

# Millard School District Emergency Response Plan



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?**

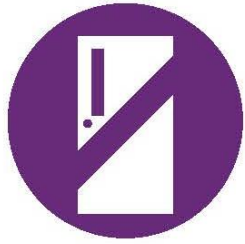
Staff members are given basic in-service training in first aid and CPR. Some staff members are trained members of CERT (Community Emergency Response Team) and have additional skills. Working in partnership with community agencies, additional training sessions are available throughout the county

## 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
- LOCKDOWN
- EVACUATE
- SHELTER

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

## In Your Room or Area

### **HOLD IN YOUR ROOM OR AREA.**

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.  
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear.

Thank you for your assistance in making this Hold work smoothly."

### **PUBLIC ADDRESS - RELEASE**

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.  
The Hold is released. All Clear."

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **ACTIONS**

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

### **PREPARATION**

Student, teacher, and administrator training.

### **DRILLS**

Hold should be drilled at least once a year, or as mandated by state requirements.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### **EXAMPLES OF HOLD CONDITIONS**

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

### Current Hold during the school day

#### Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? \*

### Current Hold at the end of the day

#### Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? \*

#### Text Message

*[School Name]* has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

#### Phone Call

Parents, *[School Name]* has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

### Notification that a Hold occurred during the day

#### Email

Subject Line: Safety Notification - Hold Ended at *[School Name]*

Dear Parent or Guardian,

*[School Name]* was placed in Hold from *[start time]* to *[end time]* due to *[state the reason for the Hold]*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? \*

\* The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

*Link to either your website or [iloveguys.org/The-Standard-Response-Protocol.html](https://www.iloveguys.org/The-Standard-Response-Protocol.html) for them to learn more.*





# SECURE

## Get inside Lock Outside Doors

### SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

### PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.  
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

### PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.  
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

### ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

### NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

### CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

### MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

### REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

### PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

### DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

### CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.



### EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

### SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.





# SECURE

## Get inside Lock Outside Doors



### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily

update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in italic type.

#### Current Secure Action during the school day

##### Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? \*

#### Current Secure Action at the end of the day

##### Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? \*

#### Text Message

*[School Name]* is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

#### Phone Call

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

#### Notification that school was in Secure Action

##### Email

Subject Line: Safety Notification - Secure Ended at *[School Name]*

Dear Parent or Guardian,

Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.

What is the Secure Action? \*

\* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

*Link to either your website or [iloveguys.org/The-Standard-Response-Protocol.html](https://iloveguys.org/The-Standard-Response-Protocol.html) for them to learn more.*



# LOCKDOWN

## Locks, Lights, Out of Sight

### LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

### PUBLIC ADDRESS

The public address for Lockdown is: “Lockdown! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.

“Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!”

### ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

### REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

### PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A “safe zone” should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

### DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the “SRP Lockdown Drill” section of this book.





# LOCKDOWN

## Locks, Lights, Out of Sight

### CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

### EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

### THE DURATION OF A LOCKDOWN

A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

### RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

### CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: “We’re in Lockdown. I’m okay and I’ll update you every 5 minutes.” Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, “Pick me up at Lincoln Elementary in one hour. Bring your ID,” might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

### EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



# LOCKDOWN

## Locks, Lights, Out of Sight



### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. Include the information here, or in a separate communication thread.

#### Current Lockdown

##### Email

Subject Line: Safety Notification - Lockdown Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here *[link to the platform you'll be updating]*

What is a Lockdown?\*

##### Text Message:

*[School Name]* is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here *[link to social media page/site]* for updates.

##### Phone Call

Parents, *[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our *[social media page/site]* for ongoing updates.

#### Lifted Lockdown

##### Email

Subject Line: Safety Notification - Lockdown Ended at *[School Name]*

Dear Parent or Guardian,

*[School Name]* was placed in Lockdown from *[start time of Lockdown]* to *[end time of Lockdown]* due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority.

What is a Lockdown? \*

##### Text Message

The Lockdown at *[School Name]* has been lifted. Please check your email or voicemail for more information.

##### Phone Call

Parents, the Lockdown at *[School Name]* has been lifted. The school was in Lockdown from *[state Lockdown start time]* to *[state Lockdown end time]* due to *[state the incident that occurred]*. Thank you for your patience while we worked with first responders to respond to the situation.

\* Lockdown is called when there is a threat or hazard inside the school building. The Lockdown Action demands locking interior doors, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. If students are unable to get behind a locked door, they are trained to self-evacuate. If your child contacts you to let you know that they safely self-evacuated, please contact the district at *[District Phone Number or Safety Hotline]* to notify us your child is safe.

*Link to either your website or [loveguys.org/The-Standard-Response-Protocol.html](https://loveguys.org/The-Standard-Response-Protocol.html) for them to learn more.*





# EVACUATE

## A Location may also be provided

### EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

### REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: <https://iloveguys.org/The-Standard-Reunification-Method.html>

### PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.  
Evacuate! To a location."

### ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

### PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from [iloveguys.org/The-Standard-Response-Protocol.html](https://iloveguys.org/The-Standard-Response-Protocol.html)

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

### EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

### DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

### CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

### RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

*See the Materials section for examples.*



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

### Evacuation with a return to school anticipated

#### Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here [\[link to the platform you'll be updating\]](#)

What is the Evacuate Action? \*

#### Text Message

*[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email and voicemail for details and information.

#### Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email for details and information.

### Evacuation with early dismissal planned

#### Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here [\[link to the platform you'll be updating\]](#)

What is the Evacuate Action? \*

#### Text Message

*[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email and voicemail for details.

#### Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email for details and information.

### Evacuation to an off-site location

#### Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here [\[link to the platform you'll be updating\]](#)

What is the Evacuate Action? \*

#### Text Message

*[School Name]* has been Evacuated due to *[state reason for evacuation]* which renders the building unsafe at this time. Students can be picked up at *[alternate location]* after *[time]*. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

#### Phone Call

Parents, *[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

\* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

[Link to either your website or \*iloveguys.org/The-Standard-Response-Protocol.html\* for them to learn more.](#)





# POLICE LED

## Evacuation after a Lockdown

### POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

### PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

### ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

### WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

### EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

### PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

### MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

### DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"

### LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

### LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

### CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

### TRANSPORTATION

During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



# SHELTER

## State the Hazard and Safety Strategy

### SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

#### PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.  
Shelter! For a hazard. Using safety strategy.”

For a tornado, an example would be:

“Shelter for a tornado. Go to the tornado shelter.  
Shelter for a tornado. Go to the tornado shelter.”

After the danger has passed:

“Students and staff, the Shelter is released. All clear.

Thank you for your assistance and patience during the Shelter.”

#### HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

#### SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

#### ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

#### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

#### RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

#### PREPARATION

Identification and marking of facility Shelter areas.

#### DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

#### STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

#### PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

#### CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).





# SHELTER

## State the Hazard and Safety Strategy



### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

#### Shelter (Current)

##### Email

Subject Line: Safety Notification - Shelter Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] is currently Sheltering due to [state reason for Shelter].

The safety and security of your child is our top priority. We are actively monitoring the situation.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? \*

##### Text Message

[School Name] is currently Sheltering due to [state reason for Shelter]. Please check your email and voicemail for more information.

##### Phone Call

Parents, [School Name] is currently Sheltering due to [state reason for Shelter]. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

#### Shelter (Past)

##### Email

Subject Line: Safety Notification - Shelter Ended at [School Name]

Dear Parent or Guardian,

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? \*

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or [iloveguys.org/The-Standard-Response-Protocol.html](https://iloveguys.org/The-Standard-Response-Protocol.html) for them to learn more. protocol at [iloveguys.org/The-Standard-Response-Protocol.html](https://iloveguys.org/The-Standard-Response-Protocol.html)

##### Text Message

The Shelter at [School Name] has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

##### Phone Call

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

\* Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or [iloveguys.org/The-Standard-Response-Protocol.html](https://iloveguys.org/The-Standard-Response-Protocol.html) for them to learn more.

# SEQUENCING

## The Actions

**HOLD****SECURE****LOCKDOWN****EVACUATE****SHELTER**

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

### **HOLD ESCALATES TO LOCKDOWN**

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

### **LOCKDOWN MISTAKE SHIFTS TO SECURE**

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

### **SECURE ESCALATES TO LOCKDOWN**

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

### **HOLD TO EVACUATE**

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.





# ENVIRONMENT

## Dictates the Tactics

### WHERE YOU ARE DICTATES WHAT YOU DO

The SRP was designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment. It is not necessary to list every possible scenario that may occur, as the protocol provides universal response actions. A school's action in response to a fire is an evacuation. To prepare for this evacuation drills are practiced, not fire drills. This is the same response that would occur due to a gas leak, or long-term power outage in winter conditions. By preparing for and practicing evacuation drills the school is prepared for any eventuality that may require the staff and students to leave the school location.

Your specific environment will dictate what additional plans or resources you may need. For example, a school in Alaska must think about warming locations for winter evacuations while a school in Arizona will need to think about cooling areas for a summer evacuation.

### GLASS. LOTS OF GLASS

Glass is always one of the weakest points of building security. As more and more schools are built with the open concept, we are seeing walls of glass throughout buildings. While beneficial for increased light and a sense of openness, they provide little protection. If your school has interior glass walls or large interior windows we recommend you plan to purchase window film and some sort of shade system. The film will increase the strength of the glass and the shades will offer concealment.

Similar steps should be taken on the perimeter of buildings. Main entrances traditionally have large glass doors. Film is appropriate here as well. Be sure to inspect your school and note areas of potential weakness and address them appropriately.

### DISTRIBUTED CAMPUS

Some school locations have a distributed campus with multiple buildings spread out over the property, similar to a college environment. The layout of a distributed campus brings unique challenges for school and district staff. Your jurisdictions will need to develop specific policies for each action. Additionally, it will be crucial for staff to be expertly trained on the process so they can use their judgment when needed. Nearly every action will have variations that may be necessary for a distributed environment.

Both Hold and Secure can be applied to the entire school property or only to specific buildings as appropriate. Whoever enacts the protocols will need to provide enough details for proper decisions to be made. If exact details are unknown then it is best to treat each building as an individual school and place the entire property into the protocol until more information is known.

During the Secure Action, there is some type of threat outside the school building. The action is for everyone to move inside, lock outside doors, and continue the day as usual. In a distributed campus more information about the threat is going to be needed.

If the threat is on school property, such as a dangerous animal roaming the grounds, then each building should go into Secure with students remaining where they are.

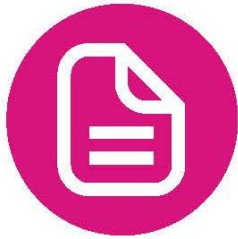
If the threat is off the property and a perimeter can be established then it may be appropriate for movement between buildings to occur but no one on or off the school property. An alternative approach could be to have security or law enforcement escort students and staff between buildings. The exact situation and your school's specific layout will determine your actions.

If the exact location of the threat is unknown, then it is better to err on the side of caution and keep everyone within their respective buildings.

A Hold will need to be handled similarly. If the reason for a Hold only affects a single building then it may be appropriate for only that building to go into the Hold protocol. However, you will need to make sure no students or staff are leaving other buildings and entering the Hold area.

### TEMPORARY OR MODULAR BUILDINGS OR CLASSROOMS

Additional policy will be needed if your school has temporary or modular buildings. One option is to treat them in the same way as a distributed campus. Alternatively, if it is appropriate, and depending on the size of the school, students and staff from these areas can be brought into the main building.



# MATERIALS

## And a Note for your Printer

### NOTE TO PRINTERS

All materials are available to download from <https://iloveugguys.org/The-Standard-Response-Protocol.html>

This material may be duplicated for distribution per "SRP Terms of Use," which reads as follows:

Terms of Use: District/school is responsible for physical material production of any online resources provided by The Foundation. The District/school is not required to utilize printing services provided by The Foundation for production of support materials.

What this means: You may have print these yourself or send them to a printer.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

### PRINTING THE BOOKS

Books have been laid out with a 5 pica (.83") interior margin and a 4 pica (.67") exterior margin to facilitate duplex printing of the materials. Books can be finished using common bindery methods: perfect bind, comb bind, spiral bind, saddle stitch, or punch for a 3-ring binder.

### SRP CLASSROOM POSTER

This K12 SRP overview wall poster was created to be printed and placed on walls in order to remind everyone of the different SRP actions and allow teachers to start

the conversation about SRP with their students.

Placing posters is an essential step in the full implementation of the SRP. The poster should be displayed in every classroom, near building entries, and at the entrances to the cafeteria, auditorium and gym. The Shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5 x 11") and tabloid size (11 x 17"), in English and Spanish.



### PUBLIC ADDRESS PROTOCOL POSTER

The Public Address Protocol Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word format. The public address is repeated twice each time the public address is performed.

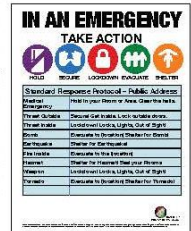
Hold! In your room or area. Clear the halls.

Secure! Get Inside. Lock outside doors.

Lockdown! Locks, Lights, Out of Sight.

Evacuate! To a Location.

Shelter! State the Hazard and Safety Strategy.



### INFORMATION FOR PARENTS AND GUARDIANS

Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience for even the small disruptions in a school day.

They need to understand their roles in any incident. The letter-size handout is in PDF format and can be emailed or printed to hand out. It describes what is expected of people in the school, and outlines the roles of the parents and guardians during Secure and Lockdown events.



Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district.

Additionally, there is a web page for parents to go to for detailed information and conversations. Your school or district is welcome to post this on your website for easy access.

The Parent Handout is available in accessible PDF formats in English and Spanish.





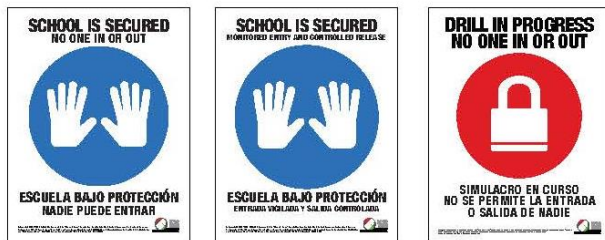
# MATERIALS

## And a Note for your Printer

### STATUS POSTERS

Letter-size posters for use to communicate the status of the school during drills or incidents.

These include posters for two levels of Secure conditions, and a Lockdown Drill Poster.



### VIDEO TRAINING

There are some videos you can download from <http://iloveguys.org>, or YouTube, to use for training purposes.

#### The Standard Response Protocol (SRP) for Students (7:26)

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

#### Lockdown Drill with Standard Response Protocol (3:35)

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

#### For the Little Ones

There are links on the website to training modules that were created for younger students by school districts. We link to those with permission by the creators.

### ID CARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".

### POCKET GUIDE

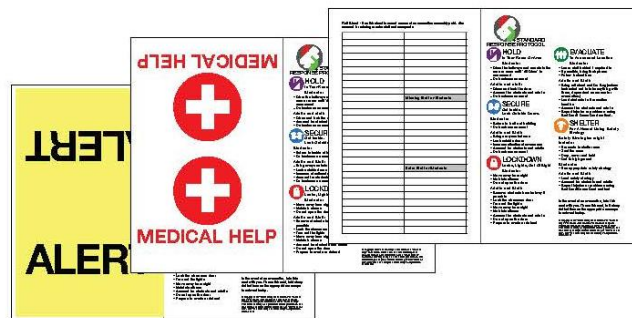
This is a quick guide to the five actions. It folds to the size of a business card to fit in wallets, pockets, and ID cardholders. It prints on two sides of letter-size paper and there are three to a page.

### RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly and visually identify the status of the teachers' classes after an evacuation.



Green Card (OK) - All students accounted for, No immediate help is necessary

Red Card (Help) - Extra or missing students, or vital information must be exchanged

Red/GREEN/Med Card

Red and White Cross (Medical Help) - Immediate medical attention is needed

Red/GREEN/Roll Card

This includes a roll sheet for users to record who is in their group.

Red/GREEN/Alert Card

The Alert card is used to indicate there is a problem in your group and you need assistance.

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

## STAFF/STUDENT INJURY OR ILLNESS



# SEVERE WEATHER

FIRE	EARTHQUAKE
<ul style="list-style-type: none"> <li>• Activate fire alarm</li> <li>• Report exact location of the fire to the main office</li> <li>• Follow EVCUATION procedures</li> <li>• Close room doors</li> <li>• Assist any individuals with special needs</li> <li>• Take attendance and notify the local Incident Commander of any missing students</li> </ul> <div data-bbox="251 506 613 554" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>FIRE SAFETY BEST PRACTICES</p> </div> <ul style="list-style-type: none"> <li>• If a fire is encountered, advise student to:             <ul style="list-style-type: none"> <li>• Shelter, Drop, and Crawl</li> </ul> </li> <li>• If someone has flames on their body, remind them to:             <ul style="list-style-type: none"> <li>• Stop, Drop, and Roll</li> <li>• If possible, use a blanket to smother flames</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students shall be directed to:             <ul style="list-style-type: none"> <li>• “Shelter for earthquake! Drop, Cover, and Hold”</li> </ul> </li> <li>• Keep calm and remain where you are</li> <li>• Seek shelter under desks or other heavy furniture, or against a wall in the center of the building away from glass</li> <li>• Move away from windows and overhead hazards</li> <li>• If outdoors, staff should direct students to move away from buildings, gas, and electrical lines</li> <li>• Do not permit the use of open flames such as matches or candles due to the possibility of a gas leak</li> <li>• After tremors have ceased, if it is safe, EVACUATE buildings. Do not reenter</li> <li>• Follow EVAUCATION procedures</li> </ul>
FLOODING	SEVERE WEATHER
<ul style="list-style-type: none"> <li>• Follow directions as received by the District Office, local emergency management officials, and the National Weather Service</li> <li>• Unplug appliances. Do not touch electrical equipment</li> <li>• Avoid downed electrical lines</li> <li>• Keep staff and students indoors unless otherwise directed</li> </ul>	<ul style="list-style-type: none"> <li>• Postpone or suspend activity if severe weather appears imminent</li> <li>• 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</li> <li>• A SECURE may need to be initiated             <ul style="list-style-type: none"> <li>• SECURE! Get inside. Lock outside doors.</li> <li>• SECURE! Get inside. Lock outside doors.</li> </ul> </li> <li>• Be prepared to move classes held in mobile units into the building</li> <li>• Review SHELTER IN PLACE procedures with students             <ul style="list-style-type: none"> <li>• SHELTER! For [a hazard], [use safety strategy]</li> <li>• SHELTER! For [a hazard], [use safety strategy]</li> </ul> </li> </ul>

## SEVERE WEATHER

# SUSPICIOUS/DISRUPTIVE PERSON | CIVIL UNREST

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

SUSPICIOUS/DISRUPTIVE PERSON | CIVIL UNREST



# WEAPON, BOMB, THREAT/SUSPICIOUS PACKAGE

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

**WEAPON, BOMB, THREAT/SUSPICIOUS PACKAGE**

# FIRST AID

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

## 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        |
| <br>  | <br>   |
| <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                     |
| <br>  | <br>   |
| <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  |