

# **Emergency Response Protocols**

*Sweet Home School District #55*



**Revised: February 2022**

**Sweet Home, Oregon**

Note: Our district protocols have been aligned with best practices in emergency preparedness from state and national organizations:

- Standard Response Protocol, i love u guys Foundation
- The Great Oregon Shakeout, Oregon Office of Emergency Management
- Student Threat and Risk Assessment Protocol, John Van Dreal Consulting

and has been reviewed by local agencies:

- Sweet Home Police Department
- Sweet Home Fire Department
- City of Sweet Home
- Linn-Benton Lincoln Educational Service District



This handbook was organized in the winter of 2019 by an ad hoc District Safety Team. Thank you to the following professionals who participated in this process:

Billie Cannon, District Behavior Specialist

Geoff Hamlin, School District Resource Officer

Colleen Henry, Principal of Sweet Home Junior High

Thad Holub, Director of Student Services

Mark Looney, Assistant Principal of Sweet Home Junior High

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# 1. EMERGENCY CONTACTS

## Staff calls 911



## Staff Calls Principal/Front Office



## Office or Principal Calls Superintendent's Office 541-367-7637

Lisa Riggs, Superintendent

Julie Emmert, Secretary



## Superintendent's Office Contacts District Office Directors

- Kevin Strong, Business Manager: 541-367-7122
- Thad Holub, Student Services: 541-367-7115
- Barbi Riggs, Teaching and Learning: 541-367-7175
- Colleen Henry, Instructional Technology: 541-367-7626
- Darel Bidwell, Transportation: 541-367-7129
- Milli Horton, Food Services: 541-367-7149
- Josh Darwood, Maintenance: 541-367-7636



## Designated District Office Staff Contacts Schools and Appropriate Agencies

- |   |   |
|---|---|
| ● Sweet Home Fire (Non Emergency)<br>541-367-5882         | ● Little Promises: 541-367-4350                               |
| ● Sweet Home Police (Non Emergency)<br>541-367-5181       | ● Boys & Girls Club: 541-367-6421                             |
| ● Sweet Home Charter School: 541-367-1833                 | ● City of Sweet Home: 541-367-5128                            |
| ● Lebanon Community Schools:<br>541-451-8458/541-259-8909 | ● LBL ESD: 541-812-2600                                       |
| ● East Linn Christian Academy: 541-451-1076               | ● LBCC Sweet Home Campus: 541-367-6901                        |
| ● Central Linn School District: 541-369-2813              | ● Linn County Mental Health: 541-367-3888                     |
| ● Harrisburg School District: 541-995-6626 x461           | ● Jackson Street Youth Services: 541-220-2711                 |
| ● Marcola School District: 541-933-2512                   | ● Linn County Juvenile Department: 541-967-3853               |
|   | ● Linn County Crisis Services 541-967-3866 or<br>800-304-7468 |
|   | ● National Suicide Prevention Lifeline 800-273-8255           |

*It is recommended that staff have cell phone numbers of their immediate supervisor in case of incidents that occur off-campus or during non-school hours.*

## 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.

## 2.STANDARD RESPONSE PROTOCOL



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



**HOLD**

**Secure! Lockdown! Evacuate! Shelter! Hold!**

<b>Secure! Get inside. Lock outside doors.</b>	<b>Lockdown! Locks, lights, out of sight.</b>	<b>Evacuate! To the announced location.</b>	<b>Shelter! Hazard and safety strategy.</b>	<b>Hold! In your classroom. Clear the halls.</b>
<b>Teacher:</b> Bring everyone indoors; lock outside doors; increase situational awareness; business as usual; take attendance.	<b>Teacher:</b> Lock interior doors; turn out the lights; move away from sight; do not open the door; maintain silence; take attendance.	<b>Teacher:</b> Lead evacuation to location; take attendance; notify if missing, extra, or injured students.	<b>Teacher:</b> Lead safety strategy; take attendance.	<b>Teacher:</b> Close and lock classroom door; business as usual; take attendance.
<b>Students:</b> Return inside; business as usual.	<b>Students:</b> Move away from sight; maintain silence; do not open the door.	<b>Students:</b> Bring your phone; leave your stuff behind; follow instructions.	<b>Students:</b> Tornado: Evacuate to shelter area Hazmat: Seal the room Earthquake: Drop, cover, and hold on Tsunami/Flood: Get to higher ground	<b>Students:</b> Remain in the classroom until the 'All Clear' is announced.

All Oregon Schools will hold two Safety Drills annually.

Promising Practice: After each event, hold an 'All Hands' Stand-up Meeting for staff to debrief incident, give staff an opportunity to ask questions, and collectively identify gaps in response.

# 3. SECURE

**Definition:** Potential threat is outside the school building, a rapid increase to the level of security inside the school is needed. Exterior doors and classroom 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—“**Secure! Get inside. Lock outside doors. Secure! Get inside. Lock outside doors.**”

- 1 Immediately move students and staff from outside to inside the building, including PE classes or students at recess.
- 2 If you are located in a portable, the announcement may ask you to move into the main building.
- 3 If you are in a classroom, close your door. Exterior classroom doors should be closed and locked.
- 4 Take attendance; identify students and staff who are present, missing or added. Share roll sheet with administrator or designee as directed.
- 5 Continue with normal activities as much as the situation allows, including class changes within the building unless otherwise directed.
- 6 Keep in mind that an incident may be close enough for a “Lockdown” to be called, listen carefully for further announcements.
- 7 Depending on the conditions, students and staff may be prohibited from leaving the building even at the end of the school day.
- 8 Be prepared to rapidly implement an “Evacuation” or “Lockdown” if directed to do so.

*To maintain security, ALL outside doors should be kept locked at all times.*

## **Teacher Response:**

- Immediately move students and staff from outside to inside the building, including PE classes or students at recess.
- If you are located in a portable, the announcement may ask you to move into the main building.
- If you are in a classroom, close your door. Exterior classroom doors should be closed and locked.
- Take attendance; identify students and staff who are present, missing or added. Share roll sheet with administrator or designee as directed.
- Continue with normal activities as much as the situation allows, including class changes within the building unless otherwise directed.
- Keep in mind that an incident may be close enough for a “Lockdown” to be called, listen carefully for further announcements.
- Depending on the conditions, students and staff may be prohibited from leaving the building even at the end of the school day.
- Be prepared to rapidly implement an “Evacuation” or “Lockdown” if directed to do so.

## 4. LOCKDOWN

**Definition:** Potential threat is inside the school building. To rapidly increase the level of security in the school 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. Lockdown! Locks, Lights, Out of Sight.**”

*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.*

### **Teacher Response:**

- 1 Immediately clear the hallways 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 school by a locked door or barricade the door, if at all possible.
- 2 Gather students and visitors in your room quickly and sit down out of sight, turn out all lights.
- 3 If outside, do not enter the building. Go to a safe location off school grounds, and notify the district office of your location, (541) 367-7126.
- 4 Keep all persons away from the doors and windows to limit visibility, close blinds/shades if necessary and safe to do so.
- 5 **Ignore all bells and alarms, a Lockdown will not end with an announcement, only with police or designated school staff opening the door and releasing the room.**
- 6 Allow no one in or out of the classroom.
- 7 **REMAIN QUIET!!**
- 8 **When safe to do so,** take attendance using the roll card, identify students and staff who are present, missing or added, also note the time. Share roll card with administrator or designee as directed.

# 5. EVACUATE

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

**Alert Signal:** Announcement— “**Evacuate! To (Announced Location). Evacuate! To (Announced Location).**”

## **Teacher Response:**

- 1 It's a best practice to provide students with an opportunity to evacuate holding hands with the person in front and behind them (daisy chain) when leaving the classroom.
- 2 Students should bring their phones (if the device is on them), but leave all other belongings behind during an evacuation event.
- 3 Teachers should grab roll card and green/red card as you exit.
- 4 Designate a student or other adult in the classroom to close your locked classroom door. Turn off the lights and evacuate the building according to the established evacuation route to a location at least 300 ft. from building.
- 5 Ensure that students with special needs or children are provided assistance by designees.
- 6 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.
- 7 In a police led evacuation, students and staff will be instructed to form a single file line and hold hands or to put their hands on their heads while evacuating. During the evacuation, students and staff should be prepared to follow specific instructions given by staff or first responders.
- 8 Upon reaching the designated evacuation assembly area, take roll and note the time. If all students are present and no immediate help is needed, hold up your Green Card (OK). If you have extra or missing students or staff, write the student's or staff's name on the roll card and hold up the Red Card (HELP).
- 9 **Stay in place. Do not let students back into the building for any reason!**
- 10 Remain alert to potential dangers in the area and properly supervise students under your care. Wait for announcement of “**All Clear**” before returning to the building. “All Clear” could go to Principal via walkie talkies or cell phone.

# 6. SHELTER

**Definition:** Shelter is called when there is a need for personal protection, which may occur within the school or may require an evacuation.

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

Examples of possible Shelter hazards and safety strategies:

Shelter for Tornado! Drop, Cover and Hold on.

Shelter for Hazmat! Seal the Room.

Shelter for Power Outage! Hold in your classroom.

Shelter for Earthquake! Drop, Cover and Hold on.

## **Teacher Response for Shelter:**

- 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 Take roll using the roll card; if you are missing a student, write the name of the missing student on the roll card. If you have additional students, parents or staff members, write down their names as well. Share as directed.
- 4 Listen and follow instructions.
- 5 Continue with classroom instruction until the “**All Clear**” signal is given.

# 7. HOLD & ALL CLEAR

## Hold

**Definition:** There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

**Alert Signal:** Announcement—“**Hold in your classroom. Hold in your classroom.**”

### **Teacher Response for Hold:**

- Students and teachers are to remain in their classroom, even if there is a scheduled class change, until the all clear is announced.
- If a HOLD is called during passing time, students should return to their previous class.
- If a HOLD is called before school, students should go to the Gym/Cafeteria.

## All Clear

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

**Teacher Response:** School and staff should resume normal activities.

# 8. EVACUATE - REUNIFICATION - RELEASE

## Evacuate

### (Off-Site & 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.**”

#### **Teacher response:**

- 1 Follow Evacuation procedures and guide students to the designated on-campus staging area.
- 2 Students should bring cell phones (if on them), but leave belongings behind. Prepare students for boarding of buses.
- 3 Ensure special needs students are assisted. Request help if needed.
- 4 Account for students. Take roll using the roll card. If all students are present hold up Green Card. If students are missing, write the names of missing students on the roll card and hold up Red Card.
- 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 when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.
- 7 After students have been reunified, staff will check-out with their administrator or designee.

## 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 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.

# 9. INJURY OR ILLNESS - ROOM CLEAR

## 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 Follow Blood Borne Pathogen (BBP) protocol to 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**” and/or “**Hold**” 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 Do not allow students to return to the classroom/scene until directed by building administrator and/or law enforcement. Do not disturb any evidence.

## 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 students know that it is O.K. to feel upset.
- 4 Observe student’s emotional state. Understand that students will express their emotions differently. There is no right or wrong way to feel or express grief.
- 5 Tell students 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 students who exhibit extreme anxiety, fear or anger to administrators.

## 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**” (and/or **HOLD**, if needed)

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

# 10. DEATH - UTILITY FAILURE

## Death

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

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

### **Teacher Response:**

1. Call 911.
2. Notify the administrator.
3. Follow BBP protocol to 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 **Hold, Evacuation or Remote Evacuation & Family Reunification.**

# 11. SUSPECTED BIOLOGICAL EMERGENCY

## Suspected Biological Emergency

**Definition:** An outbreak (i.e. wildlife, bacteria, virus) is reported to the school administrator by a credible source (public health system)

**Alert Signal:** Staff briefing and personal notification.

### **Teacher Response:**

If outside—“**Secure the Perimeter**” or “**Remote Evacuation to (remote site).**”

- 1 Notify administrator.
- 2 Move students away from immediate vicinity of danger (If outside, implement “**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 “**Remote 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 to provide to 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.

# 12. CHEMICAL/HAZARDOUS MATERIALS

## 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 the 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 including computers.
  - 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.

# 13. RADIOLOGICAL RELEASE

## 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. In this situation, 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, **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 the nearest safe areas. If outside, direct students to the 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 on technology affected by the blast.*

# 14. FIRE - FLOODING - EARTHQUAKE

## Fire

**Alert Signal:** Fire alarm.

**Teacher Response:**

- 1 Activate the fire alarm. Call 911.
- 2 Report the exact location of the fire to the main office.
- 3 Evacuate to a designated area at least 300 feet from the building, and take roll sheet, red and green cards with you.
- 4 Close classroom doors.
- 5 Assist any individuals with special needs.
- 6 Once in the evacuation assembly area, take roll using your roll card. Hold up your **Green Card** if all students are present and no immediate help is necessary. 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 “**Evacuate to designated location**” 🚒 If someone has flames on their body remind them to, “**Stop, Drop & Roll.**” If possible use a blanket to smother the flames.

All Oregon schools are required to hold monthly fire drills.

## 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 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, unless directed to evacuate.

## 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 re-enter.
- 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.

# 15. SEVERE WEATHER

## 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, but not 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.**

- 1 Keep away from water pipes and electrical equipment including corded phones. Sensitive electronics should be unplugged well in advance of thunderstorms.
- 2 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, move the victim with care to a safer location. ■ Evaluate airway, breathing and circulation, and begin CPR if necessary. ■ Care and treat the injured or ill victim as needed.
- 3 *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—"Secure the Perimeter"

- 1 Bring all persons inside the 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 a safe area until warning expires or until "All Clear" has been issued.

\*See additional section pages on Heat Advisory & Air Quality

# 16. SUSPICIOUS PERSON - CIVIL UNREST

## 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. Lockdown! Locks, Lights, Out of Sight.**” or “**Secure! Get inside. Lock outside doors!**”

### **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, stay out of sight.
- 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 or Civil Unrest

**Definition:** When a student, employee or visitor becomes unruly, or when a group of individuals become unruly and/or violent to the point of disruption.

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

### **Teacher Response to a single person:**

- 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.

### **Teacher Response to Civil Unrest:**

- 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.

\*See additional section pages on Student Demonstrations & Public Meetings

# 17. WEAPONS USE - WEAPONS ON PROPERTY

## 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, self-evacuate students to a safe location and notify the district office at 541) 367-7126.
- 3 Clear students from hallway and bathrooms outside the classroom immediately, 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 necessary.
- 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 When safe to do so, take attendance and report missing or extra students by text, email or phone to the office unless instructed differently.
- 11 If the weapon(s) has been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify the administrator or responding public safety personnel.
- 12 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.
- 13 Remember that there may be hazards from blood or other bodily fluids at the scene.
- 14 If there is an **immediate threat** (shooter is entering YOUR classroom), tell students to “**Get Out**” to a place of safety.

## Report of Weapon on Property

*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.*

**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. 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 or barricade the 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. ■ **REMAIN QUIET!** ■ Ignore all bells and alarms unless otherwise instructed. ■ Allow no one in or out of the classroom until law enforcement or administrator opens your door. ■ *When safe to do so*, account for students by taking roll and relay this information as instructed.

# 18. BOMB THREAT - SUSPICIOUS PACKAGE

## 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 any suspicious items are noted, they should not be disturbed.** Notify the administrator upon evacuation from the area. Call 911
- 3 Follow the **Evacuation** protocol to an assembly area at least 1000 ft. from building. Have students bring their phones with them (if on them) but leave all other belongings behind.
- 4 Prop or **leave doors open** as you go through them on your way out to your evacuation location.
- 5 **Do not turn lights off if they are on and do not turn lights on if they are off.**
- 6 Account for students. Hold up Green Card if students are all present. Hold up Red Card with names of missing students or extra students or if you need help.
- 7 **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.

### **Visual Scan and Remain In Place procedures for Site Staff:**

- 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).
- Take roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
- If any suspicious items are noted, they should not be disturbed. Secure the area but do not guard it. Call 911
- 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 or her observations. Follow the administrator’s instructions.
- Note the manner in which the threat was delivered:
- Notify someone else by prearranged signal
- Written threats should be turned over to law enforcement
- Limit handling written threat by placing it in envelope
- Caution students against picking up or touching any strange objects or packages.

### **Person receiving threat BY TELEPHONE:**

- Listen. Do not interrupt caller.
- Follow phone script on the next page.
- Keep the caller on the line with statements such as” I am sorry I didn’t understand you. Can you please repeat that?”

### **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.

# 19. HOSTAGE - MISSING CHILD

## 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.
- 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 who should be at the facility has run away, is lost, or has been abducted.

**Alert Signal:** None, unless a “**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 Secure is announced, follow Secure 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.
- 5 Call parents.
- 6 Call police.

# 20. FIRST AID & CPR GUIDELINES

*Emergency Medical Services 911 | Poison Control 1-800-222-1222 | Call Office/Administrator*

## **CPR - CARDIOPULMONARY RESUSCITATION**

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 effective breaths that make the chest rise. Think C-A-B: Compressions-Airway-Breathing.

## **CHOKING**

If person cannot breathe, cough, talk, or is blue:

- Give abdominal thrusts and continue until object is expelled.
- If person becomes unconscious, call 911.
- Perform CPR until response/EMS arrives

## **SHOCK**

If person feels weak, faint, dizzy, nauseous, thirsty, is pale or grayish, acts restless, agitated, or confused, is cold & clammy to touch:

- Lie person on back.
- Cover with a blanket and call 911.
- Do not give anything to drink.
- Turn on side if nausea/vomiting.

## **ASTHMA**

If person is having the following symptoms: coughing, wheezing, difficulty breathing, chest tightness, shallow or fast breathing, retraction when breathing:

- Quick relief medication (inhaler) needed
- If no relief & symptoms are getting more severe, call 911 and Parent.

## **SMALL CUTS**

- Rinse the cut with water.
- Use direct pressure with gauze or a clean cloth.
- Apply antibiotic ointment.
- Cover with a bandage.
- Call the Parent to inform of actions taken.

## **SCRAPES**

- Rinse with clean, running tap water for 5 minutes.
- Apply a bandage that won't stick to the wound then call parent.

## **EYE INJURIES**

- If a chemical is splashed in the eye: flush gently with water for 15 minutes and call Poison Control or Doctor.
- If object is stuck in the 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.

## **FRACTURES - SPRAINS - DISLOCATIONS**

- 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.
- 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.

## **ELECTRICAL BURNS**

- 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.

## **HEAD INJURIES**

- 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:

- ▶ 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

# 21. FIRE EXTINGUISHER GUIDE

