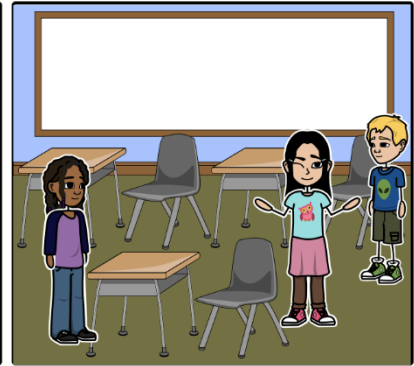
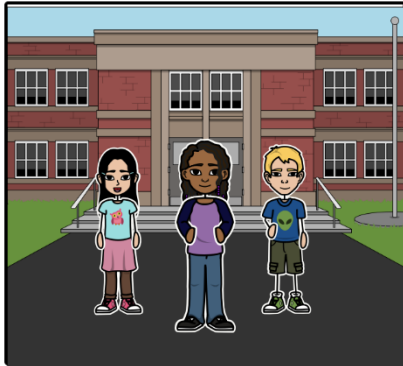


Welcome to the World of the Safety Squad!



Create your own at [Storyboard That](https://www.storyboardthat.com/)

The Safety Squad is a series of comic strips designed to assist teachers with talking to young students about required safety drills and the hazards for which those drills are designed.

Each comic has an associated discussion guide with talking points about the hazard and/or drill, as well as a few answers to frequently asked questions.

Often children's first introduction to the concepts surrounding safety drills occurs the first time they hear a fire alarm at school. Without a proper frame of reference or advanced preparation, this can be a scary and uncertain experience for a child.

The Safety Squad comics are designed to facilitate discussion and reduce the fear and anxiety surrounding safety drills in school aged children by anticipating some of their questions and familiarizing them with local hazards and required safety drills.

This aid will help you use the comics as a starting point for discussing hazards and drills. We hope it is user-friendly and has just enough information for you! If you have questions that are not answered in this guide, please feel free to contact the Safety & Security Department at 425-408-7725.

For the teacher

These boxes will give you some additional information as a foundation for answering questions that aren't on the FAQ lists.

They may also give you instructions specific to your role as a teacher in a drill or emergency event.

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Why Is the Alarm So Loud?

Topic: Fire/Evacuation Drill

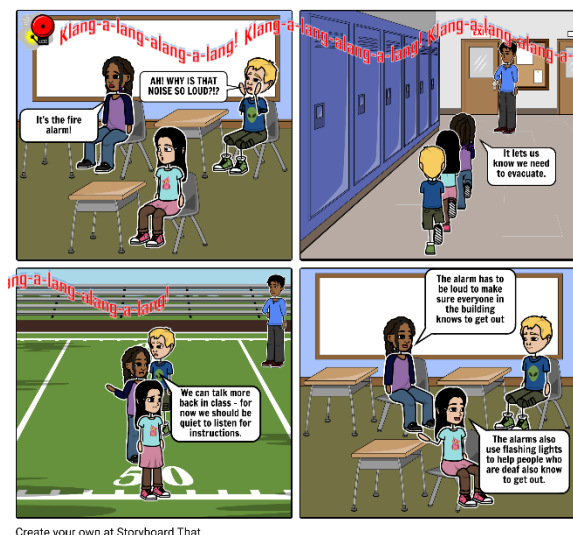
Suggested Audience: Grades K-2

Suggested Time Allotment: 10-15 minutes

Suggested Use: Before 1st required fire/evacuation drill

About this Comic:

This comic is intended to help start a discussion about alarm signals and safety issues. It can also be used to start talking about differences in access and functional needs.



Create your own at Storyboard That

Talking Points:

The sound of the alarm must be able to reach all parts of the building.

The decibel level (sound level, or degree of “loudness”) is set by the International Fire Code.

This alarm has a unique sound different from any other bells we hear at school. Are there other bells we might hear?

Some people have a hard time with loud noises and might need some extra help.

Some people can’t hear the alarm, so the speakers also have flashing lights to alert people to the need to evacuate.

For the teacher

Washington has adopted the International Fire Code (IFC) as part of its building code laws (RCW 19.27). The Washington Administrative Code (WAC) lists additions, deletions, and exceptions to the IFC as adopted by the state in WAC 51-54A.

Sound levels are usually measured in units of decibels, (abbreviated dB) which is actually 1/10 Bell.

The IFC requires most fire alarm annunciators to operate at least 15dB above the “average ambient sound” or 5dB above the “maximum sound level having a duration of at least 60 seconds”. One list shows a typical educational occupancy averages around 45dB. Based on that list, the alarm would need to sound at a minimum of 60dB.

Answers to Frequently Asked Questions:

Why do we have to be quiet?

- Decisions sometimes have to be made in the moment, no matter how much we practice
- Everyone needs to be able to hear if there is new information about the situation
- Everyone needs to be able to hear instructions about how to stay safe and what to do next
- Different sounds can give us clues about what is happening during the emergency

Why do we have to stay in a line?

- It is very important that we make sure we have everyone
- If you are in a group or leave your line it is harder to be sure that everyone is there
- If you are not where you are supposed to be, someone has to take time to find you and make sure you are safe
- If we have to spend extra time to make sure you are there, it means we will take longer to help people who actually need it

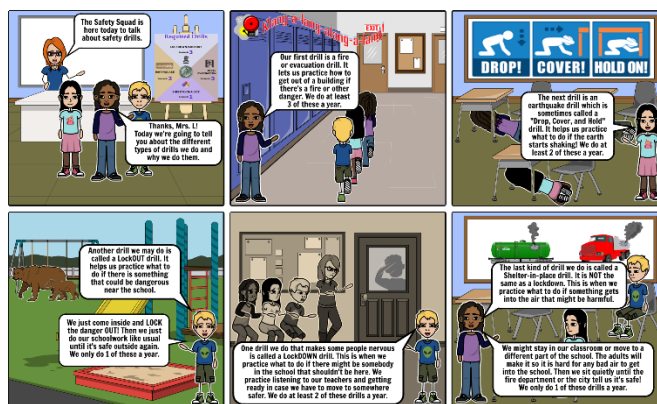
What Kinds of Drills Do We Have at School?

Topic: Drills

Suggested Audience: Grades K-5

Suggested Time Allotment: 10-15 minutes

Suggested Use: Early in the school year



Create your own at Storyboard That

About this Comic:

This comic is intended to provide a brief overview of all the different kinds of drills we are required by law and policy to do in a school setting. It is also to be used to reduce the confusion surrounding the terms “Safe Inside”, “Lockdown”, and “Shelter-in-place”.

Talking Points:

Schools are required to hold one safety-related drill per calendar month without exception.

Each school must hold their first fire evacuation drill within the first 10 days after the start of school

A drill is a process we use to practice different kinds of activities (may relate this to a sports’ practice or other skill; i.e. a layup drill in basketball, practicing a speech, sewing a pillow case before sewing a dress)

For the teacher

The types of drills required are the following:

- Fire evacuation – at least 3
- Lockdown – at least 3 (one may be a Safe Inside)
- Shelter-in-place – 1
- Earthquake – at least 2

Each drill should be based on an appropriate scenario. (The scenario may or may not be shared with the students depending on age level and the scenario chosen.)

Administrators may choose how much notice drill participants are given.

The Washington state law that requires schools to drill is RCW 28A.320.125

Consider posting something in the classroom with the various drills depicted.

Answers to Frequently Asked Questions:

How will I know what to do?

- That's why we practice
- Teachers and other adults will help you know where to go and what to do
- It's important to stay quiet and listen for instructions

How do I know if it is a drill or not?

- Even if it is a drill, we need to act as if it was a real event so that we can get the best practice
- Usually, the teachers will be told that it is a drill
- Sometimes we might have what is called a "false alarm." That means that we won't know that it is not real until after we go through the response actions (like evacuating)

Why do we have to do drills?

- Drills help train our bodies and our brains to know what to do in an emergency
- Police officers and fire fighters drill all the time so when an emergency happens they will have lots of practice and be able to respond quickly and safely
- Drills in schools are required by law

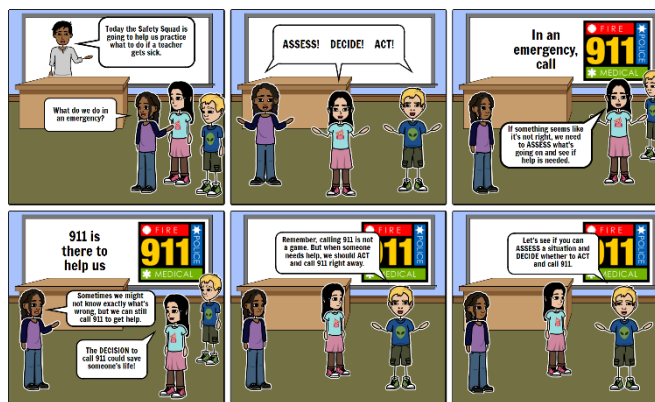
What Can I Do in an Emergency?

Topic: General Emergencies

Suggested Audience: Grades 3-5

Suggested Time Allotment: 15-30 minutes (if used with **911 Decision Making Practice**)

Suggested Use: Before any drill; beginning of year/term safety discussion; after an emergency response at the school



About this Comic:

This comic is a brief introduction to calling 911 for help and the prompt to “Assess, Decide, Act” in an emergency. It is intended to be used in conjunction with the comic **911 Decision Making Practice** to help children understand when it is appropriate to call 911.

Talking Points:

You will not get in trouble for calling 911 if you or someone near you needs help.

If you are not sure whether to call 911, just go ahead and call and let the professionals decide for you. When in doubt, better safe, than sorry!

Don't be afraid to talk to the person on the phone. They may ask you a lot of questions, so just try to answer them as best you can.

For the teacher

Even though we normally have to dial a “9” to call an outside number from a school phone, we don't need it to dial 911. *(If you call using a cell phone have the school address ready) Look for the Emergency Action Plan Poster for school address

If assistance from 911 is needed, you can and should call them directly. After contacting 911, immediately contact the main office and the administrators if it is safe to do so.

Local Police officers have specifically said to use the “when in doubt, call” approach to 911.

Answers to Frequently Asked Questions:

How do I know if I should call 911 or not?

- Call if someone is hurt more than a Band-aid can fix (you can give age-appropriate examples or ask if anyone in the class has an example – passing out, deep cuts, trouble breathing, broken bones)
- Call if someone is doing something against the law (stealing, vandalizing, drugs, etc.)
- Call if someone tells you they are planning to do something bad to themselves or someone else
- Call if you think you should, even if you're not sure

What does “assess” mean?

- To evaluate a situation
- To make a judgment about how different parts of an event will change over time
- To look around and see exactly what is happening and what you might do to help the situation

Why can't someone else call 911?

- You might be the only person who knows what is happening
- We can't wait for someone else because the faster someone gets help, the more likely they are to eventually be okay
- If you are the person that saw what happened, even if someone else calls 911, you will still need to tell responders what you saw

Will I get in trouble?

- You will not get in trouble for calling 911 when someone needs help
- You *will* get in trouble if you call 911 as a joke or prank
- If you think someone might need help, but you're not sure, you should still call 911

What if there's no phone nearby?

- If you are at school, there is a phone in every classroom
- If you are somewhere else, ask to borrow someone's cell phone

What else can I do?

- It's always a good idea to plan ahead – this can help prevent emergencies
- Pay attention in your drills at school – this is one way that we plan for emergencies

- You might have the opportunity to learn about first aid – this is always a good idea, so you will know how to help if someone gets hurt
- Talk to friends and adults around you to see what they would do in an emergency, then plan together how you could learn more about responding to emergencies

911 Decision Making Practice

Topic: When to call 911

Suggested Audience: Grades 3-5

Suggested Time Allotment: 10-15 minutes

Suggested Use: Provide different scenarios for children to apply knowledge of 911 use ***Please note that this is designed to be used in conjunction with What Can I Do in an Emergency?**



About this Comic:

This comic provides 5 scenarios for children to consider and determine an appropriate course of action. It should be used in conjunction with the comic What Can I Do in an Emergency? or other 911 educational materials.

Talking Points:

Correct actions by frame:

- Classroom: call 911, get another adult right away
- Playground: play a different game, tell an adult how you are feeling
- Kitchen: call 911, tell an adult right away
- Vandalism: make sure you are in a safe spot, call 911, tell an adult right away
- Car Crash: make sure you are in a safe spot, call 911, tell an adult right away

For the teacher

All scenarios except the playground scene may be appropriate for a student/child to call 911.

Feel free to let the students come up with other scenarios to discuss.

Be aware of the existence of potential traumas in students' history or current home life that may make them more sensitive to these discussions.

Answers to Frequently Asked Questions:

How do I know if I should call 911 or not?

- Call if someone is hurt more than a Band-aid can fix (you can give age-appropriate examples or ask if anyone in the class has an example – passing out, deep cuts, trouble breathing, broken bones)
- Call if someone is doing something against the law (stealing, vandalizing, drugs, etc.)
- Call if someone tells you they are planning to do something bad to themselves or someone else
- Call if you think you should, even if you're not sure

Can I just tell someone instead of calling 911?

- If someone is really hurt badly, they need more medical care than we can provide
- We can't wait for someone else because the faster someone gets help, the more likely they are to eventually be okay
- If you are calling for police to come, the faster they know you need them, the faster they can get here
- If you are the person that saw what happened, even if someone else calls 911, you will still need to tell responders what you saw

What if someone is hurt, but not very badly?

- If you think someone might just need a Band-aid or to see the nurse, it's okay to just get an adult
- You still need to get an adult right away – don't wait until after recess, lunch, etc.

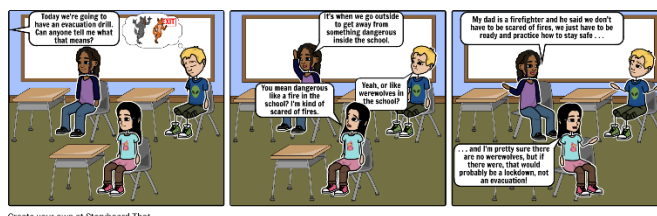
Evacuation Drill

Topic: Fire/Evacuation Drill

Suggested Audience: Grades K-5

Suggested Time Allotment: 10-15 minutes

Suggested Use: Before fire/evacuation drill



Create your own at Storyboard That

About this Comic:

This comic introduces the topic of evacuations and starts to draw a line between real hazard scenarios and fanciful scenarios. It also illustrates the proper application of knowledge of various emergency responses to those scenarios.

Talking Points:

School fires are rare.

Even when school fires do happen, our buildings are built to resist fire and have built in tools like sprinklers and fire doors to help keep us safe.

If we do the right things to prepare, like making a plan with our teachers and practicing evacuating the building, we don't need to be afraid.

Learning about things that scare us can help us feel less afraid and help us be ready for when the unexpected happens.

In order to evacuate quickly and safely, we don't take any of our school materials with us.

Even if you have a fire extinguisher, it is more important to get everyone out of the building than to try to fight the fire.

For the teacher

You will need to bring the classroom emergency bucket/backpack when you evacuate. If it gets forgotten, don't go back for it.

Feel free to open the bucket and show the students the types of items that are in it.

Take note of pull stations and fire extinguishers in your areas and along your evacuation route.

Answers to Frequently Asked Questions:

Why do we have to go outside?

- Evacuation is for when there is danger inside the building
- It could be a fire or something else that could hurt us
- We go outside because it is no longer safe to stay inside or because adults need to decide if it is safe or not (i.e. false alarms)

What if it is raining or snowing?

- If we need to evacuate, it's not safe inside
- Even if it is raining or snowing, we still will need to go outside
- It's important to always dress appropriately for the weather in case we need to evacuate during bad weather

Why do we have to be quiet?

- Decisions sometimes have to be made in the moment, no matter how much we practice
- Everyone needs to be able to hear if there is new information about the situation
- Everyone needs to be able to hear instructions about how to stay safe and what to do next
- Different sounds can give us clues about what is happening during the emergency

What Is a Lockdown?

Topic: Lockdown/Active Threat

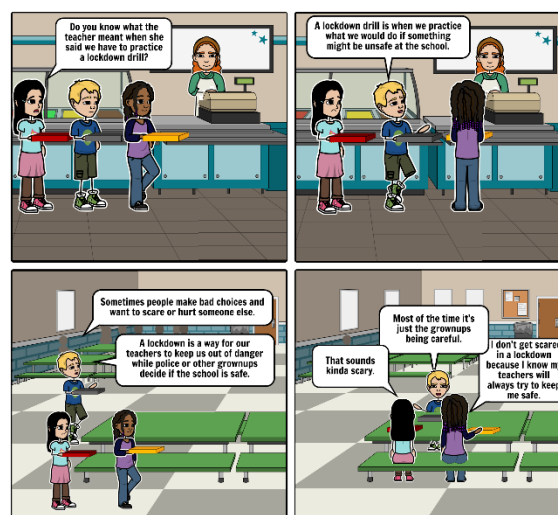
Suggested Audience: Grades 3-5

Suggested Time Allotment: 20 minutes

Suggested Use: Before 1st required Lockdown drill of the year

About this Comic:

This comic begins to address some of the fear and anxiety surrounding the topic of lockdowns. It also is intended to remind the audience that the vast majority of lockdowns are *preventative*.



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Talking Points:

Talking about different hazards/events can be scary, but the more you know and the more you get ready, the more prepared you will be.

Knowing what to do in an emergency makes us less scared and helps us manage our fear.

A lockdown is used when there might be certain types of danger inside the school or directed at the school.

During a Lockdown, it is important that you remain quiet and that you listen to your teacher or other adults so that they can help you to be safe.

If there is someone dangerous inside the school, your teacher might tell you to run or to hide, so it is very important to follow their instructions.

You might have to be brave, and it could be scary, but do what your teachers tell you and they will help you to be safe.

If you see a stranger on campus, be sure to tell an adult right away.

For the teacher

Talking about Active Shooter or Lockdown situations can be confusing and scary, especially with younger children. When we talk about Lockdown and Safe Inside, we need to use age appropriate concepts and wording. If you are scared and unsure about what you (as a teacher or administrator) should do, that will carry over into your discussion with students. Make sure you are as comfortable as possible with the topic before addressing it with your students.

*Consider taking online FEMA class IS-00907 Active Shooter-What You Can Do

NSD Safety and Security staff are available to visit you in your space and help you better understand the strengths and weaknesses of your particular area. They can also provide individual or small group hands-on training (adults only). Contact NSD Safety and Security 425-408-7725.

Remember, Safe Inside DOES NOT MEAN THE SAME THING AS ACTIVE SHOOTER. Safe Insides are usually preventative and allow school and district staff to make an assessment (usually in conjunction with the police) about some reported event or threat.

Lockdowns rarely last a “long time”, but if one does, keep each other as calm as possible. Even short lockdowns can *feel* long. During a lockdown, police and staff are working to determine if a threat truly exists and what the best course of action is for that particular moment. While this is going on, additional information may be slow in coming.

Continually assess your situation and listen carefully for more information to be released or for sounds in your environment that can give you clues as to what is going on outside of your immediate space. Be ready to adjust your response-Alert Avoid Deny Defend

Answers to Frequently Asked Questions:

What if we're not in a classroom when a lockdown is called?

- If you're in a hallway, go in to the nearest classroom, even if it's not your normal classroom
- If you're in a bathroom and can exit right away (i.e. washing your hands), make sure there is no danger near you, then go in to the nearest classroom, even if it's not your normal classroom
- If you're in the bathroom and *cannot* exit right away (i.e. sitting on the toilet), stay quiet and out of sight until a trusted adult comes to get you
- If you're outside, you may have to leave the school to get to a safer place. Try to at least stay together in small groups and stay with the adults when possible

Can I contact my parents/guardians during a lockdown?

- It's important to pay close attention to your teacher during a lockdown

- The school and district will contact your parents/guardians to let them know what is going on
- It's okay to be nervous or scared, but remember that your teachers and other adults are here to keep you safe
- Once the adults are sure it's safe, you can contact your parents if you need to

What do I do if I'm inside the school and I hear something scary happening?

- Go into the nearest room and tell an adult right away
- Follow the adult's directions

What if I'm playing outside and I hear something scary happening inside the school?

- Tell an adult right away
- You may have to leave the school to get to a safer place. Try to at least stay together in small groups and stay with the adults when possible

What do I do if I see someone trying to hurt someone or they are coming to hurt me?

- Tell an adult right away
- Call 911 if it is safe for you to do so

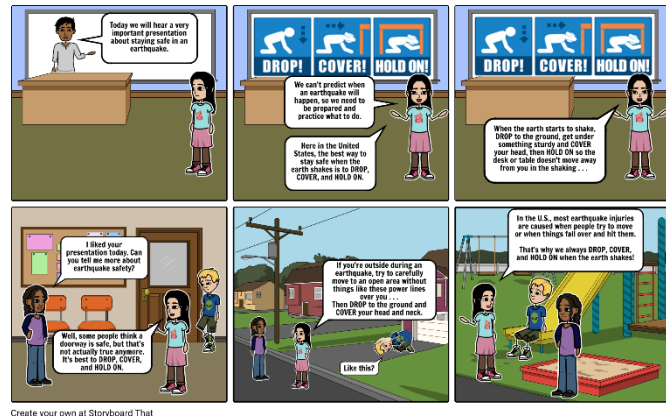
Quake-Safe Actions

Topic: Earthquake Response

Suggested Audience: Grades 2-5

Suggested Time Allotment: 15 minutes

Suggested Use: Before 1st required earthquake drill of the year



Create your own at Storyboard That

About this Comic:

This comic briefly introduces the approved earthquake safety techniques for the U.S. and Washington state. It is intended to stimulate conversation surrounding earthquakes in general, as well as appropriate safety actions.

Talking Points:

Earthquakes can be scary, but there are ways for us to stay safe.

Most people injured during an earthquake in the United States are trying to move while the earth is shaking under their feet or items fall and strike them. For this reason, Drop, Cover, and Hold is the appropriate "quake-safe" action in the U.S.

Always try to "Drop, Cover, and Hold On" when you feel the earth start to shake.

For the teacher

In the event of an actual earthquake, the appropriate sequence of events would be:

1. Drop, Cover, and Hold on until the shaking ends and for a few seconds after to allow items that may fall, to settle.
2. Carefully come out from under your protecting element (i.e. your desk) and begin to assess yourself, others, and the space around you.
3. Check for structural damage to the building in your immediate area:
 - If structural damage is present, evacuate and notify others in the building that it is unsafe
 - If no structural damage is present, perform needed first aid and contact people in the rooms around you
4. Follow site procedures for accounting for personnel, establishing the Incident Command System, and reporting to leadership.
5. Be ready for aftershocks

Answers to Frequently Asked Questions:

To answer questions about standing in a doorway:

- Because of modern construction techniques, doorways are no stronger than any other part of the building
- There is often only one or two doorways and many more people in a room
- People have been injured in earthquakes because they were fighting over who got to stand in the doorway
- People are often injured when they attempt to run/move to a doorway
- A doorway does not protect you from falling objects
- A swinging door can become a hazard all by itself

To answer questions about the “Triangle of Life”:

- Purported research for this technique was conducted in countries without building codes like we have in the U.S.
- Buildings do not typically collapse during earthquakes in the U.S.
- You cannot easily predict where a void will form if a building collapses
- Attempting to move to a potential void space puts you at risk of being injured while moving (one of the leading causes of injury during earthquakes in the U.S.)
- The author of this theory has been widely discredited
- For more information on this theory, see <https://www2.usgs.gov/faq/categories/9830/3373>

To answer questions about “the Big one”:

- We have small earthquakes almost every day that are too small to feel
- We do not yet have a way to predict the timing or magnitude of an earthquake (current projects may give a few seconds notice, but that is as close as scientists have come to prediction so far)
- There are several different fault zones in this area. They have different characteristics and different potential for earthquakes
- If we do the right things to prepare, like making a plan with our families and practicing Drop, Cover, and Hold, we don’t need to be afraid of this natural geological process
- Learning about things that scare us can help us feel less afraid and help us be ready for when the unexpected happens

What if someone is in a wheelchair?

- Move away from windows or things that could fall on you if possible
- Lock your wheels and cover your head and neck with your hands and arms, or with something sturdy like a hardcover book

What if you're not near a table or desk?

- You will still do a version of Drop, Cover, and Hold
- **Drop** by crouching down or kneeling next to an interior wall (somewhere close where things are not likely to fall on you)
- **Cover** by covering your head and neck with your hands and arms
- **Hold** on to your head and neck until the shaking stops

What about aftershocks?

- Not every earthquake has aftershocks that can be felt
- After any earthquake, we should expect that there will be aftershocks
- Respond to an aftershock the same way you would to an initial earthquake: drop, cover, and hold and wait for the shaking to stop
- After the shaking stops, assess yourself, your space, and the people around you

What about other countries?

- Other countries have different building codes than the U.S.
- Many other countries DO experience building collapse during earthquakes
- If you are traveling to seismically active areas outside of the U.S., check with local authorities to find out recommended practices in their area.

Earthquake!

Topic: Hazard - Earthquake

Suggested Audience: Grades 2-5

Suggested Time Allotment: 10 minutes



Suggested Use: Before 2nd required earthquake drill of the year

About this Comic:

This comic depicts an earthquake in progress and is intended to stimulate conversation around what comes after the shaking. It is also intended to show that it is okay to be scared when unexpected things happen, but that doesn't have to keep us from acting responsibly.

Talking Points:

Earthquakes can be scary, but there are ways for us to stay safe.

Most people injured during an earthquake in the United States are trying to move while the earth is shaking under their feet or items fall and strike them. For this reason, Drop, Cover, and Hold is the appropriate “quake-safe” action in the U.S.

Always try to “Drop, Cover, and Hold On” when you feel the earth start to shake.

For the teacher

In the event of an actual earthquake, the appropriate sequence of events would be:

1. Drop, Cover, and Hold on until the shaking ends and for a few seconds after to allow items that may fall, to settle.
2. Carefully come out from under your protecting element (i.e. your desk) and begin to assess yourself, others, and the space around you.
3. Check for structural damage to the building in your immediate area:
 - If structural damage is present, evacuate and notify others in the building that it is unsafe
 - If no structural damage is present, perform needed first aid and contact people in the rooms around you
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- **Hold** on to your head and neck until the shaking stops

What about aftershocks?

- Not every earthquake has aftershocks that can be felt
- After any earthquake, we should expect that there will be aftershocks
- Respond to an aftershock the same way you would to an initial earthquake: drop, cover, and hold and wait for the shaking to stop
- After the shaking stops, assess yourself, your space, and the people around you

What about other countries?

- Other countries have different building codes than the U.S.
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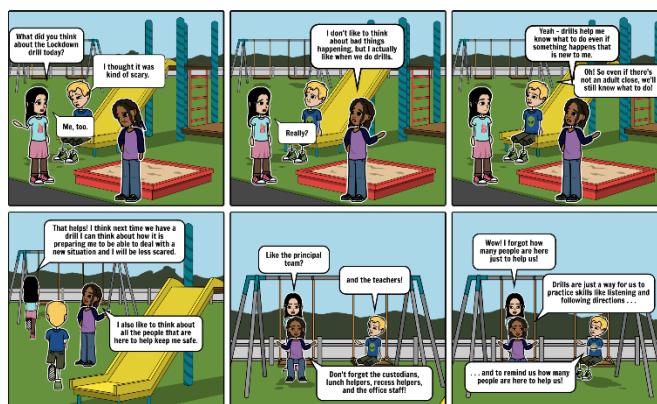
Drills Don't Have to Be Scary

Topic: Drills – General/Lockdown

Suggested Audience: Grades 2-5

Suggested Time Allotment: 10 minutes

Suggested Use: Before any drill; when questions arise about drills; when children show signs of anxiety surrounding drills



Create your own at Storyboard That

About this Comic:

This comic addresses some of the fear and anxiety around drills, particularly lockdown drills, and reminds children to “Look for the helpers.” (Fred Rogers quoting his mother, Nancy McFeely Rogers)

Talking Points:

Thinking about some of the things that we drill for can be scary, but it is important that we practice. When we know what to do, those things get less scary.

There are lots of people here to help you and to keep you safe.

As adults we also get a little scared sometimes, and that’s okay! But we know that learning how to act in a situation that scares us makes us stronger and less afraid; it can help us be brave!

Remember, a drill is a process we use to practice different kinds of activities (may relate this to a sports’ practice or other skill; i.e. a layup drill in basketball, practicing a speech, sewing a pillow case before sewing a dress)

For the teacher

We know that these topics can be uncomfortable or scary even for adults.

Please attend safety trainings offered at your school or the district offices so that you can become more comfortable with these topics. Training can also build confidence in your ability to respond to emergencies.

As we increase the average level of training in your school (and the district) we will be able to advance your drills and make them more than just “check the box” activities.

Answers to Frequently Asked Questions:

How will I know what to do?

- That's why we practice
- Teachers and other adults will help you know where to go and what to do
- It's important to stay quiet and listen for instructions

How do I know if it is a drill or not?

- Even if it is a drill, we need to act as if it was a real event so that we can get the best practice
- Usually, the teachers will be told that it is a drill
- Sometimes we might have what is called a "false alarm." That means that we won't know that it is not real until after we go through the response actions (like evacuating)

Why do we have to do drills?

- Drills help train our bodies and our brains to know what to do in an emergency
- Police officers and fire fighters drill all the time so when an emergency happens they will have lots of practice and be able to respond quickly and safely
- Drills in schools are required by law