

Millard School District Emergency Response Plan



2022-23 School Year

The Millard School District has established MSD Policy 3085, District Emergency Response Plan, which requires the implementation of standard operating guidelines for emergency situations for schools within the district.

This plan provides guidelines and a list of procedures to help standardize emergency drills. Drills are practiced throughout the year for incidents concerning Fire, Earthquake, and Emergency Lockdown situations. Great effort must be made to follow these standardized guidelines. Implementation may be slightly different due to school size, location, age of students, etc.

The Millard School District continues to update and review its emergency procedures, policies, and materials. This plan should be made available at each school and at the district office, and is to be posted to the Millard School District webpage. Millard School District works with other agencies to provide each school with the materials and supplies that are needed to successfully manage an incident. Together we coordinate our efforts so that roles and responsibilities, communications, and responses to situations are clearly defined for each agency that may respond to an emergency. Please contact your local school if you have questions about emergency action plans or to volunteer your services.

The following section provides information to questions our parents and guardians may have in the event of a school emergency:

1. What is my responsibility as a Parent/ Guardian during an emergency situation?

In the event of a serious school or community incident, the school assumes responsibility for your children. You will be kept informed about what is happening and given instruction regarding your children through an electronic announcement which contacts patrons through email, phone, or text or through local radio stations. *Rushing to the school in your car or calling the school will only impede the school's ability to protect your children and will hinder the communication process with other agencies involved.* Please be assured that children will NOT be sent home until parents/ guardians have been notified.

2. What do I do after I have been notified that I can pick up my child?

Depending on the conditions and emergency, parents should park in the designated areas defined by each school in the child access routing plan, or in the school reunification plan. If indoors, parents should enter the school through the front doors and then proceed to their child's classroom after signing in at the office. Parents will be required to sign that they are

taking custody of their student for security reasons. If outdoors, parents should park in designated spots, find their child's teacher and sign them out. Please do not encourage children to run to you or expect that they will come to your vehicle. To keep track of all students, parents MUST sign they have taken custody. If schools are in a lock down situation (violence or shelter in place) all doors to the school will be locked. Parents will put themselves and others in jeopardy if they try to enter the school. See #1 to see when it would be safe to pick up your child.

3. What will happen if I am not home or I cannot be reached?

If parents are not at home or cannot be contacted during an emergency incident, the school will continue to assume responsibility of that student until the emergency contact person listed on the registration form has been contacted. It is very important that EVERY parent has an emergency contact person listed with the school who will take responsibility for that child until the parent/guardian is available.

4. If the school is unsafe, where will my child be?

Each school will have an alternative site if it is necessary to move from the building. As each emergency is different, you will find out if your student has been moved by listening to the radio or you will be contacted via an electronic announcement which uses email, text, and phone.

5. Is the school prepared with emergency supplies?

Each school has some preparedness materials that they have gathered. In the case of an emergency, most classrooms have minimal supplies in a bucket that will help provide students with food, water, blankets, vital information about students, games and activities to keep them calm, and materials to help during shelter in place situations.

6. Is the staff qualified to help during an emergency?

Staff members are given basic in-service training in first aid and CPR. Some staff members are trained members of CERT (Community Emergency Response Team) and have additional skills. Working in partnership with community agencies, additional training sessions are available throughout the county

Standard Response Protocols

The Millard School District has established the following responses as standard protocols for situations that might occur. Potential responses to emergency situations include:

- HOLD
- SECURE
- EVACUATE
- SHELTER IN PLACE
- LOCKDOWN.

Each of these should be the subject of training for all staff at the beginning of each school year, and for students within the first twenty school days. These protocols should also be practiced through drills throughout the school year, with particular attention during the first month of school.

HOLD

HOLD

- To provide safety when halls need to be kept clear.
- Examples include injuries or accidents in the hall, etc.

HOLD IN ROOM AREA

- Clear the halls
- Before locking classroom doors, sweep halls for nearby students, take attendance. Conduct business as usual.

ACTIONS

- Remain in classroom until "all clear" is announced.

PUBLIC ADDRESSES

- The public address to initiate a HOLD is:
 - Hold in your room or area. Clear the halls.
 - Hold in your room or area. Clear the halls.
- The public address to release a HOLD is:
 - The hold is released. All clear.
 - The hold is released. All clear.

MESSAGING TO PARENTS

- Messaging may not be necessary in every instance.
- "Today at [time], there was a limited event at the school requiring a HOLD to be initiated. Hallways were cleared and school resumed promptly. Questions regarding the HOLD can be directed to the school."

SECURE

SECURE

- To provide safety from a threat outside the building.
- Examples include suspicious persons, civil disturbance, danger in the area or on the grounds, etc.

SECURE IN ROOM AREA

- Exterior doors and main interior doors are locked.
- Clear hallways and bathrooms.
- Students and staff continue limited activities.

PUBLIC ADDRESSES

- The public address to initiate a SECURE is:
 - SECURE! Get inside. Lock outside doors.
 - SECURE! Get inside. Lock outside doors.
- The public address to release a SECURE is:
 - The SECURE is released. All clear.
 - The SECURE is released. All clear.

ACTIONS

- Move students into the building.
- Bring students into classrooms. Close and lock doors.
- Continue normal activities as situation allows.
- Obtain permission from administration if students or staff must move around the building.
- Be prepared to rapidly implement an EVACUATION or LOCKDOWN if directed.

MESSAGING TO PARENTS

- Messaging may not be necessary in every instance.
- "Today at [time] there was a limited event at [school] requiring a SECURE to be initiated. Classroom doors were locked and normal activities continued. The event was handled promptly. Questions regarding the SECURE can be directed to the school."

EVACUATE

EVACUATE TO A LOCATION

- To provide safety from threats inside the building.
- Examples include fire, compromised structural integrity, toxic or chemical release, civil disturbance/violence, etc.

ACTIONS

- Grab the GO BAG, as you exit.
- Close locked doors. Turn off lights and EVACUATE building in accordance with the established route.
- Students shall leave their belongings.
- Ensure special needs persons in the immediate area are provided assistance by designees.
- Remain alert to potential hazards. Seek alternate route if necessary.
- Take attendance.
- No one shall reenter the building until instructed.

PUBLIC ADDRESSES

- The public address to initiate an EVACUATION is:
 - Evacuate! To [a location].
 - Evacuate! To [a location].
- The public address to release an EVACUATION is:
 - The EVACUATION is released. All clear.
 - The EVACUATION is released. All clear.

MESSAGING TO PARENTS

- Messaging may not be necessary in every instance.
- "Today at [time], students and staff at [school name] were ordered to EVACUATE due to the report of [hazard]. Questions regarding the EVACUATION can be directed to the school or district."

SHELTER IN PLACE

SHELTER IN PLACE

- To provide safety from threats requiring specific protective actions such as flooding, earthquake, hazardous materials exposure, or other hazards to human health or wellness.

PUBLIC ADDRESSES

- The public address to initiate a SHELTER IN PLACE is:
 - SHELTER! For [a hazard], {use safety strategy}
 - SHELTER! For [a hazard], {use safety strategy}
- The public address to release a SHELTER IN PLACE is:
 - The SHELTER is released. All clear.
 - The SHELTER is released. All clear.

ACTIONS

- If outdoors, staff/students may be instructed to return inside to an area without windows.
- Close all windows and doors leading to hallways, common area, and the building's exterior.
- Take attendance when safe to do so.
- Listen and follow directions.
- In instances of Shelter for Hazmat! Seal the Room! Use tape and plastic from the GO BAG to cover all windows and doors to help reduce airflow into the area. Tape can also be used to cover any cracks, crevices, electrical outlets, television connections, or other openings. Wet towels can be used to reduce airflow under doors.

MESSAGING TO PARENTS

- Messaging may not be necessary in every instance.
- "Today at [time], students and staff at [school name] were ordered to SHELTER IN PLACE due to a [hazard]. Questions regarding the SHELTER IN PLACE can be directed to the school or district."

LOCKDOWN

LOCKDOWN

- To provide safety from active threats inside the building. Examples include disruptive or violent persons, intruders, active assailants, etc.

LOCKDOWN IN YOUR ROOM/AREA

- Interior doors are locked.
- Staff and students seek as much physical safety from physical assault as possible by using barriers to sightlines as well as physical barriers.

PUBLIC ADDRESSES

- The public address to initiate a LOCKDOWN is:
 - LOCKDOWN! Lock, lights, out of sight!
 - LOCKDOWN! Lock, lights, out of sight!
- LOCKDOWNS are released by law enforcement. Room by room, one class at a time.

ACTIONS

- Hallways and bathrooms shall be cleared. All staff and students shall be moved into classrooms.
- Classroom doors shall be closed and locked.
- Classroom doors shall remain locked until the LOCKDOWN is released by law enforcement.
- Students, staff, and visitors shall be moved to an interior block wall out of sight and turn out the lights.
- Staff and students shall keep away from doors and windows to limit visibility.
- Barricade classroom doors if possible, pull window shades, or otherwise obstruct interior windows.
- Ignore all bells and alarms.
- Allow only uniformed law enforcement inside rooms.
- Account for students and relay this information when possible.

MESSAGING TO PARENTS

- Messaging may not be necessary in every instance.
- "Today at [time], an event occurred at the school requiring the initiation of a LOCKDOWN. Local law enforcement promptly addressed the concern. Questions regarding the LOCKDOWN can be directed to the school or district."

RUN! HIDE! FIGHT!



STUDENTS

- Follow teacher's instructions
- Put your phone on silence
- Run toward the safest exit
- Hide behind large objects
- Anything in the room can be used as a weapon

TEACHERS

- Lead safety strategy
- Maintain silence
- Take attendance

REUNIFICATION

FAMILY REUNIFICATION

- Circumstances may occur at the school that require parents to pick up their students in a formalized controlled release.
- Reunification may occur at a different location than at the school a student attends.

NOTIFICATION

- Using the Student Information System, the District will send notifications regarding the reunification, including the pick-up time and location, via phone, email, and text.

PARENT/GUARDIAN EXPECTATIONS

- Students will only be released to parents, guardians, or other emergency contacts listed in the Student Information System as authorized to check them out.
- Parents/guardians must bring identification to the reunification site.
- Patience will be a must. Reunification is a process that protects the safety of the student and provides an accountable change of custody from the school to a recognized custodial parent or guardian.
- Students whose parents/guardians/emergency contacts that cannot pick them up will be held at the school until such time as they are able to do so.
- Though the student may have driven to school, there may be instances where a student will not be allowed to recover a vehicle from a parking lot. In this case, parents are advised to recover the student.
- In some cases, high school students may be released on their own.

ACTIONS TAKEN BEFORE REUNIFICATION

- An incident command structure will be established to include a Director of Transportation, a Public Information Officer, greeters, and runners.
- The local Director of Transportation will establish a traffic pattern in anticipation of several hundred cars descending upon the school at once.
- A primary and secondary reunification point will be established.
- Hard copies of student lists shall be maintained and routinely updated in the event that a Student Information System cannot be accessed.

ACTIONS TAKEN DURING REUNIFICATION

- Parents/guardians/emergency contacts will be greeted at a pre-determined reunification site.
- Parents/guardians/emergency contacts will provide identification to the greeter.
- Following confirmation that the parent/guardian/emergency contact is permitted to check-out the child, a runner will be sent with a piece of paper to retrieve the student.
- The parent/guardian/emergency contact will retain a portion of the slip of paper identifying them as being responsible for the student.
- The parent/guardian/emergency contact will go to a pre-determined location and await the runner who will reunite them with their student.

STAFF/STUDENT INJURY OR ILLNESS

STUDENT INJURY	ACTIONS TAKEN FOR A STUDENT INJURY
<ul style="list-style-type: none"> • Student injuries and illnesses include, but are not limited to: <ul style="list-style-type: none"> • Sprains, strains, bruises, contusions, and fractures • Mental health critical incidents • Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc. • If applicable, employees will follow the dictates of the ill/injured student's IEP or Emergency Care Plan 	<ul style="list-style-type: none"> • Determine if it is safe to approach • Take precautions against contacting bodily fluids • Call 911 if needed • Provide first-aid according to level of training if needed • Identify the victim(s), injury time, and location to the main office • The main office shall reach out to the parents/guardians of the victim(s) • Clear the area if needed • Comfort and reassure the victim(s). Do not move the sick or injured unless the scene is safe • If a crime has been committed, secure the scene and do not disturb any evidence • Document student injuries using the state's Student Injury Report
EMPLOYEE INJURY	ACTIONS TAKEN FOR AN EMPLOYEE INJURY
<ul style="list-style-type: none"> • Employee injuries and illnesses include, but are not limited to: <ul style="list-style-type: none"> • Sprains, strains, bruises, contusions, and fractures • Mental health critical incidents • Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc. • Employees with chronic health conditions should seek ADA accommodations through the school district. 	<ul style="list-style-type: none"> • Determine if it is safe to approach • Take precautions against contacting bodily fluids • Call 911 if needed • In emergency situations, employees shall go to the ER • Obtain contact information from the school secretary and call Company Nurse to document the injury • Go to the physician as directed by Company Nurse • Provide relevant documentation to the District Office

STAFF/STUDENT INJURY OR ILLNESS

SEVERE WEATHER

FIRE	EARTHQUAKE
<ul style="list-style-type: none"> • Activate fire alarm • Report exact location of the fire to the main office • Follow EVCUATION procedures • Close room doors • Assist any individuals with special needs • Take attendance and notify the local Incident Commander of any missing students <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>FIRE SAFETY BEST PRACTICES</p> </div> <ul style="list-style-type: none"> • If a fire is encountered, advise student to: <ul style="list-style-type: none"> • Shelter, Drop, and Crawl • If someone has flames on their body, remind them to: <ul style="list-style-type: none"> • Stop, Drop, and Roll • If possible, use a blanket to smother flames 	<ul style="list-style-type: none"> • Staff and students shall be directed to: <ul style="list-style-type: none"> • “Shelter for earthquake! Drop, Cover, and Hold” • Keep calm and remain where you are • Seek shelter under desks or other heavy furniture, or against a wall in the center of the building away from glass • Move away from windows and overhead hazards • If outdoors, staff should direct students to move away from buildings, gas, and electrical lines • Do not permit the use of open flames such as matches or candles due to the possibility of a gas leak • After tremors have ceased, if it is safe, EVACUATE buildings. Do not reenter • Follow EVAUCATION procedures
FLOODING	SEVERE WEATHER
<ul style="list-style-type: none"> • Follow directions as received by the District Office, local emergency management officials, and the National Weather Service • Unplug appliances. Do not touch electrical equipment • Avoid downed electrical lines • Keep staff and students indoors unless otherwise directed 	<ul style="list-style-type: none"> • Postpone or suspend activity if severe weather appears imminent • Depending upon the type and severity of the weather, a safe shelter, such as a locker room, school building, or gymnasium may need to be designated • A SECURE may need to be initiated <ul style="list-style-type: none"> • SECURE! Get inside. Lock outside doors. • SECURE! Get inside. Lock outside doors. • Be prepared to move classes held in mobile units into the building • Review SHELTER IN PLACE procedures with students <ul style="list-style-type: none"> • SHELTER! For [a hazard], [use safety strategy] • SHELTER! For [a hazard], [use safety strategy]

SEVERE WEATHER

SUSPICIOUS/DISRUPTIVE PERSON | CIVIL UNREST

SUSPICIOUS/DISRUPTIVE PERSON	ACTIONS FOR SUSPICIOUS/DISRUPTIVE PERSON(S)
<ul style="list-style-type: none"> • Action should be taken when a person(s) do not appear to have a legitimate purpose for being on the grounds or in the building • Action should also be taken when a student(s), staff member(s), or visitor(s) becomes unruly • Staff should feel empowered to ask suspicious persons what they are doing inside of a school 	<ul style="list-style-type: none"> • Ask the individual if they need help • If the individual cannot provide a satisfactory answer, the main office must be notified immediately. Provide a description and location • Initiate a LOCKDOWN <ul style="list-style-type: none"> • LOCKDOWN! "Locks, Lights, Out of Sight." • LOCKDOWN! "Locks, Lights, Out of Sight." • Staff will attempt to maintain a sense of calm with the students under their care, if necessary • Once the LOCKDOWN has been initiated, do not attempt to confront the SUSPICIOUS/DISRUPTIVE person(s) • Doors shall not be opened by anyone other than uniformed law enforcement
CIVIL UNREST	ACTIONS FOR CIVIL UNREST
<ul style="list-style-type: none"> • Action should be taken when a group of individuals become unruly and/or violent to the point of disruption • The school's first priority is to ensure the safety and security of students and staff 	<ul style="list-style-type: none"> • If a staff member or student becomes aware of a civil unrest situation, the main office must be notified immediately • If a staff member is in the affected area, attempt to move students to a secure place • Initiate a LOCKDOWN <ul style="list-style-type: none"> • LOCKDOWN! "Locks, Lights, Out of Sight." • LOCKDOWN! "Locks, Lights, Out of Sight." • Staff will attempt to maintain a sense of calm with the students under their care, if necessary • Once the LOCKDOWN has been initiated, do not attempt to confront the SUSPICIOUS/DISRUPTIVE person(s) • Doors shall not be opened by anyone other than uniformed law enforcement

SUSPICIOUS/DISRUPTIVE PERSON | CIVIL UNREST

WEAPON, BOMB, THREAT/SUSPICIOUS PACKAGE

WEAPON ON PROPERTY	ACTIONS FOR WEAPON ON PROPERTY
<ul style="list-style-type: none"> • Student injuries and illnesses include, but are not limited to: <ul style="list-style-type: none"> • Sprains, strains, bruises, contusions, and fractures • Mental health critical incidents • Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc. • If applicable, employees will follow the dictates of the ill/injured student's IEP or Emergency Care Plan 	<ul style="list-style-type: none"> • Determine if it is safe to approach • Take precautions against contacting bodily fluids • Call 911 if needed • Provide first-aid according to level of training if needed • Identify the victim(s), injury time and location to the main office • The main office shall reach out to the parents/guardians of the victim(s) • Clear the area if needed • Comfort and reassure the victim(s). Do not move the sick or injured unless the scene is safe • If a crime has been committed, secure the scene and do not disturb any evidence • Document student injuries using the state's Student Injury Report
PUBLIC ADDRESSES FOR WEAPON ON PROPERTY	
<ul style="list-style-type: none"> • Initiate a LOCKDOWN <ul style="list-style-type: none"> • LOCKDOWN! "Locks, Lights, Out of Sight." • LOCKDOWN! "Locks, Lights, Out of Sight." • Lockdowns are released by law enforcement. Room by room, one class at a time 	
BOMB THREAT/SUSPICIOUS PACKAGE	ACTIONS FOR BOMB THREAT/SUSPICIOUS PACKAGE
<ul style="list-style-type: none"> • For the purposes of this resource, bomb threats/suspicious packages are defined as threats that an explosive device has been placed in, around, or near a facility, or the detection that a suspicious package could contain an explosive device 	<ul style="list-style-type: none"> • Excepting the GO BAG, staff and students should not bring bags, purses, or backpacks with them • If any suspicious items are noted, they should not be disturbed • A bomb threat/suspicious package scene is a crime scene. No attempt should be made to clean up blood or other evidence • If any suspicious items are noted, they should be reported to the staff member's administrator or supervisor • Administration should secure, but not guard, the area to keep staff and students clear of the suspicious package
PUBLIC ADDRESSES FOR WEAPON ON PROPERTY	
<ul style="list-style-type: none"> • The public address to initiate an EVACUATION <ul style="list-style-type: none"> • EVACUATION! To [a location] • EVACUATION! To [a location] • The public address to release an EVACUATION <ul style="list-style-type: none"> • The EVACUATION is released. All clear • The EVACUATION is released. All clear 	

WEAPON, BOMB, THREAT/SUSPICIOUS PACKAGE

FIRST AID

CHOKING	SIGNS OF A HEART ATTACK	SCRAPES/SMALL CUTS
<ul style="list-style-type: none"> If person cannot breathe, cough, talk or is blue: <ul style="list-style-type: none"> Give abdominal thrust and continue until object is expelled If person becomes unconscious, call 911 Perform CPR until EMS arrives 	<ul style="list-style-type: none"> Discomfort/pain in chest, arms, back, neck, jaw, shoulder, or abdomen, shortness of breath, cold sweat, nausea, or lightheadedness: <ul style="list-style-type: none"> Keep person calm/resting as possible Call 911. Be prepared to utilize the CPR/AED 	<ul style="list-style-type: none"> Rinse with clean, running water Use direct pressure with a clean cloth Apply antibiotic ointment Apply a bandage that won't stick to the wound Notify parent if applicable
SHOCK	SPLINTERS/PUNCTURE WOUNDS	HEAD INJURY
<ul style="list-style-type: none"> Feeling weak, faint, dizzy, nauseous, thirsty is pale or grayish, acts restless, agitated, or confused, is cold and clammy to the touch: <ul style="list-style-type: none"> Lay person on back, cover with blanket, call 911 Do not give anything to drink Turn on side if nauseated/vomiting 	<ul style="list-style-type: none"> Remove small splinters with tweezers Don't remove large objects. Dress wound. Take care to not move the object or damage tissue further to reduce blood flow Call parent for large objects, or if the splinter cannot be removed. Call 911 if necessary 	<ul style="list-style-type: none"> Do not move the person Call 911 if any of the following are observed: <ul style="list-style-type: none"> Is drowsy, vomiting, clumsy, unconscious, won't fully wake, or has persistent headache Has blood or fluid oozing from ears or nose If experiencing paralysis or abnormal speech
FRACTURES/SPRAINS	DIABETIC SEVERE HYPOGLYCEMIA	
<ul style="list-style-type: none"> If injured area is painful, swollen, or deformed, direct person to a doctor via EMS or parent (if applicable) Wrap in clean cloth. Support injured area with splint Apply ice or cold compress for no more than 20 min. If the skin is broken, or the bone can be seen, cover the area with a clean bandage 	<p>Exhibition of the following symptoms: shaking, sweating, dizziness, anxiety, extreme weakness, hunger, fatigue, rapid heartbeat or blurry vision</p> <ul style="list-style-type: none"> Give quick acting sugar source of 15 Gm of carbohydrate: <ul style="list-style-type: none"> 3-4 glucose tablets, 4 oz. of juice, 6 oz. of regular soda, 3 tbsps. glucose gel. Repeat if needed If person loses consciousness, has a seizure or is not able to swallow: <ul style="list-style-type: none"> Administer glucagon if you have been trained. Call 911 and a parent 	
LARGE, DEEP, GAPING CUTS	UNCONSCIOUS PERSON (not breathing)	HEAVY BLEEDING
<ul style="list-style-type: none"> Cover with bandage and apply direct pressure to the wound with a clean cloth until bleeding stops Call parent (if applicable) 	<ul style="list-style-type: none"> Call 911. Perform CPR (30 compressions/2 breaths) until AED is available Continue performing CPR until EMS arrives 	<ul style="list-style-type: none"> Call 911 and apply pressure with clean cloth Wrap an elastic bandage firmly over cloth Continue with direct pressure until EMS arrives
EYE INJURIES	FAINTING/LOSS OF CONSCIOUSNESS	TEETH INJURIES
<ul style="list-style-type: none"> If chemical contacts the eye, flush gently with water for 15 minutes and contact poison control or a doctor If object is stuck in the eye, call 911 Do not touch, rub, apply medicine, or remove the object. Protect the eye/protrusion until EMS arrives 	<p>Follow Emergency Care plan (if applicable)</p> <ul style="list-style-type: none"> Remain lying down until person feels "normal" Observe person for injuries Call 911 if person doesn't improve or respond Be prepared to do CPR/AED if needed 	<ul style="list-style-type: none"> Apply clean cloth to control bleeding If tooth is knocked out, handle by top, not root Rinse tooth/fragments with cold water Place in water or milk Transport tooth with child to dentist/EMS
ASTHMA	ELECTRICAL BURNS	SEIZURES
<ul style="list-style-type: none"> If person exhibits the following symptoms: chest tightness, coughing, wheezing, difficulty breathing, shallow/fast breathing, retraction when breathing: <ul style="list-style-type: none"> Quick relief medication (inhaler) if available. If symptoms worsen, call 911/parent (if applicable) Encourage slow breaths and rest. Do not leave alone 	<ul style="list-style-type: none"> Ensure scene is safe Send someone to obtain the first-aid kit/AED Disconnect electricity/turn off main power Stay clear of the injured person until they are cleared of the power source When safe, be prepared to perform CPR/AED 	<p>Follow Emergency Care plan (if applicable)</p> <ul style="list-style-type: none"> Loosen clothing and remove loose objects Make comfortable and turn on side if vomiting Do not put anything in the person's mouth Call 911 for seizures lasting longer than 5 min. Start CPR/AED if not breathing when seizure ends
STROKE	GENERAL TREATMENT OF BURNS	
<ul style="list-style-type: none"> Sudden numbness, confusion, weakness of leg/arm/face, headache, trouble speaking, seeing, walking, dizziness, loss of coordination: <ul style="list-style-type: none"> Note time symptoms started Keep person calm, resting, call 911 Get person to hospital as soon as possible Be prepared to do CPR/AED if needed <p>FAST F: Face Droop A: Arm Weakness S: Speech Difficulty T: Time to call 911</p>	<ul style="list-style-type: none"> SMALL burn: cool immediately. Run cool water until pain subsides <ul style="list-style-type: none"> You may cover the burn with a dry, nonstick sterile or clean dressing LARGE burn or active fire: <ul style="list-style-type: none"> Ensure scene is safe and call 911 If the person is on fire, put the fire out Remove jewelry and clothing that is not stuck to the skin Cover the person with dry blanket and check for signs of shock Be prepared to perform CPR/AED if needed 	
CPR GUIDELINES		
<ul style="list-style-type: none"> Check for responsiveness Shout for help – send someone to phone 911 and get an AED If not breathing or only gasping administer CPR 	<ul style="list-style-type: none"> Place hands on lower part of breastbone Press hard and fast in the center of chest Compress at least 2 inches Allow complete chest recoil after compression 	<ul style="list-style-type: none"> Perform 100 to 120 compressions per minute Attach and use AED as soon as available Continue CPR

FIRST AID

EMERGENCY EVACUATION "GO" KIT SUGGESTIONS:

All schools should develop at least **two** Emergency Evacuation/Management Kits to be taken from the school during all drills and emergency evacuation and/or to the alternative school site. It is essential that this kit is kept updated. Place one kit in the administrator's office and a second in an easily accessible, but secure location in another part of the building. The principal or designee will take the kit whenever the building is evacuated. Information in the kit will allow the administrator to quickly implement the emergency plan and provide critical information to first responders.

- Hardcopy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies
- Student release/sign-out sheets. (Each homeroom teacher should have sign-out form/current roll.)
- Bus routes and driver contact information
- Emergency telephone numbers of assistance agencies
- Flash Drive with photos depicting exterior and interior of the building
- Copies of all student and staff emergency contact/release/medical information cards
- Student/Staff photo sheet (check with yearbook photographer)
- Special needs students' information
- Special needs information for staff members
- Flashlight and extra batteries
- Bullhorn and appropriate batteries
- School response team vests and/or badges
- AM/FM Radio with extra batteries
- Extra Laptop (as available)
- Relevant Emergency Phone Numbers
- City/County maps
- Light Sticks
- Cell phones and/or portable two-way radio. (Take charger with you)
- Recent lists of students who ride buses, given by bus/route number
- List of professional and community contact for organizing a crisis response team
- (10) Legal pads
- (10) Ballpoint pens
- (10) Felt tip markers
- (500) Plain white peel-off stickers to be used to identify injured students/adults at emergency site

SPECIAL NEEDS EMERGENCY EVACUATION “GO” KITS

In addition to the primary “standard” evacuation kits, kits designed to assist students with special needs are also needed. Depending on the needs of each of these students in your building, the contents of this kit will vary. It is very important that this kit be maintained and updated any time a student’s needs change as well as if a student with special needs enrolls or leaves the school. Remember this kit is in addition to the standard emergency evacuation kit and does not replace it.

SUGGESTED CONTENTS

- Disposable non-latex gloves
- Plastic garbage bags
- Disposable diapers and wipes
- Antibacterial hand cleaner and tissues
- Emergency information cards for each student with the following information:
 - Student’s name, address, phone number, and date of birth
 - Parent/guardian with work place and number
 - Additional emergency contact numbers
 - Diagnosis
 - Current medications with instructions
 - Physician’s name and phone number
 - Communication/mobility needs
 - Special instructions for: lifting, diet/feeding, respiratory aids, toileting/catheterization, and emergency procedures

As needed:

- Feeding equipment
- Respiratory equipment
- Catheterization equipment
- Food, formula, water
- Towels and blankets
- Paper cups
- Cooler or insulated bags for refrigerated items

Please be certain that local Emergency Medical Services are aware of any special considerations needed for your students with special needs. This will enable them to provide the appropriate care for these students when responding to a crisis at your school.

FIRST AID/CLINICS SUGGESTED KIT CONTENTS

List is not comprehensive

FIRST AID KIT INVENTORY SHEET SHOULD BE INCLUDED IN THE KIT

- | | |
|---|--|
| <input type="checkbox"/> Ammonia inhalants | <input type="checkbox"/> Vaseline gauze (2) |
| <input type="checkbox"/> Paper tape | <input type="checkbox"/> Pocket mask (2) |
| <input type="checkbox"/> Splints (2) | <input type="checkbox"/> Plastic cling wrap |
| <input type="checkbox"/> Oral thermometer (1) and covers | <input type="checkbox"/> Blankets (2) |
| <input type="checkbox"/> Disposable sterile gloves | <input type="checkbox"/> Neosporin ointment |
|
 |
 |
| <input type="checkbox"/> Cotton balls | <input type="checkbox"/> Safety pins |
| <input type="checkbox"/> Emergency medications for students | <input type="checkbox"/> Band aids (all sizes) |
| <input type="checkbox"/> Scissors | <input type="checkbox"/> Hydrogen Peroxide |
| <input type="checkbox"/> Tweezers (1) | <input type="checkbox"/> Cleaner – spray bottle or |
| | <input type="checkbox"/> Wipes |
|
 |
 |
| <input type="checkbox"/> Hand soap/sanitizer | <input type="checkbox"/> Distilled water |
| <input type="checkbox"/> 4" x 4" sterile gauze pads | <input type="checkbox"/> Medical alert list |
| <input type="checkbox"/> Tongue depressors | |
| <input type="checkbox"/> Moistened wipes | <input type="checkbox"/> Large flashlights |
| <input type="checkbox"/> Penlight | <input type="checkbox"/> Small paper cups |
| <input type="checkbox"/> Portable cabinet to transport medicine | <input type="checkbox"/> Kwik Kold type ice packs |