

USD 439 School Emergency Operations Plan

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RESOURCE SERVICES

Emergency Services	911
Crisis Team (ESSDACK)	620-663-9566
Deb Haneke	(cell) 620-931-2543
FBI (Wichita)	316-262-0031
FIRE/Ambulance (non-emergency)	316-772-5700
Zane Hansen, Chief	(cell) 316-461-6251
Highway Patrol	316-744-0451
KBI (Wichita)	316-337-6100
Non-emergency 911	316-284-6850
POLICE (non-emergency)	316-772-5151
Bryan Hall, Chief	(cell) 316-288-9490
Harvey County Emergency Management	316-284-6910
Sedgwick County Emergency Management	316-660-4977
Michael Anderson	(cell) 620-869-5480
Harvey County Sheriff (non-emergency)	316-284-6960
Sedgwick County Sherriff (non-emergency)	316-660-3900
Harvey County Health Department	316-283-1637
Sedgwick County Health Department	316-660-7300
Prairie View	800-262-0180
Comcare	316-660-7500
Newton Medical Center	316-283-2700
Wesley Medical Center	316-962-2000
Via Christi	316-268-5000

COMMUNITY RESOURCES

Bureau of Alcohol, Tobacco, Firearms & Explosives	800-800-3855
Domestic Violence Assistance Programs in Kansas	
Safe Hope	800-487-0510
Statewide Crisis Hotline	800-400-8864
Harvey County Domestic Violence	316-284-6920
Wichita Family Crisis Center	316-267-7233
Kansas Arson/Crime Hotline	800-572-7463
Kansas Crisis Hotline	888-363-2287
Kansas School Safety Hotline	877-626-8203
Poison Information Center (Wichita)	800-222-1222
Harvey County DCF	316-283-3015
Sedgwick County DCF	316-337-7059
Suicide Prevention Hotline	1-800-SUICIDE or 800-273-8255
To Report Toxic Spills	800-424-8802

DISTRICT CONTACTS

Schools & Central Office

Superintendent	Rae Niles	(District Office) 316-722-5783 (cell) 316-288-3360
Sedgwick Senior High School		316-722-5783
SHS Principal	Zack Helgesen	(cell) 559-859-9101
SHS Activities Director	Scott Moshier	(cell) 620-873-9190
Sedgwick Junior High School		316-772-5783
SJH Principal	Zack Helgesen	(cell) 559-859-9101
SJH Activities Director	Scott Moshier	(cell) 620-873-9190
R.L. Wright Elementary		316-722-5783
Principal	Julie Scott	(cell) 316-990-3359

Maintenance & Transportation

Maintenance/Grounds Manager	Ian Nicholson	(cell) 316-755-6798
Transportation/Bus Barn Manager	Kermit McGinn	(cell) 316-217-7009

Counselors' Cell Numbers

Junior/Senior High Counselor	Katie Lynch	(cell) 620-366-1208
R.L. Wright Elementary Counselor	Lindsay Hogan	(cell) 620-440-1679

Nurse's Cell Numbers

School Nurse	Kathryn Mosiman	(cell) 316-734-9749
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Note: Personal cell phone numbers are provided for emergency situations and should not distributed or used for non-emergency situations.

INCIDENT COMMAND SYSTEM POSITION RESPONSIBILITIES

District Employee- School district employees have everyday responsibilities in their normal school work assignment. During an emergency, school district employees will have additional responsibilities. It is imperative that they be familiar with their roles and responsibilities during an emergency situation.

1. **Superintendent**

The Superintendent's role during an emergency varies with each situation. They usually are the direct link with the policy makers in the District who formulate or implement policies related to the situation. They may also have an important role in the internal and external communication process. Their role requires flexibility to provide leadership and timely decision making as needed in the District.

2. **The Principal or Building Administrator**

The Building Administrator often serves as the Incident Commander. At times the building administrator may delegate this responsibility to an appropriate staff member. At all times the building administrator retains the overall responsibility for the safety of students and staff. The Building Administrator also coordinates between the District Office and the situation

3. **Building Crisis Team**

Each Building in the District shall have a crisis management team. The team shall be organized in compliance with the principles of Incident Command Center (ICS). Crisis team members should:

- a. Have the ability, training and resources to carry out their responsibilities
- b. Be familiar with all aspects of the crisis management plan
- c. Understand the ICS structure
- d. Possess the ability to remain calm and work effectively in emergencies
- e. Have the trust and confidence of their colleagues
- f. Demonstrate good communication and collaboration skills

4. **Board of Education**

The Board of Education usually has executive responsibilities during a school emergency. Examples of this would be to review or enact policy, statutes and procedures to aid and support the response to the situation.

5. **Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

6. **Para-professionals**

Para's responsibilities include assisting with teachers as directed

7. **Mental Health**

Mental Health professionals include counselors, social workers and psychologists. They will assist with the overall direction of the incident management as directed.

8. **School Nurse/Health Assistants**

Health professionals will administer first aid and render treatment as needed. They will also supervise others who administer first aid. They will organize and distribute medical supplies.

9. **School Administrative Professionals**

Administrative professionals will receive and provide consistent information. They will assist with essential school records. They will perform other assignments as directed.

10. **Custodial/Maintenance Personnel**

Custodial/Maintenance will survey and report the condition of the building to the Incident Commander. They will manage utilities shutoff valves. They will provide damage control as needed. They will assist in use and distribution of supplies and equipment needed. They will perform other duties as needed.

11. **Food Service Workers**

Food service personnel will use, prepare and serve food and water as needed. They will perform other duties as needed.

12. Bus Drivers

Bus drivers will supervise the care of student if disaster occurs while the students are on the bus. They will transport students as directed. They will perform other duties as needed.

13. Other Staff

Other staff will report to the Incident Commander as requested and needed.

14. Students

Students will cooperate and fully participate in all drills, exercises and during an actual incident. They will learn to be responsible for themselves and others in an incident. They will report situations of concern. They will develop and awareness of the potential threats, hazards and disasters that could impact the school.

15. Parents/Guardians

Parents will encourage and support safety, prevention and preparedness programs within the school. They will provide schools with requested necessary information during a school incident. They will practice preparedness and safety measures in their homes with their family.

Direction and Control

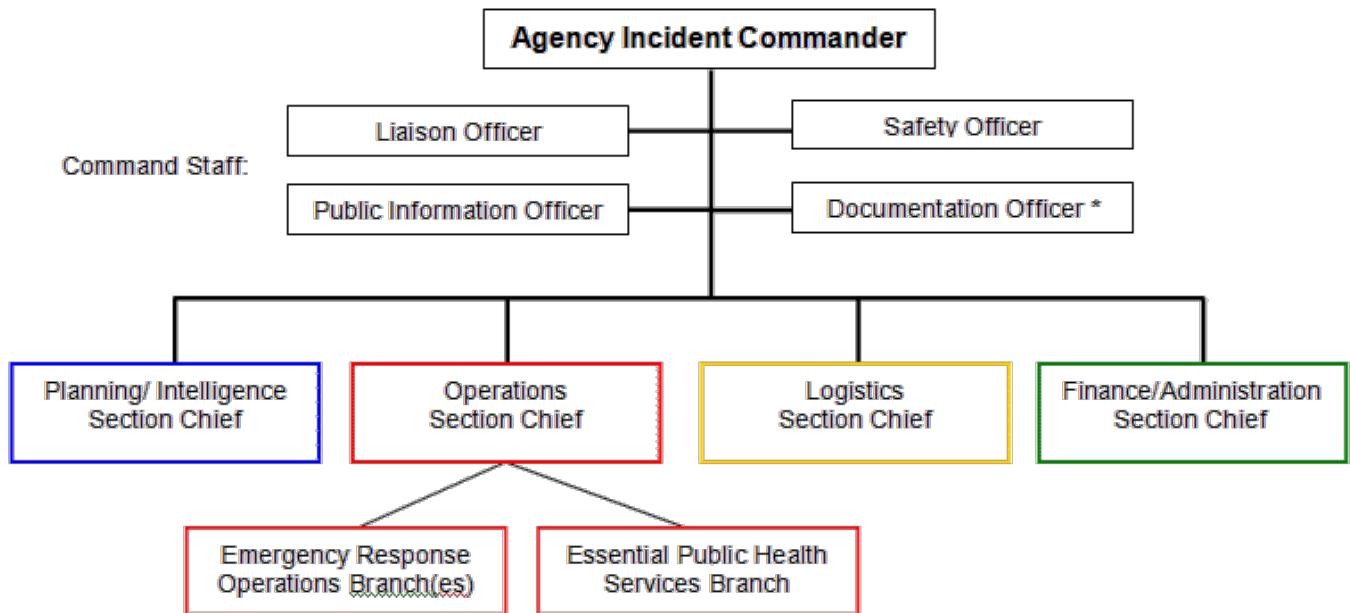
1. The Superintendent (their designee) is responsible for establishing the objectives and providing general guidance for emergency response operations.
2. The Incident Commander will manage the emergency response from the Incident Command Post until local emergency response services arrive.
3. The school's Emergency Operation Plan (EOP) will be activated to provide effective direction and control during the incident(s). ICS will be implemented as the management system for the incident.
4. This district will implement principles of unified command when more than one agency has jurisdictional responsibility for an incident in the school.

Communications

1. Internal Communications.
 - a. Staff members. Internal communications with staff members shall be timely and intentional keeping them informed as new developments occur. Methods used may be telephone trees, electronic devices and staff meetings.
 - b. The IC will communicate with the District Office.
 - c. Communication with staff in other buildings will occur as needed
2. External Communications
 - a. Communications with first responders will be established informing them of critical information needed to respond to the situation
 - b. Several methods of communication to parents/guardians will be established and implemented
 - c. Communication with the media shall be coordinated through the District's Public Information Officer (PIO) or designated communication person
3. Communication Tools
 - a. Several methods of communication shall be established for use. Examples:
 - Standard telephones
 - Cell phones
 - Intercom systems
 - Electronic megaphones

- 2 Way radios
- Computers
- Automated Voice Calls
- Emails
- Text Alerts
- Social Media
- Alarm Systems
- Whistles
- Others

Incident Command System



THE FUNCTIONAL ANNEXES

Functional annexes describe methods and procedures used by this school district that direct critical responses during emergency operations. Procedures are the series of steps or instructions used to accomplish an action or task during an emergency situation.

Direction and Control

The initial coordination of responses to emergency operations will be undertaken by the administrator in charge or by the person assuming the role of the incident commander.

In advance of an emergency situation, each school building should establish an Incident Command Post. The incident command post is the location at which on site tactical or operational command functions are performed. The incident command posts for this district are:

Building Name	On-site (Room or Location)	Off-site (Address)
Sedgwick Junior High & High School	Conference Room	Sedgwick Senior Center
R.L. Wright Elementary	Conference Room	Sedgwick Senior Center

In a larger scale emergency, each school district should establish a District Emergency Operations Center (EOC). The EOC is the physical location where the coordination of information and resources that support the incident management takes place. This district has established **USD 439 Media Center** as its EOC location. The alternative EOC location is **Sedgwick Senior Center**.

Incident Notification and Assessment

When first arriving upon the incident or scene:

1. Make sure the scene is safe before entering
2. Assess the situation gathering critical information
3. Provide clear and concise information to persons in the immediate scene who can assist, for first responders, and additional school personnel who may provide assistance
4. Render aid and assistance to persons or the situation as needed
5. If possible, write down (or have someone assist in this task) the time, place, description of the situation, actions taken and other important information from the scene.

Media Response

All efforts must be made to protect the privacy and confidentiality of victims, their families, other students, and faculty/staff. **No faculty/staff member will give any information to the media or those outside the school's "need to know" circle.**

Blanket Media Statement:

ALL INFORMATION WILL BE RELEASED BY THE SUPERINTENDENT

Superintendent's Statement:

EXAMPLE: OUR CONCERNS AND PRAYERS ARE WITH THE FAMILY AND WE ARE FOCUSED ON THE SAFETY AND WELL-BEING OF OUR STUDENTS AND STAFF

STAFF will not give a statement to the media and will refer to the Superintendent. Media will NOT be allowed in the buildings or on school property without approval of the Superintendent.

Emergency Management Action Outline

This school district’s emergency operation plans are based upon the all-hazards approach. The all-hazards approach is based upon the three major strands of likely emergencies in the people caused, natural disasters and technological or physical plant failure categories. Below is a summary of several situations. Please consult the table of contents for more specific instructions for incident specific responses for this district.

PEOPLE CRISIS

Activity Trips (Bus Emergency)

1. Assess and confirm information – know precise location
2. Use predetermined communication devices & telephone numbers
3. Staff building & distribution of situation

Natural Disaster

Earthquake

1. Sound alarms – provide notification
2. Evacuate building or take protective positions
3. Assemble Crisis Management Team
4. Call Service Center with crisis information
5. Call District Office

PHYSICAL PLANT & TECHNOLOGICAL HAZARDS

Anthrax Threats

1. Become aware of indicators of suspect packages
2. If unopened and not leaking a substance
 - Call 911 and report factual information

Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the Principal or his designee, as the Incident Commander (IC), will decide upon the Universal Emergency Procedures to implement.

There are six Universal Procedures to respond to emergency situations:

1. Education
2. Severe Weather
3. Bus Evacuation
4. Lock Down
5. Reunification
6. Shelter in Place

Mass Care

The purpose and scope of mass care is to provide procedures to adequately shelter students and staff in their own school building for an extended period of time. This includes plans to stock and provide adequate water, basic food items and sanitary needs for sheltered students and staff. In addition, communication devices will need to be established that will allow outside communication from the school shelter. Basic details of the plans include:

- Water
- Basic Food
- Sanitary Needs
- Communication needs
- Other as provided for (e. g. – medicines, blankets, etc.)

Schools are often used as a place for community shelter, a memorandum of understanding (MOU) or some other document outlining terms, conditions and details of use should be established by the school district and the sheltering agency (i.e., Red Cross, Salvation Army, local community emergency management, etc.)

Off-Campus incidents

A school emergency may occur when students are outside of the school facility but still under school supervision. As such, procedures to assist responding are as follows:

- Staff member will have an accurate roster of students and staff
- An accurate headcount of students/staff
- Possession of a working communication device (cell phone, radio, etc.)
- Access to emergency contact information for those attending the off campus event
- A copy of the school's emergency response procedures
- A first aid kit
- Other items and procedures as necessary

Building Crisis Team Reunification Responsibilities

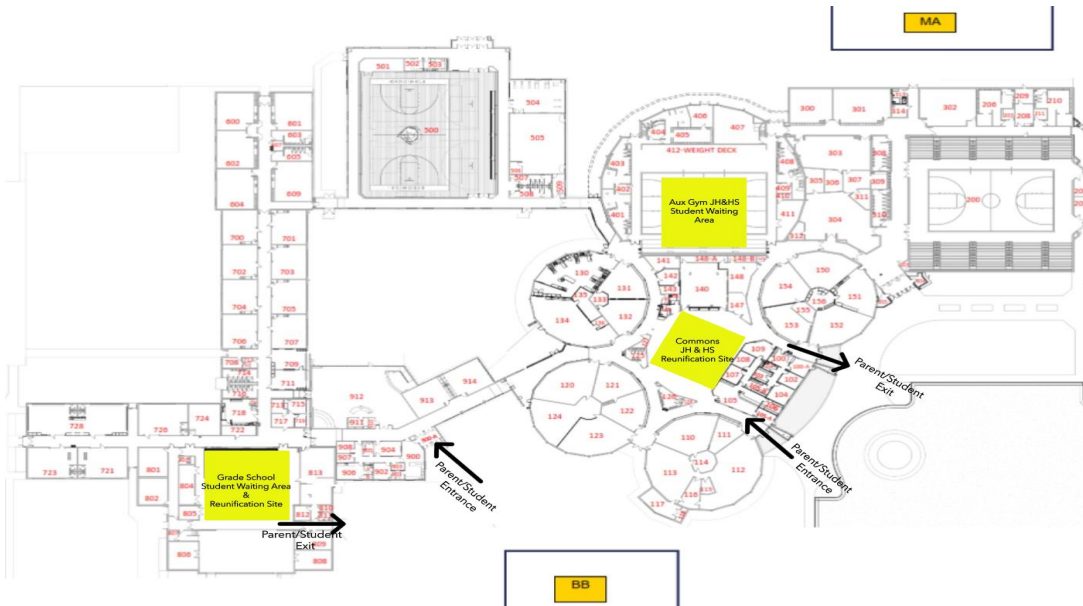
Each Building team will construct a reunification plan that addresses the following critical components:

- A. Designate an area or room where location of checkout procedures will occur.
The following guidelines should be considered when choosing checkout room or area:
 - Capable of computer access
 - Easy access and egress to the outside of the building
 - Use of radios without interference
 - Large enough to receive and process many people simultaneously
 - Multiple electrical outlets

- Access to backup or emergency lighting sources

Junior/Senior School Reunification Plan:

- Students will wait in the auxiliary gymnasium
- The reunification area will be in the commons area
- Parents will enter through the buildings Main Entrance
- Parents/Students will exit, next to District Office



Elementary Reunification Plan:

- Students will wait in the Multi-Purpose Room
- The reunification area will be in north-east corner of the Multi-Purpose Room
- Parents will enter through the buildings Main Entrance
- Parents/Students will exit through the Food Service delivery door.

B. In advance prepare a student sign-out sheet (See Appendices)

C. Assign responsibilities and construct job descriptions (or instructions) to staff members in order to fulfill the following check-out procedures:

- Sign out administration
- Sign out coordination with each classroom
- Transportation coordination
 - i. parent parking
 - ii. bus transportation
 - iii. student parking
 - iv. staff parking
- Special issues and information coordination
- Internal building communications
- Logistics as needed (situational)
- Building Crisis Team identification and clothing
 - Orange – School Staff | Green – School Administration

- Site security

Emergency First Aid Procedures for Severe, Life Threatening Injuries or Illnesses

General Procedures:

1. Do not move the student until the full extent of injury or illness is determined.
2. Evaluate the problem and extent of injury or illness.
3. Notify appropriate emergency personnel in the community (ambulance, fire department)
4. Notify the school administration, nurse and parent.
5. Administer emergency first aid.

Emergency First Aid Steps:

1. Tap or very gently shake and call the student's name to determine level of responsiveness.
2. The student needs to have and maintain an open airway. If there is any chance of neck injury (e.g. fall, twist, head injury), this is best performed by gently pulling forward the angle of the jaw (modified jaw thrust maneuver). If neck injury is not a concern, the unconscious student's head should be tilted back and the chin rose. As long as a student is conscious and can make some sound (meaning that some air motion can occur), allow him/her to adopt whatever position seems most comfortable.
3. If the student is not breathing, begin mouth-to-mouth resuscitation.
4. If not pulse is felt, begin giving cardiopulmonary resuscitation (CPR).
5. Stop bleeding
6. Prevent or treat shock.
7. Prevent further injury.
8. Call for an ambulance.
9. Notify the school administration, nurse and school emergency first aid people.
10. Administration will notify parent if possible.
11. Stay with an ill or injured student until emergency personnel arrive or transferred to a parent.
12. Complete an accident or illness report and document the incident on the student's cumulative school health record.

Do's and Don'ts in Emergency First Aid Care

Do –

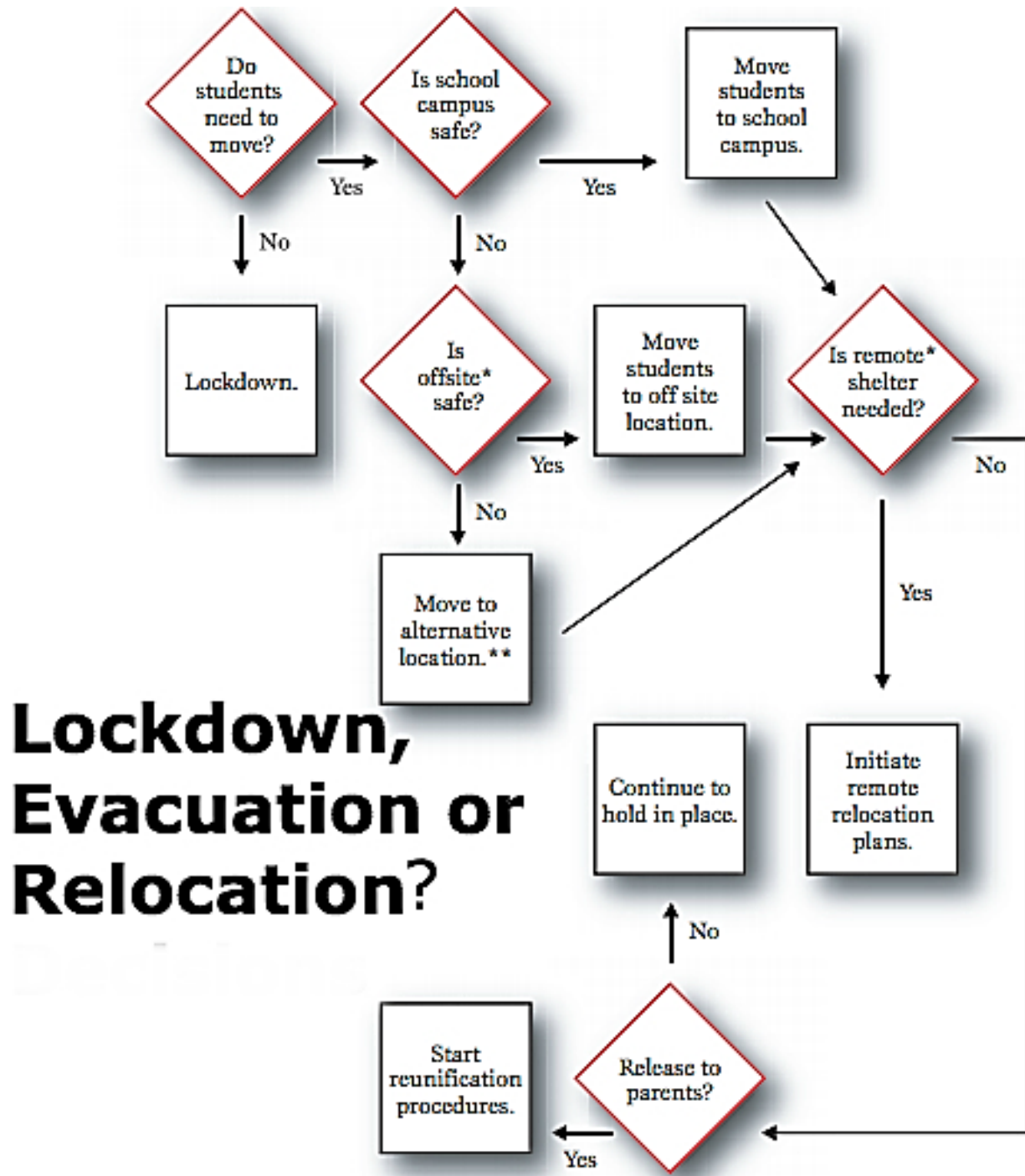
1. Stay cool and calm.
2. Provide care that corresponds with established procedures of your school.
3. Evaluate the injury or illness with special attention to assessment of:
 - a. Open Airway – does the student have noisy breathing (this may indicate a partial blockage)?
 - b. Breathing – Is the student breathing?
 - c. Circulation – Is there a pulse, is it fast or slow, and are the fingers and toes cold?
4. If indicated, ask that the school's emergency first aid persons be called.
5. After assessment and initiation of emergency care are completed, check with student, employees and witnesses as to what happened and the circumstances. Carefully document the information on the student's health record.
6. Reassure the student needing first aid.

Don't –

1. Do not move an ill or injured person until evaluated.
2. Do not give anything by mouth to an unconscious person.
3. Do not attempt to reduce dislocations.
4. Do not diagnose or try to give medical advice.
5. Do not send a student home before consulting the parent.

- Protect student privacy and confidentiality. Minimize the gathering of crowds and curious onlookers, and refrain from discussing the incident afterwards.

EVACUATION PLAN OVERVIEW



Evacuation Sites

Senior/Junior High

- On Campus
 - Elementary School
 - Football Stadium
 - Bus Barn (inclement weather)
- Off Campus
 - Diversicare (712 N Monroe)
316-772-5185
 - Senior Center (107 W 5th)
316-772-0393

R.L. Wright Elementary

- On Campus
 - High School
 - Football Stadium
 - Bus Barn (inclement weather)
- Off Campus
 - Diversicare (712 N Monroe)
316-772-5185
 - Senior Center (107 W 5th)
316-772-0393



Determining Need for Evacuation

- Assess danger to students/staff
- If evacuating –
 - Ensure that teachers and office staff take the day’s roster of attendance/absences so students can be accounted for at the evacuation site; take roll at that site upon arrival.
- For Bomb Threat—
 - Discontinue use of radio transmitting devices, including pagers, cellular phones, and short wave radios.
 - Check immediate surroundings/closets/cabinets/etc., for suspicious packages /boxes / sacks.
 - Do NOT touch, move or open. Call the office immediately.
 - Check egress routes prior to evacuation of the building.
 - Check destination and route for suspicious items.

- Follow coordinated plan to evacuate the building if necessary.

Evacuation Plan

Principal Actions:

- Make an announcement or sound alarm for evacuation and location of assembly area
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Advise of any exits that cannot be used
- Call 911
- Monitor the situation
- Provide staff with updates or additional instructions
- Notify parents
- Announce “all clear” signal when the emergency has ceased

Staff Actions:

- Bring Emergency Go-Bucket
- Lead class to pre-determined assembly area
- Take roll/headcount
- Display GREEN card to indicate that all are accounted for; display RED card if there is a problem
- Call parents to notify for pick-up

PARENTS WILL BE NOTIFIED VIA USD439 DISTRICT WEBSITE (www.usd439.com), EMAIL, OR TEXTCASTER TO LEARN OF THE LOCATION OF THEIR CHILD(REN) DURING OR IMMEDIATELY FOLLOWING A CRISIS

Reverse Evacuation Plan

Critical Information: Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

Principal Actions:

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- Announce “all clear” signal when the emergency has ceased

Staff Actions:

- Move all students and staff inside as quickly as possible
- Assist those needing additional assistance
- Report to classroom
- Take attendance
- Report any missing, extra or injured students to building administration

- Wait for further instructions

HAZARD OR THREAT SPECIFIC ANNEXES

Activity Trip

Each teacher/coach/sponsor should maintain a folder for each activity trip. This folder should contain rosters, including an emergency telephone number for each student. A copy of the student’s manifest should be placed in the trip folder and a second copy should accompany the teacher/coach/sponsor on the trip. Teacher/Sponsor will bring Crisis Bucket.

Activity sponsors/coaches should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident/emergency occur. **(Note: In the absence of an administrator, it is the responsibility of the teacher/ coach/sponsor to ensure the safety of students.**

Staff at the Scene:

- Call 911, if warranted
- Assess situation, account for all students and staff
- Confirm information
- Call Building Administration or designee and inform them of situation
- Share precise information with first responders and/or school officials as needed
- Know your present address or location
- School staff at the scene of the incident render aid and assistance until first responders arrive and take charge of the situation
- School staff at the scene will move all unaffected students to a safe location and account for all students.
- If students are injured and transported, the names of injured students and the location to which they are taken for medical treatment will be provided to the school

Principal/Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the activity trip will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

Additional steps for activity taken:

- _____
- _____
- _____
- _____

Assault

An assault is a violent physical or verbal attack.

Staff Actions:

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot, give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

Principal/Team:

- Call 911 if warranted, or notify school law enforcement
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- If threat still persists determine whether to initiate lockdown
- Notify District Crisis Team, Central Office as appropriate
- Document actions and complete incident reports

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Threats

What is a Threat?

Threats may be verbal threats to do harm to a person or persons, property, or self. Threats may also be inferred from behaviors or observations of a person’s words, writing, drawing, demeanor, or appearance. Threats may be inferred from third party statements (one person may tell another that someone may do something harmful) and even from anonymous tips and hints. Threats may include anonymous writing, notes, or drawings. Staff may learn of serious potential threats through indirect language, or hints from students.

Staff shall report to the building administration any suspected threat or concern about a danger; this includes threats reported by a student or parent or other community member. Students shall report to a teacher, counselor, or administrator any suspected threat or concern about a danger. When a potential threat is reported, the building administrator in charge will initiate the Threat Assessment Procedures and convene the Multidisciplinary Team. Outside resources may be notified as appropriate to evaluate risk.

Student Actions:

- Report all threats and threatening situations or behavior to a counselor/teacher, school resource officer/police officer, or building administrator

Staff Actions:

- Report all threats and threatening situations or behavior to Building Administration

Principal Actions:

- Immediately consult with the Counselor
- Inform local police of the threat
- Contact the superintendent as soon as possible
- Initiate **Threat Assessment Procedures**
- Contact selected members of Multidisciplinary Team
- Convene full Multidisciplinary Team to assist with investigation if appropriate
- Turn investigation over to police if a crime has been or may be committed
- Take actions to contain or mitigate threat
- Convene a building level staff meeting(s) if necessary
- Develop a **Plan of Action** when required with participation of the Multidisciplinary Team

Superintendent Actions:

- Convene a district staff meeting(s) if warranted
- Provide statements to the public as necessary
- Provide press releases as appropriate

Additional Steps for school/facility taken

- _____
- _____
- _____

Bomb Threat

Threat of an incendiary device being on school premises

Staff Actions:

- Notify the building principal immediately if made aware of the threat
- Clear hallways and restrooms
- Lock down classroom and take roll
- Restrict use of electronic devices
- Listen for further lockdown or evacuation instructions
- Search room for unusual packages/devices
- Do not touch any suspicious packages/devices
- Keep away from doors, windows and wall if lockers are attached
- Prepare to move to evacuation site
- Remain in room until released by administration or emergency services
- Generally speaking, building alarm systems **SHOULD NOT BE MANUALLY ACTIVATED** during bomb threat situations, unless done so by someone in authority.

Principal/Team Actions

- Announce lockdown
- Call 911
- Notify superintendent's office
- Initiate Crisis Team
- Forward threat specifics to 911 and/or Emergency Personnel
- Initiate evacuation if threat is credible
- Assign staff rolls to assist in search
- Document actions and complete incident reports

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Bomb Threat – School Report

A Bomb Threat is the expression of the intent to cause physical harm or damage by the use of an explosive device.

Date _____ Time of call _____

Bomb threat was received on telephone number _____

Exact language/wording used by the caller _____

Record the following information as provided:

What time is it set for? _____ Where is it? _____

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (check/fill in)

Gender: Male Female Describe _____

Age: Adult Child Describe/Estimate age _____

Speech: Normal Excited Describe _____

Speech: Slow Fast Describe _____

Did the caller have an accent? Describe _____

Did you recognize the caller's voice? Describe _____

Background noises: music traffic machine voices/talking
 airplanes typing children TV/radio
 other _____

Other Notes: _____

Person receiving call:

Name _____ Home Phone _____

Address _____

Notification:

School Principal _____ Time _____

Police _____ Time _____

Other Information: _____

Quick Reference Guide for Bomb Threats

1. Record threat
2. Report threat to appropriate personnel
3. Assemble and deploy search team
4. Search team carefully search assigned areas; teachers and staff search own area
5. If suspicious item(s) found do not disturb; report to authorities
6. Evacuate if necessary – make sure evacuation routes and assembly area are safe
7. Notify first responders and request assistance

CAUTION!

- Do not touch suspicious item
- Notify proper Authorities - Call 911
- Ensure all witnesses are available to brief 1st responders
- Recommended stand-off data should be used in conjunction with your emergency evacuation plan

Sources: Department of Homeland Security, Office for Bombing Prevention, Arlington, VA
FBI, Bomb Data Center, Quantico, VA
Technical Support Working Group, Arlington, VA

Preferred Evacuation Distance

Shelter-in-Place Zone
Move to Preferred Evacuation Distance.
If unable, seek shelter inside of building away from windows and exterior walls.

Mandatory Evacuation Distance
inside and outside of buildings.
Proceed to Preferred Evacuation Distance.

Bus Emergency

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare a trip bus folder, one copy of the students manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

In the event of a Bus Accident:

Staff at the Scene:

- Call 911
- Evacuate bus if needed
- Call Principal
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Principal/Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Classmate Tragedy

The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class.

Example: Death of a friend or family member

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better.
- Ask how you think our classmate might be feeling.
- What could you say that might help him/her know you care? Guide student responses toward helpful comments and away from less helpful comments.
- Ask what would you want someone to say to you if you experienced the death of someone close?
- Ask are there things you could do that may help them feel better.
- We can take our cues from the person that will guide our actions. What might some of those cues be?

When a Grieving Classmate Returns: (First Words)

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, “hello,” “welcome back,” “I’m glad to see you,” or something similar.
- The brave might even say: “I’m so sorry to hear about your ___’s death.”
- Even braver friends might make statements like, “It must be incredibly tough to have your ___die.”
- Other options include: write a brief note or card, make a phone call, etc.
- If your classmate cries, this is okay; you did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate’s attention span will probably vary for several weeks).
- Give the classmate your phone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work.

Some Don’ts:

- Don’t shun the student, speak to them.
- No cliché statements (e. g., “I know how you feel” when nobody knows the unique relationship the classmate had with the deceased.
- Don’t expect the person to snap back into their “old self”.
- Don’t be surprised if classmate seems unaffected by the loss; everybody has his/her own way of grieving.
- Don’t be afraid to ask appropriate questions about the deceased, like “what did you and your _____ enjoy together?” (people often like to talk about the people they grieve).
- Just because the classmate may seem to be adjusting to school again, don’t assume the grieving has stopped, nor the need for comfort and friendship.

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Death or Serious Illness

In the event of a reported death or serious illness outside the school setting:

Staff Actions:

- Notify Principal

Principal/Team:

- Call 911
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Notify District Support Team, Central Office.
- Notify teachers prior to school by using a phone tree or during school prior to notification of students.
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedures for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance.
- Contact the family or visit the home to offer help, condolence and support.
- Allow students to meet in school counselor or other appropriate place; students should be encouraged to report any other students who might need assistance.
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Notify the bus driver of the students who will not ride home on his/her bus.
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school.
- Offer assistance to parents of impacted students.
- If deemed necessary by building principal, at the end of the day a faculty meeting may be called to disseminate additional information.

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Guidelines for Student/Staff Sudden Death

Following a traumatic death, people can feel a sense of loss for at least 2 years. Frequently, after effects are felt as a pervasive sense of malaise among students and school staff. School staff can be devastated well into the next school year, and there may be a change in attitude toward teaching. Some staff may increase their emotional distance from students. Students tend to be fearful of getting close to one another, fearing the loss of another classmate or friend. The need to cope adaptively is necessary. These guidelines are written to help deal with these concerns and to establish procedures for the student sudden death.

Day of a Sudden Death

- Upon notification of the sudden death of a student or staff member, the building Principal will notify the Building Counselor. One of these individuals will notify the Superintendent and the Assistant to the Superintendent for Communications.
- The Principal will initiate a “call tree” to all faculty and support staff, informing them of the sudden death and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.
- Telephone conferences with the district’s crisis team will be held to plan tentative activities for the next day (the day after the sudden death).

First Day after a Sudden Death

- The school Principal meets with the crisis team 30 minutes before meeting with faculty to plan the aftermath of the sudden death.
- The Principal reviews the available facts of the case with all faculty and support staff to dispel rumors, to discuss the plan of the day, and to allow for faculty and support staff to express feelings. Faculty/Staff are encouraged to lend support to one another.
- A member of the district crisis team describes some of the feelings the students may be experiencing following the death of a classmate: disbelief, anger, denial, sadness, and loss. Suggestions are reviewed on ways to handle expressions of grief in their classes.
- A crisis center will be established in the school building. Additional Student Services staff from other buildings may be called in to assist with the crisis. A member of the crisis team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents, and staff.
- Peer helpers may be assembled to work through their feelings, and the crisis team will offer them some guidelines for helping troubled students.
- A letter from the Principal may be sent home with students notifying parents of the sudden death, and providing them with information regarding the stages of grief and listing reading materials that are available in the school media center on the subject of death.
- School staffs are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:
 - a. Allows for expression of feelings and mutual support.
 - b. Reviews the events of the day.
 - c. Reviews the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students’ reactions during the day.
 - d. Announces the funeral arrangements. Staff may be encouraged to attend if they feel a special need or to provide support to students and their families.

Day following a Sudden Death

Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.

Death on Campus

A student, staff member or other individual dies in a school building or on the grounds. All deaths on campus are handled as crime scenes.

Staff Actions:

- Contact 911. Give dispatcher exact location of victim and best access point for police and EMS.
- Notify Principal
- Move students away from location of the body
- Clear hallways and restrooms
- All staff lock down their rooms and take roll and wait for further instructions
- Keep away from doors and windows
- Remain in rooms until released by law enforcement or other administration
- Do not leave students until handed off to police, administrators, or parents
- Limit use of phones and intercom
- Document any pertinent information

Principal/Team:

- Initiate appropriate Lockdown
- Secure the area of the body. No one should touch the body or anything near the body. Everything should be considered evidence
- Isolate potential witnesses or suspects
- Notify Superintendent
- Notify Crisis Team including district counselors
- Make announcements as warranted (e.g., assure students of their own safety or notify students/staff that there is an emergency on campus, please follow your teacher's instruction, and more information will be provided soon)

Suicide

In any situation in which the risk of suicide is heightened, school staff should adhere to the following principles:

- **Parent contact.** Parents should be contacted whenever their child is presenting a danger to him or herself or to others.
- **Screening.** School personnel should be available and accessible to students needing to communicate personal concerns. School personnel should be trained to screen for suicidal ideation. Substance abuse, psychiatric illness, chronic running away and physical or sexual abuse can place children at-risk for suicide.
- **Home-school-community communication system.** A contact person at the school should set up a home-school-community system to monitor the activities of students identified as potentially suicidal.
- **Referral.** Students who have serious problems or make suicidal threats or attempts should be referred to psychiatrists, psychologists or counselors who are trained and licensed to treat suicidal youth.

While it is not the responsibility of either the special education staff or the school officials to provide treatment, it is the responsibility of schools to protect children when they are at school. The procedures described below may help to prevent suicides and to protect schools from liability if a suicide does occur.

The sequence of actions described in the four situations below should be adapted to the existing circumstances and/or procedures in individual school districts.

1. Suspected Suicidal Ideation

Staff must be trained to recognize a suicidal ideation, understand what their responsibilities are when an ideation occurs, and know what action to take. In the event that staff discover evidence that indicates a heightened risk of suicide, the district threat assessment protocol should be initiated.

2. Suicide Threat

In the event of a suicide threat, the following actions should be taken:

- Have an appropriately trained staff member such as a school psychologist or counselor trained in suicide assessment, evaluate the risk, and provide immediate crisis intervention services to the student. Threats of suicide should never be taken lightly.
- Remove the student from any area containing any dangerous substances and/or implements, and remove any dangerous substances or implements from the student.
- Do not leave the student alone until either it is determined that the student is no longer in danger, or until that student has been referred to appropriate treatment.
- Notify the parents.
- Have the contact person at the school set up a home-school-community communication system and notify other school personnel about the need to monitor the student.
- Per parent/guardian permission, contact Comcare (Sedgwick County) of PrairieView (Harvey County) to initiate an emergency intake.

3. Suicide Attempt

In the event of a suicide attempt (defined as any behavior or gesture that indicates intent to take one's life) the following actions should be taken:

- Treat it as a medical emergency. Call Emergency Medical Services, if necessary.
- Have a staff member stay with the student at all times.
- Remove all dangerous substances and/or implements from the student and from the area.
- Notify the parents immediately.

- Have an appropriately trained staff member assess the situation and provide crisis intervention services.
- Involve psychological or consultation services through the community referral system.
- Have the contact person set up a home-community communication system and notify other school personnel (school administrators, counselors, nurses, and teachers) about the need to monitor the student. If appropriate, the school could develop and implement an Individual Assistance Plan with the student, school, family, and other involved agencies.
- Urge parents to seek immediate treatment for the student. The district should document any such encouragement and the parents' response. If the parents do not respond, the student should be referred to Child Protective Services.

4. **Suicide Completion**

If a suicide is completed, the following actions also appropriate to a suicide attempt should be taken:

- Treat it as a medical emergency and call Emergency Medical Services.
- Have a staff member stay with the student.
- Notify the parents immediately.
- Notify staff members.

In addition, the following actions should be taken:

- A school crisis team meeting should be called. The crisis team should be organized prior to a crisis and should include school and/or district administrators, counseling and psychological services staff, teachers, and nurses. Professionals from outside the schools also may be included, such as psychiatrists or psychologists, community mental health professionals or emergency response mental health personnel. After a suicide completion, the crisis team should identify students who are at the highest risk for suicide, including students who were close friends of the victim, students who seem particularly troubled by the suicide, students who have themselves made suicide attempts, or other high-risk students with poor coping skills.
- The Superintendent's office should be notified about the suicide and the post-suicide plan should be implemented.
- All building personnel should be notified about the suicide and the post-suicide plan should be implemented.
- Factual information about the suicide should be communicated to school staff and to the students. Rumors should be dispelled. General announcements of the suicide are not recommended, unless accompanied by counseling and educational support in all classes.
- Parents of any students expressing strong emotional reactions or suicidal ideation should be notified. Those parents should be urged to seek treatment for their children.
- Members of the crisis team should make presentations to each class in which the student was enrolled and discuss the facts of the student's suicide and the futility of suicide. All students who want to discuss the subject further should be urged to see the school counselor or other specially trained staff. If any students are experiencing strong emotional reactions, their parents should be notified and the students should be referred for treatment.
- All teachers should set aside time for students to discuss their reactions to the tragedy, and students who seem very upset should be referred to the counseling team.
- Counseling services should be made available to those students who have been identified as at-risk for the length of time that the crisis team deems necessary. Referral for treatment to community agencies or hospitals should be made, if appropriate.
- School in-service sessions and counseling time should be made available to all school personnel to help them deal with their own reactions to the suicide.
- Neither the student nor the suicidal act should be glorified or memorialized in any way.

Suicide: General Prevention Strategies

Ninety-five percent of youth suicides can be prevented. Only five percent of the adolescents who attempt suicide display psychotic symptoms such as disorientation, hallucinations or thought disturbances and are intent upon self-destruction. Further, poor school adjustment– including poor grades, truancy and discipline problems at home or school–may contribute to a student’s level of risk. The school may want to consider implementing preventive measures with school personnel, students and parents as suggested below.

School Personnel

- School staff members often feel anxious when confronted with a teenager who says he or she is suicidal.
- That anxiety often is the result of inadequate training in dealing with self-destructive behavior.
- For a school to have an effective intervention program, however, staff members must become involved with troubled youth.

Certainly suicidal young people should be referred for professional help, but equally important is the support they receive in relationships with other caring people, be they teachers, parents or friends. Early intervention by any caring person can be a lifeline to be grasped while other steps are taken. Training school staff to recognize potentially self-destructive students carries little risk and could save lives.

Training and utilization of school personnel should include the following:

- In-service training on stress in children and adolescents and methods for reducing stress in a school environment.
- In-service training on recognizing the signs of substance abuse, sexual abuse, physical abuse, depression, and other handicapping disorders that could make a student suicidal.
- Early identification should be emphasized. Referrals can be made to the crisis team with follow-up memoranda of all referrals. Educators must become better observers of students’ behaviors, more supportive, and less prone to labeling of deviant behavior when it occurs in their classrooms.
- Delegating the leadership for implementing a youth suicide prevention program to a crisis intervention team selected from willing and qualified faculty.

The team may consist of administrators, guidance counselors, school psychologists, nurses, social workers, or qualified teachers. A supportive staff member such as a secretary may also be very effective on a crisis team.

- Selecting one member from the team (preferably by the team) to be the team’s formal leader.
- Educating the team members about crisis intervention techniques, including the philosophy that crisis intervention is not psychotherapy, but is an easy way to restore students to their former emotional and behavioral states.
- Emphasizing the importance of follow-up of referrals. A large number of students who may be at-risk never receive help, although help is desperately needed and often desired. Schools should adopt policy concerning students who refuse help or are unable to receive needed help because of finances or lack of parents’ cooperation.
- Developing written policies and procedures for dealing with suicidal or depressed youths.

Hostage Situation

Disruptions/intruder/missing child/abduction – a group of emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

Staff Actions:

- Notify Principal or his designee
- Keep all students in their classrooms until further notice

Principal/Team:

- Initiate lockdown
- Call 911, Superintendent, District Support Team
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances shall the students be evacuated from the building without approval and/or assistance
- If the hostage taker or armed person can be contained in one section of the building, students should be moved from exposed area or classrooms to a safer part of the building
- As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside the building to warn approaching visitors of the danger

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Intruder

Disruptions/intruder/missing child/abduction – a group of emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

Intruder – An unauthorized person who enters school property:

- Notify administration or designee
- Ask another staff person to accompany you before approaching guest/intruder
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify administration or designee if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Call 911
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Maintain visual contact with intruder from a safe distance.
- Building administration or designee notifies Superintendent and may issue lock-down procedures (see Lock-Down Procedures section)

Additional actions for school/facility taken:

- _____
- _____
- _____

Intruder (Weapon)

Person is on the school premises that is a possible threat. (Possibly armed)

Staff Actions:

- Call 911 if warranted
- Notify principal
- If possible, identify the person, his/her location and if there is a weapon.
- If possible, obtain a physical description of the person (clothing, hair color, build, etc.).
- Faculty should immediately lock the students and themselves in the classroom. If possible, cover any windows or openings that have a direct line of sight into the hallway.
- Do not sound the fire alarm. A fire alarm would signal unknowing occupants to evacuate the building and could place them in potential harm as they attempt to exit.
- Close blinds or curtains.
- Barricade the door with furniture or other heavy objects.
- Door stops can be placed behind doors to further secure from entry.
- Stay away from the windows.
- Turn off lights and all audio equipment.
- Try to remain as calm and quiet as possible.
- Make a plan with others in the room about what you will do if the shooter enters.
- If students are not in class at the time of the signal, teachers will assist moving students into the nearest safe building/area available
- Remain with students
- Keep students secure and in a safe area until advised personally by administration or public safety personnel to move or that there is an all clear signal.
- Avoid, if possible, large open areas such as the library, gym, lawns or parking lots
- Do whatever is necessary to survive the situation.

***Develop a survival mindset.** Take time to understand your surroundings and environment before an emergency occurs. Ask yourself "What if?" questions and develop a plan.*

***Believe your senses.** Act quickly and carefully to get out of harm's way. If you can exit the building, do so. If not, find a safe room that you can lock yourself in until you are rescued.*

Principal/Team:

- Announce lockdown procedures - (e.g., ***There is an intruder on campus, he/she was last located at _____, we are on lockdown. Teachers, secure your students immediately.***)
- Call 911, notify it is an active situation
- Notify Superintendent
- Act with custodians to check locks on all exterior doors and classroom doors
- Designate a person (an administrator, if possible) to coordinate with public safety personnel at their command post
- Make sure that a site map and key set are available to public safety personnel.
- Be available to deal with the media/press and bystanders to keep site clear of visitors.

ACTIVE SHOOTER HOW TO RESPOND



RUN

IF YOU CAN
WHEN THERE IS AN
ACTIVE THREAT



HIDE

IF ESCAPE IS NOT POSSIBLE

- LOCK AND BARRICADE DOOR
- AVOID WINDOWS
- SILENCE YOUR PHONE



FIGHT

IF LIFE IS IN IMMINENT
DANGER AND IT IS
YOUR LAST RESORT

CALL 911

IF YOU CANNOT SPEAK,
LEAVE THE LINE OPEN AND ALLOW DISPATCHER TO LISTEN

Medical Emergencies

A medical emergency is a life threatening injury, illness or situation.

Staff actions:

- Notify building office and/or administration; call 911 if warranted
- Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, FA, AED, etc.), until trained Emergency Medical Services arrives
- Do not move victim unless they are in immediate danger of further injury
- Comfort victim
- After immediate needs have been cared for, remain to assist emergency medical personnel with pertinent information about the incident
- For relatively minor events, have students taken to office or school clinic for assistance
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid, CPR or AED training
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Poisoning

Poisoning is contact or ingestion of a substance that causes harm to a living organism.

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call 911
- Call the Poison Center Hotline 1-800-222-1222
- Administer first aid directed by poison information center
- Notify staff health professional if available
- Notify Principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. (Material Safety Data Sheets)
- School official to notify parents
- In the event of a staff member who has been poisoned, school official should notify spouse or next of kin
- Seek additional medical attention as indicated (this should precede notification of next of kin)

Preventive Measures:

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building
- Make sure that Material Safety Data Sheets are present

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

NATURAL DISASTERS

Earthquake

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

If inside:

- Initiate **Drop, Cover and Hold**
 - **DROP** where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.
 - **COVER** your head and neck with one arm and hand
 - If a sturdy table or desk is nearby, crawl underneath it for shelter
 - If no shelter is nearby, crawl next to an interior wall (away from windows)
 - Stay on your knees; bend over to protect your body
 - **HOLD ON** until shaking stops
 - Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
 - No shelter: hold on to your head and neck with both arms and hands
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- Remain covered until shaking stops
- Once shaking stops, staff should account for students and check for injuries
- Immediately report any missing, extra, or injured students
- Staff should continue to monitor students and wait for further instructions
- If evacuation of the building is initiated, evacuate and use standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.)

If outside:

- Move quickly away from building and overhead electrical wires
- Initiate Drop, Cover and Hold
- Initiate accountability procedures
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground

- Administer emergency first aid as needed
 - Do not re-enter building until given “all clear” from Incident Commander
 - Document actions and complete incident reports

Additional Steps:

- Activate the Crisis Team
- Account for students and visitors
- Administer first-aid as needed
- DO NOT re-enter building until “all clear” is announced
- Depending of severity, call 911, be prepared to provide:
 - Your name and school
 - Detailed information about the nature of the situation
 - Advise of imminent risk of danger
 - Provide exact location inside or outside the school
 - If inside the school, provide door number and location of the door for best entry point
 - Call back if anything changes

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Fire

A fire is a rapid, persistent chemical change that releases heat and light and is accompanied by flame.

In the event of a fire:

- Sound alarm
- Call 911, Superintendent, District Support Team, Central Office
- Implement evacuation procedures to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Some schools use a card notification system. The universal colors of green and red are used. Green denotes all students are present and all is well and red signifies a problem
- Do not re-enter building until being given the “all clear” to do so
- Determine if arrangements need to be made for transportation to alternate building location or if school is to be dismissed

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Lightning Safety Tips

Lightning – an atmospheric discharge of electricity accompanied by thunder.

- **PLAN** in advance your evacuation and safety measures. When you first see lightning or hear thunder, activate your emergency plan. Now is the time to go to a building or a vehicle. Lightning often precedes rain, so don't wait for the rain to begin before suspending activities.
- **IF OUTDOORS**, avoid water. Avoid the high ground. Avoid open spaces. Avoid all metal objects including electric wires, fences, machinery, motors, power tools, etc. Unsafe places include underneath canopies, small picnic or rain shelters, or near trees. Where possible, find shelter in a substantial building or in a fully enclosed metal vehicle such as a car, truck or van with the windows completely shut. If lightning is striking nearby when you are outside, you should:
 - A. Crouch down. Put feet together. Place hands over ears to minimize hearing damage from thunder.
 - B. Avoid proximity (minimum of 15 ft) to other people.
- **IF INDOORS**, avoid water. Stay away from doors and windows. Do not use the telephone. Take off headsets. Turn off, unplug and stay away from appliances, computers, power tools and TV sets. Lightning may strike exterior electric and phone lines, inducing shocks to inside equipment.
- If an administrator is unavailable, it is the responsibility of the teacher/coach/sponsor to suspend outdoor activities for USD 439 students if warranted due to lightening or inclement weather.
- **SUSPEND ACTIVITIES** for 30 minutes after the last observed lightning or thunder.
- **INJURED PERSONS** do not carry an electrical charge and can be handled safely. Apply First Aid procedures to a lightning victim if you are qualified to do so. Call 911 or send for help immediately.
- **KNOW YOUR EMERGENCY TELEPHONE NUMBERS.**

Teach this safety slogan:

“If you can see it, flee it; if you can hear it, clear it.”

Flood Safety Tips

Flash flood waves move at incredible speeds and can roll boulders, tear out trees, destroy buildings and bridges, and scour out new channels. Potentially deadly walls of water can reach heights of 10 to 20 feet. There will sometimes be little or no warning that a flash flood is occurring. When a flash flood warning is issued for your area, or the moment you realize that a flash flood is imminent, act quickly. You may have only seconds to save your life.

On average, more people are killed by flooding than by any other single severe weather hazard, including tornadoes, lightning, and hurricanes. Most of these deaths occur at night, when it is more difficult to recognize the dangers, and when people are trapped in vehicles.

What to listen for

- Flash Flood or Flood Watch – flash flooding or flooding is possible within the designated WATCH area – BE ALERT!
- Flash Flood or Flood Warning – flash flooding or flooding has been reported or is imminent. Take necessary precautions at once!
- Urban and Small Stream Flood Advisory – flooding of small streams, streets, and low-lying areas, such as railroad underpasses and urban storm drains is occurring or is about to occur.
- Flash Flood or Flood Statement – follow-up information regarding a flash flood/flood event.

What to do

- When a Flash Flood Warning is issued:
- Act quickly to save yourself. You may have only seconds!
- Get out of areas subject to flooding. This includes dips, low spots, canyons, and washes.
- Avoid already flooded and high velocity flow areas. Do not attempt to cross flowing streams.
- If driving, be aware that the road bed may not be intact under flood waters. Turn around and go another way. NEVER drive through flooded roadways.
- If the vehicle stalls, leave it immediately and seek higher ground. Rapidly rising water may engulf the vehicle and its occupants and sweep them away. Remember, it is better to be wet than dead.
- Be especially cautious at night when it is harder to recognize flood dangers.
- Do not camp or park your vehicle along streams and washes, particularly during threatening conditions.

When a Flood Warning is issued

- If advised to evacuate, do so immediately.
- Move to a safe area before access is cut off by flood water.
- Continue to monitor NOAA Weather Radio, television, or emergency broadcasts for information.
- Be alert for rising waters and water over roads.

Remember:

- DO NOT drive onto a flooded roadway. DO NOT drive through flowing water.
- If you approach a roadway that is flooded, TURN AROUND – DON'T DROWN.
- Drive with extreme caution if roads are even just wet or it is raining. You can lose control of your vehicle if hydroplaning occurs, which is when a layer of water builds up between your tires and the road, causing there to be no direct contact between your vehicle and the road.
- The school facility may be used to shelter others who have been impacted by a flood.

School Day Flood Evacuation Plan – See Back-Inside Cover

Severe Weather (Tornado) Emergencies

Severe weather means meteorological conditions are developing or present for weather that is potentially disruptive to normal procedures and/or may develop into conditions that are threatening to persons or property.

Weather advice from the National Weather Service is categorized into three significant terms. These are:

- An “**Advisory**” is issued when the weather is expected to disrupt normal routines but not be life threatening.
- A “**Watch**” means weather conditions are present for the development of severe weather.
- A “**Warning**” means severe weather conditions are occurring in your area. For a **severe thunderstorm warning** – each building should be on a heightened alert status ready to respond immediately if protective action is needed. For a **tornado warning** (outdoor sirens sounding or alert given by media) – each building will take immediate protective action. Students should not be released (except to parents or guardians) during tornado warnings.

During a **tornado warning** each building should:

- Activate their building’s crisis team.
- Make necessary verbal announcements instructing students & staff.
- Post their building weather spotter (with communication device).
- Locate and be ready to use the electronic megaphone.
- Review or activate severe weather drills (model for students).
- Locate and turn on District emergency radio (Listen to this radio for updates or instructions – communication to District should be minimal, broadcasting only vital information). Assign a Building Crisis Team member to radio duties.
- Locate and use Building radios as needed for internal instructions.
- Turn on local radio or TV for updates; listen to your NOAA weather radio.
- If severe weather procedures are activated, take portable radio, crisis kit and cell phone (for outside calls) to the sheltered area. All students and staff proceed to designated shelter areas. All are to take protective positions and remain quiet.
- Remind staff they are responsible for the accountability of each student in their class.
- All persons should remain in sheltered area until the “all clear” is given
- Building administration is responsible for the accountability of every person in building.

Additional steps for school/facility taken:

- _____
- _____
- _____

PHYSICAL PLANT/TECHNOLOGICAL FAILURES

Anthrax and Other Biological Agent Threats

Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

REMAIN CALM

- Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.
- For Anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

SUSPICIOUS UNOPENED LETTER OR PACKAGE MARKED WITH THREATENING MESSAGE SUCH AS "ANTHRAX":

- Do not shake or empty contents of any suspicious envelopes or packages.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have a container, cover the envelope or package with anything (e. g. clothing, paper, trash can, etc.) and do not remove this cover.
- Leave the room and close the door, or section off the area to prevent others from entering (i. e. keep others away).
- Wash your hands with soap and water to prevent spreading any powder to your face.
- What to do next:
 - a. If you are at home, then report the incident to local police.
 - b. If you are at work, then report the incident to local police, and notify your building security official or an available supervisor.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the public health authorities and law enforcement officials for follow-up investigations and advice.

ENVELOPES WITH POWDER AND POWDER SPILLS OUT ONTO SURFACE:

- DO NOT try to clean up the powder. Cover the spilled contents immediately with anything (e.g. clothing, paper, trash can, etc.) and do not remove this cover!
- Then leave the room and close the door, or section off the area to prevent others from entering (i. e. keep others away).
- Wash your hands with soap and water to prevent spreading any powder to your face.
- What to do next:

- If you are at home, report the incident to local police.
- If you are at work, report the incident to local police, and notify your building security official or an available supervisor.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag or some other container that can be sealed. This clothing bag should be given to the emergency responder for proper handling.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectants on your skin.
- If possible, list all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the public health authorities and law enforcement officials for follow-up investigations.

ROOM CONTAMINATION BY AEROSOLIZATION:

For example: small device triggered, warning that air-handling system is contaminated, or warning that a biological agent released in a public space.

- Turn off local fans or ventilation units in the area.
- Leave area immediately.
- Close the door, or section off the area to prevent others from entering (i. e. keep others away).
- What to do next:
 - If you are at home, dial “911” to report the incident to local police and the local FBI field office.
 - If you are at work, dial “911” to report the incident to local police and the local FBI field office, and notify your security official or an available supervisor.
- Shut down air handling system in the building, if possible.
- If possible, list all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the public health authorities and law enforcement officials for follow-up investigations.

CENTRALIZED HANDLING OF ALL MAIL AND PACKAGES IS RECOMMENDED.

- Use nitrile gloves when handling all mail and packages. Other protective clothing such as a lab coat or apron should also be considered.
- Remove clothing if unknown/suspicious substance leaks from package and place in a sealable plastic bag.
- Rinse skin with water.

HOW TO IDENTIFY SUSPICIOUS PACKAGES AND LETTERS:

Some characteristics of suspicious packages and letters include the following:

- Incorrect titles
- Excessive postage
- Misspellings of common words
- No return address
- Lopsided or uneven envelopes
- Excessive security material such as masking tape, string, etc.
- Ticking sound
- Shows a city or state in the postmark that does not match the return address
- Handwritten or poorly typed addresses
- Titles, but no names
- Oily stains, discolorations or odors
- Excessive weight
- Protruding wires or aluminum foil
- Visual distraction
- Marked with restrictive endorsements, such as “personal” or “confidential”

Additional steps for school/facility taken:

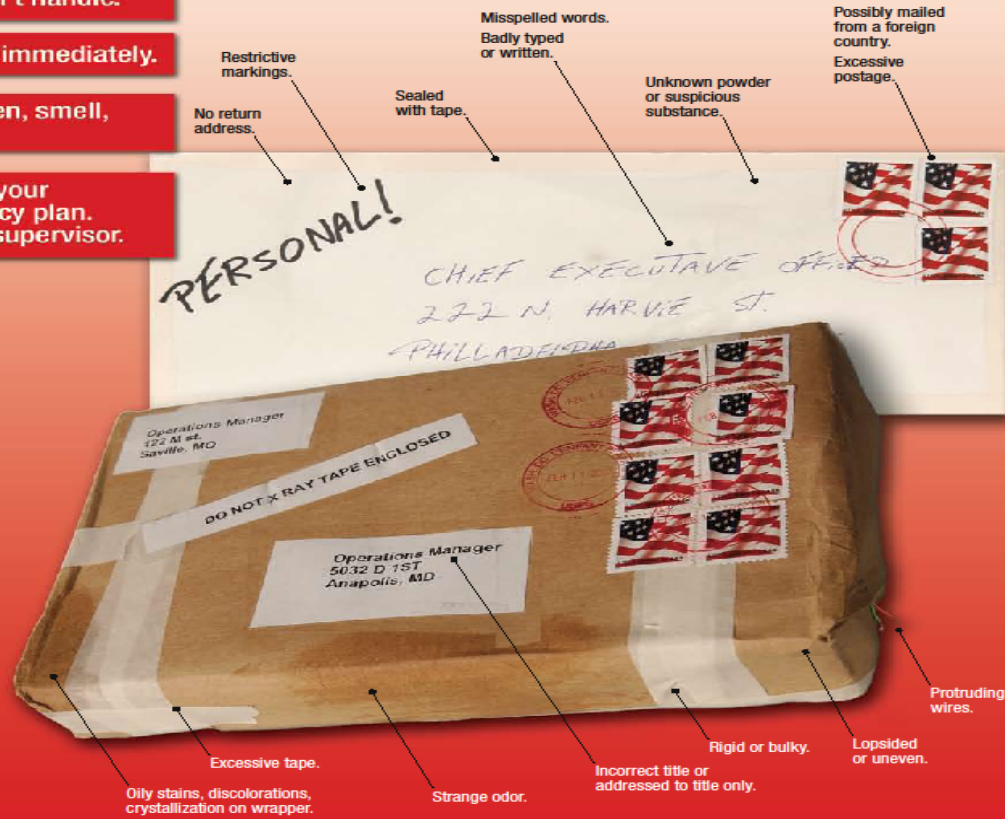
- _____
- _____

SUSPICIOUS MAIL OR PACKAGES

Protect yourself, your business, and your mailroom.

If you receive a suspicious letter or package:

- Stop. Don't handle.
- Isolate it immediately.
- Don't open, smell, or taste.
- Activate your emergency plan. Notify a supervisor.



Restrictive markings.
No return address.
Misspelled words. Badly typed or written.
Sealed with tape.
Unknown powder or suspicious substance.
Possibly mailed from a foreign country. Excessive postage.

Oily stains, discolorations, crystallization on wrapper.
Excessive tape.
Strange odor.
Incorrect title or addressed to title only.
Rigid or bulky.
Lopsided or uneven.
Protruding wires.

If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:

- Isolate area immediately
- Call 911
- Wash your hands with soap and water



UNITED STATES POSTAL SERVICE



To order this poster, call 1-800-332-0317.

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Chemical/Hazardous Material Spill

Chemical accidents may originate inside or outside building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Accidents originating outside the building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Observe wind direction by observing flags or leaves and move students appropriately

Principal/Team:

- Initiate Shelter in Place, shut off HVAC units
- Call 911, notify District Support Team, Central Office
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

Accidents originating inside the building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of danger

Principal/Team:

- Check the Material Safety Data Sheet (MSDS) to determine urgency of situation
- Call 911 if warranted, notify District Support Team, Central Office
- Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be up wind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe
- Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Cyber Attack

A cyber attack is an assault or attack (often computer to computer) against a computer system or network that undermines the confidentiality, integrity, or availability of information that resides on it.

Information security specialists generally believe all organizations will receive some type of attack against their IT Systems. Schools will need to work with their IT security specialists to create a defense/preparation plan and a response plan.

The defense/preparation plan is to encrypt sensitive data, maintain entry barriers, use malware and antivirus prevention and other items to protect and maintain the system. Many other steps will need to be considered as part of the defense plan.

Security

- Avoid giving your email address out online
- Only open emails from known origins
- Do not share district/personal passwords
- Use strong passwords and keep them secret. It is also a good idea to change them on a regular basis. Don't use the same password for multiple accounts. Do not allow others to use your device(s) or accounts
- Do not use USB devices that are not yours (the best place for a free or found USB stick is the trash)
- Use external devices cautiously. This includes USBs and iPads/iPhones etc. as these can become infected with malware, corrupting your computer
- Increase security settings on your browser. You can limit user rights to certain online sites.
- Staff and student education
- Back up your files

Vigilance

- Never open an attachment that is a .zip file or .exe file unless you are expecting it and recognize its origins.
- Check for spelling, grammar and syntax. Most malware, phishing scams or spam originate from foreign countries so may contain some very obvious errors.
- Report any suspicious or scam emails to the technology department
- It's better to call when a problem starts
- If something doesn't seem right, notify the IT immediately

Recovery

The Response plan will address how to identify the attack, contain the damage from the attack, eradicate attack artifacts from the system and put the system back into production.

Additional Steps for school/facility taken:

- _____
- _____
- _____

Explosions

Gas Leak

All school personnel, including cafeteria managers and custodians, shall immediately report any suspected gas leak to the principal.

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of danger

Principal/Team:

- Assess situations
- Implement appropriate procedures (e. g. evacuation, shelter-in-place)
- Call 911, District Support Team, Central Office
- Notify appropriate gas or supply company
- Determine whether to move to Alternate Building Location
- If extended stay outdoors in inclement weather, contact transportation to provide buses to transport students to partner school or shelter students on buses
- If evacuation procedures implemented, do not re-enter building until being given the “all clear” to do so

Additional steps for school/facility taken:

- _____
- _____
- _____
- _____

Utility Disruption

The disruption of utility services to the school (water, electricity, phone, gas service, etc.) will usually alter normal educational procedures.

Staff Actions:

- Notify building administration
- If an element of danger, move students away from immediate vicinity of danger

Principal/Team:

- Assess situations
- Implement appropriate procedures Call 911, District Support Team, Central Office
- Notify appropriate utility company
- Determine whether to move to Alternate Building Location
- If extended stay outdoors in inclement weather, contact transportation to provide buses to transport students to partner school or shelter students on buses

Additional steps for our school/facility taken:

- _____
- _____
- _____

Incident Briefing Report

Purpose. The Incident Briefing provides the Incident Commander (and the Command and General Staffs) with basic information regarding the incident situation and the resources allocated to the incident. In addition to a briefing document, the report also serves as an initial action worksheet. It serves as a permanent record of the initial response to the incident.

Preparation. The briefing form is prepared by the Incident Commander for presentation to the incoming Incident Commander along with a more detailed oral briefing.

Distribution. Ideally, the report is duplicated and distributed before the initial briefing of the Command and General Staffs or other responders as appropriate. The “Map/Sketch” and “Current and Planned Actions, Strategies, and Tactics” sections (pages 1–2) of the briefing form are given to the Situation Unit, while the “Current Organization” and “Resource Summary” sections (pages 3–4) are given to the Resources Unit.

Notes:

The report can serve as part of the initial Incident Action Plan (IAP).

If additional pages are needed for any form page, use a blank report and repaginate as needed.

Block Number	Block Title	Instructions
1	Incident Name	Enter the name assigned to the incident.
2	Incident Number	Enter the EON number assigned to the incident, if applicable.
3	Date/Time Initiated Date, Time	Enter date initiated (month/day/year) and time initiated (using the 24-hour clock).
4	Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment)	Show perimeter and other graphics depicting situational status, resource assignments, incident facilities, and other special information on a map/sketch or with attached maps. Utilize commonly accepted ICS map symbology. If specific geospatial reference points are needed about the incident’s location or area outside the ICS organization at the incident, that information should be submitted on the Incident Status Summary (ICS 209). North should be at the top of page unless noted otherwise.
5	Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.	Self-explanatory.

Block Number	Block Title	Instructions
6	Prepared by Name Position/Title Signature Date/Time	Enter the name, ICS position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).
7	Current and Planned Objectives	Enter the objectives used on the incident and note any specific problem areas.
8	Current and Planned Actions, Strategies, and Tactics Time Actions	Enter the current and planned actions, strategies, and tactics and time they may or did occur to attain the objectives. If additional pages are needed, use a blank sheet or another report (Page 2), and adjust page numbers accordingly.
9	Current Organization (fill in additional organization as appropriate) Incident Commander(s) Liaison Officer Safety Officer Public Information Officer Planning Section Chief Operations Section Chief Finance/Administration Section Chief Logistics Section Chief	Enter on the organization chart the names of the individuals assigned to each position. Modify the chart as necessary, and add any lines/spaces needed for Command Staff Assistants, Agency Representatives, and the organization of each of the General Staff Sections. If Unified Command is being used, split the Incident Commander box. Indicate agency for each of the Incident Commanders listed if Unified Command is being used.
10	Resource Summary	Enter the following information about the resources allocated to the incident. If additional pages are needed, use a blank sheet or another report (Page 4), and adjust page numbers accordingly.
	Resource	Enter the number and appropriate category, kind, or type of resource ordered.
	Resource Identifier	Enter the relevant agency designator and/or resource designator (if any).
	Date/Time Ordered	Enter the date (month/day/year) and time (24-hour clock) the resource was ordered.
	ETA	Enter the estimated time of arrival (ETA) to the incident (use 24-hour clock).
	Arrived	Enter an "X" or a checkmark upon arrival to the incident.
	Notes (location/assignment/status)	Enter notes such as the assigned location of the resource and/or the actual assignment and status.

Incident Briefing Report

1. Incident Name:	2. Incident Location:	3. Date/Time Initiated: Date: _____ Time: _____
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4. Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):

5. Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.

6. Prepared by: Name: _____ Position/Title: _____ Signature: _____

Page 1

Date/Time: _____

Incident Briefing Report

1. Incident Name:		2. Incident Location:		3. Date/Time Initiated: Date: _____ Time: _____	
7. Current and Planned Objectives:					
8. Current and Planned Actions, Strategies, and Tactics:					
Time:		Actions:			
6. Prepared by: Name: _____		Position/Title: _____		Signature: _____	
Page 2		Date/Time: _____			

Incident Briefing Report

1. Incident Name:	2. Incident Location	3. Date/Time Initiated: Date: _____ Time: _____
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10. Resource Summary:					
Resource	Resource Identifier	Date/Time Ordered	ETA	A r r i v e d	Notes (location/assignment/status)
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1. Incident Name:	2. Incident Location	3. Date/Time Initiated: Date: _____ Time: _____
10. Resource Summary:		
6. Prepared by: Name: _____ Position/Title: _____ Signature: _____		
Page 4	Date/Time: _____	

Student Release Log

Student Release Log						
Student's Name	Grade	Printed Name of Responsible Party	ID Provided	Time Out	Signature	

Form Completed by _____ Date _____ Page _____ of _____

NOTES: