

WCSD Emergency Response Procedures

FACULTY & STAFF



EMERGENCY CONTACTS

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LOCKDOWN

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FIRST AID

Emergency Contact Numbers

Important:

*The procedures outlined in this ready reference chart have been developed with input from area emergency response officials and are designed to provide general guidelines. **You must be able to apply these procedures with flexibility based upon your assessment of the situation at hand.** The more familiar you are with the contents of this ready reference chart, the easier it will be for you to respond calmly, effectively and appropriately for a wide variety of situations.*

EMERGENCY CONTACTS



Lockout!

Secure the Perimeter

When there is a threat or hazard outside of the school building.

Students:

Return to inside of building.
Do business as usual.

Teachers:

Recover students and staff from outside building.
Increase awareness.
Do business as usual.
Take roll and account for students.



Lockdown!

Locks, Lights, Out of Sight

When there is a threat or hazard inside the school building.

Students:

Move away from sight.
Maintain silence.

Teachers:

Close your locked classroom door.
Lights out.
Move away from sight.
Maintain silence.
Wait for First Responders to open door.
Take roll and account for students.



Evacuate!

To the Announced Location

To move students and staff from one location to another.

Students:

Leave stuff behind.
Form a single file or double line.
Be prepared for alternatives.

Teachers:

Take emergency backpack with class list(s).
Lead students to evacuation location.
Take roll and account for students.



Shelter!

Type & Method

For personal protection.

Types: Hazmat, Tornado, Bomb,

Methods:

Seal the Room.
Drop, Cover & Hold.
In Silence

Students:

Use Appropriate Method.

Teachers:

Use Appropriate Method.
Take roll and account for students.

STANDARD RESPONSE PROTOCOLS



Lockout

Definition: To rapidly increase the level of security in the facility. Exterior doors and main interior doors are locked to make it more difficult for an intruder or a dangerous person to gain access to staff and students who can then continue productive activities, in a limited fashion.

Alert Signal: Announcement—“**Lockout! Secure the Perimeter.**”

Teacher Response:

1. Immediately move students from outside into the building
2. If you are located in an area with a lockable door, gather students in the vicinity into the room and close your locked door. *Classroom doors should already be locked.*
3. If you are not in a location with a lockable door, move students to a more secure area if possible.
4. Account for students with **Red and Green Cards** by placing them under the door or in the window, or report your status to the administrator or designee by e-mail, phone, or intercom as directed.
5. Continue with normal activities as much as the situation allows.
6. Keep in mind that an incident elsewhere in the building may have triggered a Room Clear followed by a **Lockdown**.
7. If students or staff must move about in the building, first obtain permission from the administrator or designee.
8. Be prepared to rapidly implement an **Evacuation** or **Lockdown** if directed to do so.

To maintain security, all outside doors, with the exception of the school's front doors, should be kept locked at all times.

LOCKOUT

Lockdown

Definition: To rapidly increase the level of security in the facility when danger is imminent. **Lockdown** requires that all staff and students seek as much physical safety from physical assault as possible by using barriers to sight as well as physical barriers.

Alert Signal: Announcement— **“Lockdown! Locks, Lights, Out of Sight.”**

Teacher Response:

1. Immediately clear the hallway and bathrooms by your room moving everyone into the classroom. **Close your locked classroom door.** If you are not in a location with a lockable door, move students to a more secure area if possible.
2. Gather students and visitors to an interior block wall out of sight and turn out lights.
3. Keep all persons away from the doors and windows to limit visibility.
4. If possible, barricade door, and pull window shades.
5. **Ignore all bells and alarms unless otherwise instructed.**
6. Allow no one in or out of the classroom until a uniformed policeman opens your door.
7. **REMAIN QUIET!!**
8. **When safe to do so**, account for students and relay this information as instructed.
Be ready for the dynamic involvement of law enforcement. An immediate rescue attempt may be required and staff may hear orders from the police to the suspect or even gunfire. At some point law enforcement will conduct a “sweep” of the building. If law officers search your room, all occupants of the room should lay on the floor with their hands extended. This will facilitate a quick search of all the occupants.

LOCKDOWN

Evacuation

Definition: To provide safety whenever it is determined that it is safer outside the building rather than inside.

Alert Signal: Alarm

Teacher Response:

1. Grab the Emergency Backpack that holds your class list(s), as you exit.
2. Close your locked doors. Turn off the lights and **Evacuate** the building according to the established evacuation route to a location at least 300 ft. from building.
3. Ensure that special needs persons in the immediate area are provided assistance by designees.
4. During the **Evacuation**, remain alert to any potential hazards in the area. If you encounter fire, any other significant hazard, or find the designated pathway blocked, seek an alternate route.
5. Upon reaching the designated assembly areas, account for students. If all students are present, hold up your **Green Card**. If all students are not present, write the missing student's name on the **Red Card** and hold it up.
6. **Stay in place. Do not let students back into the building for any reason!**
7. Remain alert to potential dangers in the area and properly supervise students under your care. Wait for the announcement of "**All Clear**" before returning to the building.

EVACUATION

Shelter-in-Place

Definition: When there has been a chemical or biological release or radiological incident outside of, but in proximity to a facility, and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility.

Alert Signal: Announcement—“**Shelter for (type) and (method).**” Example— “**Shelter for Hazmat! Seal the Room.**”

Teacher Response:

1. If outdoors, instruct others to go inside immediately to an interior area without windows, if possible.
2. Close all windows and doors leading to hallways, common areas and outside.
3. If all students are present, place **Green Card** under the inside door. If you are missing a student, write the name of the missing student on the **Red Card**. If you have additional students, parents or staff members, write down their names with a plus sign. Place the card under the inside door.
4. Listen and follow instructions.
5. If this is a “**Shelter for Hazmat! Seal the Room**” use tape and plastic from your Go-Kit to cover all windows and doors to help reduce airflow into the area. Tape can also be used to cover any cracks, crevices, electrical outlets, cable television connections or other openings. Wet towels can be used to reduce airflow under doors.
6. Continue with classroom instruction until the “**All Clear**” signal is given.

Examples of possible **Shelter-in-Place** types and methods:

Shelter for Tornado! Drop, Cover and Hold.

Shelter for Fire! Drop and Crawl.

Shelter for Earthquake! Drop, Cover and Hold.

Classroom Go-Kit should include tape and plastic.

SHELTER-IN-PLACE

Drop, Cover & Hold

Definition: For personal protection from flying debris resulting from earthquake, explosion, structure failures, or severe weather.

Teacher Response:

If inside—

- Direct students to get under a desk, table, and heavy furniture and cover head with arms and hands. Hold on to a table or desk leg in an earthquake.
- Stay away from glass windows, outside doors and walls, and anything that could fall, such as lighting fixtures and shelving.
- Remain in this position until you are reasonably certain it is safe or until further instructions have been given from the school office.
- The Incident Commander may order an **Evacuation** if the situation warrants **and it is safe to do so**.

If outside—

Instruct students to drop to the ground, place head between their knees and cover their head and eyes with arms and hands.

All Clear

Definition: An announcement made over public address system, bullhorn or runner as a signal to end an emergency response.

Teacher Response: Faculty and staff should resume normal activities.

Media Protocol

Definition: Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity, interference with emergency response, and increased liability.

Teacher Response:

- Do not make any statements to media during or after a critical event without the direct permission of the administrator.
- Refer all media inquiries to the administrator.
- Notify base whenever the media contacts you.
- A Media Center may be established away from the school and a district representative may serve as spokesperson.

DROP, COVER & HOLD, ALL CLEAR, MEDIA PROTOCOL

Off Site Evacuation & Family Reunification

Definition: To move students to a remote site for reunification with family members.

Alert Signal: Announcement—“**Evacuate! to (remote site). We will be implementing the Family Reunification protocol from that location. Please have students take their belongings.**”

Teacher response:

1. Take emergency backpack and classroom Go-kit as you exit. Have students take their belongings as this is an **Evacuation**.
2. Follow **Evacuation** procedures and guide students to the designated on-campus staging area. Prepare students for boarding of buses.
3. Ensure special needs students are assisted. Request help if needed.
4. Account for students. Take roll. If all students are present hold up **Green Card**. Write names of missing students on **Red Card** and hold up.
5. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster. Prepare to give a list of all evacuees to the Reunification Site Commander upon arrival.
6. Follow the instructions of the Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

Student Release (on-site)

Definition: When students must be dismissed from the school site, following an emergency.

Alert Signal: Announcement—“**We will be releasing students using the Quick Release (or Slow Release) protocol.**”

Teacher Response:

Elementary & Intermediate Levels—Students will be released to their parents or designee, as prearranged on Emergency Contact Card, with government issued photo identification, using one of the following:

- **Quick Release**—from the student’s outside classroom door, facilitated by the student’s teacher.
- **Slow Release**—from a Reunification Station outside the building, facilitated by the Family Reunification team.

Middle and High School Levels— Same as above except for those students whose parents have signed an Emergency Release Permission Form giving permission for the student to be released, after being excused, following an emergency.

OFF SITE EVACUATION & FAMILY REUNIFICATION, STUDENT RELEASE

Injury or Illness

Alert Signal: None

Teacher Response:

1. Notify main office of injury or illness and the exact location of the victim(s) or persons affected.
2. Do not use names of victim(s) over walkie-talkies.
3. Quickly assess the situation. Make sure the situation is safe for you to approach.
4. Take precautions against contact with body fluids.
5. Assess the seriousness of the injury or illness.
6. Call 911 if needed.
7. Call for a **“Room clear,”** if needed.
8. Provide first aid if needed and only according to your level of training. If the victim is not breathing or there is no pulse, ask someone to retrieve the AED (if available) and begin CPR.
9. Comfort and reassure victim(s). Do not move the sick or injured unless the scene is safe.
10. Secure the scene if a crime may have been committed. Do not disturb any evidence.

Room Clear

Definition: Announcement, usually by a teacher, to quickly clear a classroom in response to an emergency.

Alert Signal: Verbal announcement by staff—**“Room Clear.”**

Teacher Response: Direct students to move quickly and orderly to the **pre-designated buddy classroom.**

Mental Health Critical Incident (pre-recovery)

Definition: A mental health critical incident is any event that overwhelms an individual’s capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes.

Alert Signal: Instructions via intercom, classroom telephone, personal notification or e-mail.

Teacher Response:

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is O.K. to feel upset.
4. Observe children’s emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Tell children the truth. Don’t try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school.

INJURY OR ILLNESS, ROOM CLEAR, MENTAL HEALTH CRITICAL INCIDENT

Death

Definition: Loss of life due to accident, natural disaster, natural causes, suicide or homicide. Cause of death cannot be assumed and must be determined through investigation by appropriate officials.

Alert Signal: Announcement— “**Lockout! Secure the Perimeter,**” or “**Evacuate! to(location)**” or personal notification as appropriate.

Teacher Response:

1. Notify the administrator.
2. Call 911.
3. Take precautions against any contact with bodily fluids.
4. Initiate Illness or Injury Protocol if any other persons are injured or ill.
5. Follow administrator’s instructions for **Lockdown** or **Evacuation**.
6. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses. Keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.

Utility Failure

Definition: A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage, or water services to the facility.

Alert Signal: Plain language announcement or personal notification as appropriate.

Teacher Response:

1. Notify the administrator of the utility failure.
2. Consult with the administrator as to the safety of continuing normal activities as appropriate.
3. In the event of a gas leak or failure, do not allow the use of open flames such as matches or candles due to possible leaks in the area. Do not operate electrical switches.
4. Be prepared for a possible **Evacuation** or **Off Site Evacuation & Family Reunification**.

DEATH, UTILITY FAILURE

Suspected Biological Emergency

Definition: An outbreak is reported to the school administrator by a credible source (public health system).

Alert Signal: Staff briefing and personal notification.

Teacher Response:

If outside—“**Lockout! Secure the Perimeter**” or “**Off Site Evacuation to (remote site).**”

1. Notify administrator.
2. Move students away from immediate vicinity of danger (If outside, implement “**Lockout! Secure the Perimeter.**”)
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Decontaminate as appropriate (specific procedures provided by public health, fire department or EMT).

If inside—“**Evacuate to (location)**” or “**Off Site Evacuation to (remote site).**”

1. Notify administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area for emergency resources personnel.

Anthrax

Definition: In recent years, threats and actual incidents of anthrax spores being mailed to target people and organizations have occurred.

Teacher Response: If you have been exposed to the suspected substance—

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room where the suspected exposure occurred.
4. Notify the administrator or another staff member, or call 911 and request assistance.
5. Be sure to report the situation accurately and provide information on the number of people exposed.

SUSPECTED BIOLOGICAL EMERGENCY, ANTHRAX

Chemical/ Hazardous Materials Release Incident

Definition: Accidents may occur during use, processing or transporting of chemical and other hazardous materials, exposing people to the dangers of contaminants. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

Alert Signal: Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. In a rare situation, the incident may occur close to or on facility property, and personnel at the facility must spot the indicators of an incident and relay the warning to appropriate agencies. If dangerous or there is not time to evacuate, then announcement— “**Shelter for Hazmat! Seal the room.**”

Teacher Response:

1. If the substance released is inside a room or building, you may be instructed to **Evacuate**. If so, **evacuate students and staff to a safe location at right angles to and upwind of the agent.**
2. If it is too dangerous to evacuate the facility, implement “**Shelter for Hazmat! Seal the Room**” protocol.
 - a. Secure the building, including closing all windows and doors.
 - b. Shut off all heating, cooling, and /or ventilation systems. Cut “OFF” all motors, fans, and appliances.
 - c. Place wet towels in door cracks and/or tape around the doors and windows to block air from the outside.
3. Listen to emergency alert broadcasts on all available media, and follow their instructions.
4. After evacuation, persons who have come into direct contact with hazmat substances should be taken to a decontamination area.
5. Be prepared to render first aid, if necessary.

Food or Beverage Contamination Incident

Definition: A situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. This could involve accidental contamination or intentional contamination that could involve biological organisms, toxins, chemicals or radiological contaminants.

Alert Signal: Verbal notification of staff.

Teacher Response:

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the administrator immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the administrator.

Radiological Release Incidents

Definition: During use, processing or transporting of radioactive materials, accidents may occur that will expose the facility to the dangers of contaminants. The chances of illness are decreased when people know what to do and how to protect themselves. In addition, individuals or groups could cause the release of radioactive materials through a variety of means including an explosive device designed to scatter radioactive materials (commonly referred to as a “dirty bomb”), the scattering or distribution of radiological materials without the use of explosives or the use of a nuclear device. Keep in mind that radiological materials could be disseminated via food or water supply.

Alert Signal: Warnings of the release of radiological materials are usually received from response agencies which then need to be communicated with staff. Depending on the circumstances, there will be an announcement—**“Evacuate! to (location)”** or **“Shelter for Hazmat! Seal the Room!”**

Possible indications of a radiological attack include:

- Unusual numbers of sick or dying people or animals.
- Radiation exposure symptoms include reddened skin and in severe cases, vomiting.
- Casualties may happen hours, days or weeks after an incident.
- Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- Unusual metal debris that could indicate devices or munitions-like material.
- Radiation symbols on containers.
- Heat-emitting materials without any visible energy source.
- Glowing material or particles including Radioluminescence and/or colored residue at the scene.

(Source: *Jane’s Unconventional Weapons Response Handbook-Jane’s Information Group*).

Teacher Response:

- Call 911 and take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media and follow their instructions.
- If instructed to **Evacuate** (or depending upon the situation), **evacuate students and staff to a safe location at right angles to and upwind of the apparent contaminated area.**
- In the event that it is dangerous to evacuate the facility or property (including athletic areas outside) conduct **“Shelter for Hazmat! Seal the Room”** protocol.
- Move students to nearest safe areas. If outside, direct students to nearest building interior Safe Area. If movement into the building would expose persons to hazardous chemical plume, remain outside, cover mouth and nose and find the nearest suitable shelter.
- Be prepared to render first aid, if necessary.

In the event of a nuclear device being employed rather than a dirty bomb, the electromagnetic pulse created by the device may render electronic communications devices, computer based equipment and modern vehicle ignition switches inoperable. This could necessitate that all communications at the building level be handled by runners and other means not reliant upon technology affected by the blast.

RADIOLOGICAL RELEASE INCIDENTS

Fire

Alert Signal: Fire alarm.

Teacher Response:

1. Activate fire alarm. Call 911.
2. Report the exact location of the fire to the main office.
3. **Evacuate** to designated area at least 300 feet from the building. Take rosters and emergency backpacks and Go-kits with you.
4. Close room doors.
5. Assist any individuals with special needs.
6. From the designated assembly area, hold up your **Green Card** if all students are present. Write names of any missing students or extra students on the **Red Card** and hold up.
7. Fire Safety Reminders:
 - If you encounter fire remind students to “**Shelter! Drop and Crawl.**”
 - If someone has flames on their body, remind them to, “**Stop, Drop & Roll.**” If possible, use a blanket to smother flames.

Flooding

Definition: Caused by heavy rains or dam breaks.

Alert Signal: Flash flood warnings issued by National Weather Service to the public by radio and television. Plain language announcement.

Teacher Response:

1. Follow the directions of local emergency management officials.
2. Unplug all appliances. Do not touch electrical equipment. Avoid downed electrical lines.
3. If there has been flooding in the community, do not drink tap water due to possible contamination.
4. Do not stack sandbags against the facility as this may lead to structural damage.
5. Keep everyone indoors.

Earthquake

Alert Signal: No warning. Tremors or a low rumbling sound. Upon first indication of an earthquake, teachers should direct students to “**Shelter for Earthquake! Drop, Cover and Hold.**”

Teacher Response:

1. Keep calm and remain where you are. Assess the situation. Then act.
2. Remember that falling and flying debris causes injuries and death. Seek shelter under desks or other heavy furniture. Move away from windows and overhead hazards.
3. If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
4. If indoors, advise everyone to seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
5. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
6. After tremors have stopped, **if it is safe to do so, Evacuate** buildings. Do not reenter.
7. Upon reaching the designated assembly areas, verify students with class list. If all students are present, hold up your **Green Card**. Write names of missing students on the **Red Card** and hold up.
8. Prepare for aftershocks.

Thunderstorm/Lightning

Alert Signal: Signs of imminent thunderstorm activity are darkened clouds, high winds, and thunder or lightning activity.

Teacher Response:

1. Postpone or suspend activity if a thunderstorm appears imminent before or during an activity or contest (regardless of whether lightning is seen or thunder heard) until the hazard has passed.
2. Designate a **safe shelter** such as inside a locker room, school building or the gym. Do not use dugouts or under trees or bleachers where lightning can still strike. An alternate emergency **safe shelter** is a car (solid roof, not a convertible) with windows rolled up completely.
3. Wait at least 30 minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
4. Assume the **lightning safe position** (crouched on the ground, weight on the balls of the feet, feet together, head lowered and ears covered) for individuals who feel their hair stand on end, skin tingle or hear "cracking" noises.
Do not lie flat on the ground.
5. Keep away from water pipes and electrical equipment including corded phones. Sensitive electronics should be unplugged well in advance of thunderstorms.
6. Observe the following basic first aid procedures in managing victims of a lightning strike:
 - Call 911.
 - Survey the scene for safety.
 - Lightning victims do not carry a charge and are safe to touch. If necessary, carefully move the victim to a safer location.
 - Evaluate airway, breathing and circulation, and begin CPR if necessary.
 - Care and treat the injured or ill victim as needed.

“When thunder roars, go indoors.”

Wind, Tornado & other Severe Weather

Definition: Used when a severe weather watch or warning has been issued in the area near the school. The major dangers of severe weather are intense cold and heat and the breakdown of transportation due to poor visibility and road conditions.

Alert Signal: Severe weather watch or warning over public radio or television and communicated to staff.

Teacher Response:

Severe Weather **Watch:** Announcement—“**Lockout! Secure the Perimeter**”

1. Bring all persons inside building(s).
2. Be prepared to move students from mobile classrooms into the building.
3. Close windows and blinds.
4. Review severe weather procedures and location of safe areas: under desks, in hallways and interior rooms away from windows.
5. Review “**Shelter! Drop, Cover and Hold**” procedures with students.
6. Avoid gymnasium and cafeterias with wide free-span roofs and large areas of glass windows.

Severe Weather **Warning:** Announcement—“**Shelter! Drop, Cover and Hold**”

1. Direct students and staff to immediately move to interior safe areas, closing classroom doors after exiting.
2. Assist students with special needs.
3. If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
4. Bring students from any mobile classrooms into the building.
5. Ensure students are in the **Drop, Cover and Hold** position until danger passes.
6. Remain in safe area until warning expires or until “All Clear” has been issued.

THUNDERSTORM/LIGHTNING, WIND/TORNADO/SEVERE WEATHER

Intruder/Suspicious Person

Definition: When a person(s) does not appear to have a legitimate purpose for being on the grounds or in the building.

Alert Signal: Announcement—“**Lockdown! Locks, Lights, Out of Sight.**”

Teacher Response:

1. Notify the office. Provide description and location of intruder. Visually inspect intruder for indications of weapons.
2. Follow **Lockdown** procedures.
3. Immediately, direct students into areas that can be secured. Secure doors and exterior windows.
4. Communicate with the administrator or office staff if you have pertinent information (use the intercom, radio or telephone as available).
5. Attempt to calm students under your care, if necessary.
6. Do not attempt to confront intruders or suspicious persons if you feel there may be any danger in doing so.

Note: Prevention

- *To prevent intruders, all outside doors should be locked except the front door.*
- *Employees should wear official I.D. badges.*
- *All schools should have signage alerting visitors to check-in at the office. Anyone who is not a student or faculty is technically trespassing, if they have not checked in as a visitor. Use sign-in sheets and guest badges for visitors. If you notice a person is not wearing a visitor's badge and appears to be out of place, ask if you can assist in a polite, friendly and non-confrontational manner. Direct the visitor to the office to sign in. Escort the visitor to the office or contact the office to make sure the visitor has arrived to be signed in. Staff should avoid contact and notify the office if they do not feel comfortable approaching a person who is not wearing a visitor badge or staff I.D. badges. If the visitor refuses to sign in, he or she is now an intruder and suspicious person. An intruder is trespassing!*

Disruptive/Unruly Person

Definition: When a student, employee or visitor becomes unruly.

Alert Signal: Announcement—“**Lockdown! Locks, Lights, Out of Sight.**”

Teacher Response:

1. Notify the office of your situation by the best available means.
2. Instruct students to move away from the unruly individual or area.
3. Speak in a calm and firm voice.
4. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual; for example, take a position behind a desk or counter. Consider potential escape routes for yourself and staff in the event the individual becomes combative.
5. Visually scan the unruly individual for any signs that he or she may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify the office immediately and **Evacuate** all students to a safe area and follow **Lockdown** procedures.
6. Do not physically confront the individual unless you or a student are attacked or an attack appears imminent. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary.
7. Follow **Lockdown** procedures.

Civil Unrest

Definition: When a group of individuals become unruly and/or violent to the point of disruption.

Alert Signal: Announcement—“**Lockdown! Locks, Lights, Out of Sight.**”

Teacher Response:

1. If you become aware of the civil unrest situation, notify the office.
2. If you are in an area that is affected, attempt to move students to a secure area and implement a **Lockdown** as appropriate.
3. Speak in calm and clear tones and work to keep students calm. Do not engage any participants verbally or physically unless you are forced to do so to protect yourself or students in accordance with district policies.
4. Be prepared to implement **Evacuation** procedures or **Shelter** procedures if they become necessary.
5. If you are in a position to observe the participants, visually scan them for any signs they may have a weapon protruding from their clothing (such as a knife with a clip in pocket or the butt of a handgun in the waistband), notify an administrator or law enforcement immediately.

INTRUDER/SUSPICIOUS PERSON, DISRUPTIVE PERSON, CIVIL UNREST

Weapons Use/Armed Intruder

Definition: Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property.

Alert Signal: Announcement—“**Lockdown! Locks, Lights, Out of Sight**” or “**Evacuate! to location**” and be prepared for an off-site evacuation (as deemed appropriate).

Teacher Response:

1. If you witness a weapons use incident, call for a **Lockdown** and call 911. Notify administrator as rapidly as it is safely possible.
2. If you are outside, move immediately to assembly area and be prepared to **Evacuate** off-campus, if necessary.
3. Immediately clear students from hallway and bathrooms outside the classroom by moving them into your classroom.
4. Close your **locked doors** leading to hallways, commons areas and outside.
5. Move students to interior wall, turn off lights and pull shades on windows to limit visibility.
6. Barricade door, if possible.
7. Ignore bells and alarms unless otherwise instructed.
8. Allow no one in or out of classroom until a uniformed officer opens your door.
9. **REMAIN QUIET!**
10. If there is an **immediate threat** (shooter is entering YOUR classroom), tell students to “**Get Out**” to a place of safety.
11. When safe to do so, take attendance and report missing or extra students by text, email or phone to the office unless instructed differently.
12. If the weapon(s) has been dropped or discarded, secure the area where it is located. It is normally best not to attempt to handle it yourself. Notify the administrator or responding public safety personnel.
13. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
14. Remember that there may be hazards from blood or other bodily fluids at the scene.

Report of Weapon on Property

Definition: A weapons report protocol is based on any information or report that any person(s) on the property is in possession of a firearm, knife or other weapon.

Alert Signal: Announcement—“**Lockdown! Locks, Lights, Out of Sight.**”

Teacher Response:

1. Staff should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons. Remember that when an individual has one weapon, he or she may have additional weapons. In addition, persons with the weapons violator may also be armed.
2. Follow **Lockdown** procedures:
 - Immediately clear the hallway and bathrooms by your room moving everyone into the classroom. Close your locked classroom door. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door, if possible.
 - Gather students and visitors to an interior block wall to be out of sight and turn out lights.
 - Keep all persons away from the doors and windows to limit visibility.
 - Barricade door, if possible and pull window shades.
 - **REMAIN QUIET!**
 - Ignore all bells and alarms unless otherwise instructed.
 - Allow no one in or out of the classroom until a uniformed policeman opens your door.
 - *When safe to do so*, account for students and relay this information as instructed.

If a weapon is inadvertently located on the premises, staff members should move all students away from the weapon and should not attempt to pick up or handle the weapon.

Bomb Threats/Suspicious Packages

Definition: Threat that an explosive device has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device. Bomb checklists should be next to each phone.

Alert Signal: Announcement—“**Evacuation! to (location).** Visually scan all routes and the site,” or if the decision is made to remain in place and visually scan; “**Visually scan in place, then please report your status.**”

Teacher Response:

Visual scan and Evacuate procedures:

1. Visually scan area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials you have swept the area and no suspicious items were noticed.
3. **If any suspicious items are noted, they should not be disturbed.** Notify the administrator upon evacuation from the area.
4. Follow the **Evacuation** protocol to an assembly area at least 1000 ft. from building. Have students bring their book bags and other hand carry articles with them.
5. Prop or **leave doors open** as you go through them on your way out to your evacuation location.
6. **Do not turn lights off if they are on and do not turn lights on if they are off.**
7. Account for students. Hold up **Green Card** if students are all present. Hold up **Red Card** with names of missing students or extra students.
8. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Visually scan and remain in place procedures:

1. Scan your area of responsibility for any packages or items that could contain an explosive device (objects they do not recognize as normally being present or other suspicious items).
2. If no such items are noted use tape to make a slash (/) across the entrance door to the area to indicate to public safety officials that you have swept the area and no suspicious items were noted.
3. Take roll to account for all persons in your area of responsibility in case **Evacuation** is ordered at a later time.
4. **If any suspicious items are noted, they should not be disturbed.** Secure the area but do not guard it.
5. Direct all people in the area to follow you to the administrator’s office. Proceed with evacuees to the administrator’s office area and inform the administrator of his/her observations. Follow the administrator’s instructions.

Person receiving threat BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as, “I am sorry, I did not understand you. What did you say?” Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the **Bomb Threat** checklist.
- Call 911.

Person receiving WRITTEN threat:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or administrator.
- Call 911.

Search & Rescue Team:

Use a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms, work areas, foyers, offices, bathrooms, stairwells, unlocked closets, shrubbery, trashcans, computer rooms, gas valves, electric panels, and telephone panels. If suspicious item is found, report it to administrator/operations officer.

Hostage Situation

Definition: When one or more individuals use a weapon, the threat of a weapon, or the threat of violence to hold or move persons against their will.

Alert Signal: Announcement—“**Lockdown! Locks, Lights, Out of Sight.**” or “**Evacuate! to (location).**” Alert may be notification in person, if it is safe to do so.

Teacher Response:

If you are not among those taken hostage

- If you are outside, move students away from the building to the assembly area and be prepared to move off-site if necessary.
- Implement **Lockdown** or **Evacuation** as appropriate.
- If you have a safe means to do so, notify the administrator and call 911. Provide as much information as possible.
- Try to keep students calm and quiet.
- Follow directions given by the administrator and responding public safety officials.
- If you are instructed to follow **Lockdown** procedures, be prepared to **Evacuate** when instructed to do so by public safety officials. Public safety officials will enter your room/office area with a master key.

If you are among those taken hostage

- Do not attempt to negotiate with a hostage-taker.
- Do not make suggestions to a hostage-taker. You may be blamed for resulting problems.
- It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
- Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
- Try not to make any unexpected or sudden movements.
- Follow instructions given by responding public safety officials.
- Do not point out law enforcement officers if you become aware of their presence.
- If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
- Remember, most people who are taken hostage survive; and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.

Kidnapping/Missing Child

Definition: Indications are such that a student who should be at the facility has run away, is lost, or has been abducted.

Alert Signal: None, unless a “**Lockout! Secure the Perimeter,**” is deemed to be appropriate by the administrator. If there is any indication that an abduction may be about to occur, announce a “**Lockdown! Locks, Lights, Out of Sight.**”

Teacher Response:

1. If a **Lockout** is announced, follow **Lockout** procedures.
2. Immediately move students into the building.
3. Search your area of responsibility for the missing child(ren). Any potential hiding places should be searched, including crawl spaces, rest rooms, storage closets, cabinets and storage containers. Missing children have frequently been found hiding in these types of areas.
4. Advise the administrator of the results of the search as soon as it is completed.

Sexual Assault

Definition: Any crime of a sexual nature.

Teacher Response:

1. Notify administrator or staff member immediately of any reported sexual assault.
2. Attempt to dissuade the victim from washing, cleaning up or use of the rest room, if possible.
3. Attempt to provide the victim privacy.
4. Secure the crime scene.
5. Do not use the victim’s name on walkie-talkies or release the victim’s identity to anyone other than the administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects; and do not disturb any potential physical evidence.

FIRST AID & CPR/AED GUIDELINES

*Call Emergency Medical Services 911/Parent * Poison Control 1-800-222-1222 * Ask a Nurse 1-888-375-0279 (Employee Injury)*

CPR - CARDIOPULMONARY RESUSCITATION		
<p>Start compressions within 10 seconds of cardiac arrest. Push fast & push hard: 100/min with a depth of 2 inches for children/adults & 1 1/2 inches for infants. Allow complete chest recoil after each compression. Give affective breaths that make the chest rise. Think C-A-B:Compressions-Airway-Breathing</p>		
CHOKING	UNCONSCIOUS CHILD (Not Breathing)	UNCONSCIOUS ADULT (Not Breathing)
<p>If person cannot breathe, cough, talk, or is blue:</p> <ul style="list-style-type: none"> Give abdominal thrusts and continue until object is expelled. If person becomes unconscious, call 911. Perform CPR until response/EMS arrives 	<ul style="list-style-type: none"> CPR is needed: If you are alone, do a series of 5 sets of 30 compressions and 2 breaths, then call 911. Use an AED if available. Perform CPR until response/EMS arrives. 	<ul style="list-style-type: none"> Call 911, then perform CPR by doing 30 compressions & 2 breaths until an AED is available. Perform CPR until response/EMS arrives.
SHOCK	SIGNS OF A HEART ATTACK	STROKE
<p>If person feels weak, faint, dizzy, nauseous, thirsty, is pale or grayish, acts restless, agitated, or confused, is cold & clammy to touch:</p> <ul style="list-style-type: none"> Lie person on back. Cover with a blanket and call 911. Do not give anything to drink. Turn on side if nausea/vomiting. 	<p>If person has discomfort/pain in chest, arms, back, neck, jaw, shoulder, or abdomen, shortness of breath, cold sweat, nausea or lightheadedness:</p> <ul style="list-style-type: none"> Keep person calm as possible and resting. They should chew an aspirin if no stroke. Have someone call 911& be ready to do CPR/AED. 	<p>If sudden numbness, confusion, headache weakness of face/arm/leg, trouble speaking, seeing, walking, dizziness, loss of coordination:</p> <ul style="list-style-type: none"> Keep person calm as possible and resting. Note time started and call 911. Get person to hospital as soon as possible. Be ready to do CPR/AED if needed.
ASTHMA	DIABETIC SEVERE HYPOGLYCEMIA	
<p>If person is having the following symptoms: coughing, wheezing, difficulty breathing, chest tightness, shallow or fast breathing, retraction when breathing:</p> <ul style="list-style-type: none"> Quick relief medication(inhaler) needed If no relief & symptoms are getting more severe, call 911 and Parent. 	<p>If person is shaky, sweating, dizzy, anxious, hungry, extremely weak or fatigued, irritable, or has a fast heartbeat, or blurry vision:</p> <ul style="list-style-type: none"> Give quick acting sugar source of 15 Gm of carbohydrate: <ul style="list-style-type: none"> 3-4 glucose tablets, 4 oz of juice, 6 oz of regular soda, 3 tbsp glucose gel Wait 15 minutes -repeat sugar source if blood glucose if less than 80 or symptoms persist. If person loses consciousness, has a seizure or is not able to swallow: <ul style="list-style-type: none"> Administer glucagon if you have been trained. Have someone call 911 and Parent. 	
SMALL CUTS	LARGE, DEEP, GAPING CUTS	HEAVY BLEEDING
<ul style="list-style-type: none"> Rinse the cut with water. Use direct pressure with gauze or a clean cloth. Apply antibiotic ointment. Cover with a band-aid. Call the Parent to inform of actions taken. 	<ul style="list-style-type: none"> Apply direct pressure to the wound with gauze or a clean cloth until bleeding stops. Cover with a bandage. Call Parent and inform that an evaluation should be done by a Doctor for stitches. 	<ul style="list-style-type: none"> Have someone call 911 while you apply pressure with several pieces of gauze or a clean cloth. Add more gauze as needed. Wrap an elastic bandage firmly over the gauze and continue with direct pressure until the EMS arrives.
SCRAPES	SPLINTERS	PUNCTURE WOUNDS
<ul style="list-style-type: none"> Rinse with clean, running tap water for 5 minutes to remove dirt and germs. Apply antibiotic ointment. Apply a bandage that won't stick to the wound then call parent. 	<ul style="list-style-type: none"> Remove small splinters with tweezers or splinter-out tool. Wash and apply a bandage. If you cannot remove the splinter completely, inform parent of needed evaluation by Doctor. 	<ul style="list-style-type: none"> Do not remove large objects (such as a knife or stick) but dress the wound to reduce blood flow so long as it does not move the object or damage the tissue further. Call parent/911 for treatment by Doctor.
EYE INJURIES	NOSEBLEEDS	TEETH
<ul style="list-style-type: none"> If a chemical is splashed in the child's eye: flush gently with water for 15 minutes and call Poison Control or Doctor. If object is stuck in the child's eye call 911. Do not touch, rub, apply medicine or remove the object, but cover with a paper cup or eye shield until EMS arrives 	<ul style="list-style-type: none"> Person should be in a sitting position with head tilted slightly forward. They should apply firm pressure just past the nasal ridge on the nostrils for 10 minutes. Call the Parent. If bleeding continues, or is very heavy, and the Parent has not arrived, call 911. 	<p>If permanent teeth are knocked out or broken</p> <ul style="list-style-type: none"> Apply gauze to control the bleeding. Handle tooth by the top- not the root, and rinse tooth/fragments gently with cold water. Place in water or milk. Transport with child to dentist or with the EMS, ASAP.
FRACTURES & SPRAINS	FAINTING	SEIZURES
<p>If an injured area is painful, swollen, or deformed, or if motion causes pain, the person will need to see a Doctor via EMS or Parent.</p> <ul style="list-style-type: none"> Wrap in a towel or soft cloth. Use cardboard to make a splint to hold the arm or leg in place. Apply ice or a cold compress wrapped in thin cloth for not more than 20 minutes. If there is a break in the skin or you see the bone, cover area with a clean bandage. 	<p>A student may have an Emergency Care Plan for this condition at school.</p> <ul style="list-style-type: none"> Have person remain lying down until he/she feels normal. Look for injuries caused by the fall and treat them. If the person doesn't improve or stops responding, phone your phone 911/Parent Be prepared to do CPR/AED if needed. 	<p>A student may have an Emergency Care Plan for this condition at school.</p> <ul style="list-style-type: none"> Remove all objects out of the way. Make person as comfortable as possible. Do not put anything in the person's mouth. Loosen any tight clothing. Call 911 for a seizure over 5 minutes. <p>AFTER SEIZURE ENDS:</p> <ul style="list-style-type: none"> If they are not breathing or blue start CPR/AED. If person is vomiting turn to their side.
ELECTRICAL BURNS	GENERAL TREATMENT OF BURNS	
<ul style="list-style-type: none"> Make sure the scene is safe Get the First Aid Kit and AED. Call 911. Turn off the main power switch. Stay clear of the injured person as long as he/she is in contact with power source. When it is safe to touch the injured person be prepared to do CPR/AED. 	<p>IF BURN AREA IS SMALL:</p> <ul style="list-style-type: none"> Cool it immediately with cold, but not ice-water. Run cold water on the burn until it doesn't hurt. You may cover the burn with a dry, nonstick sterile or clean dressing. <p>IF THERE IS A FIRE OR A LARGE BURN:</p> <ul style="list-style-type: none"> Make sure the scene is safe and Call 911. If the person is on fire, put the fire out. Remove jewelry and clothing that is not stuck to the skin. Cover the person with a dry blanket. Check for signs of shock and be ready to do CPR/AED if needed. 	
HEAD INJURIES	HEAT EXHAUSTION/STROKE	ALLERGY - STINGING INSECTS
<ul style="list-style-type: none"> DO NOT MOVE a person who may have a serious head, neck and/or back injury. Call 911 for loss of consciousness or a seizure. Evaluation from a Doctor is needed if this person: <ul style="list-style-type: none"> Is drowsy or has difficulty being awakened Has a persistent headache or is vomiting, Is clumsy or unable to move a body part Has blood or fluid oozing from ears or nose Has abnormal speech or behavior. 	<p>HEAT EXHAUSTION: The person will have pale, moist, clammy skin, with pupils that are dilated, subnormal temperature.</p> <p>HEAT STROKE: This is a medical emergency! Call 911! They will have red, dry, hot skin, with pupils that are constricted and a high body temperature.</p> <ul style="list-style-type: none"> Move to a cooler location, loosen clothing. Cool with water spray or place damp cloth on neck, armpit and groin area. If they can drink provide juice, a sports drinks or water if the others are not available. Turn them on their side if there is nausea or vomiting. 	<p>A student may have an Allergy Emergency Care Plan for this condition at school.</p> <ul style="list-style-type: none"> Remove the stinger as soon as possible with a scraping motion using a firm item (like the edge of a credit card). Put a cold compress on bite to relieve pain. If the child has hives, nausea or vomiting, trouble breathing, fainting, or extreme swelling, call 911, or follow their medical plan. <p>Anaphylaxis Emergency Plan: Administer medication prescribed (Antihistamine/Benadryl and/or Epinephrine/EpiPen).</p>

