a Crisis: Risk Communication Guidelines for Public Officials, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, [www.samhsa.gov](http://www.samhsa.gov).*

*Emergency Communications Guide and Toolkit, National Education Association Washington, DC*

*The Appropriate and Effective Use of Security Technologies in U.S. Schools. National Institute of Justice, 1999. [www.ncirs.org/school/178265.pdf](http://www.ncirs.org/school/178265.pdf)*

## Media Press Conference CRCS

*Complete Prior to School Emergency Press Conference.*

**1. In one brief paragraph state the key point or objective of the press conference:**

**2. Identify who the main audience or population segments whom you would like this message to reach:**

Primary Audience: \_\_\_\_\_

Secondary Audience: \_\_\_\_\_

**3. List the three facts or statistics you would like the public to remember after hearing the story:**

a)

b)

c)

**4. What is the one message the audience needs to take away from this report/ interview?**

**5. Who in your school district will serve as the sole point of contact for the media?**

Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Dates & Time Available: \_\_\_\_\_

*(Media Communication Plan contributed by Robert Howard, Center for Disease Control)*

## Media Press Release CRCS

At \_\_\_\_\_ (time) on \_\_\_\_\_ (date) the following accident (incident) occurred:

(If students have been relocated due to school facility emergency)

All students and staff have been evacuated from the school and relocated to the following sites:

Site \_\_\_\_\_ Age Level \_\_\_\_\_ Phone \_\_\_\_\_

Site \_\_\_\_\_ Age Level \_\_\_\_\_ Phone \_\_\_\_\_

Site \_\_\_\_\_ Age Level \_\_\_\_\_ Phone \_\_\_\_\_

At this time we have:

(A) No confirmation of injuries or damage:

-or-

(B) Confirmed the following injuries or damage. (Do not identify student/staff by name; merely state the number of students involved and/or any property damage that has occurred).

The prognosis for those involved is (Good) (Fair) (Critical).

The school district is responding in the following manner:

At the current time the incident is being investigated by local authorities and is considered to be a criminal investigation. The school district does not wish to take any action that may interfere with a pending criminal investigation. Therefore information will not be released without the prior approval of local authorities.

We will keep you updated as we learn additional information.

We ask the general public to avoid traveling in this area unless it is absolutely necessary.

We ask that only parents of children in the school contact us with questions at:

Telephone \_\_\_\_\_

For ongoing information updates check the school Web page at: www. \_\_\_\_\_

Thank you for your cooperation.

School Media Contact: \_\_\_\_\_

(Courtesy of the Oklahoma State School Boards Association)

## **Hazard Specific Responses to Emergencies**

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<b>Bomb Threat</b>	<b>44</b>
<b>Death</b>	<b>53</b>
<b>Facility (Building) Failure</b>	<b>57</b>
<b>Fire/Explosion</b>	<b>60</b>
<b>HAZMAT [Hazardous Material]</b>	<b>63</b>
<b>Infectious Disease (and Bioterrorism)</b>	<b>65</b>
<b>Intruder</b>	<b>68</b>
<b>Medical Emergency</b>	<b>71</b>
<b>Missing Student</b>	<b>73</b>
<b>Natural Disaster</b>	<b>75</b>
<b>Pandemic Influenza</b>	<b>76</b>
<b>Severe Weather</b>	<b>77</b>
<b>Suicide</b>	<b>78</b>
<b>Vehicle Crash/Transportation Emergency</b>	<b>82</b>
<b>Violence</b>	<b>86</b>
<b>Weapons</b>	<b>91</b>

<b>BOMB THREAT</b>		<b>“Evacuate the Building”</b>	
		DATE / /	
<b>Receipt of an oral or written threat of a bomb, or discovery of a suspicious device or note.</b>			
<b>BOMB THREAT BY PHONE</b>			
√	TIME	PHONE CALL RECEIVER	NAME OF CONTACT
			CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT
		Record exactly what the caller says using the police bomb threat call card	CONTACT NO.
		If bomb threat card is not available ask the caller: Time bomb set to detonate? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed in school on grounds or on bus? _____ How it got in school? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		Write down perpetrator's Caller ID number	
		Activate *57 Call Tracing (note time of call)	
		Notify the principal or Incident Commander as soon as possible	
<b>WRITTEN BOMB THREAT</b>			
√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT
			CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT
		Leave evidence alone, protect in place if possible.	CONTACT NO.
		Preserve for police if written on door, wall, etc.	
		Notify the principal or Incident Commander as soon as possible	
<b>ALL BOMB THREATS</b>			
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT
		Contact law enforcement and fire department using 911	CONTACT NO.
		Contact Executive Director (For bomb threats involving a bus, skip to the Information and Media Representative.)	
		Quickly convene the School Emergency Team. Use the information gathered to decide how the school should respond.	
		Decide whether or not to evacuate the building. If you evacuate, establish the relocation area for the students and staff members. Determine transportation needs. Follow procedures and communicate to staff and students.	
		In advance of relocation have pre-assigned staff check for suspicious devices at relocation site if time allows.	

		Make arrangement for providing food for students and staff if they remain at relocation site through lunch		
√	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Set up Command Post at pre-designated site where school leaders can stage with emergency providers		
		Ensure accountability of all students and staff		
		Activate pre-trained bomb search team(s) to conduct the building sweep according to administrative procedures after consultation with police		
		If a suspicious device is found, don't touch it. Notify the appropriate police agency		
		Keep an informal time and procedure log of emergency response		
		Work with School Counselor to initiate grief-counseling plan determined by need and severity of the situation		
		Debrief with School Emergency Team and public safety committee		
		Complete incident report and file in the principal's office		
√	<b>TIME</b>	<b>TEACHERS AND STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		While evacuating the building, scan work area for any suspicious items that could be an explosive device		
		Take attendance in evacuation area and immediately report missing students to the backup team leader		
		Report suspicious objects to principal once evacuation procedures are complete		
		Do not touch or attempt to move any suspicious device		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Scan egress routes prior to evacuation		
		Plan to assist students who are affected by the incident and also deal with anxious parents or friends		
		Initiate grief-counseling plan as determined by need and severity of the situation		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Evacuate students in nurse's office and give to a teacher		
		Grab first aid kit and report to Command Post		
		Be prepared to treat injuries that may arise		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Turn off school utilities, weather permitting, and secure designated area for suspicious device		
		Wear identifying vests and work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles, and prevent unauthorized people from entering school grounds		
		Do not touch or attempt to move a suspicious device		
		Report findings to the principal or Incident Commander as soon as possible		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the		



		known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement and the Executive Director		

## PROCEDURES FOR BOMB THREATS

### Anticipating a Bomb Threat

1. **Line of authority** – The principal of CRCS is designated as the person in charge of administering this procedure. If the principal so decides, he/she may designate an administrator to serve in his/her stead or absence. Wherever “principal” appears in this procedure, it refers either to the principal or the designated administrator.
2. **Coordination of school and public safety agencies** – The principal shall establish and maintain ongoing communication and coordination among school staff and public safety authorities for purposes of planning for, training for, and responding to any bomb threat by establishing a School Public Safety Committee. See section III of the CRCS Emergency Management Plan for the members of this Committee. This Committee will also serve as a bomb threat response team. The principal shall convene this group to:
  - a. Review this procedure and any associated protocols prior to the first student attendance day each school year;
  - b. Coordinate and oversee response efforts whenever a bomb threat has been made;
  - c. Review implementation of this procedure after any bomb threat is resolved.
3. **Training**
  - a. Telephone answerers: The principal shall ensure that all staff whose regular duties include answering incoming telephone calls are trained in the protocol to be used when confronted by a telephone bomb threat.
  - b. All staff: The principal shall see that all staff are trained regarding their duties in the event of a bomb threat, including proper evacuation procedures, assuring the safety of students and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace, and attendant reporting responsibilities.
  - c. Any staff participating in a search: The principal shall ensure that staff volunteering to participate in a search for explosive devices are first trained by appropriate public safety personnel regarding the voluntary nature of their participation, the potential danger, and the proper sequence and technique involved.
  - d. Students: The principal shall ensure that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties, as well as school discipline associated with making a bomb threat, and the disruption and costs to the educational process stemming from a bomb threat.
  - e. Transportation Personnel: Recognition; pre-trip & post-trip inspections; security when parking out or on trips.
4. **Drills** – The principal shall incorporate school bomb threat drills within the monthly emergency drill process conducted in accordance with state law and shall periodically review the effectiveness of procedure with the School Emergency Team following a bomb threat.
5. **Pre-arranged signal** – The principal shall establish a signal for announcing a bomb threat and inform staff what it is.

## 6. Precautions

- a. Telephone service options: The principal shall see that at least school office telephone service includes caller ID or other call-tracing capacity and that each phone station is supplied with a FBI bomb threat note card.
  - b. Locked areas: School personnel with access to lockable work spaces shall lock them when not in use.
  - c. Trash: The principal shall direct school personnel not to permit the accumulation of trash, boxes, and other articles inside or next to the school building.
  - d. Parking: The principal shall, to the extent possible, ensure that parking spaces are not located close to the school building. There shall be stringent enforcement of parking restrictions relative to fire lanes, loading docks and handicapped parking spaces.
  - e. Labeling building areas: The principal shall ensure that different areas of the building are assigned specific labels, to be posted in plain sight, both internally and externally, and to be communicated to school and public safety authorities.
  - f. Evacuation gathering places: The principal shall designate safe locations where all students and staff shall go if an evacuation of the school is ordered.
  - g. Relocation site(s): The principal shall designate specific relocation sites for students and staff to walk or be transported to when immediate return to the school is not possible following evacuation.
7. **Substitute Teachers** – The principal shall ensure that substitute personnel are aware of this procedure and the obligations of staff during a bomb threat.

## Reacting to a Bomb Threat

1. **Upon receiving threat** – All personnel who answer telephone calls from outside sources shall be provided with a FBI bomb threat note card, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat. Whoever receives the call shall attempt to ask the caller as many of the questions on the bomb threat note card as he/she can, carefully noting all wording and other information.
2. **Notification**
  - a. To the principal: A person receiving a bomb threat by telephone or other means, or who finds a suspicious device on school property, shall inform the principal immediately.
  - b. By the principal: Upon learning of the bomb threat, the principal shall alert local law enforcement and the Executive Director.
  - c. By the Executive Director: Report the threat to the Maine Department of Education (DOE) using the DOE bomb threat reporting protocols (Title 20-A, M.R.S.A., Section 263 and Section 1001-A, Subsection 17 and 18).

3. **Assessment** – Upon learning of the bomb threat, the principal, in consultation with local law enforcement personnel and the Executive Director, if time permits, shall:
- a. Evaluate the credibility of the threat;
  - b. Decide whether to direct a search of the building; and
  - c. If so, decide whether the search should be conducted while the building is occupied or after it has been evacuated.
  - d. In so doing, the principal shall resolve all doubts in favor of finding the threat credible and a search necessary prior to or following a school evacuation.

#### 4. Evacuation

- a. To what extent: The principal, in consultation with the Executive Director, shall decide on the extent to which the building will be evacuated. The decision shall be either:
  - To assemble all building occupants in one location, such as the gymnasium;
  - To evacuate just a portion of the building;
  - To evacuate the entire building to a particular site or sites no less than 300' from the building;
  - or
  - To dismiss students and/or staff for the duration of the day.
- b. Signaling: If the principal decides the building should be evacuated, he/she shall inform the staff immediately.
- c. Adjusting evacuation route: The principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.
- d. Staff obligations: In the event of an evacuation, staff shall:
  - Visually scan their workplace and any other common areas they have been assigned for any thing or person out of the ordinary. If there is such an object, staff should not touch it but should report its location to the principal.
  - Leave internal doors unlocked and open.
  - Make sure any students in their charge, including those with disabilities, are guided to safety, and remain with them until otherwise directed; and
  - Evacuate the school with their attendance book, taking attendance once the evacuation is accomplished and report the absence of any students normally in their charge to the Student Accounting Leader or the principal.
- e. Student conduct: All students shall assist staff by obeying all directions and maintaining an orderly and quiet demeanor.
- f. Utilities
  - Fuel & Electricity: The principal shall decide whether gas, other fuel lines, and electric power to the building should be turned off, and if so, direct appropriate personnel to get it done.
  - Telephones: *leave service intact*
- g. Transportation and traffic: The principal shall make sure a safe and efficient traffic pattern is in place to enable students to depart without impeding access and parking for public safety vehicles. In the event the Emergency Bus Staging Area has changed locations or it is no longer safe for

buses to arrive, the principal or Bus Staging Area Leader will notify the Transportation Coordinator and divert buses en-route.

5. **Activating the team** – After deciding which course of action to follow, the principal shall, after consultation with the Executive Director and Public Safety Incident Command, activate the school bomb threat search.

## 6. Search

- a. **Extent:** The principal, in consultation with the Executive Director and School Public Incident Command, shall decide on the extent to which the building will be searched. The decision shall be to either:
  - Not conduct a search;
  - Search specific portions of the building; or
  - Search the entire building and grounds.
- b. **Nature:** The principal, in consultation with the Executive Director and Public Safety incident Command, shall decide whether a search will be conducted overtly, covertly, or by means of a special team.
- c. **Method:** A search shall be conducted in accordance with techniques and training provided by public safety personnel. Toward that end, the principal shall arrange with public safety officials for the periodic training of search personnel.
- d. **Participants**
  - **Staff:** Each staff member shall, upon request, conduct a visual scan of his/her workplace, noting any thing or person out of the ordinary, and shall report any findings to the principal.
  - **Students:** Under no circumstances will a student be permitted to participate in a search.
  - **Volunteers:** No school personnel may be required, beyond what is provided in this Procedure, to participate in a search for an explosive device. Any school personnel volunteering to participate in a search for an explosive device shall first be trained with respect to the dangers involved, precautions to observe, and the techniques to follow.
- e. **Object found:** If any suspicious object is actually discovered, no school personnel shall touch it. Instead, the individual discovering the object shall report it immediately to the principal, who shall immediately report it to the public safety official in charge.
- f. **Explosion:** If there is an explosion, the principal shall yield to the authority and protocols of public safety authorities.

## After a Bomb Threat

1. **Investigation** – The principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat. School personnel shall not conduct any investigation independently but rather in conjunction with law enforcement.
2. **Discipline** – Any student involved in the making of a bomb threat, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school, up to and including expulsion subject to the school's student discipline policy.

3. **Civil liability** – CRCS reserves the right to bring suit against anyone responsible for a bomb threat and to seek restitution and other damages permitted by law.
4. **Lost time** – Any school time lost as a result of a bomb threat shall be made up on days and at times determined by the School Board.
5. **Counseling** – The principal, in consultation with the Executive Director, appropriate guidance and other personnel, shall assess the effect of the bomb threat on students as a whole and on any individual students who come to his/her attention, to determine if and what type of counseling would be appropriate.
6. **Evaluation** – Within one week following the conclusion of the school's response to a bomb threat, the principal shall convene the School Public Safety Committee to evaluate how well the school responded, how consistent its response was with procedure, how consistent its response was with its implementation procedures, and whether any changes to the provisions of this procedure or administration procedures are recommended as a result.
7. **About the procedure** – All school handbooks, those for faculty, staff, parents and students, shall contain the following provisions:
  - a. CRCS has adopted a comprehensive procedure on what to do in the event of a bomb threat. You may obtain a copy of the complete procedure by requesting one from the principal's office.
  - b. While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities, within constitutional boundaries, to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, school administrators may have to search such items in order to assure the safety and protection of people and property.
  - c. Inform all members of the school community that any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day or following what would otherwise be the end of the school year.
  - d. In addition, under state law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense. The making of such a threat may also lead to civil liability.

### **Communicating with the Public (about a bomb threat)**

1. **Parents** – In the event of a bomb threat, the principal shall ensure that notice is provided to all parents of students within one working day. If school is dismissed as a result of a bomb threat, the principal shall implement general school procedures for notification of parents.
2. **Media** – Any school personnel approached about a bomb threat by a representative of the media shall refer that representative to the PIO. The PIO may provide the media representative with a formal statement regarding the status of the threat. If approached during the threat, the PIO shall ask the representative to wait for a time when circumstances legitimately permit the official to take a few moments to speak with him. Any statement given shall be calm and informative without divulging personally identifiable information about students and shall emphasize the efforts made or under way to protect the safety of students and staff.

<b>DEATH</b>		<b>“Clear the Halls”</b>		
		DATE / /		
<b>The death of a student or staff member on school grounds or while traveling to or from the school.</b>				
	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Avoid disturbing the scene		
		Contact 911		
		Notify the principal/designee		
		Notify school nurse and school counselor(s)		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact Executive Director		
		Convene School Emergency Team		
		Ensure family of deceased is notified through pre-established method (visit by principal and/or police depending on circumstances of death); alert counselors and nurse at schools where any siblings are enrolled		
		Hold a faculty meeting as soon as possible to communicate next steps to staff		
		Permit students to leave school only with parental permission. Carefully track attendance. Consult with police officials involved with the death investigation in case they need to identify witnesses		
		Assess instructional and support needs. Call in substitute teachers as needed		
		Keep time and procedures log of emergency response activities		
		Make home visits to affected families with counselors or emergency team members		
		Hold community support meeting(s) if appropriate		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Debrief with School Emergency Team and staff		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Meet and arrange for notification of teachers and staff as soon as possible if school is in session		
		Use telephone chain if school is not in session		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Provide ongoing support for students, faculty, and staff		
		Discuss how teachers can deal with emergency in the classroom		
		Hold ongoing “working team” meetings		
		Assign school counselors and other team members to visit the classes of those involved in incident		
		Provide a formal debriefing opportunity for the School Emergency Team members		

<b>DEATH</b> (CONTINUED)				
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Gather records of students involved in the incident and prevent unauthorized access		
		Determine extent and nature of counseling services needed and coordinate support systems		
		Determine and notify additional support as needed after consultation with principal or Incident Commander		
		Request teachers refer names of at-risk students to you		
		Establish format to monitor at-risk students and include parent/guardian referrals		
		Establish long-range plans for at-risk students		
		Inform student records staff to update deceased student file		
		Plan long-term response and follow-up counseling		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Continue informal support for affected students and staff		
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist police department with investigation		
		Work closely with school counselor to ID at-risk students		
√	<b>TIME</b>	<b>COMMUNICATION AND RECORDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Call transportation coordinator or bus company, if needed		
		Forward phones to secondary answering site		
		Direct transport of students to relocation site		
		Contact relocation site staff		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to appropriately clean the affected area, if needed, after cleared to do so by investigators		
√	<b>TIME</b>	<b>EMERGENCY BUS STAGING AREA Leader</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assemble all students at a predetermined site		
		Determine order of students to load into buses and/or direct students and staff who are traveling via other means		
√	<b>TIME</b>	<b>CALL TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Establish operations in the principal's conference room.		
		Receive written statement for parents from the Information & Media Representative		
		Provide information to parents when parents call phones that have been forwarded to the call team.		
		Post the school website with incident information provided by the Information & Media Representative.		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		When communicating with the media, always coordinate with local emergency services or police (depending on circumstances of death) before disseminating a consistent and predetermined statement		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		



<b>FACILITY FAILURE</b>		<b>“Evacuate the Building”</b>		
		DATE / /		
<p><b>Whoever observes a major facility failure should immediately notify the custodial staff school office. Failures include but are not limited to: power outage; interior flooding; an activated sprinkler system with no apparent cause; electrical sparks or fire; burst pipes; collapsed structure (ceiling, wall or floor); security equipment malfunction; unusual mechanical sounds; and unsafe areas or passage ways.</b></p>				
	<b>TIME</b>	<b>WITNESS/REPORTED BY</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
√	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Call 911 if smoke, fire, or electrical sparks are involved.		
		Contact custodial staff immediately at 441-3715(Jon Stonier)		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
√	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Pull fire alarm and call 911 if smoke, fire, or electrical sparks are involved.		
		Contact custodial staff, if not previously notified.		
		Receive assessment of problem from custodian.		
		Evacuate the area/building		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from witnesses regarding location of the facility failure.		
		Delegate roles for transport of students to relocation site		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of facility failure		
		Notify Executive Director		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with evacuation in role as designated.		
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Set up debriefs as needed.		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Evacuate students in nurse’s office and hand off to a teacher		
		Get a First Aid Kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Triage injured for additional medical attention		
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Help with evacuation and securing of affected area		

√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation director, if needed		
		Direct transport of students to relocation site		
		Contact relocation site personnel		

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

**FIRE / EXPLOSION****“Evacuate the Building”**

DATE / /

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

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm.		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Pull the fire alarm and call 911		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm, if not already – call 911		
		Evacuate the building		
		Set up Command Post at pre-designated site		
		Ensure all students and staff are accounted for		
		Gather information from witnesses regarding location of fire or explosion.		
		Determine and ensure transport of students to appropriate relocation site.		
		Meet with Fire Department at Command Post and pass on information regarding accountability of staff and students, location of fire		
		Notify Executive Director		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with evacuation in role as designated.		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Set up debriefs as needed.		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Evacuate students in nurse’s office and hand off to a teacher		
		Get a first aid kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Triage injured for additional medical attention		
√	TIME	POLICE LIAISON	NAME OF CONTACT	CONTACT NO.
		Help with evacuation and securing of affected area		
√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Call transportation coordinator or bus company, if needed		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		IF SAFE, go to alarm panel to determine the location of the		

	fire or explosion		
	Communicate location of fire to principal		

<b><i>FIRE / EXPLOSION</i></b> (CONTINUED)				
√	TIME	OFF-SITE EVACUATION COORDINATOR	NAME OF CONTACT	CONTACT NO.
		Assemble students at the Emergency Assembly Area		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with the fire department before disseminating a consistent and predetermined statement		

<h1>HAZMAT (Hazardous Material)</h1>		“Clear the Halls” “Lockdown the School” “Evacuate the Building”		
		DATE / /		
Whoever observes an uncontrolled or unexpected release of, or suspects the release of, liquid or vapor that could cause harm or death to humans or damage to the environment should immediately notify the school office.				
	<b>TIME</b>	<b>WITNESS/REPORTED BY</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Notify principal or Incident Commander who will call 911		
√	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Notify school office.		
		Avoid being contaminated, if possible, and warn others of the same concern		
		Evacuate effected area and also isolate, if possible, those who have been contaminated		
		Notify the principal/designee		
√	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Evacuate effected area and also isolate, if possible, those who have been contaminated		
		Call 911 if appropriate Pull fire alarm if appropriate Notify Executive Director		
		Gather information from staff regarding location of spill, extent and the name of the chemical		
		Set up Command Post at pre-designated site		
		Meet Fire Department at Command Post and pass on staff and student information regarding the nature and location of the spill		
		Ensure accountability of all students & staff		
		Delegate roles for transport of students to relocation site		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with evacuation		
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal with evacuation in role as designated		
		Set up debriefs as needed		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Evacuate students in nurse’s office and hand off to a teacher		
		Grab first aid kit and report to Command Post		
		Be prepared to treat injuries		
		Set up casualty collection site, if necessary		
		Set up a decontamination site with Fire and HAZMAT Officials as needed		
		Triage injuries for medical attention		

<b>HAZMAT</b> (CONTINUED)				
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander as needed and help secure the affected area		
√	<b>TIME</b>	<b>COMMUNICATION AND RECORDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Call transportation director, if needed		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Determine location and extent of spill if possible		
		Communicate location of spill to principal		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		
√	<b>TIME</b>	<b>OFF-SITE EVACUATION COORDINATOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assemble all students at a determined site at least 300 feet upwind from the facility		
		Determine order of students to load into the buses		
		Direct transport of students to relocation site		
		Contact relocation site personnel		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with the fire department, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with the fire department before disseminating a consistent and predetermined statement		



**INFECTIOUS DISEASE****“Direction from Principal”**

DATE / /

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

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify the school nurse		
		Notify the principal		
		Call 911 if applicable or appropriate		
		Obtain as much information as possible, including the student's name, date of birth, parent contact information, home telephone number, and the child's health care provider		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Upon receiving notification from a parent/guardian, or other source, that a student has been diagnosed with or is suspected to have an infectious disease: notify the school nurse (and school physician) Notify Executive Director		
		In collaboration with the school nurse and public health officials, provide information to parents/guardians and staff as appropriate		
		Maintain exclusion guidelines as appropriate		
		Work with the Maine Center for Disease Control as needed to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease (e.g. meningococcal disease, pertussis)		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Be prepared to assist students and staff that might be directly or indirectly affected by the incident		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Contact the Maine Center for Disease Control as soon as possible at 1-800-821-5821, 24/7.		
		Work with staff to identify close contacts of ill student for possible intervention measures such as antibiotics to prevent disease spread (e.g., meningococcal disease, pertussis, Staph Infection [MRSA]).		
		Determine immunization status of students and staff (e.g. chicken pox, measles, etc.).		
		Increase surveillance at the school for other ill		

		students/staff, refer them for medical evaluation and notify Maine Center for Disease Control		
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<b>INFECTIOUS DISEASE</b> (CONTINUED)				
		Provide guidance to students and staff on general disease prevention (e.g. hand hygiene, cough etiquette, social distancing, etc.)		
		Advise staff on decontamination of equipment such as athletic equipment or weight machines.		
		Continue to monitor absences for illness spread and report findings as appropriate to the Maine Center for Disease Control		
		Provide information to parents/guardians and staff as appropriate. The Maine Center for Disease Control will usually provide this information and will work with the school to distribute it in a timely manner		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to appropriately clean areas affected after direction from the Maine CDC		
√	<b>TIME</b>	<b>OFF-SITE EVACUATION COORDINATOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to evacuate if needed		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with Maine CDC or the investigating epidemiologist, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with Maine CDC before disseminating a consistent and predetermined statement		

<b>INTRUDER</b>		“Clear the Halls, Lockdown the school”		
		DATE / /		
<b>Unauthorized person in school building or on school property</b>				
√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Ask unauthorized visitor to identify himself/herself and report to office (Do not intervene if person is acting hostile or threatening)		
		Contact the principal/main office if visitor is uncooperative, who will determine the need for and call 911		
		Remain calm and do not panic		
		Inform Police Liaison(if available)		
		Inform law enforcement of your observation		
		NOTE: If safe to do so, write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information. Report to principal or Incident Commander if intruder leaves before law enforcement arrives		
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
		Announce to staff to “Lockout the school” if intruder is outside the school or “Clear the halls” or “Lockdown the school” depending on circumstances, if intruder is inside the school		
		Contact law enforcement if intruder remains uncooperative		
		Contact Police Liaison		
		Contact Executive Director		
		Work with the School Counselor to initiate counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
√	TIME	POLICE LIAISON	NAME OF CONTACT	CONTACT NO.
		Coordinate law enforcement measures with responding police officers		

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene the School Emergency Team and decide what additional resources and support will be needed		

**INTRUDER** (CONTINUED)

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

# MEDICAL EMERGENCY

**“Clear the Halls”**

DATE / /

## ALLERGIC REACTION

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

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for a medical alert tag(located on wrists/neck/ankles)		
		Contact 911 and the school nurse immediately		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact parents(s)/guardian(s)/designated family member		
		Contact Executive Director		

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

## GENERAL MEDICAL EMERGENCY

√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		

		Send someone to contact the nurse		
√	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Maintain open airway and administer CPR, if necessary		
		Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates		
<b><i>MEDICAL EMERGENCY</i></b>				
		Control bleeding by applying direct pressure and elevation		
		Treat for shock		
		Check for medical alert tags		
√	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Contact parent(s)/guardian(s)/designated family member		
		Contact Executive Director		
		Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation		
		File incident report		
		Debrief School Emergency Team and staff		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander as needed		
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Coordinate grief-counseling if needed		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Collect first aid kit and proceed immediately to victim(s)		
		Coordinate or administer first aid until EMS or School Physician arrives		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		



# MISSING STUDENT/ABDUCTION

See emergency commands for each subsection.

DATE / /

## ABDUCTION

**“Clear the Halls”  
“Lockdown the School”**

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

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Verify child is missing and then contact principal/main office		
		Gather facts about abduction, description of abductor and any vehicle involved		
		Inform police of your observation and be prepared to write a notarized statement		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; Provide photo of student to Police. Police may interview student’s friends. -School staff provides support for interviewed students. -Follow school policy and procedure on confidentiality		
		Contact parents(s)/guardians(s) and check student file for any restraining orders or other background information		
		Contact Executive Director		
		Convene School Emergency Team & plan the response		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team and decide what additional resources and support will be needed		
		Provide victim assistance services		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement if student was abducted or circumstances are suspicious.		

<b>MISSING STUDENT</b>			<b>“Clear the Halls”</b>	
<b>Student(s) unaccounted for at school, on school property, or while traveling to and from school.</b>				
	<b>TIME</b>	<b>WITNESS/REPORTED BY</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
√	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Notify the principal		
		Principal announces “Clear the Halls” on the intercom and calls 911, if necessary		
√	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Contact parents/guardian to report student absence/status		
		Inform staff once missing person is located		
		Contact Executive Director		
√	<b>TIME</b>	<b>STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Notify principal of any suspicious student absence or unknown person in the building		
		Be on the lookout for missing student and immediately report new information to the principal		
		Refer all requests for release of individual students to the office prior to their departure from school		
		Require a written student release note from parent/guardian		
		Report observations of unknown or unauthorized persons to principal. Make note of appearance, vehicle type and color, registration plate number, etc.		
		Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person to office for approval		
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander in search for missing student		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

# NATURAL DISASTER

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

DATE / /

A flood, hurricane, tornado, or earthquake will often strike without warning; appropriate emergency procedures must be initiated immediately. CRCS will use tone-alert radio to receive advance notice of any natural disasters.

TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√ TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
	Obtain an advance warning of an event from National Weather Service; notify administration		
	If there is no warning of an event, move students and staff inside to an appropriate safe shelter		
	Keep Emergency Alert System (EAS) radio on for updates		
√ TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
	Turn on EAS radio		
	Decide to evacuate, initiate early release, or <b>shelter-in-place</b> .		
	Set up Command Post at pre-designated site		
	Ensure accountability of all students and staff		
	Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
	Delegate roles for transport of students to relocation site		
	Meet at Command Post; receive information regarding staff & students, location of disaster, building damage, flooding, etc.		
	Notify Executive Director		
	Make contact with emergency responders via 911 for instructions		
	Set up debriefs as needed after the event		
√ TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
	Prepare to handle a large volume of telephone calls from parents or guardians		
	Monitor local radio stations for updates—EAS stations		
	Help prepare a pre-designated area for student pick up by parents/legal guardians or buses		
√ TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
	Assist principal or Incident Commander during evacuation		
√ TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
	Remove students in nurse's office and hand off to a teacher		
	Collect First Aid Kit and report to Command Post		
	Be prepared to treat injuries that may have occurred		
	Set up casualty collection site, if necessary		
	Document status of patients and maintain log		
√ TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
	After consultation with local emergency services in charge of		

		the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to public safety officials		

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

**Pandemic Influenza preparedness and response requires far more planning than most hazards, therefore a separate, detailed “Pan Flu” plan can be found as an annex of this plan.**



# SEVERE WEATHER

“Clear the Halls”  
 “Shelter-in-Place”  
 “Early dismissal”

DATE / /

Winter storms such as “Nor’easters”, ice storms and heavy snow storms, along with severe thunderstorms, continuous rain storms, and microbursts are the most common forms of severe weather in Maine. Major hurricanes, although less frequent, can be far more destructive. With the threat of severe weather, appropriate emergency procedures must be initiated immediately. CRCS will announce severe weather over the intercom so students and staff can prepare accordingly. These procedures are intended to supplement current practices and procedures for pre-warned weather events and should be instituted if a specific school is to be effected or is effected.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service; notify administration		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter		
		Keep Emergency Alert System (EAS) radio on for updates		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Turn on EAS radio		
		Decide whether to dismiss students or shelter in place		
		Set up Command Post at pre-designated site		
		Ensure accountability of all students and staff		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		Delegate roles for early dismissal; if needed call upon school Public Safety Committee		
		Meet at Command Post and receive information regarding staff and students, location of the disaster, building damage, flooding, etc.		
		Notify Executive Director		
		Make contact with emergency responders via 911 for instructions, if needed.		
		Set up debriefs as needed after the event		
√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Prepare to handle a large volume of telephone calls from parents or guardians		
		Monitor local radio stations for updates—EAS stations		
		Prepare the normal bus staging area for early release		
		Prepare the student release/parent reunion site for student pick up by parents/legal guardians.		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander during early dismissal.		

√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Remove students in nurse's office and hand off to a teacher		
		Collect First Aid Kit and report to Command Post		
		Be prepared to treat injuries that may have occurred		
		Set up casualty collection site, if necessary		
		Document status of patients and maintain log		

**SEVERE WEATHER** (CONTINUED)

√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with the local Emergency Manager, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to local or county emergency management.		

<b>SUICIDE</b>	<b>"Clear the Halls"</b>
	DATE / /

**SUICIDE ATTEMPT**

**When a student or staff member attempts to take his/her life**

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty, and staff		
		Contact the principal who will call 911		

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Take the threat seriously, Call 911		
		Call Lockdown		
		Communicate incident to the principal and/or designee		
		<b>Don't</b> leave student/faculty/staff member alone, if safe to do so		
		Secure the scene for police investigation		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team		
		Inform Executive Director Establish Command Post as appropriate		
		Notify parent or guardian and offer assistance for appropriate medical and psychological care, referrals and emergency services		
		On a 'need to know' basis, inform faculty/staff/students, including homeroom teacher, coaches, and others who have regular contact with the individual, while maintaining confidentiality		
		Prepare and send letter home to parents as appropriate, while maintaining confidentiality		
		Debrief School Emergency Team and faculty/staff		

		In the event of suspected abuse of the individual, notify Child Protective Services and/or police, in accordance with state law and school policy		
		Complete incident report		
		Prepare or update prevention protocols in case others attempt or complete suicide		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Hold an immediate team meeting and institute immediate referral for assessment and treatment		
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		If others are aware of the threat or attempt, reassure them that action is being taken		
		Notify parents of any students of concern		
		Complete an assessment to determine risk level, using an approved screening tool		
		Meet with referring staff/faculty and/or student		
		Contact the local mental health emergency service screeners and request screening		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Make an immediate assessment and take any immediate action necessary to provide medical care		

<b>SUICIDE (CONTINUED)</b>				
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
√	<b>TIME</b>	<b>COMMUNICATION AND RECORDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Initiate incident report, following school policy		
		Gather student/staff contact information		
√	<b>TIME</b>	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		
<b>SUICIDE COMMITTED</b>				
	<b>TIME</b>	<b>WITNESS/REPORTED BY</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Student, family, faculty, staff or other		
√	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Confirm the location and notify principal immediately. Call 911 Lockdown School Secure Area		

		Offer emotional support to school community to facilitate recovery		
		Prevent further risk of suicides		
√	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Confirm the incident and await police arrival		
		Inform Executive Director		
		Convene School Emergency Team		
		Inform faculty/staff of the death. If school is not in session, contact faculty/staff via phone tree		
		Complete incident report		
		Prepare and send letter home to parents/guardians		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support		
		Identify those particularly affected, such as relatives, friends, classmates, teammates, those with a history of suicide ideation, depression and/or substance abuse		
		Implement protocols for student/faculty support		
		Provide safety measures and special services for students, faculty, and staff		
		Meet with parents, guardians, and families of those at increased risk		
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery		
		Prepare or update prevention strategies and protocol in case others attempt or complete suicide		
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Collaborate with district counselors		
		Seek outside psychological support—contact local mental health agency or providers, on a collaborative basis if necessary		
		Provide information regarding outside mental health resources		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Make an immediate assessment and take any immediate action necessary to provide life support measures, such as CPR, if appropriate		
		Refer for counseling for those who need it		
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school		



√	TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
		Keep an informal time and procedures log of emergency response activities		
		Permit students to leave school only with parental permission (revoke open campus) and carefully track attendance		
√	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing or witnessing the scene		
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		
		Prepare faculty and staff by offering accurate and verified information regarding the death. Provide written statement for all to read to classes and make emergency hotline numbers available		

<b>VEHICLE CRASH</b>			<b>“Clear the Halls”</b>	
			DATE / /	
<b>Vehicle (CRCS owned/operated) collision involving students and staff traveling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc.</b>				
√	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for injuries and damage, call 911		
		Inform police about details		
√	TIME	PROCEDURES FOR BUS DRIVER or SCHOOL-SPONSORED DRIVER or DESIGNEE	NAME OF CONTACT	CONTACT NO.
		Assess incident, Secure vehicle (setting emergency brake)		
		Ensure children remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from the scene of the collision		
		Call or direct someone to call 911		
		Administer first aid as capable		
		Position triangles at a safe distance from crash scene and display other appropriate warning devices		
		Notify transportation director		
		Make no statements to bystanders or media		
		Fill out three-part school bus seating chart form for EMS, police and administration if available		
√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to “Clear the halls” if motor vehicle crash takes place within sight of school, in order to minimize the trauma to students or move to side of building away from crash site.		
		Contact Executive Director		
		Report to scene of crash (if it is away from school grounds), unless it is not safe to do so		
		Verify crash report with law enforcement and attempt to determine who has been injured, extent of injuries and hospital where victims have been taken		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact parent(s), guardian(s), or other close relative(s) of crash victims		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Complete/file Serious Incident Report (Annex E) and/or bus injury report.		
		Work with bus driver to complete bus seating & injury charts		

<b>VEHICLE CRASH</b> (CONTINUED)			
		Debrief with School Emergency Team and staff after consultation with police agency	
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT CONTACT NO.</b>
		Assist principal or Incident Commander with incident	
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT CONTACT NO.</b>
		Convene School Emergency Team and decide what additional resources and support will be needed	
		Coordinate assistance with members of School Emergency Team or Public Safety Committee	
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT CONTACT NO.</b>
		Assist principal or Incident Commander with notifying parents of victims	
		Assist students and staff who are obviously affected by incident	
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT CONTACT NO.</b>
		Follow procedures set forth by school policy	
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support	
		Refer all media questions to law enforcement officials	

## VEHICLE CRASH - SCHOOL BUS REPORT FORM

**BUS DRIVER** \_\_\_\_\_ **(Co: \_\_\_\_\_)** **BUS# (\_\_\_\_)**  
**(Tel.: \_\_\_\_\_)** **ROUTE# (\_\_\_\_)**  
**(Fax: \_\_\_\_\_)** **Entry/Exit Door**

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

**INJURY CODES:**

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

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

No	LAST NAME	FIRST NAME	DATE OF BIRTH	INJURY REPORTED	CODE
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- INJURY CODES:**
- |                              |                    |
|------------------------------|--------------------|
| 1. Fatal                     | 4.Potential Injury |
| 2. Incapacitating Injury     | 5. No injury       |
| 3. Non-incapacitating Injury | 6.Unknown          |

Note: Also see Maine State Police report form.

# VIOLENCE

See emergency commands for each subsection.

DATE / /

## STUDENT THREAT

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

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

TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
	Be prepared to write statement for administration and/or police		
TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
√	Separate students in conflict or isolate threatening student(s) from others		
	Do not threaten student with police action or use humor to de-escalate situation		
	Call 911, if appropriate		
	If necessary, activate School Emergency Team		
TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
√	Direct staff to “Clear the Halls” or “Lockdown the School” if the emergency threatens the safety of students and staff		
	Notify law enforcement if dictated by school policy or appropriate for circumstances		
	Interview threatening student & victim to get background information to determine if threat is manageable with school resources		
	If reasonable suspicion that a weapon exists, implement search and seizure procedures to confiscate		
	Determine if alcohol or other drugs are involved		
	Implement school discipline policy		
	Contact Executive Director		
	Contact Parents		
	Coordinate grief-counseling plan		
	Complete incident report and file		
	Debrief School Emergency Team and staff		
TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
√	Assist principal or Incident Commander as needed		
TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
√	Be prepared to counsel those effected by the incident		
TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
√	Be prepared to render aid if necessary		
TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
√	Assist principal/Incident Commander with investigation of incident		
TIME	COMMUNICATION AND RECORDER	NAME OF CONTACT	CONTACT NO.
√	Assist principal or Incident Commander in maintaining a log of pertinent information relating to the incident		

√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement officials for criminal acts		

**VIOLENCE (CONTINUED)**

**ASSAULT / FIGHTING** **“Clear the Halls”**  
**“Lockdown the School”**

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

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

√	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal and Police and Fire Liaison		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Separate combatants to a safe area, if possible		
		Verify extent of assault or fight and notify law enforcement		
		Attempt to determine who's been injured, and the extent of injuries. Notify School Nurse and request additional medical help as needed		
		Direct the clearing of the classroom or halls in the immediate vicinity or request all of the hallways be cleared		
		Direct preparation of a phone list identifying names of students and parents who need to be notified		
		Contact Executive Director		
		Work with the School Counselor to initiate plan as determined by need and severity of the situation		

		Work with Information and Media Representative if a press release is needed after consulting with police		
		Conduct investigation and follow school discipline policies and administrative procedures, which may include anger management or other appropriate counseling		
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, criminal charge, group conferences, restorative justice methods, and referral to community justice center		
		Debrief with School Emergency Team and staff		
		Complete an incident report and file		
√	<b>TIME</b>	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Approach in a calm manner and direct combatants to stop fighting		
		Escort combatants to the office, keeping them isolated from other students		
		Convene School Emergency Team, depending on the situation and decide what additional resources and support will be needed		
<b>ASSAULT / FIGHTING (CONTINUED)</b>				
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with notifying parents of victims		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assess extent of injuries, administer first aid and seek further medical support as needed		
√	<b>TIME</b>	<b>POLICE AND FIRE LIAISON</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Executive Director or designee handles press		
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed		
		Contact media with predetermined message that has been approved by principal or Incident Commander after communication with the police. A joint news release with police may be indicated depending on extent of injuries.		
<b>HOSTAGE</b>			<b>“Clear the Halls” “Lockdown the School” “Evacuate the Building”</b>	
<b>Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. This may include situations where a person barricades him or herself in a building or vehicle and threatens suicide. Law enforcement officials should always handle a hostage situation.</b>				
	<b>TIME</b>	<b>WITNESS/REPORTED BY</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Do not intervene in the hostage/barricade situation		
√	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>



		Notify principal or Incident Commander who will call 911		
		Inform police of your observation		
		IF TAKEN HOSTAGE, follow instructions of hostage taker		
		Remain calm and do not panic		
		Reassure students if they are present that everything will be okay		
		Treat the hostage taker with respect and act as normal as possible		
		Ask permission to speak and do not argue or make suggestions		
		Don't intervene; allow law enforcement to negotiate		
		Obtain good description of hostage(s) takers		

√	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Yield team leader authority to law enforcement commander who directs procedure for securing the building or evacuation. Provide student photo if hostage taker is known to be a student.		
		Activate School Emergency Team and decide plan of action		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact Executive Director		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file		
		Debrief School Emergency Team and staff		

**HOSTAGE (CONTINUED)**

√	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team at the school or relocation site, and decide what additional resources and support will be needed		
√	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
		Be prepared to deal with friends or relatives of the person(s) taken hostage		
√	TIME	SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Be prepared to treat injuries and help EMS as needed		
√	TIME	POLICE AND FIRE LIAISON	NAME OF CONTACT	CONTACT NO.
√	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		Executive Director or designee handles press in press area, off-site.		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and		

		procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		
√	<b>TIME</b>	<b>STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Direct students in bathrooms or halls to join closest class and then report to assigned teacher as soon as it is safe		
		Inform the school office, as soon as appropriate, about unassigned students under their supervision		
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		If the fire alarm is activated, staff should direct students to use alternate evacuation routes away from the hostage incident		
		Staff, students and visitors remain quiet in designated secured area, on the floor, away from windows and doors, and with all lights turned off		
		Remain in "Clear the Halls" or "Lockdown the School" mode until the principal and/or Law Enforcement Commander gives the "all clear" command		
		If evacuation occurs, teachers take attendance in evacuation area and immediately report missing students to the backup team leader		

**WEAPONS**

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

DATE / /

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

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

<b>WEAPONS</b> (CONTINUED)				
√	<b>TIME</b>	<b>SCHOOL COUNSELOR</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with notifying parents of victims		
		Work with the School Counselor to initiate grief-counseling plan as determined by need and severity of the situation		
√	<b>TIME</b>	<b>SCHOOL NURSE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Be prepared to treat injuries and assist EMS as needed		
		Assess the degree of injuries and report back to principal or Incident Commander		
		Establish triage area in safe location		
√	<b>TIME</b>	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with law enforcement, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts		
		Refer all media questions to law enforcement officials		
√	<b>TIME</b>	<b>TEACHER/STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Direct students who are in bathrooms or halls to join closest class and to inform the office about their location		
		Direct students to use alternate evacuation routes away from the incident if the fire alarm is activated		
		Ask teachers, staff, visitors and students to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off		

## III. Recovery

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

### Goal & Action Steps

**Goal** – The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. CRCS will focus on students and the physical plant, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment.

### Action Steps

- Identify recovery roles & responsibilities and training requirements (located in the Preparedness section of this plan).
- Assemble the School Emergency Team and plan post-incident recovery (lead – Executive Director, principal or Incident Commander).
- Return to the “business of learning” as quickly as possible (lead – School Counselor coordinates emotional recovery effort)
- Keep students, families, and the media informed (lead – Information and Media Representative)
- Focus on the building, as well as the people, during recovery (lead – Custodial staff)
- Provide an assessment of the emotional needs of staff, students, families, and responders and determine who needs intervention and what interventions will be employed (lead – School Counselor)
- Provide stress management during class time for students and staff (coordinated by – School Counselor)
  - School/classroom-based stress management will be conducted for all students. Those with more severe reactions will be referred for evaluation and possibly counseling.
  - The School Counselor will offer preliminary counseling services to students and staff.
  - Pre-screened and credentialed community service providers that will be consulted for interventions include:
  - CRCS will employ the following types of interventions in the aftermath of a traumatic event:
    - **Group crisis intervention or GCI**, a school-based intervention also referred to as “psychological first aid.” This intervention is offered to homogeneous groups of students (class members) and involves guided group discussions in a supportive environment.

- **Acute traumatic stress management (ATSM)** for educators, takes a practical approach to dealing with the psychological consequences of a traumatic event. The goal is to stimulate adaptive coping mechanisms and to stabilize more severe reactions among students. ATSM involves a 10 stage process. See the School Counselor for more information on ATSM.
- **Individual counseling** will be employed for students who experience severe symptoms after a crisis. It is important for these individuals to be referred for further evaluation by a mental health professional. The age of the student and the presenting symptoms will determine the form of individual counseling. An interview guide developed by Dr. Robert Pynoos, Director of Trauma Psychiatry, UCLA, will be used for working with students who have been traumatized. See the School Counselor for more information on the guide.
- Conduct daily debriefings for staff, responders, and others assisting in recovery.
- Take as much time as needed for recovery (recovery is not linear and individuals recover at different rates).
- Remember anniversaries of emergencies.
- Evaluate recovery efforts. Methods include brief interviews and focus groups. See a recovery evaluation questionnaire at Annex G.

## **Emotional Management of Faculty & Staff**

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. In schools, we rush to bring in psychologists and social workers to counsel children. We are sometimes too quick to dismiss the idea that we adults may need help too—and that's where we make a mistake.

In crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. We also experience emotional reactions like shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame, and guilt.

Although we may feel some of these emotions immediately, we may not experience some emotions for days or weeks. These too are normal responses, but sometimes they take us by surprise. If we do not acknowledge their power, they can cause us damage.

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

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

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

Crises that involve children in schools often fit all these categories, and adults who must support students

and their families through a crisis are vulnerable to stress (critical incident stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more.

The symptoms vary and are sometimes deceptive. A formerly secure, functional adult may suddenly be unable to concentrate, may get angry or feel violent at the smallest provocation, may feel constantly tired or bored, may be obsessed with guilt, may no longer feel pleasure, or may experience feelings of paranoia or vulnerability.

The good news is that there are simple intervention techniques that – especially if they are used soon after the event – can help the caretaker adults understand their reactions and begin to heal. CRCS school student services teams

The school counselor will arrange for the CRCS school student services team – made up of psychologists, social workers, and counselors – to provide immediate help to faculty and staff in a location to be determined at the time that the team is requested. The team will continue support to CRCS faculty and staff until which time acute cases of psychological trauma have been appropriately treated.

The student services team will make referrals and facilitate appointments for those needing longer term help for more chronic conditions. Unlike team activities, longer term visits will be conducted in professional offices off-site. All visits and schedules are confidential.

## **Emotional Management of Students**

### **General**

The three step process teachers can use when dealing with or explaining a crisis situation to children:

- First – Clear the air
- Second – Process emotions
- Third – Evaluation and resources

Details of this process are explained in: *After a Crisis: Suggestions for Teachers*, which can be found at <http://fcpsnet.fcps.edu/ocr/emergency/students.htm>

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

## **What to Expect After Trauma**

### **Possible Reactions in Students**

1. Feelings of anxiety, worries, and fears about safety of self and others
2. Worries about recurrence or consequences such as war, as well as worries about school violence
3. Changes in behavior:
  - a) Decreased attention and/or concentration
  - b) Increase in hyperactivity
  - c) Changes in academic performance
  - d) Irritability with friends, teachers, events
  - e) Anger outbursts and/or aggression

f) Withdrawal

g) Absenteeism

4. Increased somatic complaints (e.g., headaches, stomachaches, chest pains)
5. Discomfort with feelings, particularly those associated with revenge
6. Increased likelihood to discuss the gruesome details
7. Repeated discussions of event
8. Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
9. Negative impact on issues of trust and perceptions of others, particularly of those that are "different"
10. Repetitive thoughts and comments about death and dying

**In addition, at home parents may see:**

1. Changes in sleep or appetite
2. Withdrawal
3. Lack of interest in usual activities (e.g., after-school activities, time with friends)
4. Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
5. Hate or anger statements
6. Denial of impact

**Reactions in Teachers**

1. Increased irritability and impatience with students and staff (decreased tolerance of minor student infractions- remember, they are trying to cope, too)
2. Difficulty planning classroom activities and lessons
3. Decreased concentration
4. Worries and fears that answers or responses to students could make things worse for them
5. Worries about recurrence and repercussions
6. Increased concern about school violence (e.g., hypersensitivity)
7. Feelings of discomfort with intense emotions, such as anger and fear
8. Denial that the traumatic event may impact the students

**What Can I Do To Help?**

**Guidelines for Teachers of Students.**

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

Encourage the students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding the students that these are normal reactions (any of these feelings are okay) following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, the President of the USA and other "helping people" (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). Review of school safety rules may also be helpful.

Some students might express hate toward a large group of people. It can be helpful to validate their



strong feelings of anger. However, it will be critical to help the students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates or other people they might know (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.

Students will often process the information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults, including questions that have gruesome details or focus on death. Try to respond in a calm manner, answering the questions in simple and direct terms and helping the students transition back to their activity.

Use simple direct terms to describe what happened, rather than terms designed to "soften" the information, which inadvertently further confuses the students. For example, use the term "died", rather than "went to sleep".

Students will often misunderstand information about the event as they are trying to make sense of what happened. For example, they may blame themselves; may believe things happened that did not happen, may believe that terrorists are in the school. Gently help students develop a realistic understanding of the event.

Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for the teacher. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears. Expect some angry outbursts from students. Try to catch students before they "act out", by taking them aside, and helping them calm down and regain control of their behavior. In addition redirect students who are being irritable with each other which could escalate to direct conflict.

Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.

Encourage some distraction times, which would include doing school work that does not require high levels of new learning as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.

Expect some brief (temporary) declines in the students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the school and community heals until the school routine is stabilized.

Provide reassurance to the students that feelings will get smaller and easier to handle over time. Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of the students.

Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with the students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.

Remain aware of your own reactions to student's "trauma". It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

## Guidelines for Parents of Students

In addition to the guidelines for teachers of middle school students above, the following are ways parents can complement what is being provided in the schools.

Avoid exposing your child to reminders of the trauma. This includes limiting your child's exposure to the news and other television programs about the tragedy. If you do choose to have your child see this information on the television, keep it brief, watch it with your child, and talk to your child after to clarify miscommunication. Protecting the children from re-exposure includes limiting exposure to adult conversations about the events - even when you think they are not listening, they often are.

Maintain the family routines, particularly around sleeping and eating and extracurricular activities (e.g., sports, church, dance). Make sure your child is receiving a balanced diet and enough rest. Extra time with friends who are supportive and meaningful to him/her may be needed.

Avoid unnecessary separations from important caregivers.

Provide soothing activities, such as reading books, listening to music, taking a walk, riding bikes, etc.

Some middle school students benefit from writing their thoughts and feelings in a journal.

Address acting-out behavior involving aggression or self-destructive activities quickly and firmly with limit setting. If this behavior is severe or persists, seek professional help.

Increase patience with your child and with yourself. Give your family time to cope. Find ways to emphasize to the children that you love them.

## ***Managing Memorials & Funeral Services***

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### General

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

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

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

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

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

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

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

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

**Involve all students as much as possible.** To the extent that is appropriate for their age, have each

class make a poster or banner that they will bring to the memorial and hang on the wall.

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

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

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

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

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

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

## **Media Coverage of Memorial Services and Special Events**

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

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

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

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

## ***Incident After Action Review (AAR)***

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

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

## **IV. Annexes**

### Annex. School & Vicinity (maps, photos, diagrams & sketches)

- School neighborhood
- School campus
- School floor plans
- School campus during an emergency
- School utility systems
- Evacuation routes to relocation sites
- Relocation sites (indoor & outdoor)

*(see individual school annexes)*

**Annex A. Creative Children's Academy**





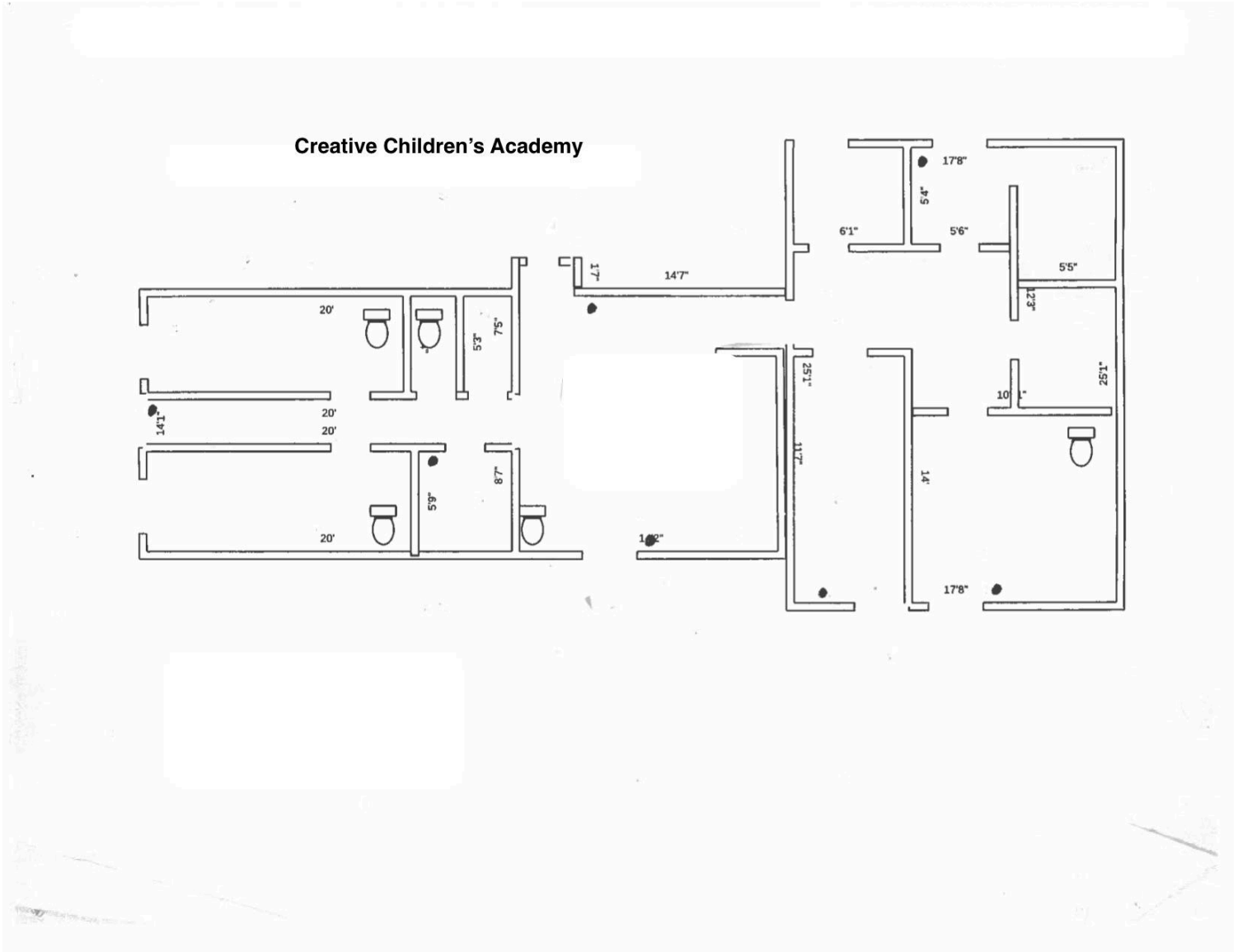
## **Aerial Photo of School Neighborhood**



***Aerial Photo of School Campus***



## **School Floor Plans**





## ***Relocation Sites***

### □ Evacuation Locations:

- On-site (inside the building): School lobby area.
- On-site (outside of building): School parking lot
  
- Off-site (Primary relocation site): Overman Academy
- Off-Site (Secondary relocation site): Dimensions Academy
- Off-Site (if students need to walk): Redington Fairview General Hospital

**Annex B. Dimensions Academy**



## ***Aerial Photo of School Neighborhood***



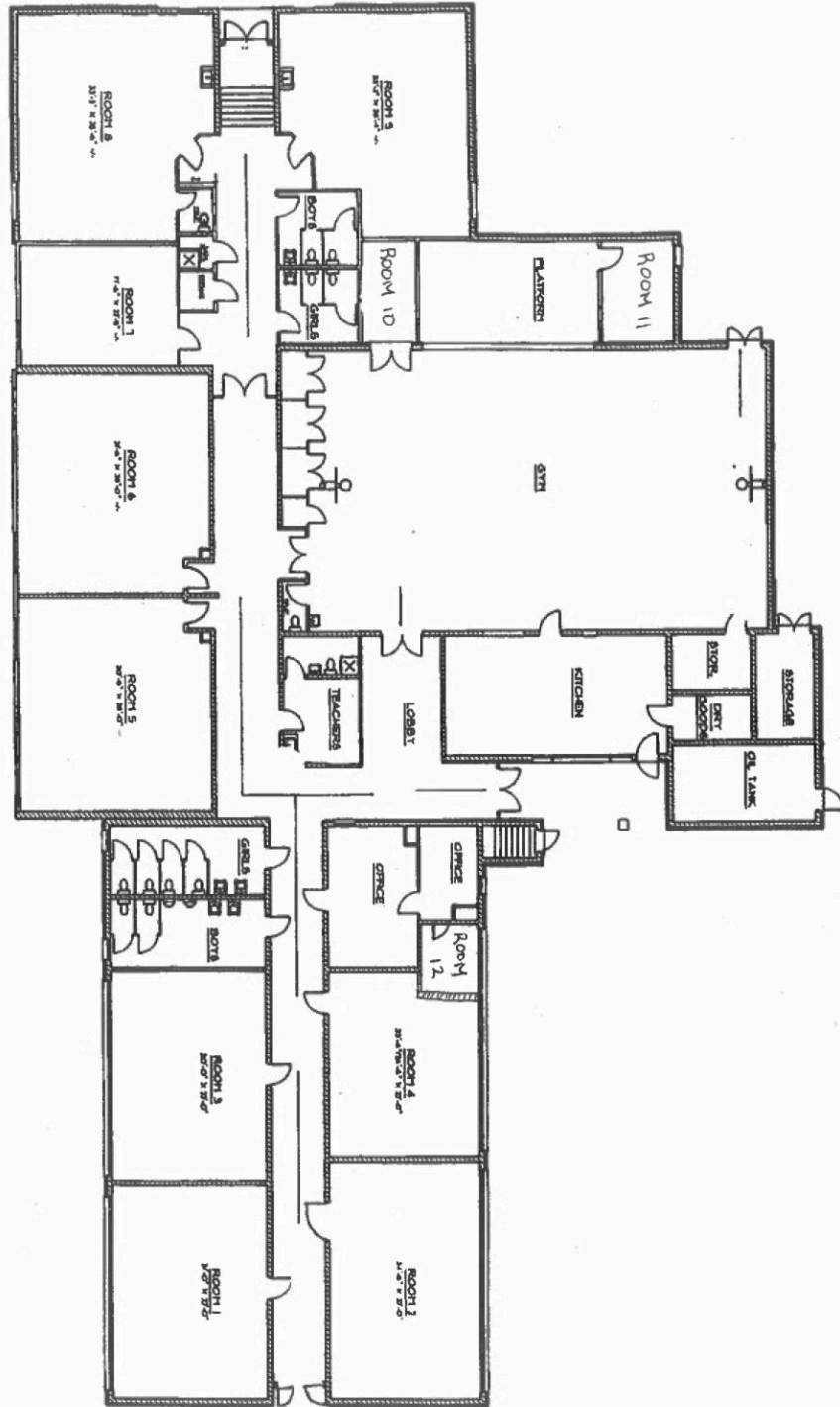


## ***Aerial Photo of School Campus***



## School Floor Plans

PDF created with pdfactory trial version [www.pdfactory.com](http://www.pdfactory.com)



## ***Relocation Sites***

### □ Evacuation Locations:

- On-site (inside the building): School gymnasium
- On-site (outside of building): Grass area to the left of the building
  
- Off-site (Primary relocation site): Overman Academy
- Off-Site (Secondary relocation site): Creative Children's Academy
- Off-Site (if students need to walk): Cornville Fire Department

**Annex C. Overman Academy**





## ***Aerial Photo of School Neighborhood***

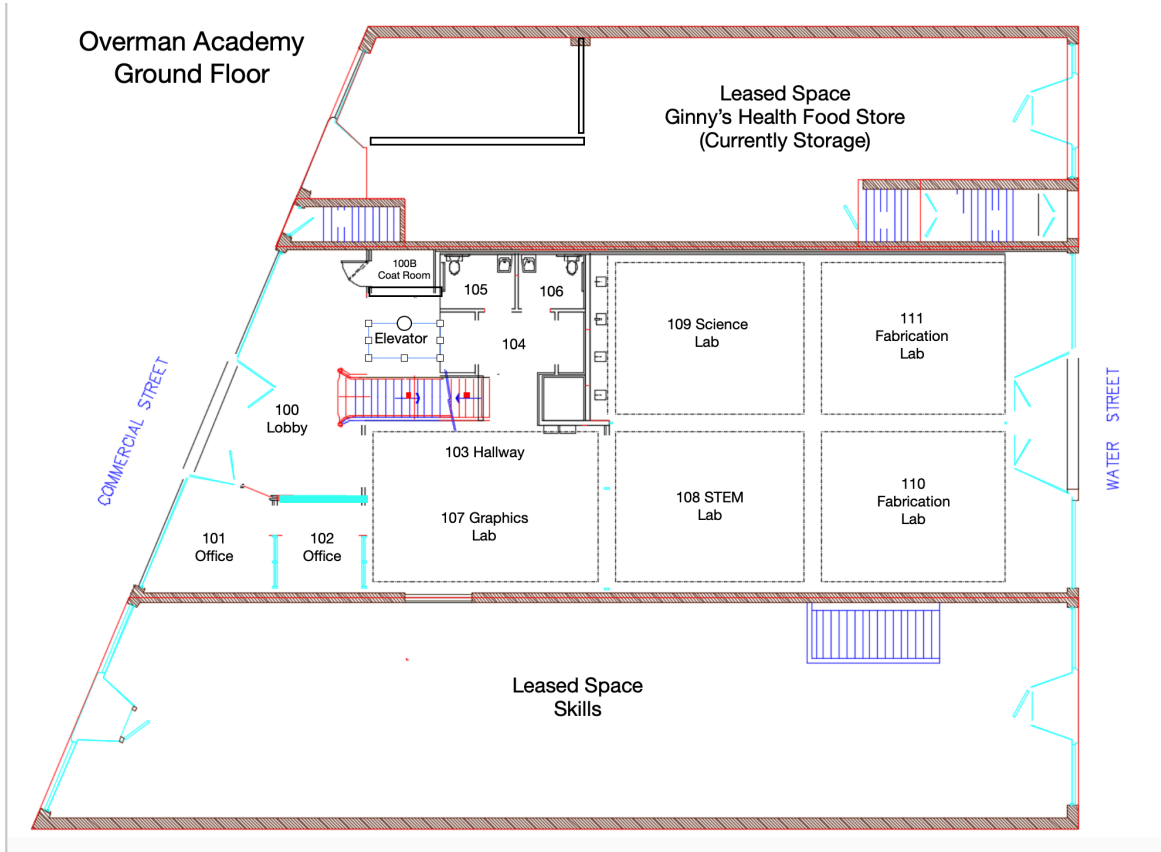




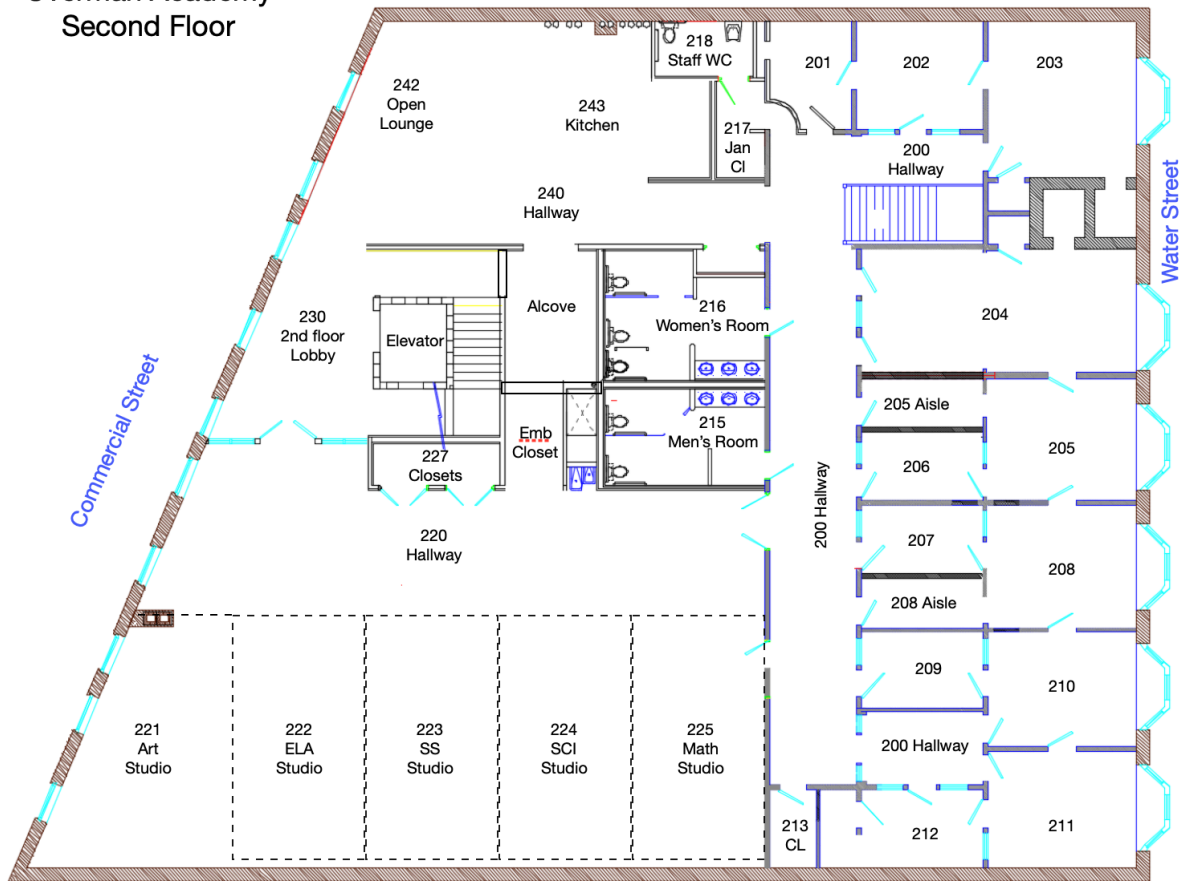
## ***Aerial Photo of School Campus***



## School Floor Plans



### Overman Academy Second Floor



## ***Relocation Sites***

### □ Evacuation Locations:

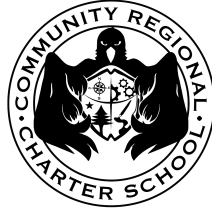
- On-site (inside the building): School 2nd floor.
- Off-site (Primary relocation site): Dimensions Academy
- Off-Site (Secondary relocation site): Skowhegan Rec Center

# Coversheet

## CRCS Short Term and Long Term Goals

**Section:** IX. Other Business:  
**Item:** B. CRCS Short Term and Long Term Goals  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Final\_ CRCS Goals Set by Board FY25.pdf

# CRCS Goals Set by Board FY25



## Short Term Goal:

- By June 2025, CRCS will increase attendance by decreasing chronic absenteeism from 38% of learners chronically absent to 35% chronically absent, measured by staff through student attendance records in Infinite Campus.
- By June 2025, CRCS will increase the participation for the family Panorama survey from 29% to 35% as measured by Panorama.
- By June 2025, CRCS will rate as “approaching expectations” on at least 3 of the 4 required scales in Panorama on the learner survey for school climate.
- By June 2025, CRCS will increase reading achievement *50% proficient* in learners who have been at CRCS for 2-4 years as measured by NWEA or comparable Thru Year Data.
- By June 2025, CRCS will increase math achievement to *50% proficient* in learners who have been at CRCS for 2-4 years as measured by NWEA or comparable Thru Year Data.

## Long Term Goal:

- By June 2028, CRCS will increase attendance by decreasing chronic absenteeism to no more than 25% annually, as measured by staff through student attendance records in Infinite Campus.
- By June 2028, CRCS will maintain a minimum of 35% of family participation on the Panorama survey, with gradual increases yearly.
- By June 2028, CRCS will rate as “meeting expectations” on 4 of the 4 required scales in Panorama on the learner survey for school climate.
- By June 2028, CRCS will increase reading achievement to *50% proficient* in learners who have been at CRCS for 2-4 years as measured by NWEA or comparable Thru Year Data.
- By June 2028, CRCS will increase math achievement to *50% proficient* in learners who have been at CRCS for 2-4 years as measured by NWEA or comparable Thru Year Data.

