









THE Big Five

Staff Packet • 2026-27

Immediate Action Emergency Response for Schools

Coalition for Safe Schools & Communities

SAN MATEO COUNTY OFFICE OF EDUCATION

STEERING COMMITTEE

COALITION FOR SAFE SCHOOLS AND COMMUNITIES STEERING COMMITTEE

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2026-2027 OVERVIEW

The Big Five protocol provides a shared understanding of emergency response using common language across San Mateo County's 23 school districts, numerous private and independent schools, and 20 municipalities and public safety partners.

First released in 2014 after a year-long development process involving experts in education, law enforcement, fire, public health, law, government, and community based organizations, The Big Five outlines five immediate actions to implement in any emergency. The Big Five action responses are Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/ Barricade; and Evacuation.

The Big Five is under constant review by the multi-disciplinary Steering Committee of the San Mateo County Coalition for Safe Schools and Communities (The Coalition). The Steering Committee meets regularly to build, strengthen, and sustain relationships, review activities, analyze emerging trends and challenges, and make recommendations.

In addition to The Big Five, the Coalition's robust portfolio of safety guidance tools (safety tools) includes the following: The Big Five Lesson Plans K-12; Student Threat Assessment; Suicide Prevention, Intervention, and Postvention Protocol; Child Sexual Abuse Protocol; Commerical Sexual Exploitation of Children (CSEC) and Human Trafficking Protocol for Educators; Naloxone for Schools Toolkit, Comprehensive School Safety Plans, Violent Threat to Schools Response Guidance, Trauma-Informed and Inclusive Practices Guidance, Student Release Guidance for Schools, and Hazard Responses Protocol. New for 2026-2027, Hazard Responses expands to include Wildfire guidance for schools. The San Mateo County Coalition for Safe Schools and Communities continues to provide technical support to schools within San Mateo County and to other County Offices of Education who wish to implement The Big Five and/or the Student Threat Assessment protocols.

The Coalition for Safe Schools and Communities remains committed to our vision to create and sustain safe and positive school and community environments so all youth may thrive and succeed.

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TRAUMA-INFORMED APPROACHES

To minimize detrimental mental health impacts on students and staff, school leaders are asked to use trauma-informed approaches when practicing and implementing The Big Five protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of emergency planning and/or incidents. Specific recommendations for planning and implementing trauma-informed safety safety drills can be found on page 5.

	Preparedness	Response	Recovery
All Grades	**Staff:** Train all staff on procedures Use the phrase "safety drills" when conducting training **Students:** Practice grounding and calming skills with students **Parents/Guardians:** Educate parents on protocols Inform parents of safety drills in advance	**Staff:** Remain calm Model calm confidence. Students take their cues from adults **Students:** Students practice their calming skills during training **Parents/Guardians:** Provide communication to families in their home language	Engage students in a movement or reflective activity Notice students who may be experiencing anxiety/fear. Check in personally with any students of concern and inform counselors or parents as needed.
Pre-K to Kinder *Developmental Considerations:* Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated safety drills No prior knowledge of The Big Five or emergency response actions	**Students:** Use The Big Five posters as a visual tool Use *Think-on-your-Feet Peet* books to help students learn and prepare for emergency safety drills and responses	**Staff:** Act with confidence Use age-appropriate language **Students:** Allow/encourage students to hold a calming item (stuffed animal, book, small toy)	Praise students for what they did well during the safety drill Reinforce the concept that preparedness is key to overall school safety

TRAUMA-INFORMED APPROACHES

	Preparedness	Response	Recovery
1st Grade to 5th Grade *Developmental Considerations:* Students can understand safety directions and instructions Students are capable of understanding the purpose of safety safety drills Teachers/leaders engage in social stories with students instead of simulated safety drills	**Students:** Use The Big Five posters as a visual tool Use *Think-on-Your-Feet Peet* and related curriculum to help students prepare and learn **Parents/Guardians:** Encourage families to discuss The Big Five Protocols and emergency preparedness at home using *Think-on-Your-Feet Peet*	**Staff:** Give clear instructions and follow protocol **Students:** If needed, allow students to hold a calming item (stuffed animal, book, small toy)	Identify how the class worked well together Give students time to ask questions Reiterate that safety drills help us stay safe Move back into learning when class is ready
6th Grade to 8th Grade *Developmental Considerations:* Students are capable of understanding purpose of safety safety drills Students benefit from adult direction but are able to perform The Big Five actions independently Review prior knowledge of The Big Five protocols	**Staff:** Clearly post The Big Five Protocols in each classroom **Parents/Guardians:** Encourage families to discuss The Big Five Protocols and emergency preparedness at home	**Staff:** Give clear instructions and follow protocol Emphasize cooperation as a class **Students:** Assign students to perform action steps during the incident	Acknowledge students who performed specific tasks and identify how the class worked well together Give students time to ask questions Reiterate that safety drills help us stay safe Move back into learning when class is ready
9th Grade to 12th Grade *Developmental Considerations:* Students are able to identify potential dangers confronting a school Students benefit from adult direction, but are able to perform The Big Five actions independently in an emergency	**Staff:** Clearly post The Big Five Protocol in classroom **Students:** Have students discuss what to expect during a safety drill or incident Assign students specific roles and have them walk through those actions	**Staff:** Give clear instructions and follow protocol **Students:** Assign students to perform specific action steps during the safety drill or incident	Spend time debriefing the safety drill or incident with the class Allow students to ask questions Identify how the class worked well together Move back into learning when class is ready

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, state agency or public district. The law applies in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal workday
- Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety
- When pressed into disaster service, employees' Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have confidence their own families are well prepared to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance they are capable of dealing with the emergency situation at the school/work site.

CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

When calling 911, be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for every call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.
- Know your cell phone number and be prepared to give the dispatcher an exact address

TEXT TO 911:

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your mobile phone or device. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible. Call if you can. Text if you can't.

When calling 911, time is of the essence. Remain calm; speak slowly and clearly.
The 911 Dispatcher needs to gather the correct information the first time they ask for it.

SAFETY DRILLS AND EXERCISES

It is essential for school and district staff to conduct safety drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to safety drills. Begin simply with orientation activities before advancing to more complex and sophisticated safety drills and exercises. Use safety drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

TYPES OF SAFETY DRILLS AND EXERCISES:

- **Orientation Seminar:** Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- **Tabletop Exercises:** Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions
- **Safety Drill:** Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- **Functional Exercise:** Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- **Full-Scale Exercise:** Tests an entire community's response capability, uses real equipment, takes place in "real time"

TRAUMA-INFORMED SAFETY DRILLS AND LESSON PLANS:

Students and staff may experience anxiety when anticipating and participating in safety drills. School leaders should take explicit steps to minimize the impact of safety drills on students and staff. Use a **TRAUMA-INFORMED** and developmentally appropriate approach to safety drills including using the Think on Your Feet: Big Five Lesson Plan for Lockdown/Barricade (which can be accessed at www.smcoe.org/schoolsafety).

- The Big Five Lesson Plan for Lockdown/Barricade helps students understand the Think on Your Feet concept and the immediate actions taken during a Lockdown/Barricade in a trauma informed and developmentally appropriate way. Lesson plans have corresponding activities, vocabulary words and visual aids, including the *Think-on-Your-Feet Peet*

SAFETY DRILLS AND EXERCISES

- *and the Slimeville Monsters* book for TK-5th grade students.
- Conduct Lockdown / Barricade safety drills with staff. Any Lockdown/ Barricade drill conducted with students must not be high intensity and must follow all requirements as defined and outlined in **EC 32282(K)**.
- Consider conducting a tabletop exercise with staff
- Always announce safety drills in advance to prepare all participants. "Surprise" safety drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during safety drills
- Make sure the school team is ready for the type of safety drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercises over time, but do not add unnecessary complications
- Adults should monitor students during the safety drill for signs of emotional distress and provide support as needed
- Evaluate every exercise and conduct a debrief with staff and students

INCLUSIVE PRACTICES

This section lists inclusive practices that can be employed to assist students with ambulatory, cognitive, developmental, sensory, and mental health needs.

- Student needs will vary depending on the individual student
- It is important to model confidence and competence during a safety drill or emergency incident
- All students need to know it is okay to feel afraid, sad, angry, or worried during an emergency incident and be encouraged to talk about what they are feeling or experiencing
- Consider creating an Student Emergency Response Plan

For students with unique needs, consider creating an Student Emergency Response Plan for each student.

Student Group	Actions
All Students	Work with students prior to the emergency incident. Explain expectations and outcomes in a developmentally appropriate way (using story boards, social narratives, The Big Five Books or Picture Exchange Systems, etc.). Identify the stressors/triggers for students (e.g. noise, chaotic environment, change in schedule, items out of place, hiding in locations, etc.). Provide calming activities and soothing objects for students to hold (stuffed animal, stress ball, fidget spinner, etc.). If students use ASL, PECS, tablets or GoTalk for communication, use these for instructional commands during the incident.
Visual/Auditory Needs	Use visual signals in conjunction with verbal commands (classroom signage, The Big Five Posters, desk sized visual aids related to the Big Five or even American Sign Language) Flash lights on and off to secure the student's attention after an announcement or when fire alarm is activated
Ambulatory Needs	Students on crutches, canes or walkers should be evacuated as injured persons. Use a sturdy chair or one with wheels to move the student or help carry the person to the evacuation location. Give priority assistance to wheelchair users. Accompany students to the evacuation site and reunite with their ambulatory equipment as soon as safe to do so

INCLUSIVE PRACTICES

Student Group	Actions
Cognitive/Developmental Needs **Sensory/Autism Needs** **Mental Health Needs**	Use the student's reward/reinforcement systems to promote participation and following of directions. Allow use of self-soothing behaviors, such as fidgeting, placing hands in pockets or hands in hair. Speak slowly, whisper commands and avoid physical contact between others during safety drills and incidents if able to do so. Provide earplugs/noise canceling headphones to decrease sensory input. Allow students to use calming strategies during the emergency incident. Be aware of students who may be vulnerable to stress or trauma. Provide appropriate and timely services or referrals after the emergency incident.

THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an individual must think on their feet to determine the best course of action. These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Protect/defend against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

LOOK, LISTEN, AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is an important action to practice when training the “think on your feet” mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see or smell smoke or fire? Is the path to the pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

THE BIG FIVE IMMEDIATE ACTION RESPONSES

The Big Five is a set of Immediate Action Responses intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

THE BIG FIVE IMMEDIATE ACTION RESPONSES

THE BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	For external environmental threats, medical emergencies, or tsunami warnings (outside the danger zone). Actions may include closing windows, sealing vents, and shutting down HVAC systems.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/ or police activity off-campus and nearby	For potential threats of violence nearby: Return to assigned classroom. Close and lock all doors. Remain inside and continue with learning.
LOCKDOWN/ BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

SHELTER IN PLACE

SHELTER IN PLACE is implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is also used during a medical emergency like cardiac arrest or other similar life-threatening emergency for privacy and clear access to the individual by emergency personnel.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Wildlife on or near campus posing a danger
- High winds or severe weather
- Tornado
- Tsunami- yellow and green zones
- Medical emergency

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- All heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices
- Allows for free movement within classrooms or offices

SHELTER IN PLACE



STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system to; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or email attendance report to school secretary or according to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to class routine

DROP, COVER, AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion
- High Winds (See Hazard Response Protocols)

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- Assist those with special needs to ensure safe cover for all
- Evacuate **only if** there is damage to the building, the building is on fire, or location is in a tsunami zone

DROP, COVER, AND HOLD ON



STAFF ACTIONS - INSIDE:

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate **DROP, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- Each time an aftershock is felt, **DROP, COVER, AND HOLD**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to release from **COVER**, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area



DROP, COVER, AND HOLD ON

STAFF ACTIONS - OUTSIDE:

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER, AND HOLD ON** procedures
- Place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

SECURE CAMPUS



SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a school is in **SECURE CAMPUS** status, classroom instruction and/or activity should continue and all students and staff remain inside *through the duration of the event*, except for essential needs. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathroom/Toileting
- Medical Attention/Response
- Mental Health/Wellness Needs/Response

SECURE CAMPUS is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community
- Anonymous targeted threat to campus

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** as circumstances demand in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/ office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.

SECURE CAMPUS

SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander

SECURE CAMPUS



STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class routine
- Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Be prepared to escort students to locations on campus for essential needs
- Wait for another action or, if **ALL CLEAR** is issued, return to class routine

STAFF ACTIONS - IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to class routine

LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During **LOCKDOWN / BARRICADE**, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence on the classroom

During a **LOCKDOWN / BARRICADE**, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns.

Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock door from the outside with keys.

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Escape/Get Off Campus)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide/Lockdown/Barricade)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect or defend by any means necessary (Protect/Defend)

LOCKDOWN / BARRICADE

THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action.

These actions would likely include:

ESCAPE / GET OFF CAMPUS:

- Only attempt this if confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/encourage others you might encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

HIDE / LOCKDOWN / BARRICADE:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/ silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

LOCKDOWN / BARRICADE

PROTECT/DEFEND:

- If confronted by a Violent Intruder, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Protect/defend is NOT an expectation, merely one option for a last resort response

LOOK, LISTEN, AND LEAVE: FIRE ALARM

If an alarm is triggered during Lockdown/Barricade, always respond with caution and **LOOK** and **LISTEN** for unusual or violent activity before initiating an evacuation **LEAVE**.

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is your pre-planned evacuation path clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation location

LOCKDOWN / BARRICADE

STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- *Immediately* move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the rooms
- *Only if* there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on
- If safe to do so, take attendance and document students who are present in the room
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do NOT call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect/defend back (Protect/defend)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

LOCKDOWN / BARRICADE

STAFF ACTIONS - IF STUDENTS ARE *OUT OF CLASS* AT TIME OF LOCKDOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students who run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Remain calm and stay alert to changing conditions
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will bypass injured victims in order to neutralize the threat
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document individuals who are present in the room
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect/defend back (Protect/defend)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

LOCKDOWN / BARRICADE

STAFF ACTIONS - IF STUDENTS ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- Gather students together
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location or any nearby location that is out of harm's way
- Should the group be confronted by the intruder who is intent on doing harm, consider taking measures to protect and defend against
- Upon arrival at the Off-Site location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a **"DROP, COVER, and HOLD ON"** protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

THINK ON YOUR FEET:
LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION



EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of safety drills and training.

STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Bag, p. 39) including the student roster for current class and that of "Buddy Teacher" (p. 40)
- Remove staff ID placard from emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together in route to the Evacuation Assembly Area
- According to site protocol, take attendance using evacuation attendance forms once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instruction
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE:

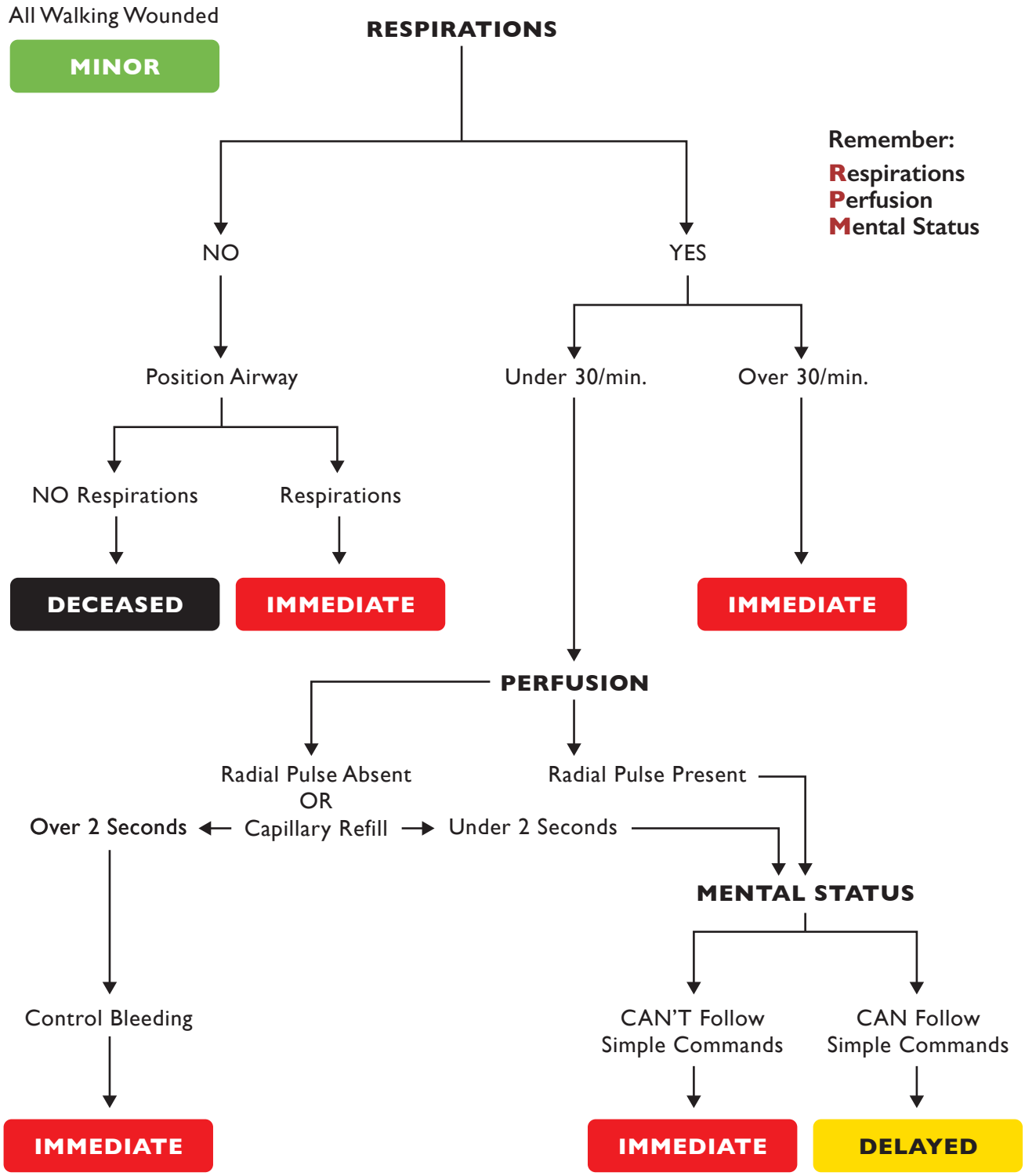
- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call **911** immediately
- Do NOT move a severely injured or ill person unless necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillowcases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton-tipped applicators, individually packaged
11. Assorted adhesive bandages (1″× 3″)
12. Gauze squares (2″× 2″; 4″× 4″), individually packaged
13. Trauma Pads (5″× 9″)
14. Adhesive tape (1″ width)
15. Gauze bandage (2″ and 4″ widths) rolls
16. Ace bandage (2″ and 4″ widths)
17. Splints (long and short)
18. Quick clot dressing
19. Cold packs
20. Triangular bandages for sling and safety pins
21. Tongue blades
22. Disposable facial tissues, paper towels, sanitary napkins
23. One flashlight with spare bulb and batteries

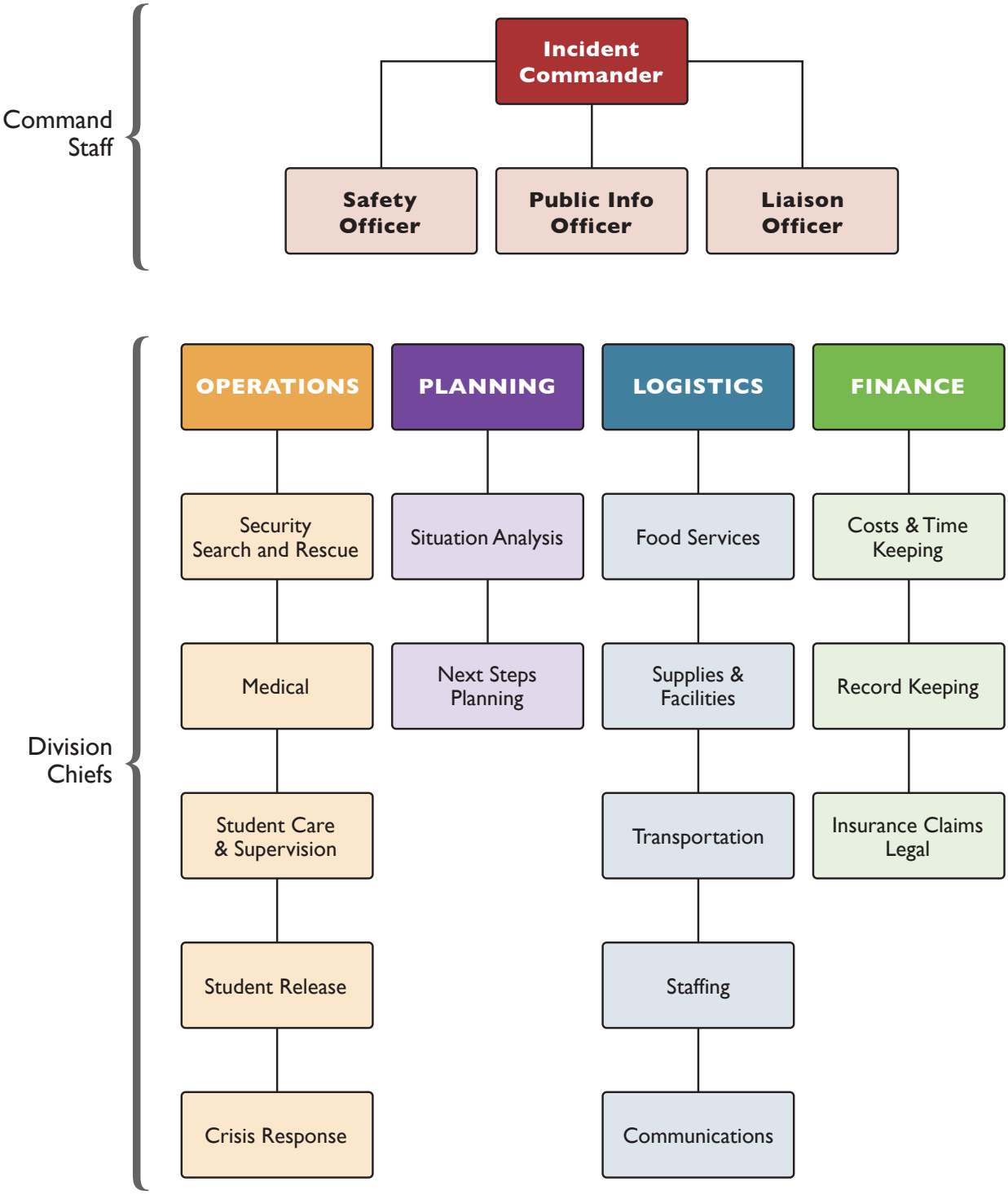
FIRST AID: TRIAGE

In **TRIAGE**, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.



SCHOOL INCIDENT COMMAND CHART

This chart should be used as a guide for school sites and districts to plan their Incident Command Structure. At a school site, the flexibility for each role is paramount as staff may not be on site or able to perform duties during an emergency. For an explanation of roles and job duty expectations, please see the ***ICS Cards and Roles.***



GO BAG

Each classroom should maintain an up-to-date Go Bag. Each teacher is responsible to monitor the contents of their classroom's Go Bag and to obtain any materials that need replacing or updating. While other appropriate items might be included, each Go Bag must contain the following:

#	Item	Verified (Date)	Verified (by Whom)
1	Updated Class Lists		
2	"Buddy" Class Lists		
3	In-Room Attendance Forms		
4	Evacuation Attendance Forms		
5	Staff ID Placard		
6	Teacher Name Sign		
7	Evacuation Routes Map		
8	Red Cross Placard		
9	Pens/Pencils		
10	Individual Safety Plans of Students with Special Needs		
11	Comforting Objects for Students		
12	Transition Markers/Surprise Cards		
13	Snacks (optional, depending on class)		

BUDDY TEACHER LIST

Use the chart below to assign Buddy Teachers for emergency evacuation purposes. Each teacher is responsible for assisting the Buddy Teacher's class evacuate should the need arise. The classroom Go Bag should contain current rosters for both classrooms.

BUDDY TEACHER ASSIGNMENTS

#	Teacher	Room No.	Teacher	Room No.
1				
2				
3				
4				
5				
6				
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