



MAINE
VIRTUAL ACADEMY

**CRISIS MANAGEMENT PLAN/
EMERGENCY
RESPONSE GUIDE
SY2023-2024**

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What is an Emergency?

A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or academy/program and require the combined efforts of the State or other political subdivisions. Academy/Program facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

B. Academy/Program emergencies can be small and easily managed, or they can be large and difficult to manage. Every academy/program emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

A. To effectively handle an emergency, a comprehensive Emergency Operations Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our program's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

B. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

C. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

D. A copy of this plan will be filed with the academy/program office.

Overview:

In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. Some common incidents have been addressed to help you in an emergency. It is critical to evaluate the circumstances and determine the most appropriate course of action.

Health and Safety/Reporting Medical Needs

In the unfortunate circumstance of a medical emergency at a face-to-face event such as (but not limited to) a field trip or state testing, MEVA staff and faculty receive basic first aid training. If your child has any medical needs, it is essential to let Special Services Dept know which medications, where the medications need to be stored, and how to handle those medications for your child. We also strongly suggest that a guardian stays on-site. If there is an emergency, the school will call 911 and alert parents as soon as possible.

Emergency Communications

When an emergency condition exists, the Head of School (HOS) will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language. Code words shall not be used.

- A. Phone
- B. Runners
- C. Email

Media Relations

The HOS will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings. Unless the HOS gives permission, the HOS should be the point person for all media relations.

Emergency Contact Numbers/ Public Safety Agency Numbers

- A. General Emergency: 911
- B. Police/Fire: 911
- C. Poison Control: 800 222 1222
- D. Maine General Medical Center Emergency Room: 207 626 1000

Evacuation Procedures

1. HOS issues evacuation procedures.
2. HOS determines if students and staff should be evacuated outside of building. Direct students and staff to follow evacuation drill procedures and route of the facility. Follow alternate route if normal route is too dangerous.
3. Close all windows.
4. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
5. Lock doors.

Lockdown/Shelter-In-Place

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

1. HOS will issue lock-down order by announcing a warning over office phone system.

2. Direct all students, staff, and visitors into secure rooms.
3. Lock office doors and cover windows/lower shades.
4. Move all persons away from windows and doors.
5. Have all persons get down on the floor.
6. Allow no one outside of the secure rooms until the HOS gives the all-clear signal.
7. The HOS will use a announce an all-clear signal through the office phones.

Reverse Evacuation

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside by identifying safe areas in the facility ahead of time.

1. The leader warns students and staff to assemble in safe areas. Bring all persons inside building(s).
2. Teachers take class roster of students on site.
3. Close all exterior doors and windows. Turn off any ventilation leading outdoors.
4. If advised, cover mouth and nose with handkerchief, cloth, paper towels.
5. Teachers must account for all students after arriving in the safe area.
6. Office personnel must contact each teacher/classroom for a headcount using cellular or office phones.
7. All persons must remain in safe areas until notified by an emergency responder.

Fire

Identify fire alarms and exit routes of facility upon entering. In the event a fire or smoke from a fire has been detected:

1. Activate fire alarm.
2. Evacuate students and staff to a safe distance outside of building.
3. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
4. Teachers take class roster if students are on site.
5. Head of School must report incident to Fire Marshal and call 911
6. No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
7. Head of School notifies students and staff of termination of emergency.
8. Resume normal operations.

Fire Plan/Policy – Ballard Center

1. If you discover a fire:
 - a. Rescue anyone in the fire room if you will not be harmed.
 - b. Pull the nearest fire alarm pull station. Fire pulls are always located by any exit door leading out of the building i.e. stairwell doors.

- c. Call 911 and describe the situation: i.e. location in the building and nature of the fire, if possible
 - d. Contain the fire as much as possible by closing all doors and windows in the fire area. Clear the corridors of obstacles
 - e. Evacuate the building.
 - f. Ballard Center supervisor or designee will meet with the fire department at the Lobby entrance. Once the all clear is given by the ranking member of the Fire Department, they will relay to all building occupants.
2. If the Fire Alarm is sounding in the building:
- a. Maintenance staff will determine the location of the alarm and if it is an actual or a false alarm. This information will be given to the Fire Department when they arrive.
 - b. All other staff will evacuate the building and meet in the lot across the street from the building.

Gas Leak

If gas odor has been detected in the building:

1. Evacuate students and staff to a safe distance outside of building.
2. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
3. Head of School notifies police and fire department (call 911) and the staff.
4. Teachers take roll after being evacuated.
5. No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
6. Head of School notifies students and staff of termination of emergency.
7. Resume normal operations.

If gas odor has been detected outside the building:

1. Head of School notifies police and fire department (call 911)
2. Head of School must report incident to Fire Marshal.
3. Head of School determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
4. No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
5. Head of School notifies students and staff of termination of emergency.
6. Resume normal operations.

General Emergency

1. Call 911 (if necessary) and the Head of School
2. Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
3. Seal off high-risk area.
4. Take charge of area until incident is contained or relieved.
5. Preserve Evidence: keep detailed notes of incident.

Weather

If a Severe Weather Watch has been issued in an area near school:

1. Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
2. Bring all persons inside building(s).
3. Close windows and blinds.
4. Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
5. Review "drop, cover, and hold" procedures.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school:

1. Move students and staff to safe areas.
2. Remind teachers to take class rosters.
3. Ensure that students are in "drop, cover and hold" positions.
4. Account for all students
5. Remain in safe area until warning expires or until emergency personnel have issued an all clear signal.

Bomb Threat - Information from: <https://www.dhs.gov/what-to-do-bomb-threat>

If someone receives a bomb threat: Bomb threats are most commonly received via phone, but are also made in person, via email, written note, or other means. Every bomb threat is unique and should be handled in the context of the facility or environment in which it occurs. Facility supervisors and law enforcement will be in the best position to determine the credibility of the threat. Follow these procedures:

1. Remain calm and Notify authorities immediately: Notify your facility supervisor, such as a manager, operator, or administrator, or follow your facility's standard operating procedure.
2. Call 9-1-1 or your local law enforcement if no facility supervisor is available.
3. Refer to the DHS Bomb Threat Checklist (next page) for guidance, if available. For threats made via phone:
 1. Keep the caller on the line as long as possible. Be polite and show interest to keep them talking.
 2. DO NOT HANG UP, even if the caller does.
 3. If possible, signal or pass a note to other staff to listen and help notify authorities.
 4. Write down as much information as possible—caller ID number, exact wording of threat, type of voice or behavior, etc., that will aid investigators.
 5. Record the call, if possible.
6. For threats made in person, via email, or via written note, refer to the DHS Bomb Threat Checklist and DHS-DOJ Bomb Threat Guidance for more information.
7. Be available for interviews with facility supervisors and/or law enforcement.
8. Follow authorities' instructions. Facility supervisors and/or law enforcement will assess the situation and provide guidance regarding facility lock-down, search, and/or evacuation.

BOMB THREAT PROCEDURES

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

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

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

DO NOT:

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

WHO TO CONTACT (Select One)

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

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov



Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: _____

TIME: _____

TIME CALLER HUNG UP: _____

PHONE NUMBER WHERE CALL RECEIVED: _____

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

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

Other Information: _____



Student Continued Engagement Strategy - SY2023-2024

Maine Virtual Academy has prepared for unpredictable interruptions in normal systems access by implementing the following communications plan and developing strategies for continued student engagement. By adopting these measures, it is hoped that while systems may occasionally be disrupted, access to learning never should be. In the case of technical issues affecting Brightspace, Zoom and/or Bongo, please follow these procedures:

Scenario 1: Access to the Learning Platform, Brightspace is interrupted.

- Check your email! Students/Families will receive an external email warning of the outage and the information will be posted on MEVA's website at www.mainevirtualacademy.org
- Students can reach their teacher if they cannot use School email by phone. Students are directed to save a hard copy of all teachers' phone numbers on the first day of school in case of an outage or emergency.
- Students should still attend all scheduled live sessions if possible.
- If Brightspace is down for an extended period of time, students should:
 1. Work on offline assignments or readings, provided by your teacher. Please e-mail or call your teacher/ advisor for guidance.
 2. If applicable, student should login to IXL and work on developing specific skills. Students should use this time to also work on essays and/or to work on outstanding assignments.
 3. Legal Guardians will need to log students' offline work time for the appropriate subject, this is done in the Attendance landing page in your Student's Brightspace account, so that the student is not penalized as soon as the system is up and running again.
- When course access is restored families will be notified via the MEVA website and an external email.

Scenario 2: If Zoom/Bongo and/or Brightspace is temporarily down for everyone:

1. **Check your email:** MEVA administration will send out a mass school email to all students/LG's to inform them of the outage.
2. Students should continue to try to login and reach out to teachers to see if the issue has been resolved.
3. If Zoom/Bongo and/or Brightspace is down for an extended period of time, students should:
 - Work on assignments or readings
 - If applicable, student should login to IXL and work on developing specific skills. Students should use this time to also work on essays and/or to work on outstanding assignments.
 - Legal Guardian will need to log students' work time so that the student is not penalized
4. If Zoom/Bongo and/or Brightspace for an extended period of time, students' attendance will not be penalized for the outage:
 - a. Teachers will be responsible for setting up make-up classes, and, if needed, small group or 1:1 sessions with those students affected.
 - b. Student should login to their courses and work on any outstanding assignments. If you do not have outstanding assignments, please reach out to your teacher or advisor for further direction.
 - c. Legal Guardians will need to log students' offline work time so that the student is not penalized
5. Once the issue has been resolved, another mass school email will be sent to families.

For computer issues please contact us at 207-613-8900 x 2010 for troubleshooting

Notice of First Aid Care

DATE: _____ LOCATION of incident: _____

Dear Parent: _____:

_____ was injured at _____ (site name)

and has been given first aid. If you feel further care is necessary, please consult your family physician.

Transporting Agency: (if not the legal guardian) _____

Time: _____

Notes: _____

Please sign and return one copy to school. Retain a copy for your records.

Note: 1 copy goes home with student & 1 copy stays with teacher/student records

Sample School-Parent Letter

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while meeting is in session, we want you to be aware that the Maine Virtual Academy (MEVA) has made preparations to respond effectively to such situations. Should we have a major disaster during meeting hours, your student(s) will be cared for at this site. MEVA has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the site. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at the site until they are picked up by an identified, responsible adult who has been identified as such on a MEVA emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:

He/she is 18 years of age or older. He/she is usually home during the day. He/she could walk to school, if necessary. He/she is known to your child.

He/she is both aware and able to assume this responsibility.

1. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at site, radio stations will be notified.
3. Impress upon your children the need for them to follow the directions of any MEVA personnel in times of an emergency.

Students will be released only to parents and persons identified on the student's profile page. Parents should become familiar with the Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

Identifying, Documenting & Reporting Live Class Crisis Guidelines and Procedures

If a student is in immediate harm or someone in their home is in immediate harm during a live class session, call 911 and clear all of the other students from the virtual class environment immediately.

Staff: The following steps should be followed during a Live Class Crisis Event:

1. Call 911
2. Immediately remove all other students from the online classroom
3. Notify the HOS

When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and if appropriate, meet with the alleged offender. If warranted, the administrator should immediately remove the alleged offender student from the school environment. The administrator will notify a parent/guardian or appropriate parties, as soon as possible.

- If law enforcement is notified, staff will follow applicable established due process procedures
- The administrator will keep a complete record of the conversations had, events that occurred and procedures followed
- If a recording captured the event, the recording should not be shared with students and families. *Reference FERPA information below
- When safe, the Head of School or designee will contact the school board.
- The Head of School or designee will complete a Critical Incident Report Form.
- Head of School will work with Crisis Communications Committee (CCC), which includes School Administrators, Legal, HR, Public Affairs, and other departments, to quickly develop appropriate statements and talking points, in an effort to act as media liaison.

FERPA – Protecting Student Privacy

FAQs on Photos and Videos under FERPA. (n.d.). Retrieved September 01, 2020, from <https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>

1. Does FERPA permit educational agencies and institutions turn over videos to the police upon request or following an incident that may warrant police involvement?

When videos are education records, educational agencies and institutions **may not** turn over videos to the police upon request without having first either obtained the written consent of the parent or eligible student or determined that the conditions of an exception to the general requirement of consent have been met, such as if the disclosure is made in connection with a health or safety emergency (20 U.S.C. 1232g(b)(1)(I) and 34 CFR §§ 99.31(a)(10) and 99.36) or the law enforcement officer has presented the educational agency or institution with a judicial order or a lawfully issued subpoena* (20 U.S.C. 1232g(b)(1)(J) and (b)(2) and 34 CFR § 99.31(a)(9)).

***Please note, judicial orders and subpoenas must be reviewed by the HOS and school legal counsel prior to complying with them.**

2. When is a photo or video of a student an education record under FERPA?

As with any other “education record,” **a photo or video of a student is an education record**, subject to specific exclusions, when the photo or video is: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 “Education Record”)

Directly Related to a Student:

FERPA regulations do not define what it means for a record to be “directly related” to a student. In the context of photos and videos, determining if a visual representation of a student is directly related to a student (rather than just incidentally related to him or her) is often context-specific, and educational agencies and institutions should examine certain types of photos and videos on a case by case basis to determine if they directly relate to any of the students depicted therein. Among the factors that may help determine if a photo or video should be considered “directly related” to a student are the following:

- The educational agency or institution uses the photo or video for disciplinary action (or other official purposes) involving the student (including the victim of any such disciplinary incident);
- The photo or video contains a depiction of an activity:
 - that resulted in an educational agency or institution’s use of the photo or video for disciplinary action (or other official purposes) involving a student (or, if disciplinary action is pending or has not yet been taken, that would reasonably result in use of the photo or video for disciplinary action involving a student);
 - that shows a student in violation of local, state, or federal law;
 - that shows a student getting injured, attacked, victimized, ill, or having a health emergency;
- The person or entity taking the photo or video intends to make a specific student the focus of the photo or video (e.g., ID photos, or a recording of a student presentation); or
- The audio or visual content of the photo or video otherwise contains personally identifiable information contained in a student’s education record.

3. If a video is an education record for multiple students, can a parent of one of the students or the eligible student view the video?

When a video is an education record of multiple students, in general, FERPA requires the educational agency or institution to allow, within 45 days of a request, an individual parent of a student (or the student if the student is an eligible student) to whom the video directly relates to inspect and review, or “be informed of” the content of the video, consistent with the FERPA statutory provisions in 20 U.S.C. § 1232g(a)(1)(A) and regulatory provisions at 34 CFR § 99.12(a). FERPA generally does not require the educational agency or institution to release copies of the video to the parent or eligible student.

In providing access to the video, the educational agency or institution must provide the parent of the student (or the student if the student is an eligible student) with the opportunity to inspect and review or "be informed of" the content of the video. If the educational agency or institution can reasonably redact or segregate out the portions of the video directly related to other students, without destroying the meaning of the record, then the educational agency or institution would be required to do so prior to providing the parent or eligible student with access. On the other hand, if redaction or segregation of the video cannot reasonably be accomplished, or if doing so would destroy the meaning of the record, then the parents of each student to whom the video directly relates (or the students themselves if they are eligible students) would have a right under FERPA to inspect and review or "be informed of" the entire record even though it also directly relates to other students.

For a fuller legal analysis and explanation of this issue, please see the [2017 Letter to Wachter](#)

The Crisis Manual is additionally housed within the Board Policies Manual. The Student Engagement Guide is additionally housed within the Parent Student Handbook.

School Main Phone Line: 207-613-8900

School Email: office@mainevirtualacademy.org

Board Approval Date: 4/26/22