



MSAD # 30

Crisis Plan

Approved by the Board of Directors on September 24, 2002
and updated yearly

Created in 2002
Revised and approved 1/25/2005

Crisis Plan for Maine School Administrative District #30

Table of Contents Pages

Table of Contents	1 & 2
General Information	3 - 7
A. Purpose	3
B. Kinds of Emergency Situations	3
C. School Buildings Information	3
D. Administration	3
E. School Staffing	3 - 5
F. Emergency Services	5
G. Staff Trained in CPR and Basic First Aid	6
H. Medical/Psychological	7
I. Crisis Intervention Team Members	7
J. Media	7
K. What Every Teacher Needs	7
Checklist for a Medical Emergency for M.S.A.D.#30 Schools	8 & 9
Checklist for a Psychological Emergency for M.S.A.D.#30 Schools	
A. Unexpected Death (Faculty, Student, Family)	10
B. Suicide Threats (Faculty, Student, Family)	11 & 12
C. Completed Suicides (Faculty, Student, Family)	13 & 14
Weather and Nature-Related Emergencies	15 & 16
A. Heavy Rain and Floods	
B. Severe Windstorms, Hurricanes, or Tornadoes	
C. Earthquakes	
Checklist for Weather-Related Emergencies for M.S.A.D.#30	17 & 18
Checklist for Nature-Related Emergencies for M.S.A.D.#30	19 - 21
Man-Made Emergencies	22 & 23
A. Fire and Explosions	
B. Chemical Accidents	
C. Power Failures	
Checklist for Fire or Explosion Emergencies for M.S.A.D.#30	24 & 25

Crisis Plan for Maine School Administrative District #30

Checklist for Chemical Accident Emergencies for M.S.A.D.#30 26 & 27

Checklist for Power Failure Emergencies for M.S.A.D.#30 28 & 29

Terrorist Emergencies 30
A. Bomb Threats
B. Unauthorized Persons on Campus

Checklist for Bomb Threat Emergencies for M.S.A.D.#30 31 - 33

Checklist for Unauthorized Entry Emergencies for M.S.A.D.#30 34 & 35

Emergencies Specific to Busses 36 & 37

School Closure 38 & 39

ATTACHMENTS: Diagrams of each school showing the locations of exits, escape routes, fire alarms, and fire extinguishers.

Crisis Plan for Maine School Administrative District #30

General Information

A. Purpose

The purpose of this Crisis, or Emergency Management, Plan is to make school personnel and administration aware of their responsibilities in emergency situations. This Plan will provide the basis for coordinating protective actions prior to, during, and after a variety of emergencies.

B. Kinds of Emergency Situations

Medical: life threatening and non-life threatening

Psychological: unexpected death, suicide threat, suicide

Weather or nature related: flooding, earthquakes, tornadoes, or severe storms

Man-made situations: fire, explosions, chemical accidents, power failures

Terrorism: bomb threats, unauthorized persons on campus, persons with weapons, etc.

C. School Buildings Information

<u>Lee/Winn Elementary</u>	<u>Mount Jefferson Junior High</u>
1009 Route 168	61 Winn Road
Winn, Maine 04495	Lee, Maine 04455
207-738-3060	207-738-2866
Penobscot County	Penobscot County
M.S.A.D.#30	M.S.A.D.#30

D. Administration

<u>Superintendent of Schools</u>	<u>District Principal</u>	<u>Special Education Director</u>
Michael G. Lambert	Pamela Hamilton	Beth Lorigan
31 Winn Road	Mount Jefferson Junior High	Lee/Winn Elementary
Lee, Maine 04455	61 Winn Road	1009 Route 168
738-2665	Lee, Maine 04455	Winn, Maine 04495
	738-2866/3060	738-3815

E. School Staff

Administration at Eula Ham

Superintendent	Michael G. Lambert
Superintendent's Secretary	Paula Lowell
Bookkeeper	Jacqueline Purinton

Crisis Plan for Maine School Administrative District #30

E. School Staff (Continued) Lee/Winn Elementary

Kindergarten	Debra Bourgoin
Grade 1	Pamela Porter
Grade 2	Lois Hardy
Grade 3	Robin Corbin
Grade 4	Sandra Gifford
Special Educators	Marie Gurall Dennis Carr
Title 1A	Robin Jipson
Title 1A	Patsy Saba
School Secretary	Cheryl Ham
Special Education Secretary	Tammie Hersom
Special Education Techs.	Amy Noble Dianne Worster Janet Moors Mindy Carr Jayleen Bourlisse
Food Services	Greta Downs Delcie Rideout
Custodians	Margaret McNeal

Mount Jefferson Junior High

Grade 5	Wanda Mallet and Kenneth Hamilton
Grade 6	Wanda Mallet and Kenneth Hamilton
Grade 7	Claudette Albert, Stacy Delaite, and Joshua Crise
Grade 8	Wendy Dunbar, Daniel MacEachern, and Joshua Crise
Special Educators	Gloria Edwards and Christine Bartlett
Title 1A	Wendy Dunbar
School Secretary	Tammy Cowan
Special Education Techs.	Amy Renaud Lorraine Sawtelle Cathy Severance Jayleen Bourlisse
Food Services	Evelyn Day
Custodian	Candace McAlpine Julie Emery

Crisis Plan for Maine School Administrative District #30

Itinerant Staff who Travel from Building to Building

District Principal: Pamela Hamilton	Speech Pathologist: Cindy Pickering
Special Education Director: Christine Bartlett, Int.	Reading Recovery: Priscilla Mallory
Psychological Examiner: Dr. Norman Wargull	School Nurse: Kathy Bradford
Instrumental Music Director Jodi Offret	Staff Developer: Jane Scanlon
Vocal Music Director: Jodi Offret	Guidance Director: Marie Hope
Physical Education Teacher: Mark Hayward	Occupational Therapist: Robin Fugazzi

Bus Drivers in M.S.A.D.#30

Sherry Bourgoin Steve Geno Sandra Pullen Kenneth Hanscom

F. Emergency Services

Fire and Safety

Lee Fire Department	911
Winn Fire Department	911
Springfield Fire Department	911
Penobscot County Sheriff's Department	911
Orono Barracks	911
Maine State Police	911
Penobscot Valley Hospital	911 (emergency) 794-3321 (non-emergency)
Maine Warden Service	941-4440
Forest Service	738-2601
Maine Department of Environmental Protection	1-800-452-4664

Animal Control Officer: Springfield	Bruce Swan	738-5134
Lee & Winn	Jay Crocker	738-3232

Bangor Hydro 1-800-499-6600 (Mount Jefferson Junior High and Lee/Winn Elementary)

Medical

School Physician: Patricia Nobel 794-3299
School Nurse: Kathy Bradford 738-2866/738-3060 (school)
Poison Treatment Control Center 1-800-442-6305

NOTE: Emergency medical supplies are maintained at each school by the school nurse, and the location of them is known to the school secretary Administrative Assistant.

Crisis Plan for Maine School Administrative District #30

G. Staff Trained in Cardiopulmonary Resuscitation and Basic First Aid

1. Staff who have been trained in CPR include the following:

Lee/Winn Elementary

Lois Hardy
Janet Moors
Patsy Saba
Dianne Worster
Robin Jipson
Pamela Porter
Sandra Gifford
Jana Stevens
Mark Hayward
Tammie Hersom
Mark Hayward
Marie Gurall

Priscilla Mallory 2004

Amy Noble 2004

Kathy Bradford 2004

Dennis Carr 2004

Mt. Jefferson Junior High

Christine Bartlett
Wendy Dunbar
Kenneth Hamilton
Amy Renaud
Gloria Edwards
Claudette Albert
Sherry Bourgoin
Jana Stevens
Joshua Crise

Kathy Bradford 2004

Dan MacEachern 2003-04

2. Staff who have been trained in Basic First Aid include the following:

Lee/Winn Elementary

Sandra Gifford
Sherry Bourgoin
Dianne Worster
Janet Moors
Mark Hayward
Jane Scanlon
Marie Gurall 2004
Kathy Bradford

Mt. Jefferson Junior High

Gloria Edwards 2004
Amy Renaud 2004
Christine Bartlett
Daniel MacEachern
Kenneth Hamilton
Jane Scanlon
Kathy Bradford

NOTE: Those who have 2004 after their names are currently holding certificates.

Crisis Plan for Maine School Administrative District #30

H. Psychological

Guidance Director: (738-2866 or 3060 school)
Mental Health Crisis: 1-888-568-1112
Youth Crisis: 1-800-499-9130
Area Red Cross Emergency Services: 941-2903

I. Crisis Intervention Team Members

Kathy Bradford		
Dennis Carr	Jane Scanlon	Wanda Mallett
Tammie Hersom	Kenneth Hamilton	Wendy Dunbar

J. Media

Radio Stations

WWBX	97x	[REDACTED]
WSYYAM/FM (Millinocket)		[REDACTED]
WWMJ	95.7 FM	[REDACTED]
WQCB	106.5	[REDACTED]
WBOM	103.9	[REDACTED]
WMEH Maine Public Radio	90.9	[REDACTED]

Television Stations

WLBZ	Channel 2	[REDACTED]
WABI	Channel 5	[REDACTED]
WVII	Channel 7	[REDACTED]
WPBC	Channel 12	[REDACTED]

Newspapers

Bangor Daily News	[REDACTED]
Lincoln News	[REDACTED]

K. What Every Teacher Needs

1. [REDACTED]
2. [REDACTED]
 - a. [REDACTED]
 - b. [REDACTED]
 - c. [REDACTED]
 - d. [REDACTED]
 - e. [REDACTED]
 - f. [REDACTED]
 - g. [REDACTED]
 - h. [REDACTED]
 - i. [REDACTED]
 - j. [REDACTED]
 - k. [REDACTED]

Crisis Plan for Maine School Administrative District #30

i. MEDICAL EMERGENCY CHECKLIST FOR M.S.A.D.#30 SCHOOLS

Specific people designated to report emergency medical situations.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

If the situation is a matter of life or death

Step 1: Call the ambulance at 911, [REDACTED]

a. [REDACTED]

b. [REDACTED]

c. [REDACTED]

d. [REDACTED]

e. [REDACTED]

f. [REDACTED]

Step 2: Call the school nurse

Step 3: Call the parents of the student, or family member if an adult

Step 4: Provide needed assistance or care, within the scope of your training, until the nurse arrives. [REDACTED]

Step 5: Notify the Superintendent and District Principal

Step 6: Document actions taken:

a. [REDACTED]

b. [REDACTED]

Signature: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

If the situation is not a matter of life or death:

Step 1: Call the school nurse.

Step 2: Provide needed assistance or care, within the scope of your training, until the nurse arrives.



Step 3: Document the illness or injury, including the following:

[Redacted] _____
[Redacted] _____
[Redacted] _____
[Redacted] _____
[Redacted] _____

[Redacted]

Signature: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

PSYCHOLOGICAL EMERGENCY CHECKLIST FOR M.S.A.D.#30 SCHOOLS:

1. Unexpected Death

Specific people designated to report emergency medical situations.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

Step 1: Notify the District Principal, document the date and time, and provide this information to the Principal on this form. _____

Step 2: The District Principal will verify the information, and document the date, time, and source of the verification. _____

Step 3: The District Principal will notify members of the Crisis Intervention Team, and document which members were reached (initials only). _____

Step 4: The Principal will call a staff meeting in conjunction with the Crisis Intervention Team.

Step 5: Staff and Team will discuss their own reactions and plan the next steps, considering the following options:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Step 6: The District Principal and Superintendent will decide if any notification needs to be sent home, considering the following:

- a. _____
- b. _____
- c. _____
- d. _____

Step 6: Faculty members will monitor student behavior and refer students to guidance as necessary.

Signature: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

PSYCHOLOGICAL EMERGENCY CHECKLIST FOR M.S.A.D.#30 SCHOOLS:

2. Suicide Threat

Specific people designated to report emergency medical situations.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

If there is a Minimum Threat (Rumor or Hearsay)

STEP 1: Immediately report to Guidance Counselor or Principal. Date: _____ Time: _____

STEP 2: Counselor and/or Principal will consult with staff most familiar with the student for decision-making support. Staff member: _____ Date: _____ Time: _____

STEP 3: Counselor and/or Principal will contact parent/guardian to discuss impressions and recommendations. Date: _____ Time: _____

STEP 4: Document the incident and provide a copy to the Principal. Copy provided on (date) _____ (time) _____

If there is a Moderate Threat (Person is in need of psychological consultation within a reasonable period of time; may be talking or writing about suicide to others)

STEP 1: Immediately report to Guidance Counselor or Principal. Date: _____ Time: _____

STEP 2: Counselor and/or Principal will consult with staff most familiar with the student for decision-making support. Staff member: _____ Date: _____ Time: _____

STEP 3: Counselor and/or Principal will contact parent/guardian to discuss impressions and recommendations. Date: _____ Time: _____

STEP 4: Counselor and/or Principal will work with parent/guardian to provide resources and information. Resources provided: _____

STEP 5: Counselor and/or Principal will secure parental permission to share information with a treatment provider. (Attach permission form to this report.)

STEP 6: Counselor and/or Principal will verify that the issue was referred to an appropriate treatment provider. Date: _____ Provider: _____

STEP 7: Document the incident and provide a copy to the Principal. Copy provided on (date) _____ (time) _____

Crisis Plan for Maine School Administrative District #30

If there is an Immediate Threat (Person is in immediate danger: injuring self or threatening to do so, and has the means to do so.)

STEP 1: **DO NOT** leave the person unattended, and immediately report to Guidance Counselor or Principal. Date: _____ Time: _____

STEP 2: Counselor and/or Principal will notify the police (time: _____) and parent/guardian (time: _____).

STEP 3: Counselor and/or Principal will request an immediate conference with the parent or guardian and will inform them that the police have been called. (time of conference: _____)

STEP 4: Counselor and/or Principal will support the parent/guardian in decision making and/or documentation of a counseling plan. Decision: _____

STEP 5: Counselor and/or Principal will secure parental permission to share information with a treatment provider. (Attach permission form to this report.)

STEP 6: Counselor and/or Principal will verify that the issue was referred to an appropriate treatment provider. Date: _____ Provider: _____

STEP 7: Document the incident and provide a copy to the Principal. Copy provided on (date) _____ (time) _____

STEP 8: Counselor and/or Principal will provide support needed by other involved students.

Signature: _____ Date: _____ Time: _____
Site: _____

Crisis Plan for Maine School Administrative District #30

PSYCHOLOGICAL EMERGENCY CHECKLIST FOR M.S.A.D.#30 SCHOOLS:

3. Completed Suicide of Student, Faculty Member, or Family Member

Specific people designated to report emergency medical situations.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

STEP 1: Inform the Principal immediately of any reported suicide. Date: _____ Time: _____

STEP 2: The Principal will verify that a suicide did occur, via the police, coroner, or immediate family member. DO NOT take a student's word for it. Date: _____ Time: _____
Source of verification: _____

Initial each of the following steps as it is completed.

STEP 3: The Principal and/or Crisis Intervention Team will prepare a statement, which should not include details of the suicide, but which should include a straight forward announcement of the death and a simple statement of sympathy and condolences to the family. Information about funeral or memorial services may also be given if it is available. The statement may mention that all the facts will not be known until an official report is released, and that the school does not have all of the facts at this time.

STEP 4: The Principal will call a staff meeting to present the statement and the plan of action in presenting it to students. The Principal will exempt any staff members who feel unable to present the statement, and will appoint other faculty members to do so. Support will be provided to faculty members who need it.

STEP 5: All students will be given this information at the same time, but in small groups. A general assembly is not recommended because emotions may get out of control, especially if some questions cannot be answered. Teachers presenting the school's statement will not speculate or provide information that has not been verified.

STEP 6: The Guidance Counselor or Principal will hold small-group meetings with students who need an opportunity to talk about their feelings. The Guidance Counselor at Lee Academy will be called in for these discussions if needed. **Peer Counselors WILL NOT be asked to provide these services.**

STEP 7: Teachers will refer students for individual meetings with the Guidance Counselor or another adult if they ask, if other students report those who need individual support, or if teachers feel that particular students appear to need more support.

STEP 8: Teachers will not allow students to go to unsupervised places, or to go home, except through the regular early dismissal process.

Crisis Plan for Maine School Administrative District #30

Other considerations:

- back-up support from the community may be appropriate
- an evening meeting with parents may be appropriate
- parents may need to be cautioned to know where their own children are, and not to leave them alone, after a teen suicide
- parents and students may need direction in what is appropriate as a memorial, such as planting a tree or writing a poem, as a way of channeling their feelings and expressing their loss
- DO NOT glorify or dramatize the death
- be sure to honor the family's wishes in regard to having a small funeral or allowing students to attend

Signature: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

Weather and Nature-Related Emergencies

A. Heavy Rain and Floods

In the event of heavy, prolonged rain or flooding, the Emergency Operating Center (EOC) at the local and State levels will be activated.

If the emergency situation occurs after the start of the school day, and it becomes necessary to move students and staff, the procedures on the Checklist for Weather-Related Emergencies should be implemented.

If the emergency becomes apparent prior to the start of the school day, the regular procedures for cancelling school will be implemented.

B. Severe Windstorms, Hurricanes, or Tornadoes

In the event of severe windstorms or hurricanes, the National Weather Service should be able to give sufficient advance warning to return students to their homes before an emergency situation arises, or to cancel school using the regular procedures.

In the event of a tornado, however, there may be little to no advance warning. Each school will have a predetermined site that will provide the greatest degree of safety for students and staff. **Unsafe sites** would include rooms having large roof spans and locations where they will receive the full force of the wind. **Safer sites** would have natural lighting in the event of power failures, but would not expose students and staff to large windows that may shatter. Other considerations in choosing sites should include the following:

- Electrically-powered lights and communication systems may fail.
- Telephones should be available to call for help, even though they **may** fail.
- There should be a source of natural light.
- Devices for students and adults with disabilities may be inoperative (such as the lift at Edith Lombard).
- Refrigeration units may fail.
- Security alarm systems may fail.
- Heating and cooling systems may be inoperative.

C. Earthquakes

In the event of an earthquake, the safest place to be is in the building. After the quake, students and staff should assemble at a predetermined area that is away from emergency vehicle traffic and potential hazards, such as power lines falling tree limbs, etc. The area must also be away from direct contact with parents or other community members who might wish to bypass the Early Release process and remove students without authorization. This restriction of immediate access will prevent children from leaving the school grounds with unauthorized people, and will aid the school in determining if students are missing, and possibly trapped.

Crisis Plan for Maine School Administrative District #30

Before the earthquake happens, classroom teachers and other instructors should examine their workplaces for potential hazards:

- heavy objects on top shelves
- hanging overhead plants
- tall shelves or bookcases that are not secured
- audiovisual equipment that is not fastened to the stand it is on
- sharp objects that are not secured and could become projectiles

If such hazards are found, staff should secure the area themselves or report the unsafe conditions to the designee in each building, or to the administration.

Date completed: _____

Before the earthquake happens, all students and staff should be instructed as to what to do in the event of an earthquake, including:

- what to do during the earthquake
- where to go after the earthquake
- to whom to report any injuries
- alternate routes in the event that some are blocked
- specific exits that they should not take, due to potential harm from gas tanks, wires, and incendiary devices; or because they could be trapped by playground fences, etc.
- escape routes should be posted in each instructional area

Date completed: _____

Before the earthquake happens, all personnel should avail themselves of opportunities to be trained in CPR, first aid, triage, and self-help. Administrators and staff should consider what to do without power, phones, running water, toilet facilities, etc. They should also consider the stress that everyone is going to be under, and realize that each person responds to stress in a different way, and that stress robs most of us of the ability to think quickly and clearly.

During the earthquake, the pitch and roll motion is frightening, but people are not usually injured unless something falls on them or objects are hurled at them. The greatest potential for injury is PANIC. Please see the ***Checklist for Nature-Related Emergencies*** for specific actions to be taken during and after an earthquake.

As soon as staff has been trained, students should be instructed in what they should do in the event that a weather-related or nature-related emergency arises. This should be completed annually, as well as instructing new students or staff as they come into the District.

Crisis Plan for Maine School Administrative District #30

Checklist for Weather-Related Emergencies for M.S.A.D.#30

This checklist delineates the actions to be taken in response to specific weather-related emergencies. All staff members should be aware of these procedures and be prepared to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

1. In the event of heavy rain or flooding, the Designee or Alternate will:

1. Notify the Superintendent and District Principal Time: _____

2. Contact Emergency Authorities

• Fire Department (911) Time: _____

• Sheriff's Department (911) Time: _____

3. Determine if students and staff need to be moved to a shelter. Time: _____

4. Secure transportation to shelters. Time: _____

Comments: _____

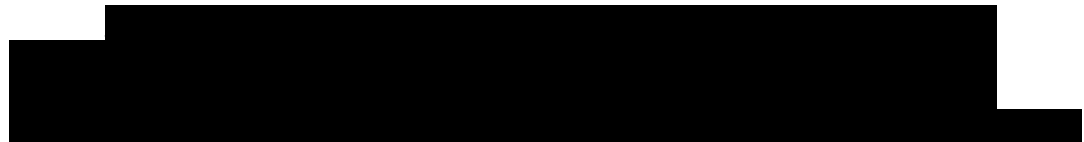
5. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____

6. Notify media of the evacuation and give them the location of the shelter. *Check each one as you make contact.*

Radio Stations



Television Stations



7. Take personnel and student information, attendance records for that day, the daily visitor sign-in sheet, and extra Early Release forms to the evacuation area or shelter.

The teachers and staff will: (supervisor will check as completed)

___ 1. Check all doors and windows to be sure they are closed and secure.

Time: _____ Comments: _____

___ 2. Take attendance before and after evacuation to a shelter, if evacuation becomes necessary. Were all students accounted for? ___ Yes ___ No

Comments: _____

___ 3. If there are medical emergencies, staff should provide care within the scope of their training and notify the Designee.

___ 4. Stay with students until they are released to parents or guardians, and have parents or

Crisis Plan for Maine School Administrative District #30

guardians sign Early Release Forms.

- ___ 5. Turn Early Release Forms in to Designee when all students have been picked up.
Time: ___ Comments: _____

2. In the event of severe windstorms, hurricanes, or tornadoes, the District Principal, Designee, or Alternate will:

1. Notify itinerant staff and other personnel that may be traveling between buildings.
Time completed: _____ People notified: _____
2. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____
3. Monitor Am/FM radio for information and warnings. Comments: _____
4. Provide status reports to Emergency Operating Centers (phone #s on pg. 6)
 - Fire Department (911) Time: _____
 - Sheriff's Department (911) Time: _____
 - Other _____ Time: _____
5. Notify utility companies of any breaks or suspected weaknesses in power systems.
Time: _____ Items reported: _____
6. Account for all students and staff. Time: _____
7. Complete Specific Weather-Related Checklists Time: _____

Teachers and staff will: (supervisor will check as completed)

- ___ 1. Keep all students and personnel in the building.
- ___ 2. Evacuate rooms that have large roof spans, or that are located where they will receive the full force of the wind.
- ___ 3. Close windows and blinds.
- ___ 4. Keep students close to inside walls.
- ___ 5. Take attendance **before and after** the event.
- ___ 6. Shut off all electrical utilities.

Signature of Designee: _____ Date: _____ Time: _____
Site: _____

Crisis Plan for Maine School Administrative District #30

Checklist for Nature-Related Emergencies for M.S.A.D.#30

This checklist delineates the action to be taken in response to an earthquake. All staff should be aware of these procedures and ready to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

1. Before the earthquake happens, classroom teachers and instructors should examine their workplaces for potential hazards (pp. 16 & 17): Date completed _____

2. Before the earthquake happens, all students and staff should be instructed as to what to do in the event of an earthquake (p. 16 & 17): Date completed: _____

3. During the earthquake:

___a. Staff should give the DROP command at the first indication of ground tremors.

___b. Students and staff should seek protective cover under a desk, table, or bench; and hold onto one leg with both hands so that the protective cover cannot slide away. They should drag the protective cover with them away from any glass windows or doors if possible., and they should remain in this position until the tremors stop.

___c. If students or staff are in the hallway, they should kneel against the wall and cover their faces and necks with their arms and hands.

___d. If students are in non-classroom areas, such as the restrooms, they should DROP away from mirrors and remain there until the ground movement stops.

___e. If students are outdoors, they should DROP out in the open. As soon as possible, they should crawl away from wires, buildings, and trees. They should not run.

___f. Staff should reassure students verbally and by example, staying outwardly calm, in order to control panic.

4. During the earthquake, if on the SCHOOL BUS:

___a. If the road condition and/or location are safe (away from buildings, highway overpasses, bridges, railroad tracks, tall trees, etc.), the bus driver will:

1. Stop.
2. Set the brakes.
3. Turn off the ignition
4. Issue the DROP command
5. Wait until the earthquake is over

NOTE: some of these conditions may not be found on our regular bus routes, but may be found on field trips.

___b. If the road condition and/or location are NOT safe, the driver will continue on until it is safe to stop, and will then follow the procedure described above.

Crisis Plan for Maine School Administrative District #30

Critique: _____

5. After the earthquake

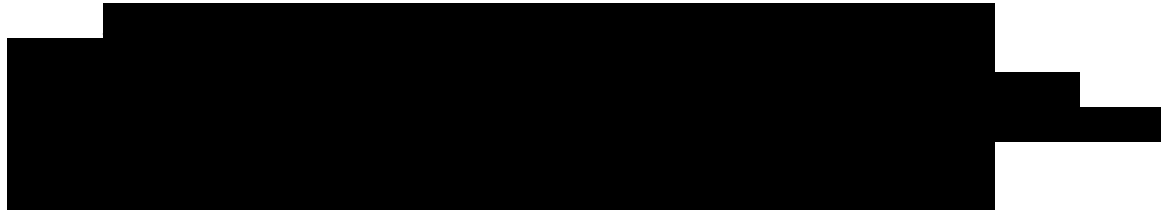
- ___ a. Do not touch light switches or other electrical switches or devices.
- ___ b. Do not use candles, matches, or other open flames. Extinguish any open flames immediately.

6. The Designee or Alternate will:

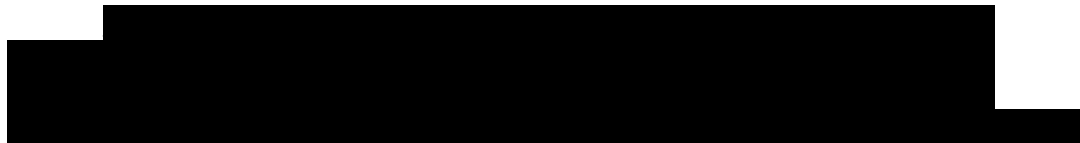
- a. Notify the Superintendent and District Principal Time: _____
- b. Contact Emergency Authorities
 - Fire Department (911) Time: _____
 - Sheriff's Department (911) Time: _____
 - Other _____ Time: _____
- c. Determine if students and staff need to be moved to a shelter. Time: _____
- d. Secure transportation to shelters. Time: _____
Comments: _____
- e. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____
- f. Notify media of the evacuation and give them the location of the shelter.

Check each one as you make contact.

Radio Stations



Television Stations



- g. Take personnel and student information, attendance records for that day, the daily visitor sign-in sheet, and extra Early Release forms to evacuation area.

7. Teachers and staff will: (supervisor will check as completed)

- ___ a. Ascertain possible injuries and determine the ability of the class to evacuate.
- ___ b. Upon determining that the students are able to evacuate, staff will explain which evacuation route to follow, and assure that all students follow that route, and no one is left behind.

Crisis Plan for Maine School Administrative District #30

- ___ c. Upon evacuation, take the disaster backpack, which contains a class roster, Early Release forms, student health information, a first aid kit, a whistle, a flashlight, and a teacher buddy list.
- ___ d. If there are medical emergencies, staff should provide care within the scope of their training and notify the Designee.

8. **Each homeroom teacher** will take attendance at the Emergency Relocation Site, and report any missing students to the designee, including where the child may have been during the quake (Title 1, Special Education, band, etc.)

Critique: _____

9. **After the earthquake if on the school bus**

The bus driver will:

- ___ a. Triage the situation
- ___ b. Render first aid as needed
- ___ c. Report conditions and location to the Transportation Director, District Principal, or Superintendent, via cellular phone or two-way radio.
- ___ d. Reassure students that everything will be okay.
- ___ e. Complete the portion of the ***Checklist for Nature-Related Emergencies*** that applies to bus drivers (#4 and #6).

Critique:

Signature of Designee: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

Man-Made Emergencies

1. Fire and Explosion Emergencies

In the event of a fire or explosion, all staff and students must be aware that we are not in the business of fighting fires and saving buildings; we are in the business of providing for the safety and welfare of our students.

Before the fire or explosion happens, the following procedures must be met, and should be reviewed annually:

- ___ a. Evacuation maps indicating the most direct route to the evacuation area, the location of fire alarms, the location of fire extinguishers, and the closest water spigots will be posted in each instructional area and office.
- ___ b. Students and staff will review fire-drill procedures at the beginning of each year, including the evacuation routes, the designated evacuation area, how they should behave while evacuating, and the signal for a blocked exit (raising both arms above the head, and waiting for the responsible adult to give instructions for an alternate route).
- ___ c. Staff will be trained annually in how to use a fire extinguisher, and will be reminded that student safety takes priority over fighting fires. They should use fire extinguishers only to aid people who are trapped by the fire.
- ___ d. A record shall be kept of each fire drill, and a copy should be kept in the office in a fire-proof receptacle. Fire drills will periodically include blocked exits.
- ___ e. Alternate alarm systems will be developed and used periodically, including the school's public address system, individual classroom intercoms, and adult runners.

When a fire or explosion happens, the following procedures must be met, and should be reviewed annually:

- a. The first person who is aware of a fire or explosion will immediately evacuate the area that is affected, and will pull a fire alarm if there is one in the vicinity. That person will also alert the office via phone, intercom, or a runner.
- b. The procedures delineated on the ***Checklist for a Fire or Explosion Emergency*** will be implemented immediately.

2. Chemical Accident Emergencies

A major chemical accident can occur on site, or close enough to the school, to warrant evacuation procedures (e.g., motor vehicle accidents, release of toxic gases, and septic system cleansers). Other chemical accidents may be minor and require only that they be cleaned up appropriately by trained personnel.

If the chemical accident poses an immediate health hazard or potential for explosion or destruction of property, fire and police departments should be notified immediately.

If the chemical accident poses an ecological hazard by entering the storm drain system or by a major ground leak, schools are required by law to immediately contact authorities via the Local Emergency System and the Maine Department of Environmental Protection (1-800-452-4664).

Crisis Plan for Maine School Administrative District #30

Before a chemical accident happens:

- ___ a. All staff will be apprised of any hazardous materials in their work areas.
- ___ b. Material Safety Data Sheets (MSDS) for custodial supplies will be maintained by custodians in a location known to all administrators and secretaries.
- ___ c. MSDS for classroom or laboratory supplies will be maintained by the secretary in a location known to all administrators.
- ___ d. Procedures for reporting chemical accidents will be posted in each custodian's office, health office, school office, kitchen, and laboratory.
- ___ e. All staff and students will be trained in Emergency Evacuation Procedures.
- ___ f. All employees and specific students (science, art, etc.) will be trained in appropriate disposal techniques for hazardous substances.

When a chemical accident happens, follow the procedures delineated on the Checklist for Chemical Accident Emergencies.

3. Power Failure Emergencies

Contingencies that must be considered regarding a Power Failure include:

- Whether advanced warning was provided
- The time of day that it occurred (if before lunch, what is the status of lunch preparation?)
- The estimated period of time that the school will be without power
- Whether there are children with special needs who rely on power for their devices (especially life-saving devices)
- The time of year that it occurs may involve light, heat, or water

The decision to close the school(s) or change the hours of the school day is the Superintendent's responsibility. If schools remain in session during Power Failures, flashlights and extra batteries should be provided for restrooms and any other rooms that have no light source.

All staff need to be aware of conditions that might result from the Power Failure:

- Unlighted corridors and restrooms
- Inoperative bells and communication systems
- Inoperative telephones
- Inoperative signal devices for students who are hearing impaired
- Inoperative refrigeration systems
- Inoperative security alarm systems
- Inoperative heating or cooling systems
- Inability to carry on learning activities that require electrical equipment, such as computers
- Inoperative water systems

In the event of a Power Failure, staff and administrators should follow the procedures delineated in the ***Checklist for Power Failure Emergencies***.

Crisis Plan for Maine School Administrative District #30

Checklist for a Fire or Explosion Emergency in M.S.A.D.#30

This checklist delineates the action to be taken in response to a fire or explosion. All staff should be aware of these procedures and ready to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

The first person who is aware of a fire or explosion will immediately evacuate the area that is affected, and will pull a fire alarm if there is one in the vicinity. That person will also alert the office, indicating the location of the fire or explosion, via phone, intercom, or a runner.

Procedures for Students and Staff during a Fire or Explosion Emergency:

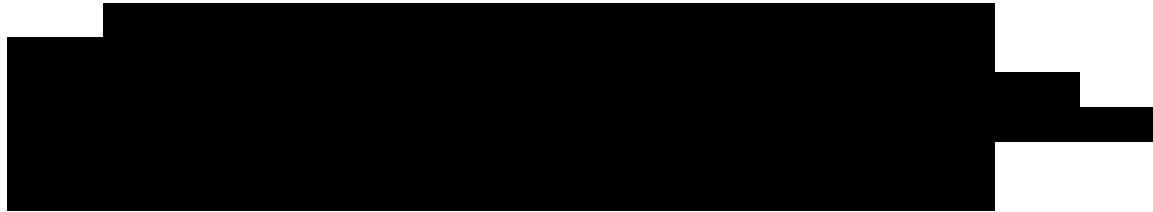
- ___ 1. Upon hearing the alarm or being notified of the emergency, all students and staff will evacuate the building immediately, in an orderly fashion, using the predetermined evacuation routes, and going to the predetermined Emergency Evacuation Area. The first person in line will feel any closed interior door to determine if it is hot. If it is hot, he/she will raise both arms above the head to indicate a blocked exit, and WILL NOT open the door.
- ___ 2. Staff will take their emergency packs with them.
- ___ 3. Upon reaching the Emergency Evacuation Area, students will line up behind their homeroom teachers.
- ___ 4. As soon as students are assembled, teachers will take attendance and report missing students to the Designee or Alternate.
- ___ 5. Itinerant teachers and support personnel will evacuate to the Emergency Evacuation Area, and report to the Designee or Alternate. They may then be designated to carry out specific emergency procedures, such as helping out with students whose teacher is not there.
- ___ 6. If there are medical emergencies, staff should provide care within the scope of their training and notify the Designee.
- ___ 7. No one will return to the building until they are signaled to do so.
- ___ 8. If students need to be evacuated to another location, they will stay in their homeroom groups.
- ___ 9. If parents come for their children, they must sign Early Release Forms provided by the homeroom teacher, and the teacher must turn those in to the Designee when the emergency is over.

Crisis Plan for Maine School Administrative District #30

Procedures for the Designee or Alternate during a Fire or Explosion Emergency:

- ___ 1. Contact Emergency Authorities
 - Fire Department (911) Time: _____
 - Sheriff's Department (911) Time: _____
 - Other _____ Time: _____
 - ___ 2. Close any fire-proof filing cabinets that are open.
 - ___ 3. Notify the Superintendent Time: _____
 - ___ 4. Determine if students and staff need to be moved to a shelter.
 - ___ 5. Secure transportation to shelters. Time: _____
- Comments: _____
-
- ___ 6. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____
 - ___ 7. Take personnel and student information, attendance records for that day, the daily visitor sign-in sheet, and extra Early Release forms to the Emergency Evacuation Area.
 - ___ 8. Notify media if there is an evacuation to an alternate site and give them the location of the shelter. *Check each one as you make contact.*

Radio Stations



Television Stations



Signature of Designee: _____ Date: _____ Time: _____
Site: _____

Crisis Plan for Maine School Administrative District #30

Checklist for a Chemical Accident Emergency in M.S.A.D.#30

This checklist delineates the action to be taken in response to a chemical accident emergency. All staff should be aware of these procedures and ready to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

In the event of a chemical accident on school grounds, the person who discovers the problem should report it to the office, including the location of the spill, and whether it is spreading rapidly. If known, report the name of the substance that was spilled. **School staff may attempt to contain the spill, but should not attempt to clean it up or remove it.**

Procedures for the Designee or Alternate during a Chemical Accident Emergency:

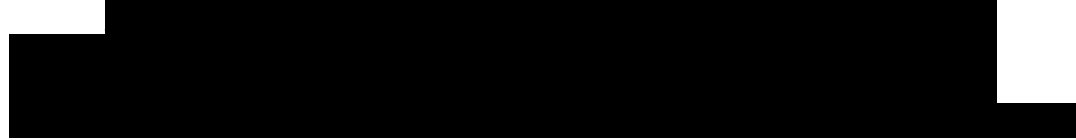
- ___ 1. Contact Emergency Authorities
 - Fire Department (911) Time: _____
 - Sheriff's Department (911) Time: _____
 - Maine Department of Environmental Protection (1-800-452-4664) Time: _____
 - ___ 2. Notify the Superintendent and District Principal Time: _____
 - ___ 3. Determine if students and staff need to be evacuated to the designated Emergency Evacuation Area Time: _____
 - ___ 4. Determine if students and staff need to be moved to a shelter.
 - ___ 5. Secure transportation to shelters. Time: _____
- Comments: _____

- ___ 6. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____
- ___ 7. Take personnel and student information, attendance records for that day, the daily visitor sign-in sheet, and extra Early Release forms to the Emergency Evacuation Area.
- ___ 8. _____

Radio Stations

Crisis Plan for Maine School Administrative District #30

Television Stations



Procedures for Students and Staff during a Chemical Accident Emergency:

- ___ 1. Upon hearing the alarm or being notified of the emergency, all students and staff will evacuate the building immediately, in an orderly fashion, using the predetermined evacuation routes, and going to the predetermined Emergency Evacuation Area.
- ___ 2. Staff will take their emergency packs with them.
- ___ 3. Upon reaching the Emergency Evacuation Area, students will line up behind their homeroom teachers.
- ___ 4. As soon as students are assembled, teachers will take attendance and report missing students to the Designee or Alternate.
- ___ 5. Itinerant teachers and support personnel will evacuate to the Emergency Evacuation Area, and report to the Designee or Alternate. They may then be designated to carry out specific emergency procedures, such as helping out with students whose teacher is not there.
- ___ 6. If there are medical emergencies, staff should provide care within the scope of their training and notify the Designee.
- ___ 7. No one will return to the building until they are signaled to do so.
- ___ 8. If students need to be evacuated to another location, they will stay in their homeroom groups.
- ___ 9. If parents come for their children, they must sign Early Release Forms provided by the homeroom teacher, and the teacher must turn those in to the Designee when the emergency is over.

In the event of a chemical accident off school grounds, follow the advice of the authorities involved.

Signature of Designee: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

Checklist for a Power Failure Emergency in M.S.A.D.#30

This checklist delineates the action to be taken in response to a power failure. All staff should be aware of these procedures and ready to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

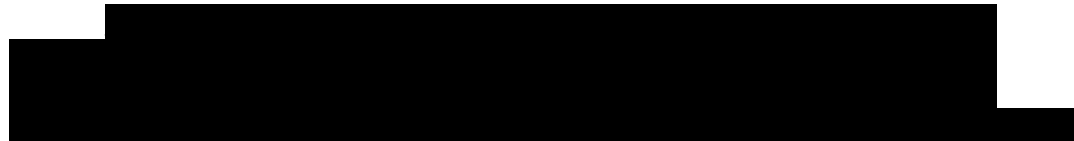
Procedures for the Designee or Alternate during a Power Failure Emergency:

- ___ 1. Contact the Power Company to report the outage and determine how long it will last. (Bangor Hydro 1-800-499-6600; Eastern Maine Electric 1-800-696-74440) Time: _____
- ___ 2. Notify the Superintendent to determine if the school is going to remain open for the rest of the day. Time: _____
- ___ 3. If schools are going to remain open, notify regular staff and itinerant staff of that decision. Time: _____
- ___ 4. If schools are NOT going to remain open, notify regular staff and itinerant staff of that decision, and what time schools will close. Time: _____
- ___ 5. Secure transportation, including for students who are individually transported. Time: _____ Problems: _____
- ___ 6. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____
- ___ 7. Notify media if schools are going to close early. *Check each one as you make contact.*

Radio Stations



Television Stations



Procedures for Students and Staff during a Power Failure Emergency:

- ___ 1. Calm students down and supervise, or personally attend to, the turning off of all electrical appliances, devices, and light switches in your area.
- ___ 2. Continue with instruction until you hear from the Designee regarding early school closure, if possible.
- ___ 3. If instruction is not possible due to poor lighting or lack of electrical equipment, engage students in another structured learning opportunity.
- ___ 4. As soon as you hear the determination regarding school closure, tell the students, and

Crisis Plan for Maine School Administrative District #30

- then get ready for early dismissal or for continued instruction.
- ___ 5. If students are going to be evacuated to another location, follow regular evacuation procedures.
 - ___ 6. If parents come for their children, they must sign Early Release Forms provided by the homeroom teacher, and the teacher must turn those in to the Designee as soon as possible.

Signature of Designee: _____ Date: _____ Time: _____
Site: _____

Crisis Plan for Maine School Administrative District #30

Terrorist Emergencies

1. Bomb Threats

A bomb threat must always be considered a real and immediate danger and requires an immediate response by the person receiving the bomb threat message. Consequently, all employees must be familiar with the established procedures, as it may not be possible to receive direction from administrators or designees.

_____ **At least one bomb threat drill should be conducted each year**, but it is likely that staff and students will think that they are having a fire drill. Therefore, staff should establish the practice of visually scanning their area for anything that appears to be out of place every time there is an evacuation drill.

_____ **Staff members should be trained to never touch, move, dismantle, or carry any object that is suspected of being dangerous or explosive.**

A secondary Emergency Evacuation Area, preferably one that students can walk to, should be established in the event that the primary area is too close to the potential bomb hazard

Bomb threats may be received by phone, letter, or message. The person who receives the message should immediately follow the steps in the ***Checklist for a Bomb-Threat Emergency***.

2. Unauthorized Persons on Campus, Possible Danger

In order to maintain the safety of students and staff, procedures need to be established to address unauthorized persons on school grounds. Sometimes the police notify the school of potential problems, and sometimes the school is first to recognize dangerous situations. Dangers could include snipers, persons who may abduct students, angry parents, or students who have been expelled.

Before encountering unauthorized persons on campus, schools should:

- _____ 1. Establish a lock-down procedure to keep students and staff in and the intruder out.
- _____ 2. Conduct a lock-down and duck-and-cover drill early in the year.
- _____ 3. _____
- _____ 4. Insure that all visitors and volunteers sign in at the office before proceeding further into the school.
- _____ 5. Establish procedures to keep classroom doors and exterior doors locked after regular school hours.
- _____ 6. Implement the procedures delineated in ***Checklist for Unauthorized Person, Possible Danger, and Emergency***

Crisis Plan for Maine School Administrative District #30

Checklist for a Bomb-Threat Emergency in M.S.A.D.#30

This checklist delineates the action to be taken in response to a Bomb-Threat Emergency. All staff should be aware of these procedures and ready to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

PART 1:

Step 1:

Step 2:

Step 3:

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.

Step 4:

Step 5:

Step 6:

Step 7:

PART 2: To be completed by the Designee or Alternate

Step 1: Fire alarm activated by _____ Time: _____

Name of runner sent with alarm _____ Time: _____

Step 2: Fire Department called by _____ Time: _____

Sheriff's Office called by _____ Time: _____

Crisis Plan for Maine School Administrative District #30

Step 3: Building evacuated to primary Emergency Evacuation Area Time: _____

Building evacuated to secondary Emergency Evacuation Area Time: _____

Step 4: Name and title of person receiving bomb threat _____

Step 5: Nature of threat: ___ phone call ___ letter ___ messenger

Step 6: Inspection of building(s) completed by authorities Time: _____

Step 7: ___ bomb found ___ bomb not found ___ suspicious object found

Step 8: Re-entry authorized by _____ Time: _____

PART 3: Procedures for the Designee or Alternate during a Bomb Threat Emergency:

___ 1. Call the Fire Department and Sheriff's Office (911) Time: _____

___ 2. Notify the Superintendent to determine if the school is going to remain open for the rest of the day. Time: _____

___ 3. If schools are going to remain open, notify regular staff and itinerant staff of that decision. Time: _____

___ 4. If schools are NOT going to remain open, notify regular staff and itinerant staff of that decision, and what time schools will close. Time: _____

___ 5. Secure transportation, including for students who are individually transported. Time: _____ Problems: _____

___ 6. Assign an alternate to supervise the situation and address any difficulties encountered by staff. Who was assigned? _____

___ 7. Notify media if schools are going to close early. *Check each one as you make contact.*

Radio Stations

___ [REDACTED]

Television Stations

___ [REDACTED]

Procedures for Students and Staff during a Bomb Threat Emergency:

___ 1. Upon hearing the alarm or being notified of the emergency, all students and staff will evacuate the building immediately, in an orderly fashion, using the predetermined evacuation routes, and going to the predetermined Emergency Evacuation Area.

___ 2. Staff will take their emergency packs with them.

Crisis Plan for Maine School Administrative District #30

- ___ 3. Upon reaching the Emergency Evacuation Area, students will line up behind their homeroom teachers.
- ___ 4. As soon as students are assembled, teachers will take attendance and report missing students to the Designee or Alternate
- ___ 5. Itinerant teachers and support personnel will evacuate to the Emergency Evacuation Area, and report to the Designee or Alternate. They may then be designated to carry out specific emergency procedures, such as helping out with students whose teacher is not there.
- ___ 6. If there are medical emergencies, staff should provide care within the scope of their training and notify the Designee.
- ___ 7. No one will return to the building until they are signaled to do so.
- ___ 8. If students need to be evacuated to another location, they will stay in their homeroom groups.
- ___ 9. If parents come for their children, they must sign Early Release Forms provided by the homeroom teacher, and the teacher must turn those in to the Designee when the emergency is over.

Signature of Designee: _____ Date: _____ Time: _____
Site: _____

Crisis Plan for Maine School Administrative District #30

Checklist for an Unauthorized Person, Possible Danger, Emergency in M.S.A.D.#30

This checklist delineates the action to be taken in response to an Unauthorized Person, Possible Danger, Emergency. All staff should be aware of these procedures and ready to carry them out.

Designee: School Secretary

Alternate #1 @ Lee/Winn: Tammie Hersom or Robin Jipson

Alternate #2 @ Lee/Winn: Patsy Saba

Alternate #1 @ Mount Jefferson: Gloria Edwards or Kenneth Hamilton

Alternate #2 @ Mount Jefferson: Claudette Albert

To be completed and signed by the Designee or Alternate through observation or interview.

The first person who is aware of the situation, should immediately direct any students in the area into their classrooms or work areas, and institute a lock-down by notifying the office. Name of person instituting lock-down _____ Time: _____

Procedures for the Designee or Alternate during an unauthorized person alert:

1. _____
_____ Time: _____
2. Lock the office doors and windows. Time: _____
3. Notify the Superintendent and District Principal. Time: _____
4. Notify the Sheriff's Office, providing as much information as possible _____
_____ Time: _____
5. Remain by the phone in the office until authorities determine that the emergency is over. Time: _____

Procedures for students and staff during an unauthorized person alert:

1. Staff will immediately collect any students in areas that cannot be locked down (restrooms, corridors, libraries, etc.) and then lock their classroom doors and windows. Students will immediately enter the nearest area that can be locked down. Problems? _____
2. _____
3. _____
4. When the lock-down has been concluded, staff will take attendance, report any missing students to the office, and inform the office of the names of students that were taken into the room and would not normally be there. Time: _____

Procedures for students and staff who are outdoors when a lock-down is called:

- ____ 1. Go quickly and quietly to the nearest room that can be locked.
- ____ 2. If the danger is from a sniper, assume as compact a position as possible, behind a tree or a structure.
- ____ 3. _____

Crisis Plan for Maine School Administrative District #30

Procedures for students and staff who are in the building after hours when a lock-down is called:

- _____ 1. Lock doors and windows.
- _____ 2. Call the office to let them know that you are in the building.
- _____ 3. Remain in the room until you are notified that it is safe to leave.

Procedures for students and staff who are in the building after hours and recognize the danger:

- _____ 1. Lock doors and windows.
- _____ 2. Call the office to let them know about the danger.
- _____ 3. Remain in the room until you are notified that it is safe to leave.

Signature of Designee: _____ Date: _____ Time: _____
Site: _____

Crisis Plan for Maine School Administrative District #30 Busses/Transportation

1. Field Trips and Sporting Activities

The school will maintain a list of students that leave the building for field trips and sporting activities, and will have a record on each child that is readily available. [REDACTED]

2. Bus accidents while transporting students

At the scene of an accident involving a school bus, the responding law enforcement official is in charge. The responsibility for the release of uninjured students rests with the Superintendent of Schools or his Designee; however, such students cannot be released until the law enforcement official has approved the release.

3. Bus Driver Responsibilities

- _____ a. Report the emergency to the Fire Department and the Police (911)
- _____ b. Triage and provide first aid for injuries within the scope of your training in the following order:
 - 1. airways
 - 2. restoration of breathing
 - 3. severe bleeding
 - 4. shock
 - 5. minor injuries
- _____ c. Evacuate the bus according to the following priorities:
 - 1. Evacuate only if that is necessary for the safety of the students, or if a law enforcement official directs you to do so.
 - 2. Give instructions for an orderly evacuation and specify where students are to gather.
 - 3. Take the first aid kit, passenger roster, and two-way radio.
 - 4. Check to be sure that all students have left the bus.
 - 5. Arrange for supervision of the students.
 - 6. If any injured students cannot be moved, return to them as soon as possible, and remain with them until trained help arrives.
- _____ d. Report the emergency to the Superintendent and District Principal, including the names of any injured students, and where they have been sent.

4. Responsibilities of Personnel Other than the Bus Driver

- a. If the bus driver is not incapacitated, assist in implementing his directions.
- b. If the bus driver is incapacitated:
 - _____ 1. Report the emergency to the Fire Department and the Police (911)

Crisis Plan for Maine School Administrative District #30

- _____ 2. Triage and provide first aid for injuries within the scope of your training in the following order:
 - 1. airways
 - 2. restoration of breathing
 - 3. severe bleeding
 - 4. shock
 - 5. minor injuries
- _____ 3. Evacuate the bus according to the following priorities:
 - a. Evacuate only if that is necessary for the safety of the students, or if a law enforcement official directs you to do so.
 - b. Give instructions for an orderly evacuation and specify where students are to gather.
 - c. Take the first aid kit, passenger roster, and two-way radio.
 - d. Check to be sure that all students have left the bus.
 - e. Arrange for supervision of the students.
 - f. If any injured students cannot be moved, return to them as soon as possible, and remain with them until trained help arrives.
- _____ 4. Report the emergency to the Superintendent and District Principal, including the names of any injured students, and where they have been sent.

5. Responsibilities of the Superintendent or his Designee

- _____ a. Secure new transportation to deliver students to their destination(s)
- _____ b. Notify parents of the accident, using the bus roster information described in #1 on the preceding page, and document the time that each parent was reached.
- _____ c. Complete accident reports for students who received injuries
- _____ d. Provide insurance claims forms to parents, as needed
- _____ e. Record the time that the information about the accident was received and the actions that were taken
- _____ f. Ensure that appropriate forms were completed.

Signature of Designee: _____ Date: _____ Time: _____

Site: _____

Crisis Plan for Maine School Administrative District #30

Closing of School

It is the intent of the school to remain open according to the calendar adopted by the Board of Directors each year. However, emergency situations sometimes necessitate the closing of one or more school buildings.

The decision to close school(s) rests with the Superintendent of Schools or his Designee.

In making such a decision, the Superintendent may seek advice from staff and civil authorities, such as the police, fire department, or hazardous materials team. The Superintendent's primary concern must always be whether keeping school open is dangerous to students and staff, such as lack of power, water, or heat; or transportation hazards. Usually, the decision to close school(s) is based on weather conditions: e.g., heavy rain and floods, severe windstorms, hurricanes, or tornadoes. Rarely, it is based on fire, explosions, chemical hazards, or power outages. Even more rarely, it is based on natural phenomena, such as earthquakes. Increasingly, Superintendents across the country are having to make the determination to close schools due to threats from terrorist activities.

In the case of severe weather conditions, man-made hazards, or terrorist activities, the Superintendent may be the official who closes the school(s); however, civil authorities may have commanded him to do so.

If school is already in session when the decision is made, the Superintendent must consider the following factors:

- Children may be returning to homes that have no adult present.
- Children may be returning to homes without power, heat, or water.
- Conditions may worsen before bus drivers can safely deliver children to their homes.
- Conditions may worsen before walkers can reach home.
- Conditions may pose significant risk of bus accidents by the regular dismissal time.

If school is not in session when the decision is made, the Superintendent must consider the following factors:

- Children may have to wait in severe weather conditions until the busses pick them up.
- Conditions may worsen, making it difficult to transport students home again.
- Conditions may cause damage to buildings, power outages, or lack of heat.

If the decision is to close school(s) when they are already in session, the following steps must be taken:

Step 1: As soon as the determination is made, parents must be notified. This can be accomplished via individual phone calls, the media, or phone trees.

Step 2: As soon as possible, bus drivers, individual transporters, and kitchen staff must be notified.

Step 3: At an appropriate time, students and staff must be notified.

Step 4: Arrangements must be made for small children who would be returning to homes with no adults present.

Crisis Plan for Maine School Administrative District #30

If the decision is to close school(s) before they are in session, the following steps must be taken:

Step 1: As soon as the determination is made, parents, bus drivers, individual transporters, kitchen and custodial staff, and staff that live a considerable distance from the school(s) must be notified. This can be accomplished via individual phone calls, the media, or phone trees.

Step 2: As soon as possible, instructional and support staff must be notified.

Step 3: When convenient, the school calendar must be adjusted.

Large signs indicating school closure should have been prepared ahead of time, with space allocated to fill in specifics, such as when and how long the school will be closed. These signs should be displayed prominently in windows or on the doors of the school(s).

The Superintendent of Schools and the District Principal will maintain at their homes a current list of all school personnel with their phone numbers. Staff that live a considerable distance from the school(s) should be notified as soon as the decision is made.