

School District Emergency Preparedness

Piute School District

June 2016

Why a Crisis Plan?

INTRODUCTION

In past years, random violence in schools across the country has forced Americans to ask the question, "Are my children safe at school?" There are some startling similarities and facts about the recent events that make a crisis plan essential for every school.

- Fifteen major school violence incidents resulting in fatalities have occurred since February 1996.
- Only two of the impacted communities had a population of more than 100,000; the average was about 52,500.
- All but one shooters were Caucasians, as were all but three of the victims.
- Eleven of the 15 incidents occurred in the final two months of the school year. The massacre at Columbine High School in Littleton, Colorado, occurred just 19 days before graduation.

After reviewing these and many other facts, Piute County School District (PCSD) has developed a crisis plan to help maintain a safe learning environment for the students and prepare for or prevent a crisis in our District.

Without an established emergency plan, Piute schools, students and personnel are vulnerable to potential crises. Now that the plan is being implemented, we encourage you to take advantage of it. Test the plan by participating in the training exercises. You'll find that the more prepared you are, the safer your children will be.

Key Stakeholders

In almost any significant emergency, we must focus on several key audiences, each of whom is directly affected and has a stake in the outcome of an incident. Our key stakeholders are described below.

Students are entrusted to the schools for their safety and well being, so their security is of highest importance. Of all the stakeholders in a crisis, it is generally students who are the most personally and emotionally involved.

Parents are naturally concerned with the safety of their children. Be helpful in allaying fears or concerns a parent may have. In the event of a crisis, every effort should be made to keep parents updated on the situation.

Faculty/Staff members sometimes blame themselves for a tragedy. It is common to ask, "What could I have done?"

- Realize that your feelings are normal reactions to an abnormal situation.
- As individuals, we all respond differently.
- We move at our own pace through stages of loss and healing.

Administrators are under great pressure to see the situation resolved appropriately. Although generally the ones responsible to make key decisions during emergencies, they require cooperation and full support from staff and faculty, as well as from other administrators.

The Board of Education will be receiving numerous telephone calls from concerned parents, community leaders and the media. It is important that they are informed of the situation and supportive of the school district.

Utah Office of Education will need information regarding the incident. It is important to provide them with the confirmed facts.

Neighbors living near a school are often directly affected by emergencies. In the case of fires, explosions, hostage situation, chemical spills or leaks, or hostile intruders, they may also be at risk. In the event of widespread media coverage, they may be bombarded with questions about the situation and their opinion about the school's safety and security performance.

News Media will arrive at the scene within minutes of an incident. Their job is not always pleasant, but they are professionals with an important job to do. It is generally in the district's best interest to cooperate fully with reporters whenever possible, though the situation may require centralizing the PCSD responses.

Goals

Crisis Management Operating Principles

In an emergency situation, we will be judged on the things we do well by key stakeholders. Just as important, our "customers" will be watching to see how we deal with adversity. The following operating principles should guide our efforts in major (and minor) incidents:

- Our first priority is to ensure the safety of our district's students, faculty, staff, administrators and volunteers in any emergency situation.
- We will improve our ability to forecast potentially volatile situations through improved attention to danger signs involving our students.
- We will cooperate fully with public safety officials and other crucial stakeholders to achieve a safe outcome in any emergency affecting PCSD.
- We will focus on solutions, not on placing blame.
- We will conduct ourselves in a professional, compassionate and thoughtful manner throughout an emergency.
- We will use effective training techniques to help prepare faculty, staff and administrators for pertinent and predictable contingencies.
- We will learn from all incidents occurring in our district and in others around the state and region. Our processes will be upgraded accordingly.

Crisis Management Goals

Our overall goal is to prevent or reduce the possibility of accidents or tragedies through effective crisis management. To achieve this, we must:

- Help PCSD maintain a stable and productive learning environment in the event of a crisis
- Help school personnel prevent unnecessary confusion and turmoil
- Reduce disruptions within our schools during times of high stress
- Facilitate the return to a normal school routine as quickly as possible following an emergency situation and minimize liability to the school district

EMERGENCY OPERATIONS PLAN

School _____ Date _____

Principal _____ Phone _____

District/School Safety Committee

Personnel: (Each school determines the number of people to be on the committee. Include a variety of people: administration, faculty, custodian, and PTA)

1. _____ Position: _____
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. _____ Position: _____
6. _____ Position: _____

Responsibilities

The Safety Committee functions continuously throughout the school year to develop safety and emergency policies, ensures that proper safety procedures are observed and hazard mitigation strategies at the school are implemented. They annually review and update the school plan.

Equipment/Supplies

School Crisis Team

Personnel: Include principal, counselor, secretary, custodian, teacher and police officer.

1. _____ Position: _____
2. _____ Position: _____
3. _____ Position: _____

- 4. _____ Position: _____
- 5. _____ Position: _____
- 6. _____ Position: _____

Responsibilities

- Assesses the need for crisis intervention services as a result of a particular crisis situation
- Initiates the schools Emergency Operations Plan
- Works with Community Crisis Team
- Provides direct intervention services to faculty, staff and students
- Develops useful recreational and educational activities that can be used to maintain order

Command Post-Main Office

- 1. _____ Principal: _____
- 2. _____ Position: _____
- 3. _____ Position: _____
- 4. _____ Position: _____
- 5. _____ Position: _____
- 6. _____ Position: _____

Responsibilities

Others:

Responsibilities

- 1. Directs evacuation of the building according to type of emergency
- 2. Accounts for the presence of all students and staff
- 3. Implements and coordinates emergency operations
- 4. Coordinates emergency activities with public safety officials
- 5. Prepares reports for superintendent

Secondary location _____

Develop an evacuation plan

In the event of a natural or man-made disaster, it is important to have a planned evacuation route to a site such as another school, church, or large park area.

Your evacuation plan should include the walking or driving route and the location of the evacuation site so that the public can be notified where children can be reunited with their parents. If possible, avoid overpasses on your walking route. The school evacuation plan is as follows: (Contact police or fire department for assistance)

DEALING WITH THE NEWS MEDIA

Key Steps in Working with the News Media

1. _____ is designated by the district to handle media queries and relationships in any significant incident. The back-up media spokesperson is _____. It is essential that this chain of command be intact so that the district can be consistent and accurate in the information released to the media.
2. If an incident draws more than 6-8 reporters, the district will need a media-briefing center. Depending on circumstances, the center may move around. For example:

The primary location is the **District office**, the **back-up location** is:

Media Briefing Center Criteria

- **TELL THE TRUTH.** Be open and honest, but remember that you don't have to volunteer everything you know.
- **NEVER SPECULATE.** Say, "I really can't speculate. Let's stick to what we know." Only state that which has been confirmed, e.g., "This is what we can confirm at this time..."
- **NEVER SAY, "NO COMMENT."** Most people interpret this to mean that you are guilty or that you have done something wrong.
- **SPEAK CLEARLY.** Don't use educational jargon.
- **BE COURTEOUS.** Try to remain calm and be pleasant, especially when the reporter is pressing for much more information than you can provide or confirm at that time. Remember, the reporter is someone just like you with a job to do.
- **BE PREPARED.** Anticipate questions; write notes about the incident; have your answers ready. If you don't know an answer, it is best to say, "I don't know, but I will find out and get back to you."
- **BE QUICK.** Remember that reporters are on deadline. Let the media know that you will provide the information as soon as you have it.
- **RESPOND TO QUESTIONS WITH SHORT, DIRECT ANSWERS.** This will help you stay in control of the interview.
- **DEMONSTRATE COMPASSION AND SENSITIVITY.** Be sensitive in situations where there are fatalities or serious injuries. Do not speculate or address hypothetical questions.
- **DO NOT TRY TO ASSESS BLAME.** This is a natural line of questioning, but the details of an incident will take days to sort out.

MEDIA LOG

Every media call should be logged with a summary of the reporter's questions. Subsequent statements will include updated information so it is important to put the date and time on all statements to be sure all parties are working with the most recent information.

Date _____ Reporter: _____

Representing: _____

Phone No.: _____ Questions: _____

Time _____ Fax No.: _____

Answers promised by (time): _____

LEGAL ISSUES

- In sensitive situations such as suicide, make sure that the family of the deceased approves all information that is given to the media about the child.
- The district will not release any medical information that has not been already released by the medical examiner, appropriate police officials or local hospital authorities.
- No district employees should discuss fault or place blame on anyone or anything for the incident.

Law Enforcement on your campus

The Piute County Sheriff's Department was an early and steady participant in development of this plan. District administrators have the right to search lockers, book bags, etc. if they reasonably believe there is a danger to students and staff. Police have the right to search if they have probable cause. The police officer(s) will make that determination.

Individual schools should consider several steps for effective cooperation with the police:

- **EMERGENCY PLANS.** Design emergency plans with assistance from the police department; include planning for major life-threatening events such as shootings, bomb threats or natural disasters.
- **TRAINING.** Train school staff in recognizing when police intervention is required.
- **CRIME SCENE.** Only authorized law enforcement and fire department personnel will be allowed to enter the crime scene. It is important that no one else try to enter the crime scene or interfere with the investigation. If police or fire department needs a school official, they will arrange for access to the crime scene.
- **EVIDENCE.** It is essential that nobody be allowed to touch any evidence.

COUNSELING/SUPPORT

Counseling services will be available as soon as possible after an incident. Both short-term and long-term counseling may be appropriate to help individuals adjust after a crisis.

In the event of a crisis, each school should designate both a group counseling site and an individual counseling site. Assuming the situation is under control, these counseling sites should be located somewhere in the school. These locations are listed below.

School group-counseling site will be located: _____

Individual school-counseling site will be located: _____

School personnel should decide how they will refer students to the counseling sites in order to prevent students from trying to get out of class for the sake of getting out of class or wandering in

the halls. Some examples of student referrals are requiring the teacher to send a note to the office or giving the student a special pass to leave the classroom.

District Arrangements

If the principal decides the crisis is beyond the resources of the school team, the district counseling team will be called in. The district team consists of local professionals who have volunteered their services in the event of a crisis.

It is important to note that the district team is not called in to “take over” the situation but to provide support to students, parents, faculty and staff. **The principal is still in control.**

PRE-CRISIS/DISASTER RESPONSIBILITIES & CHECKLIST

Superintendent will:

- _____ Be knowledgeable about responsibilities for disaster preparedness.
- _____ Organize a chain of command for the district office.
- _____ Order a site and building hazard survey that would include recommendations on how to determine the safety of buildings after a disaster. Update hazard survey when necessary.
- _____ See that principals and staff are trained to determine safety of buildings **after a disaster**.
- _____ Require all staff to annually review disaster procedures and check preparations for their own offices or classrooms.
- _____ See that all schools carry out drills and disaster education programs for both students and staff.
- _____ Recommend that all teachers receive first aid training.
- _____ Encourage all staff to prepare family disaster plans.
- _____ Make sure police and fire departments have a copy of the district's Emergency Preparedness Plan including Emergency Operations Plans from each school.
- _____ Keep parents informed of district policies and plans relating to disasters.

Principals will:

- _____ Organize a school Crisis Team and Safety Committee.
- _____ Chair or designate a chair for the school's Crisis Team and Safety Committee.
- _____ Organize and assign school faculty and staff responsibilities outlined in the Emergency Operations Plan.
- _____ Be familiar with the disaster procedures outlined in the district's Emergency Plan and in their school's Emergency Operations Plan.
- _____ Provide the district office with a copy of their school's Emergency Operations Plan.
- _____ See that each member of the faculty and staff has a copy of the Emergency Operations Plan and understands his/her responsibilities.
- _____ Annually review and update their school's Emergency Operations Plan.
- _____ Inform parents about emergency procedures.
- _____ Set up procedures to protect essential records.
- _____ Care for and monitor all warning systems to keep them functional.
- _____ Order, participate in, and monitor all drills.
- _____ Encourage teachers and staff to be trained in first aid.
- _____ See that teachers and staff know alternate routes from each classroom and office to the emergency assembly area.
- _____ Plan for traffic control during a disaster and designate a lead and backup personnel who can direct traffic until police arrive.
- _____ Receive from each teacher an annual hazard survey report on classroom conditions; take necessary actions to correct hazards.

Teachers will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Participate in emergency preparedness in-service training and school drills.
- _____ Integrate emergency preparedness data into regular learning instruction.
- _____ Receive first aid training.
- _____ Provide ongoing leadership training and activities which encourage student confidence in their abilities to care for themselves and be of help to others during an emergency.
- _____ Be prepared to assist students and staff who have disabilities. Teach students to assist with and know how to use the chair carry. **(Use only when directed by the teacher.)**
- _____ Know of special medical needs or medication required by their students.
- _____ At the beginning of each school year, check the emergency classroom backpack. Submit list of needed supplies to the principal. Add new class roster, replace water, add current student release forms, and any necessary emergency medications for students.
- _____ Develop a disaster plan for their families.
- _____ Conduct an annual hazard survey of their classroom and report findings to the principal.

Custodians will:

- _____ Participate on their district/school's Safety Team.
- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Participate in emergency preparedness in-service training and school drills.
- _____ Develop a disaster plan for their families.
- _____ Receive first aid training.
- _____ Report structural defects and safety hazards to the principal.
- _____ Assume responsibility for the inspection and maintenance of fire-fighting equipment. Annually have the fire extinguishers recharged.
- _____ Identify on a school map the location of shutoff valves and switches for gas, water and electricity. Inform faculty and staff where the shutoff valves are and how to shut them off.
- _____ Maintain an inventory of tools and equipment.
- _____ Advise the school Safety Committee of hazardous and protected areas of the school, available emergency equipment, supplies and alternate power sources.
- _____ If school has a generator, check monthly the diesel fuel in the generator. Annually rotate the fuel.
- _____ Maintain adequate toiletry supplies for emergency use.
- _____ Check exits daily to make sure they are clear and that doors function properly. All exits should be unlocked, obvious, maintained and clear of obstructions.

Secretaries will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Be familiar with the district's emergency plan.
- _____ Develop a disaster plan for their families.
- _____ Maintain an emergency backpack to be taken to the command post during an emergency or drill. Annually check supplies, especially batteries. (See supplies section.)
- _____ Maintain supply of first aid equipment.
- _____ Know how to monitor telephone lines in order to keep them free during an emergency.

Food Service Personnel will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Keep a current list of food supplies on hand.
- _____ Maintain the facilities and equipment for the preparation and distribution of food and water.

GENERAL RESPONSIBILITIES DURING AND FOLLOWING A CRISIS/DISASTER

Superintendent will:

- Check status of the schools, the district office and the buses.
- Evacuate the district office, if necessary, and set up a command post.
- Confer with police, fire, and city officials regarding the situation at the school(s) and in the community.
- Assemble the Community Crisis Team if necessary.
- Determine a plan for continuing school following a crisis.
- Notify the principal(s) and radio station so that parents are informed of the situation at the school(s) and of what the school plans are.
- Set up a media briefing room and assist the principal(s) with the media.
- Release principal(s) when all the students and teachers have been released.
- Debrief with all involved (principal, crisis teams, etc.).
- Make necessary adjustments to crisis plan.

Principal will:

- Call 911 first then the district office.
- If necessary, initiate the Emergency Operations Plan. Set up a command post.
- Assemble the school crisis team and district crisis team if needed.
- Be visible, available and supportive.
- Dispel rumors by giving everyone the facts.
- Appoint guards to see that no unauthorized person goes back into the building(s) or into the area until it is safe.
- Adjust the bell schedule to ensure safety.
- Post traffic control to keep parking lot free for emergency vehicles.
- Receive information from teachers of students' conditions and first aid needs.
- Assess the school's situation and inform the district office.
- See that parents and guardians are notified as soon as possible of any serious injury to students; if necessary, send injured students to emergency centers.
- Release students according to the district office's directive.
- Release teachers.
- Conduct a faculty meeting.
- Chair parent meetings.
- Debrief with the crisis team and evaluate the school's crisis management actions.
- Continue intervention and follow-up or terminate crisis management services.
- Document decisions.
- Contact family/families of deceased.
- Provide updated information to all concerned.
- If necessary, revise the school's crisis plan.

School Crisis Team will:

- Arrange for counseling rooms.
- Triage students to individual or group counseling.
- Check on all students identified as vulnerable or deeply affected.
- Provide individual counseling.
- Facilitate support groups.
- Visit classrooms.
- Meet teachers informally and in groups.
- Make home visits, deliver sympathy cards or donations.
- Attend the funeral(s) or memorial(s).
- Monitor student's adjustment.
- Coordinate re-entry plans for hospitalized students.

- Provide follow-up support or counseling.
- Consult with a resource person regarding cultural differences.
- Debrief with principal, teacher, etc.

Teachers will:

- Remain with their class/group or report to the emergency assembly area if they do not have a class group.
- Teachers are in charge of all first aid for their students in their class group until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by a teacher; children with minor injuries are to be cared for after evacuation.
- When evacuating classrooms, take the emergency kit and class roster.
- Check with buddy teacher and nearby classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.
- Take roll when assembled outside. Send notice to the command post immediately of any student who is not with the class group, noting possible whereabouts, i.e., library, absent from school, etc. Take roll periodically throughout the crisis period.
- Assist with emergency operations plan as assigned.
- Note on class roster in emergency kit the name of anyone who, for any reason, leaves the class group to go to the first aid center, home or home of authorized person.
- Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions. Talking it out is absolutely essential in psychological adjustment to the disaster.
- Provide accurate information to the students. Dispel rumors.
- As the time period extends, reassure students. Fill in the time with games, songs, stories, exercise, and rest periods.
- Report to the principal when all students have been released.
- Identify students who need counseling.
- Set aside curriculum as needed.
- Discuss funeral procedures including customs and etiquette.
- Participate in debriefing.

Nurse will (if at the school):

- Assist the injured.
- Help set up and staff the first aid center.
- Brief emergency personnel upon arrival and indicate which students are most seriously injured.
- Arrange for someone to travel with students to the hospital.
- Complete a referral form to accompany any injured students to be moved.
- Participate in debriefing.

Secretarial Staff will:

- Assist principal with fact sheets, letters, phone calls and any other needs.
- Assist in setting up the emergency operations plan.
- Monitor radio emergency broadcasts.
- Participate in debriefing.

Custodians will:

- Check water, gas and electricity; turn off utilities and intake valve on the water heater if needed.
- Assist in setting up the emergency operations plan.
- Assist in any fire fighting or recovery activities.
- Assist the principal in establishing controls to prevent the use of contaminated water.
- Help set up emergency sanitation facilities if needed.
- Participate in debriefing.

Food Services Staff will:

- Oversee conservation and distribution of food.
- Assist outside agencies (i.e. American Red Cross).

Throughout this plan, all key persons have been designated by role. It is assumed that each of these persons will have one or two people trained to carryout their responsibilities in their place if necessary.

LOCK DOWN PROCEDURES

Each school crisis and safety team will develop a school wide lock down plan that maximizes the safety and wellbeing of students and staff. These plans will include scenarios that involve whole school down to the individual classroom levels. These plans will have staff members assigned appropriately to facilitate the school plan.

Lock Down Criteria

All staff members have the authority to initiate a lockdown when there is a potential threat to safety and welfare of students and staff. Before initiating a lock down, determine if the safest location for the students and staff is within the school and that they may be in danger if a lock down is NOT put into effect. The following lock down procedures may be followed.

Perimeter Lock Down

Perimeter lockdown indicates a potential threat to safety and welfare of students and staff from danger OUTSIDE of the building. (Examples – chemical spill, truck/train accident, gas line break, toxic fumes, dangerous person in the neighborhood.)

Classroom Lock Down

Classroom lockdown indicates a potential threat to safety and welfare of students and staff from danger INSIDE the building. Staff members should clear the halls and lock room to prevent students from entering hallway or school grounds. Lesson continues in classroom. Staff members mentally prepare in case of an escalation in the situation.

Active Threat

Active threat is defined as an immediate and pervasive situation that is actively happening that threatens the safety and welfare of students and staff. When a situation rises to the level of active threat, it becomes imperative that staff members do whatever is within their power to create a barrier of time and space between the students and the active threat.

Staff members are encouraged to implement their plan once active threat is known, do everything possible to Run, Hide, Fight. If possible, evacuate the building and meet at the evacuation site.

BOMB THREAT

The bomb threat section deals primarily with incidents involving bomb threat—both credible and hoaxes— explosions, protective measures, lock down and evacuation. This section is based on the assumption that the FBI criteria be used as a decision model for accessing the validity of bomb threats.

Prevention

1. The school's faculty and staff will maintain an awareness of the contents of their rooms or offices. Any suspicious containers or changes should be reported immediately to the principal.
2. Teachers will lock their rooms whenever they are not in use.
3. Cabinets and closets should be locked when not in use.
4. Custodians should lock each room after cleaning it.
5. During evening occupancy of the building, the public will be limited to those areas set aside for their use.
6. Supply areas, boiler rooms and fan rooms shall be kept locked and secure at all times.
7. All people entering the building who are neither staff nor students must check in at the main office to obtain a visitor's pass before going anywhere else in the building.
8. Have a complete set of keys kept in a secure location in the office and readily available at all times.

Reporting

ALL BOMB THREATS SHOULD BE TAKEN SERIOUSLY!

(False threats are sometimes used to throw people off guard.)

1. The person receiving the threat should remain calm and write down the message as accurately as possible. Use the bomb threat checklist, asking all the questions in a relaxed manner. It is recommended to place a recording device on the published phone line. This will assist in effective analysis of the threat received.
2. As soon as the threat has been received, notify the principal and call 911.
3. The person who received the threat will then go to the main office and start evaluation of the bomb threat before the authorities arrive.

The FBI offers the following guidelines

IF FOUR OF THE SIX ARE PRESENT, EVACUATION IS RECOMMENDED:

1. News media or police receives the threat.
2. The caller appears to be an adult.
3. A time element for the explosion is given.
4. The location of the bomb is given.
5. A warning to evacuate to avoid injury is given.
6. A cause or reason for the bombing is stated.

Credible Bomb Threat

District Office will:

1. Be available for consultation with the bomb threat assessment team.
2. Insure the release of appropriate information by having only the designated spokesperson release information to the news media and other seeking information. The district's media spokesperson will set up a media briefing room at the district office.
3. Assemble the Community Crisis Team.

Principal (as leader of the Bomb Threat Assessment Team) will:

(The Bomb Threat Assessment Team may consist of the principal or designee, assistant or facilitator, and custodian. The team should have a least 2 or 3 members.)

1. Consult with the Bomb Threat Assessment Team to determine if students should:
 - a. Take no action, continue normal daily activities.
 - b. Conduct a quiet search of the public areas, without causing alarm.
 - c. Be placed under lock down

General lock down:

- a. Teachers gather students into classrooms and class activities continue.
- b. The doors are secured and no one enters or exits until an "all clear" announcement is given.

Partial lock down/partial evacuation:

- a. Students in immediate area of possible device are evacuated and the rest of the school is locked down.
- b. Evacuation
- c. Evacuate to the Emergency Assembly Area (EAA).
- d. Evacuation may include just the area or building threatened or the entire school campus.
- e. Evacuate to another location.
- f. Release students according to policy.

Return to the building

2. Call 911 to notify the police. Notify the district office
3. Consult with the district office and police bomb squad as needed.
4. Consult with the district office, the bomb squad personnel, and the bomb threat assessment team about evacuating. The threat assessment should not be delayed by waiting for consultation with police.
5. If the decision is to **evacuate**:
 1. Check evacuation routes for unusual packages (possible explosive devices) to make sure that the evacuation route are safe before any announcement is given.
 2. Announce to teachers and staff that a bomb threat has been received and to look for any unfamiliar objects as they evacuate the building. Tell them not to touch anything unfamiliar and report any such object to the office. Sound the fire alarm to evacuate the building.
6. If it is determined that the threat **is real** and that the **building should not be evacuated** because the evacuation route is dangerous or the threat is to part, but not the entire building:
 1. Inform the faculty, staff and students to initiate a school lock down.
 2. Announce for all mobile phones to be turned off.
 3. Not allow people in the halls except as authorized by the principal, district personnel or law enforcement personnel.
 4. With the custodial staff, in groups of two, search out the public areas of the building for the possible location of any device.
 5. After a careful search of the building, if no device is found, school will continue as usual.

If a device is found:

1. It is important to check the safety of the outdoor assembly area. Faculty or staff members may be assigned the responsibility to position themselves at exits to look for problems and to help students back into the building if necessary.

2. Due to the risk of secondary devices, the evacuation routes must be checked before evacuating. If a suspicious item is found, an alternative route must be used. An alternate assembly area may be needed if the primary location is unsafe.
3. Mobile phones transmit radio waves that can potentially set off explosive devices. It is safe to use PA systems for announcements. During an emergency it is imperative to keep phone lines open for emergency needs.
4. Isolate and guard the area.
5. Assign a faculty or staff member to check the assembly area.
6. If safe, evacuate to the assembly area at least 500 feet from the building.
7. Announce for all mobile phones to be turned off.
8. Re-enter the building only after being advised to do so by the police.

Teachers will:

1. Remember the safety of the students is the first and greatest priority.
2. Instruct students to sit at their desks and not move around the classroom.
3. Search room for any unfamiliar object. Visually look but **do not touch**. Report findings to the principal following the search.
4. Continue class activities as much as possible under lock down.
5. If protective measures are necessary, instruct students to drop, cover and hold.
6. No one should leave the classroom until an "all-clear" announcement is given.
 1. Keeping the students in their seats will help the teacher maintain control and reduce the risk of students touching hazardous objects or leaving the classroom.
 2. Think if anyone has brought an unfamiliar object, parcel or project into the classroom. Take a quick glance around the room. **Do not touch** any unfamiliar objects; do not open drawers or cabinet doors. If you see an unfamiliar object, make sure that the students do not get near it and move them to another location.
 3. Statistics have shown that over 95% of all bomb threats are false. Based on this and the assessment that classrooms provide protection in case an explosion occurs in the hallways or public areas, the students are safe sitting in their seats and classroom activities can continue within these confinements.

Other faculty and staff will:

1. Under the direction of the principal or next in command, set up two-person search teams to search assigned areas in the building.
2. Immediately proceed to the nearest room, checking the area first for any dangers, and follow lock down procedures.
3. Turn off mobile phones and radios. Regular telephones should be for emergency use only to avoid tying up phone lines.
4. Conduct a visual search of their office or classroom for any unfamiliar objects. Visually look but **do not touch**.
5. Take protective cover (drop, cover and hold) if necessary.
6. Stay in lock down until an "all-clear" announcement is made by the principal or police.
 1. Principal will assign teams to visually search areas they are most familiar with.
 2. Mobile phones and portable radios transmit radio waves can potentially set off explosive devices.
 3. All areas in the school should be visually searched. Do not touch any unfamiliar objects; do not open drawers or cabinets.

Protective Action

The degree of protective cover depends upon the situation. In most cases, a general lock down is advisable rather than evacuating the staff and students into areas of potential danger. The following protective cover is advisable for the following situations:

Credible bomb threat: A general lock down should be announced. Teachers should gather students into the classroom and instruct them to sit in their seats until an “all-clear” announcement is given. Students should not leave the classroom for any reason and regular classroom activities continue.

Explosive device found in hallways, cafeteria, etc. Students in the immediate area should be evacuated and the rest of the school put under lock down. The type of device and location will determine which other areas of the school are in danger and if they should be evacuated. Students and staff located in unsafe areas may consider evacuation through windows.

Notification of a Bomb Threat and Order to Evacuate

Teachers will:

1. Quickly check classrooms while evacuating for any unfamiliar objects, parcels, etc. Report any unfamiliar objects immediately to the principal. **Do not touch** an unfamiliar object. Take the classroom emergency kit to the assembly area.
2. Let students take the personal items they have with them—backpacks, coats, etc. They may not get items from coat racks or lockers.
3. Leave the door open after exiting the room if possible.
4. Check with buddy teacher while evacuating.
5. Check evacuation route for unfamiliar objects.
6. Have students go to the assembly area and account for all students. Report to the command post if all students were evacuated or if any are missing.
7. Reassure and calm students.

Staff will:

1. Check their offices and immediate locations of responsibility. Any unfamiliar object should be reported to the principal. **Do not touch** any unfamiliar object.
2. Custodians will check their work areas such as the boiler room, fan rooms, roof, tunnels, and around the outside of the building.
3. Lunchroom personnel will quickly check their own offices, kitchen, and food storage area and then evacuate the building.
4. Secretaries will check the office area for unfamiliar objects, secure the cash, and take release forms to assembly area.
5. Leave doors and windows open to reduce effects of an explosion.
6. Look for unfamiliar objects along evacuation route.
7. Report to the assembly area and assume responsibilities given in the Emergency Operations Plan as directed by the principal.

Unknown Object Found in the School

Person finding the object will:

1. **Not get near or touch the object.**
2. Assign someone to notify the principal and call 911.
3. Ask others in the vicinity if they know whom the object belong to.

4. Evacuate everyone immediately from the adjacent area.
5. Consider safety of students in nearby classrooms. If in danger evacuate through the safest route, hallway or windows. If there is no safe evacuation route, order lock down with protective action, keeping students away from the area of potential danger. Students may drop, cover and hold behind sturdy walls or structures and barricade themselves as much as possible.
6. Call the district office, about the situation.
7. Secure the area by assigning someone to keep others away.
 1. Consult with bomb experts on the safety of students in nearby classrooms.
 2. Cordon off both ends of the hallway where the object was found. Faculty and/or staff securing the hallway need be at a safe distance and take cover around corners.

Explosion – Bomb goes off:

1. Everyone immediately take protective cover behind solid structures, walls, etc.
2. Check for injuries and administer first aid.
3. Stay in place until instructed to evacuate.

Caller was: (Circle answers) **Caller’s voice:**

Loud, Deep, Slow, Fast, Crying, Laughter, Profane, Obscene, Incoherent, Emotional,\)

Caller’s accent:

Local, Latino, Foreign

Background sounds:

Male, Persistent Distinct Stutter, Calm, Irrational Laughing, Asian, Machines, Street noises,

Other:

Female, Raspy, Distorted, Slurred, Rational, Foreign, Animal, Long distance, Adult, Soft, Nasal, Angry, Coherent

Other:

Planes, Local distance, Juvenile, Lisp, Angry, Emotional, Deliberate, Machinery Local

Bomb Threat Checklist Questions to ask:

1. When is the bomb going to explode?

2. Where is the bomb?

3. What does it look like?

4. What will cause it to go off?

5. Did you place the bomb?

6. Why?

7. What is your address?

8. What is your name?

Exact wording of the threat:

Number at which call was received: _____ **Time:** _____ **Date:** _____

Factory PA System, Voices, Music, Motor, Office equip.

Name of person taking the call: _____ **Position:** _____

CHEMICALS AND HAZARDOUS MATERIALS SPILLS

Accident in the school:

All chemicals in the building are to be identified and securely stored in case of an earthquake. (See Part B Earthquake Section) Information on the type and location of the chemicals should be specified on a school map, filed in this binder and updated as changes are made. All personnel using the chemicals are to be trained in their proper use.

Principal will:

1. Be aware of the chemicals stored and used at the school.
2. If a spill occurs, gather pertinent information and call 911.
3. Notify the district office, evaluate the danger of the spill and determine the safest action to take.
4. Remain in the building under "IN-PLACE SHELTERING."
4. Await instructions from the fire department.
5. If necessary to evacuate, alert the school population using the PA system. Once evacuated, set up the Emergency Operations Plan.

In-place sheltering procedure

1. Close all external doors and windows.
2. Turn off heaters, air conditioners, and close all vents.
3. Seal gaps around windows and vents with duct tape.
4. Don't operate electrical equipment off switches.
5. Observe all students and staff members for signs of adverse reactions or illness.
6. Maintain communication with the district office and emergency services.
7. Remain in place until an "all-clear" announcement is given by the fire department.

Teachers and staff will:

1. Keep students calm.
2. Follow instructions from the principal.

3. If ordered to evacuate, take the classroom emergency kit and, if winter, have students take their coats to the assembly area. Check buddy teacher while evacuating. Account for all students and send a student runner to the principal's command post to report on the status of the students.
4. Assume responsibilities in the Emergency Operations Plan as directed by the principal.
5. Help implement in-place sheltering if needed.

Accident outside of the school:

Schools may be affected by an accident involving a hazardous material carrier. Warning of a hazardous material incident is usually received from the fire department, police department or emergency management agency official.

District Office will:

1. Consult with authorities and the principal to determine the need for evacuating the school population or initiating in-place sheltering.
2. Advise the principal on early or late dismissal.
3. Set up a media briefing room at the district office.
4. Assemble Community Crisis Team if necessary.

Principal will:

1. Alert the school population using the PA system to:
 - a. Evacuate the building to an alternate location. Move cross wind, never directly with or against the wind that may be carrying fumes.
 - b. Set up in-place sheltering.
2. If necessary to evacuate, set up the Emergency Operations Plan as needed.
3. Keep school population away from the school until the fire department declares the area to be safe.
4. Consult with the district office, about early or late dismissal.

Teachers and staff will:

1. Keep students calm.
2. Follow instructions from the principal.
3. If ordered to evacuate, take the classroom emergency kit and, if winter, have students take their coats to the assembly area. Check buddy teacher while evacuating. Send student runner to principal's command post to report if all students were evacuated.
4. Assume responsibilities in the Emergency Operations Plan as directed by the principal.
5. Help implement in-place sheltering if needed.

EARTHQUAKE

Schools that are ready for an earthquake will be better prepared for other emergencies. Since earthquakes affect the entire community, emergency services may not be readily available to a school. School personnel may need to rely on their own resources and preparedness efforts to care for their students for several hours.

District will:

1. Develop an earthquake plan for the employees at the district office.
2. Set up a command post at the district office.

3. Communicate with each school on their status following an earthquake.
4. Consult with principals on possible busing needs.
5. Set up a media briefing room at the district office.
6. Assemble Community Crisis Team.

Principal will:

Depending on the magnitude of an earthquake and the amount of damage, there may be limited or no communication with the district office or emergency personnel. The principal may have to rely on his/her own judgment to ensure the safety of the students, faculty and staff.

1. Hold one earthquake drill each year. Encourage faculty and staff to have family preparedness plans.
2. Mitigate and minimize non-structural
3. Encourage teachers to train students in earthquake safety. Take protective cover during an earthquake.
4. Following an earthquake set up command post at the Emergency Assembly Area (EAA).
5. Initiated the Emergency Operations Plan as needed.
6. If possible, inform the district office, on the status of the school and its population.
7. If possible, consult with the district office on possible early release.
8. Debrief with the school crisis team.

Teachers will:

1. Develop a family plan.
2. Instruct and train students to be earthquake safe. Identify classroom hazards with the students; reduce the hazards that can be made without outside help, report hazards that are left to the principal.
3. When an earthquake occurs, tell the students to “drop, cover and hold”.
4. When the shaking stops, check the students for injuries.
5. Quickly check to see if exit is clear before evacuating.
6. Take classroom kit to the Emergency Assembly Area (EAA).
7. Check with buddy teacher.
8. Initiate the Emergency Operations Plan.

Custodians & Staff will:

1. Take protective cover during an earthquake.
2. Custodian will turn off utilities only if necessary. For example: gas, if you smell gas; water if there are broken pipes. Notify utility companies of any shut offs.
3. Evacuate to the Emergency Assembly Area and report to the command post.

Earthquake

Guidelines for teachers:

1. Inform students that all emergency procedures are developed to avoid confusion, prevent injury and save lives in case of a disaster.
2. Discuss with students the realities of an earthquake.
3. Instruct students on how to “drop, cover and hold” and about other protective positions.
4. Let students assist in identifying and reducing nonstructural hazards.
5. Discuss with students places that are safe or unsafe in an earthquake.
6. Encourage students to earthquake-proof their homes.
7. Help students know and use the safest and most direct routes to and from school.

8. Encourage students to learn first aid.
9. Encourage students to know the persons designated by their parents on the release forms to care for them.
10. Discuss with students their responsibilities in the event of any emergency.

Drop, Cover and Hold Earthquake Drill Procedures

1. **Students response to an earthquake drill if inside the classroom**
 1. Upon command, drop under a desk, chair, table, etc., with one handhold on a piece of the furniture and cover head with other hand.
 2. Keep body under or below the furniture.
 3. Turn away from windows.
 4. Upon instructions from the teacher, check each other and evacuate to the emergency assembly area.
2. **Students response to an earthquake if outside of the school buildings**
 1. Get clear of all buildings, power lines, light poles, etc.
 2. Drop to the ground and cover the head.
 3. Upon instructions, or when the shaking stops, move to the emergency assembly area.

Information for classroom discussion following an earthquake drill:

1. **Discuss what if situations:**
 - Eating lunch – drop, cover and hold under lunch tables.
 - In the bathroom – drop by wall and cover head.
 - In the hallways – drop by inside wall, turn away from windows and cover head.
 - On the way to school or home – drop and cover, stay away from buildings, and continue or return to school if that's the closest location and if no one is home.
 - Discuss judgment decisions children may have to make in regards to the safest place to go if they are not with an adult.
 - Home alone – follow drop, cover and hold procedure, evacuate house, seek help from neighbors.
 - Teacher injured - students seek assistance from buddy teacher and evacuate to the assigned location at the emergency assembly area.
2. **Discuss indoor and outdoor hazards:**
 - Possibility of blocked exits
 - Not to run when evacuating the building
 - Stay clear of downed power lines,
 - Not to touch chain link fences
 - Not to re-enter any building because of after shocks
 - Not to run home from the assembly area, but to sit down and remain calm.
 - These are a few ideas; please use some of your own.

Earthquake Drill Evaluation

- _____ Are all students and staff familiar with the “drop, cover and hold” procedure?
_____ Have all students demonstrated their ability to take immediate and correct actions?
_____ Do teachers take cover with students during drills?
_____ Is there sufficient shelter space under tables, desks, and counters for all students?
_____ Do all students know how to protect themselves if no shelter is available?

- _____ Are teachers and students prepared to remain in quake-safe positions for up to 45 seconds?
- _____ Are students encouraged to be silent during drills?
- _____ Are teachers prepared to maintain relative calm and reassure their students?
- _____ Are students evacuated from classrooms to a safe outdoor area following a simulated earthquake?
- _____ Does your post-earthquake building evacuation procedure consider the very real possibility that strong after-shocks may occur within minutes after the main event?
- _____ Do teachers remember to take the classroom kit to the outdoor assembly area during all drills?
- _____ Have maintenance staff and all others assigned response duties practiced their roles during earthquake drills?
- _____ Have students been given ample opportunity to discuss their fears and concerns about earthquakes?
- _____ Are earthquake drills viewed as an opportunity to discuss earthquake preparedness in the home?
- _____ Have parents been informed about your earthquake safety procedures?
- _____ Have teachers and other staff members been encouraged to prepare their families to cope effectively during and after an earthquake?

FIRE

The Fire Department believes that fire drills should always be announced to teachers. The time and manner of announcement to students depends upon the drill scenario, the students' ages, and the classroom activities. An example of this is announcing a drill date and time in staff meeting, and allowing the teachers to inform their individual classes on an "as needed" basis, either on the day of the alarm or when the alarm sounds. This allows students to be prepared for inclement weather and teachers to anticipate the scheduled interruption of daily activities.

Announced fire drills better prepare staff for a real emergency. Actual fire incidents illustrate that it is the school staff, not the students, who do not respond correctly. In an emergency, the staff needs to react positively and make good decisions under pressure and in many different circumstances. The students' actions are more routine.

Announced drills teach students and staff the differences between a drill, an emergency and a false alarm. The staff will be allowed to use the announced drill as an instructional opportunity to teach their students correct procedures, routes and attitudes. Announced drills allow for all-weather drills so students can have their coats with them during winter drills.

Students and staff are conditioned to respond appropriately to any unannounced fire alarms. All fire drill procedures should prepare students and staff to evacuate their building in an orderly manner in the event of a fire.

Fire Drills

District will:

1. Require schools to conform to procedures outlined in Utah Administrative Code R277-400.
2. Assist custodians with extinguisher repairs and replacement.

Principal will:

1. Elementary*: Conduct fire drills at least once each month during school sessions.
Secondary*: Conduct a fire drill at least every two months for a total of four fire drills during the nine month school year.
2. The first fire drill shall be conducted within the first two weeks of the school year for both elementary and secondary schools. An exception may be made, subject to the approval of the local fire chief, to postpone a fire drill due to severe weather conditions.
3. *Insure that fire drills include the complete evacuation of all persons from the building or portion thereof used for educational purposes. An exception may be made for the staff members responsible for notifying the local fire department and handling emergency communications.

**Taken from: Utah Administrative Code R277-400. Emergency Preparedness Plan, section R277-400-7 Plan Content*

Conduct drills:

- At different hours of the day
 - During the changing of classes or when students are at an assembly
 - During recess or lunch
 - By randomly blocking a normal exit route with yellow police or fire tape or a poster which reads, "Fire Drill Test – Find the Next Closest Exit"
 - By emphasizing that each drill be conducted in a brisk, quiet and orderly manner
 - By having students practice using all available exits
 - By informing food services staff of scheduled drills
4. Include in this section a map showing the location of all fire extinguishers and highlighting all the exits. Require teachers to post all possible exits for their class next to their door(s).
 5. Keep a log of when drills are held.
 6. Set up annual fire extinguisher training with the custodian for all school personnel.

Teachers will:

Help students orderly evacuate the building when they hear the alarm. No running. Help each other, such as hold doors open while evacuating or help a handicap student. Find alternate exits, if the main exit is blocked. Have students practice reverse marching to another exit.

Post a map of exits next to door(s).

1. Upon hearing the fire alarm, instruct students to line up quietly to evacuate the building. If winter time have them quickly take their coats but not to spend time looking for other things.
2. Take the classroom emergency kit.
3. Check buddy teacher.
4. Have the students go to their assigned place at the Emergency Assembly Area.
5. Take roll and have a student runner report to the command post (principal) that all students are accounted for or if any are missing.

Custodian will:

1. Check exits daily to make sure they are clear and that doors function properly. All exits should be obvious, maintained and clear of obstructions.
2. Check fire extinguishers monthly:
 1. Check gauge for full charge.
 2. Report discharge or overcharge readings
 3. Check seal for breakage.
 4. Check hose for cracks, leaks, tears, etc. Give status report to principal.
3. Train school personnel annually on how to use fire extinguishers.
4. Observe how drills are conducted and report concerns to the principal.

Secretary will:

1. Notify the alarm company of fire drills dates and times if the school is connected with a private alarm company.
2. Secure cash and take release forms to the assembly area when evacuating. Meet at the command post.

Food Service Staff will:

(Emergency preparedness to control fire in kitchen area)

1. Have heavy blankets readily accessible to smother fire.
2. Have automatic extinguishers over deep fryers and grills. Check every six months.
3. Keep hoods clean.
4. Have fire extinguishers for all types of fires in proper locations.

Whether it's a real fire or a drill, the goal is to evacuate the building in less than two minutes. Actual Fire

The person locating the fire will sound the school fire alarm and call 911.

District will:

1. Consult with the principal about early dismissal.
2. Set up media briefing room at the district office or assist with the media at the scene.
3. Advise principal on when to resume school.
4. Assemble Community Crisis Team if needed.

Principal will:

1. Set up the Emergency Operations Plan once evacuated as needed.
2. Not allow students, faculty or staff back in the building.
3. Consult with the fire department and the district office, 654-0280, about releasing students or resuming school.

Teachers will:

1. Upon hearing the fire alarm, instruct students to line up quietly, check hallway before evacuating.
2. Take the classroom emergency kit.
3. Check buddy teacher.

4. Be prepared to use alternate evacuation routes.
5. Have the students go to their assigned place at the Emergency Assembly Area.
6. Take roll and have a student runner report to the command post (principal) that all students are accounted for or if any are missing.

1. Verify utility companies have been notified.
2. Assist in evacuation and report to the command post.

Secretary will:

Secure cash and take release forms to the assembly area. Meet at the command post.

Food Service Staff will:

Turn off appliances, evacuate to the assembly area, and report to the command post.

FLOOD

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain, dam breaks or the sewer system backing up. Except in the case of flash floods, the onset of most floods is a relatively slow process. Each school needs to examine its surrounding area to determine the threat of possible floods.

District will:

1. Notify schools if informed by authorities of possible flooding.
2. Consult with the principals about evacuation procedures.
3. Instruct bus drivers of responsibilities and alternate bus routes in case of flooding.
4. Assist the principals in notifying parents via radio, television, and PTA calling tree.
5. Set up a media briefing room at the district office or alternate location if district office is in danger. Alternate location: _____
6. Determine when school may resume.
7. Assemble Community Crisis Team if necessary.

Principal will:

If minor flooding occurs within the school:

1. Assess damage and notify the district office.
2. Evacuate school population in flooded area to another part of the building.
3. Evaluate situation to determine the need to shut off the electricity to prevent electrical shock.
4. Consult with the district office about clean up procedures.

If the school is in danger of major flooding:

1. Consult with the district office on evacuating procedures and school cancellation.
2. In case of a severe flood, school will evacuate to: _____
3. Announce danger by intercom or runner.
4. Set up the Emergency Operations Plan once evacuated as needed.
5. Notify parents of situation.
6. Consult with the district office on when to resume classes.

In case of a water line break occurs, call district office 435-577-2912 x1200.

Teaches and Staff will:

1. Follow instructions from the principal.
2. Assist in evacuation procedures. If winter, have students take their coats. (Teachers take rolls and classroom kit)
3. Check buddy teacher.
4. Turn off the electricity, if necessary. (Custodians)
5. Secure the cash and take the release forms. (Secretaries)
6. Set up Emergency Operations Plan after evacuation as directed by the principal.

If your school is designated an emergency shelter, and if time permits, check all supplies and provisions prior to emergency operations.

HOSTAGE SITUATION

The hostage section is primarily geared toward an incident involving an armed intruder in the school who takes or attempts to take hostages or makes demands of school officials. If a hostage situation takes place in the school, a lock down should be initiated immediately. This will give the students and staff maximum security behind locked doors and avoid students accidentally walking into a dangerous situation. Based on the situation, the school officials should consider announcing a Code Red Lock Down.

Hostage Situation in a Classroom (teacher and students taken hostage)**The teacher will:**

1. Keep calm and reassure the students. Remember the SAFETY OF THE STUDENTS IS THE FIRST AND GREATEST PRIORITY.
2. Keep the students together in a group.
3. Be calm and courteous when communicating with the hostage taker. Comply with demands within reason.
 - a. It is vital to avoid adding further stress to the situation. The first 15-30 minutes are especially critical when stress is high and hostage takers are prone to violence. Reassure and calm the students. Identify mentally strong students to help calm and take care of the other students. Discourage any moves or postures that might be conceived as threatening to the hostage taker and trigger a violent reaction. Be aware of students that might attempt to attack or overpower the hostage taker and discourage any such action.
 - b. Teaches and students that stick out in a group may be targeted as victims by the hostage taker. Keep the students together in a group as much as possible.

Principal and/or other School Personnel become Hostage(s)**The school employee will:**

1. Be calm and courteous when communicating with the hostage taker.
2. Be cooperative and comply with requests within reason. Stall to buy time.
3. Try to initiate conversation with the hostage taker and find out what is wanted. If conversation aggravates the hostage taker, discontinue conversation.

It is vital to avoid adding further stress to the situation. The first 15-30 minutes are especially critical when stress is high and hostage takers are prone to violence.

Hostage taker/intruder enters the principal's office and the office employees are not involved as hostages

The school employees will:

1. Disconnect the telephone and the computer in the principal's office.
2. Evacuate to nearby offices.
3. Go to a safe location.
4. Call 911 and the district office
5. Initiate school lock down.

Dealing with Hostage Demands

When a hostage taker demands that the hostage produces a student.

The hostage will:

1. Be calm and courteous when communicating with the hostage taker.
2. Be cooperative. Tell the hostage taker that you will assist them as much as possible.
3. Try to stall for time; state that you are trying to locate the student or that the student and their class are on a field trip and not expected until the end of the day.
4. Do not exchange hostages. This may escalate the potential for violence.

The true intentions of the hostage taker may not be known. Exchanging hostages may give them an advantage.

During a hostage situation it is important that the police get as much information as possible. The following should be followed by a hostage while communicating with someone on the "outside".

1. First name/last name alert code – In order to indicate that you are in trouble and need help, address the person you are talking to by addressing them by their first name but substitute their last name with yours.
2. In order to communicate the gender and number of hostage takers, use key words such as he, she, they, the both of them, etc.
3. Communicate the type of weapons the hostage takers have. Examples: "He/she/they has/have a gun...", "He/she/they have a bomb around their waist...", "There is a bomb on the table, by the door, etc."
4. Express what the hostage taker asks for. Examples: "He/she/they want(s) a.....", "He/she/they want(s) to."
5. Indicate the hostage taker's mood. Examples: "He/she/they is/are calm/scared, etc."
 1. Addressing the person on the phone using their correct first name and your last name is a very simple way to communicate that you are in danger and need help without alerting the hostage taker(s). If someone answers the phone that you do not know, ask for a specific person and give them the stress code.
 2. It is very important for the police to have as much information as possible. Examples: "he or she", indicating a lone male or female; "them", indicating more than one; "all three of them", indicating the number of hostage takers.

Behavior During a Hostage Situation The hostage should:

1. Be calm and keep others calm. THE SAFETY OF THE STUDENTS IS THE FIRST AND GREATEST PRIORITY. The students will take their cues from the teacher.
2. Be cooperative and comply with all requests within reason.

3. Carry on a conversation with the hostage taker if possible. Assure the hostage taker that "everything will be all right". It's ok to express fear to the hostage taker. Discontinue conversation that aggravates the hostage taker.
4. Ask permission for the students to take protective measures (drop, cover, and hold). Advise the hostage taker that "it will calm them" and they will be easier to deal with.
5. Make eye contact with the hostage taker but don't stare.
6. Personalize conversation.
 - Ask the hostage taker for their name.
 - Introduce yourself.
 - Use the first names of your students.
7. Avoid behavior that may be perceived as threatening by the hostage taker or that may add stress to the situation. Pay attention to body language, both yours and the hostage taker.

It is vital to avoid adding further stress to the situation. The first 15-30 minutes are especially critical when stress is high and hostage takers are prone to violence. Stay calm so students may follow your example. Discourage any moves or postures that might be conceived as threatening. Be aware of students that might attempt to overpower the hostage taker and discourage any such action.

The intent is to get the students out of the way in case of police entry, explosion or gunfire.

District will:

Assure safety of the scene and isolate those who are uninjured from the area.

1. Stay away from hazardous materials, electrical lines or weapons.
2. Keep bystanders away from the area.

Call 911 if the situation is life threatening or if the child is in need of immediate medical intervention. All staff actions will focus on saving lives. Give the incident location in the building, number of persons injured and condition of those injured. Send a runner to meet the responding ambulance. Transportation of any life threatening conditions will be to the closest appropriate medical facility by professional medical responders. If time, write the name(s) of the injured on their clothing or forehead for identification at the hospital.

1. Administer first aid
2. Keep calm and stay with the injured party.
3. Control crowds by isolating the injured party.
4. Secure the area from other hazards.
5. Notify parents.
6. Notify the District Office, 577-2912.
7. Keep a record of the time the injury or illness occurred and the actions taken.
8. Prepare a list of names of those injured to send to the medical facility.

MEDICAL EMERGENCIES

1. Encourage school personnel to receive first aid training.
2. Provide a statement of legal responsibilities and liabilities, including insurance restrictions to principals.
3. Consult with the principal if the medical emergency is severe or involves many students.
4. Assemble Community Crisis Team if necessary.
5. Set up a media briefing room if necessary.

Principal and Staff will:

1. Maintain a current stock of first aid and sanitation supplies (See suggested list of supplies in this section.)
2. Keep a list of school personnel trained in first aid and/or CPR.
3. Keep a list of students and staff with known medical problems, including handicaps, and instructions for emergency actions.
4. Non-critical illness or injury (can be handled by school personnel):
 1. Administer first aid.
 2. Notify parents. If parents cannot be found, notify another adult authorized on the release form.
 3. If no one can be found, have the student lie down in the sickroom or the student may return to class if there is no threat to other students.
 4. Keep a record of the time the injury or illness occurred and the action taken.
 5. Critical illness or injury (professional assistance needed):

It is important to remember the resource of 911 and to call early for assistance. 911 dispatchers can give valuable information over the phone while medical help is on the way. The medical responders will be able to provide additional assessment of the condition, as well as treatment for anything life threatening. Please consider making a 911 call for the initial treatment of the following conditions:

- Altered mental status
- Attempted suicide
- Breathing difficulty or no breathing
- Choking
- Critical burns
- Drowning
- Electrocutation
- Head injury
- Imminent childbirth
- Open or displaced fractures
- Paralysis
- Poisoning
- Possible heart attack
- Seizures
- Severe bleeding
- Significant falls (a fall from a distance greater than the patient's height)
- Spine injury

FIRST AID INSTRUCTIONS

The following section outlines basic first aid instructions for an alphabetized list of possible medical problems. It is important to remember the resource of 911 and to call early for assistance. 911 dispatchers can give valuable information over the phone while medical help is on the way. The medical responders will be able to provide additional assessment of the condition, as well as treatment for anything life threatening. Please consider making a 911 call for the initial treatment of the following conditions:

- Altered mental status
- Attempted suicide
- Breathing difficulty or no breathing
- Choking

- Critical burns
- Drowning
- Electrocutation
- Head injury
- Imminent childbirth
- Open or displaced fractures
- Paralysis
- Poisoning
- Possible heart attack
- Seizures
- Severe bleeding
- Significant falls (a fall from a distance greater than the patient's height)
- Spine injury

Abdominal Pain

Any sudden, severe abdominal pain warrants a call to 911 for medical evaluation. Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours. Do not give fluids or food.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 1. If you are alone, call 911 first in persons over age 8. Otherwise, send someone to call 911.
 2. Clear airway.
 3. Tilt head back (use head tilt, chin lift)
 4. Pinch nostrils or use the pocket mask provided in the first aid kit to make a seal
 5. Seal mouth with pocket mask and blow for 1 1/2 - 2 seconds
 6. Watch for chest to rise
 7. Listen for air to escape from mouth
 8. Watch for chest to fall
 9. Repeat: 12 times per minute for adults, 20 times per minute for children
2. If victim's tongue obstructs airway
 - a. Tilt the head (head tilt, chin lift), or
 - b. Jut the jaw forward (jaw thrust – also used with possible neck injury)
3. If facial injuries make it impossible to use mouth to mouth method:
 1. Use mouth to nose if airtight seal impossible over victim's mouth.
 2. Small child – cover both mouth and nose.
4. Continue artificial respiration until victim begins to breathe on their own or until help arrives.

Bleeding

1. Wear gloves. Apply direct pressure on the wound. For severe bleeding, call 911.
2. Continue pressure and elevate the injured area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.

Internal Bleeding

Treat for shock. Contact 911 for medical help right away. Time may be critical with internal bleeding to save a life. You may only suspect internal bleeding from shock symptoms or from the victim's history.

Bone Injuries – Bone injuries are listed in the order of potential severity:

1. Dislocations: fingers, thumb, shoulder, hip, knee, ankle, toe
Keep the affected area from moving. Immobilize arm or leg in position of comfort.
2. Suspected sprains: (injury to soft tissue around a joint):
 1. Always immobilize
 2. Elevate joint
 3. Apply cold packs during first half hour
 4. Treat the same as closed fractures
 5. X-ray may be necessary
3. Fractures:
 1. Signs of a closed fracture:
 - Swelling
 - Tenderness to touch
 - Deformity – call 911 for medical help
 - DiscolorationTreatment (closed fracture – no bleeding wound or broken skin)
 - Keep broken bone ends from moving
 - Keep joints above and below the possible fracture from moving
 - Treat for shockTreatment (open fracture – broken bone and broken skin)
 - Call 911 for medical help
 - Do not move protruding bone end(s)
 - Do not pull bone ends back under the skin. Use a sterile, moist dressing on bone ends and leave in place
 - If bleeding, control bleeding by direct pressure on wound
 - Treat the same as closed fracture after bleeding is controlledSplinting
 - Place one hand above and one hand below fracture to support it
 - Have someone grasp end of limb and pull steadily until splints are in place
 - Splint the limb
 - Give care for shock

Burns

Submerge in cold water or apply a cold pack; don't use ice.

Cover with a moist dressing.

After using cold water, cover burned area with a thick, dry, sterile dressing and bandage.

1. Call 911 for medical help.
2. Apply dry, sterile dressing and bandage.
3. If large area, wrap with a clean sheet or towel.
4. Keep burned hands and feet elevated and get medical help immediately.
5. Treat the same as shock victim; warm if necessary.

First Aid for chemical burns

1. Call 911 for medical help
2. Wash chemical away with water for 20 minutes. If dry, brush off first then wash for 20 minutes.
3. Remove clothing as necessary.
4. Chemicals to the eye (also burns)
 - Wash eye thoroughly with plain water for 20 minutes.
 - If victim is lying down, turn head to side.
 - Hold the lid open and pour from inner corner outward.
 - Make sure chemical isn't washed onto the skin.
 - Have victim close the eye, place moist dressing, cover both eyes with bandages, and get medical help.

Choking (Heimlich maneuver)

Call 911 right away. If food or other foreign material blocks the air passage, remove with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing and he is getting some air, stay with him and make sure the airway is cleared. If the person is coughing and not getting air, the passage is treated as completely blocked. In a completely blocked airway, the person can't breathe or speak. IMMEDIATELY DO THE FOLLOWING:

1. Stand behind victim; wrap your arms around his/her waist below the diaphragm.
2. Grasp your wrist with the other hand.
3. Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
4. Press your fist strongly and quickly in and slightly up into his abdomen. If necessary, may repeat five times.
5. Recheck airway.

If the victim is on his back:

1. Kneel, facing him, astride his hips.
2. With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
3. Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat five times.
4. Check the airway following thrusts. May use a finger sweep of the mouth to victims over eight years old.

Convulsions or Seizures

Seizures are seldom life threatening, but they are frightening. If the victim has never had a seizure before, if the seizure is related to another injury, or if the seizure lasts longer than two minutes, call 911.

1. Symptoms
 1. Jerking movements
 2. Muscular rigidity
 3. Blue around the lips
 4. May drool, may bite tongue
 5. High fever (possible, in children)
2. Causes
 1. Head injuries (more serious sign of brain trauma, call 911)

2. Severe infections (requires medical treatment)
3. Seizure disorder (epilepsy)
3. Treatment: prevent patient from hurting himself by:
 1. Loosen tight clothing
 2. Move objects the patient may hit
 3. Do not restrain
 4. Do not put objects in patient's mouth
 5. If breathing stops for over 30 seconds, apply mouth to mouth resuscitation
 6. Do not give liquids or put patient in warm water
 7. When the seizure is over, treat as for shock; keep patient warm and keep airway open. Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have inadequate sugar in their blood stream. Unless you are thoroughly familiar with the victim's treatment, it is better to seek medical help rather than to attempt first aid. Diabetics often wear some type of medical identification.

Some guidelines for treatment:

1. If unconscious, call 911 and stay with the person.
2. If conscious, follow the directions on the victim's emergency card. If the victim can hold his own cup, he may be given a sugary drink or food. Consider calling for medical help.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out. If an insect is removed, their medical doctor should evaluate the victim.

Electric Shock

1. Call 911. First consideration must be given to the safety of bystanders and rescuers. Turn off the power before approaching the area.
2. Do not touch the victim if he is still in contact with the electricity.
3. Turn off the main switch or pull plug.
4. Be aware of the possibility of a breathing emergency. Stay with the victim until medical help arrives and assist with breathing or CPR if needed.

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean moist handkerchief.

Fainting

Fainting is due to a temporary decrease of blood and oxygen to the brain. Paleness, sweating, dizziness, disturbance of vision and nausea may precede it.

Lay victim down and treat as for shock. If a victim feels faint, have them sit or lie down and place their head between their knees, or lie down.

Frostbite

Frostbite is unlikely in a school setting. The frostbitten area will be slightly reddened with a tingling sensation and pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

Re-warm the area by submerging it in warm water. Start with 98 degrees and gradually warm to 102 –103 degrees. Don't rub the area or break the blisters.

Head Injury

Assume a head injury with any significant fall, which should be considered for any fall from a distance that is greater than the victim's height. Contact 911 without delay for medical evaluation, do not move the victim unless necessary to prevent further injury, especially to the neck.

1. Symptoms:
 1. May or may not be unconscious
 2. Vomiting, disorientation, amnesia
 3. Unconsciousness may be delayed
 4. Bleeding from mouth, nose or ear
 5. Paralysis of one or more of extremities
 6. One pupil bigger than the other pupil (a late finding)
2. First aid for head injuries:
 1. Don't move victim; protect neck with any significant injury
 2. Get medical help immediately (911)
 3. No stimulants or fluids
 4. Don't raise the victim's feet; elevate head and shoulders slightly
 5. Observe carefully for stopped breathing or blocked airway
 6. If needed, turn body to the side so secretions may drool from corner of mouth
 7. Loosen clothing at neck

Heart Attack

Severe chest pains, pressure or discomfort, accompanied by shortness of breath, paleness and perspiration, may identify a heart attack. These symptoms indicate shock. General weakness may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required. Call 911 if a heart attack is suspected for further evaluation and treatment. It is critical for victim survival to have defibrillation as soon as possible if the heart stops beating.

Nosebleeds

To remove any clots in the nose, it should be blown first. Then, grasping the nose firmly between the fingers and holding it continually for 10 minutes with the patient sitting upright can control nosebleeds. Nosebleeds are usually minor; but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Poisoning

1. In oral poisoning with caustics or corrosives, give liquids to dilute the poison; otherwise, contact poison control at 1-800-456-7707. Also call 911 if substance ingested unknown.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.
3. Carbon monoxide poisoning or asphyxiation (due to lack of oxygen) should be treated first by moving the person to fresh air, checking for breathing difficulties, and providing artificial respiration if needed. Call 911 for further treatment. Give oxygen, if available.

Shock

1. Symptoms
 1. Pale, cold, clammy skin.
 2. Weak, rapid pulse
 3. General body weakness
2. Ways of preventing shock and giving first aid
 1. Keep victim lying down; elevate feet 8-12 inches
 2. Maintain body temperature; cover if cold; uncover if warm
 3. Get medical help as soon as possible
 4. Raise head with blankets or pillows if victim has difficulty breathing

Heatstroke

A person with heatstroke may have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and/or high temperatures (up to 106 degrees). The skin is warm to hot and dry. The armpits are dry; skin is flushed initially but later turns ashen or purplish. Delirium or coma is common.

This is a medical emergency, and medical help is crucial. While waiting for medical aid, reduce the temperature with a cold bath, sponging the head, armpits, and/or groin area with water or ice packs to the neck and groin until the temperature is down.

Wounds

1. An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from (not towards) the wound.
2. An incision is a cut caused by a sharp object such as a knife, razor blade or piece of glass. Bleeding can be a serious problem. Medical help is often necessary in case the wound must be sewn.
3. A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water; but if the bleeding is severe, a pressure dressing may be needed. If an animal causes the laceration, medical help is required for testing and treating of the animal. If the laceration is from a human bite, or if the cut comes in contact with human saliva, the injury should be evaluated by a physician within eight hours. Contact with human saliva can lead to serious infections if untreated.
4. A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Nuclear Explosion or Fall-Out

District will:

1. Verify information and gather details.
2. Notify schools of possible impending danger.
3. Consult with principals about early dismissal.
4. Notify the public of school plans.

School personnel will:

If there is no time to move:

1. Teacher will give drop, cover and hold command. Tell students not to look at the blast.
2. All students and staff will drop, cover and hold until safe to move.
3. The school population will set up in-place sheltering until instructed to evacuate.
4. Initiate the Emergency Operations Plan as needed.
5. Custodian and food service staff will conserve food and water.

If there is time to move:

1. The principal will announce over the intercom that all classes are to immediately meet in the _____ . (An enclosed part of the school that would give protection against a nuclear blast.)
2. Close all windows and vents.
3. Teachers will take classroom kits and evacuate students in an orderly manner.
4. The principal will consult with the district office about early dismissal or in-place sheltering.
5. Initiate the Emergency Operations Plan as needed.
6. Custodian and food service staff will conserve food and water.

SEVERE WEATHER

1. Monitor the latest developments via radio and keep in contact with the principals.
2. In case of school closures, notify radio stations and ask that school closure announcements be made which would specify the time students would be released.
3. Consult with transportation about busing routes.

Principal will:

1. Keep in contact with the district office on possible school closure or sheltering.
2. Announce closure or sheltering decision to the faculty and students.
3. Implement in-place sheltering if necessary. Notify parents.
4. Consider the safety of walking students.

Teachers/Staff will:

1. Follow directions from principal.
2. Ensure the students' safety.
3. Take protective measures to secure the building against storm damage, bursting pipes, etc.