Millard School District Emergency Response Plan

2026-27

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. Schools practice drills throughout the year for fire, Earthquake, and Emergency Lockdown situations. Elementary schools must conduct monthly drills—including within the first 10 days of school and th first 10 days post-winter break—with alternating months allowed for security or safety drills, provided all end in evacuation. Secondary schools must hold four total drills per school year: two within the first 10 days of each term/semester start and two during the semesters, with safety or security drill substitutions permitted for the middle drills. Schools must make a strong effort to follow these standardized guidelines. Implementation may be slightly different due to school size, location, age of students, etc.

Millard School District continuously updates and reviews its emergency procedures, policies, and materials. This plan is available at each school, at the district office, and on the district website. To ensure clear roles, responsibilities, and communication during a crisis, the district coordinates closely with local emergency response agencies. Additionally, schools complete a formal School Safety Needs Assessment alongside local law enforcement and the County Security Chief to evaluate security, personnel, emergency protocols, and facility access. For questions regarding emergency action plans or to learn how to volunteer, please contact your local school.

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 a Power 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 Power 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 training in first aid, CPR, SRP (Standard Response Protocol), Suicide Prevention, Bullying, and Child Sex Abuse. Some staff members are trained members of CERT (Community Emergency Response Team), Stop the Bleed, CSTAG (Treat Evaluations), Guardian Program, AED, Visitor Management, and have additional skills. Working in partnership with community agencies, additional training sessions are available throughout the county

Standard Response Protocols

Millard School District has adopted the “I Love U Guys” Foundation Standard Response Protocols for situations that might occur. Potential responses to emergency situations include:



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.

During a Hold, 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."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who 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 message would be:

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

PUBLIC ADDRESS - RELEASE
A Hold Action can be released by Public Address.

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."

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.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

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 has been 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 bracketed and italicized.

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 well-being 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.

Student dismissal may be delayed for a short time until the situation has been resolved. You will be notified when students are dismissed. Thank you for your understanding.

The safety and well-being 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 well-being 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 **iloveuguys.org** 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 Action, 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 outfacing 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 responsibilities and the 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 the message are bracketed and italicized.

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 **iloveuguys.org** 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 advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to 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 get out of sight, 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 communication. 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 occurs, 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.

Variables in the message are bracketed and italicized.

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 well-being 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. Check 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 well-being 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 advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, 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 **iloveuguys.org** for them to learn more.



EVACUATE

A location may be stated.

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 off-site 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:

Link to either your website or **https://iloveuguys.org** for them to learn more.

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 may become the reunification site, so plan accordingly. Ideally, plan to have an off-site 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 **iloveuguys.org**.

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 attendance 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 attendance 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 bracketed and italicized.

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 well-being 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 well-being 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 well-being 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 **iloveuguys.org** 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 after a Lockdown, 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 the 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. (timestamp)"

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

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 Hold in their classroom 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://iloveuguys.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 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.

Variables in the message are bracketed and italicized.

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 well-being 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 well-being 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 well-being 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? *

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 **iloveuguys.org** for them to learn more.

Avoid/Deny/Defend

AVOID | DENY | DEFEND™

During an act of violence (robbery, hostage situation, workplace violence, active shooter, etc):

AVOID starts with your state of mind.

- Pay attention to your surroundings
- Have an exit plan
- Move away from the source of the threat as quickly as possible
- The more distance and barriers between you and the threat, the better

DENY when getting away is difficult or maybe even impossible.

- Keep distance between you and the source
- Create barriers to prevent or slow down a threat from getting to you
- Turn the lights off and silence your phone
- Remain out of sight and quiet by hiding behind large objects

DEFEND because you have the right to protect yourself.

- If you cannot AVOID or DENY, be prepared to DEFEND yourself
- Be aggressive and committed to your actions
- Do not fight fairly. THIS IS ABOUT SURVIVAL.

Call 911 when you are in a safe area.

When Law Enforcement arrives, show your hands and follow commands.

REUNIFICATION

SAFETY • COMMUNICATION • ACCOUNTABILITY

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 the school a student attends, each school has a pre-selected location.

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

Authorized Release	Students in grades 8 and below will only be released to a parent, legal guardian, or other emergency contact authorized to pick up the student and listed in the Student Information System (SIS).
Identification Required	Parents and guardians must present valid identification at the reunification site to verify their identity before a student will be released.
Patience and Cooperation	Reunification takes time. The process is designed to protect student safety, verify authorized individuals, and ensure an accountable transfer of custody from the school to a parent or guardian.
Students Awaiting Pickup	Students who cannot be picked up immediately will remain under school supervision at the designated reunification location until an authorized pickup can be arranged. If reunification occurs off campus, students will not necessarily remain at their regular school.
Student Vehicles	Even if a student drove to school, they may not be permitted to retrieve or leave with their vehicle during a reunification event. Parents and guardians should be prepared to pick up their student if independent departure is not authorized.
High School Student Release	Under certain circumstances, high school students may be authorized to leave independently. This decision will be made by district or school administration based on the circumstances of the incident and applicable district procedures.

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

TOGETHER WE KEEP OUR STUDENTS SAFE

STAFF/STUDENT INJURY OR ILLNESS

SAFETY • CARE • SUPPORT

STUDENT INJURY

INCLUDES, BUT IS NOT LIMITED TO:

- Sprains, strains, bruises, contusions, and fractures
- Mental health critical incidents
- Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc.
- If applicable, employees will follow the dictates of the ill/injured student's IEP or Emergency Care Plan.

Student safety is our priority. Be prepared. Be proactive.

ACTIONS TAKEN FOR A STUDENT INJURY

- Determine if it is safe to approach
- Take precautions against contacting bodily fluids
- Call 911 if needed
- Provide first-aid according to level of training if needed
- Identify the victim(s), injury time and location to the main office
- The main office shall reach out to the parents/guardians of the victim(s)
- Clear the area if needed
- Comfort and reassure the victim(s). Do not move the sick or injured unless the scene is safe
- If a crime has been committed, secure the scene and do not disturb any evidence
- Document student injuries using the state's Student Injury Report

EMPLOYEE INJURY

INCLUDES, BUT IS NOT LIMITED TO:

- Sprains, strains, bruises, contusions, and fractures
- Mental health critical incidents
- Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc.
- Employees with chronic health conditions should seek ADA accommodations through the school district.

Healthy employees keep our schools strong.

ACTIONS TAKEN FOR AN EMPLOYEE INJURY

- Determine if it is safe to approach
- Take precautions against contacting bodily fluids
- Call 911 if needed
- In emergency situations employees shall go to the ER
- Obtain contact information from the school secretary and call

COMPANY NURSE TO DOCUMENT THE INJURY

- Go to the physician as directed by Company Nurse
- Provide relevant documentation to the District Office

SAFE PEOPLE ♥ SAFE SCHOOLS ♥ STRONGER TOGETHER

SEVERE WEATHER

BE PREPARED • STAY INFORMED • KEEP SAFE

FIRE

- Activate fire alarm.
- Report exact location of the fire to the main office.
- Follow **EVACUATION** procedures.
- Close room doors.
- Assist any individuals with special needs.
- Take attendance and notify the local Incident Commander of any missing students.

FIRE SAFETY BEST PRACTICES

- If a fire is encountered, advise student to:
  - **Shelter, Drop, and Crawl.**
- If someone has flames on their body, remind them to:
  - **Stop, Drop, and Roll.**
- If possible use a blanket to smother flames.

EARTHQUAKE

- Staff and students shall be directed to:
  - "Shelter for earthquake! Drop, Cover, and Hold"
- Keep calm and remain where you are.
- Seek shelter under desks or other heavy furniture, or against a wall in the center of the building away from glass.
- Move away from windows and overhead hazards.
- If outdoors, staff should direct students to move away from buildings, gas, and electrical lines.
- Do not permit the use of open flames such as matches or candles due to the possibility of a gas leak.
- After tremors have ceased, if it is safe, **EVACUATE** buildings. Do not reenter.
- Follow **EVAUCATION** procedures.

FLOODING

- Follow directions as received by the District Office, local emergency management officials, and the National Weather Service.
- Unplug appliances. Do not tough electrical equipment.
- Avoid downed electrical lines.
- Keep staff and students indoors unless otherwise directed.

SEVERE WEATHER

- Postpone or suspend activity if sever weather appears imminent.
- Depending upon the type and severity of the weather, a safe shelter, such as a locker room, school building, or gymnasium may need to be designated.
- A **SECURE** may need to be initiated.
- **SECURE!** Get inside. Lock outside doors.
- **SECURE!** Get inside. Lock outside doors.
- Be prepared to move classes held in mobile units into the building.
- Review **SHELTER IN PLACE** procedures with students.
- **SHELTER!** For [a hazard], [use safety strategy].
- **SHELTER!** For [a hazard], [use safety strategy].

SAFETY IS EVERYONE'S RESPONSIBILITY

SUSPICIOUS/DISTRUPTIVE PERSON | CIVIL UNREST

SUSPICIOUS/DISTRUPTIVE PERSON

- Action should be taken when a person(s) do not appear to have a legitimate purpose for being on the grounds or in the building.
- Action should also be taken when a student(s), staff member(s), or visitor(s) becomes unruly.
- Staff should feel empowered to ask suspicious persons what they are doing inside of a school.

ACTIONS FOR SUSPICIOUS/DISTRUPTIVE PERSON(S)

1. Ask the individual if they need help.
2. If the individual cannot provide a satisfactory answer, the main office must be notified immediately. Provide a description and location.
3. Initiate a **LOCKDOWN.**
4. **LOCKDOWN!** "Locks, Lights, Out of Sight."
5. Staff will attempt to maintain a sense of clam with the students under their care, if necessary.
6. Once the **LOCKDOWN** has been initiated, do not attempt to confront the **SUSPICIOUS/DISTRUPTIVE** person(s).
7. Doors shall not be opened by anyone other than uniformed law enforcement.

CIVIL UNREST

- Action should be taken when a group of individuals become unruly and/or violent to the point of disruption.
- The school's first priority is to ensure the safety and security of students and staff.

ACTIONS FOR CIVIL UNREST

1. If a staff member or student becomes aware of a civil unrest situation, the main office must be notified immediately.
2. If a staff member is in the affected area, attempt to move students to a secure place.
3. Initiate a **LOCKDOWN.**
4. **LOCKDOWN!** "Locks, Lights, Out of Sight."
5. Staff will attempt to maintain a sense of clam with the students under their care, if necessary.
6. Once the **LOCKDOWN** has been initiated, do not attempt to confront the **SUSPICIOUS/DISTRUPTIVE** person(s).
7. Doors shall not be opened by anyone other than uniformed law enforcement.

WEAPON, BOMB, THREAT/SUSPICIOUS PACKAGE

WEAPON ON PROPERTY

- Student injuries and illnesses include, but are not limited to:
  - Sprains, strains, bruises, contusions, and fractures
  - Mental health critical incidents
  - Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc.
  - If applicable, employees will follow the dictates of the ill/injured student's IEP or Emergency Care Plan

ACTIONS FOR WEAPON ON PROPERTY

1. Determine if it is safe to approach
2. Take precautions against contacting bodily fluids
3. Call 911 if needed
4. Provide first-aid according to level of training if needed
5. Identify the victim(s), injury time and location to the main office
6. The main office shall reach out to the parents/guardians of the victim(s)
7. Clear the area if needed
8. Comfort and reassure the victim(s). Do not move the sick or injured unless the scene is safe
9. If a crime has been committed, secure the scene and do not disturb any evidence
10. Document student injuries using the state's Student Injury Report

PUBLIC ADDRESSES FOR WEAPON ON PROPERTY

1. Initiate a **LOCKDOWN**
2. **LOCKDOWN!** "Locks, Lights, Out of Sight."
3. **LOCKDOWN!** "Locks, Lights, Out of Sight."
4. Lockdowns are released by law enforcement. Room by room, one class at a time.

BOMB THREAT/SUSPICIOUS PACKAGE

- 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.

ACTIONS FOR BOMB THREAT/SUSPICIOUS PACKAGE

1. Excepting the **GO BAG**, staff and students should not bring bags, purses, or backpacks with them
2. If any suspicious items are noted, they should not be disturbed
3. A bomb threat/suspicious package scene is a crime scene. No attempt should be made to clean up blood or other evidence
4. If any suspicious items are noted, they should be reported to the staff member's administrator or supervisor
5. Administration should secure, but not guard, the area to keep staff and students clear of the suspicious package

PUBLIC ADDRESSES FOR WEAPON ON PROPERTY

1. The public address to initiate an **EVACUATION**
2. **EVACUATION!** To [a location]
3. **EVACUATION!** To [a location]
4. The public address to release an **EVACUATION**
5. The **EVACUATION** is released. All clear
6. The **EVACUATION** is released. All clear

FIRST AID

CHOKING



Back blow
- Give 5 back blows
- Heel of your hend
- Between shoader-blades



Addominal thrust
- Give 3 abdeminal throset
- Tink inwerk, dies, andinett wvost
- Attiemmis 6 fiante itsill 0 Ogfetwende Wnoads
- If ebbeen le eat segelited, regoot
- Getvisteore aerit oegiet le aspeltes of pereon becomes unsendritioos.

SIGNS OF A HEART ATTACK



Symptoms:
- Biscomforrleulc in chest, snns, beak, neak, jow, shoulder, slidomen.
- Shortness of theath, cold swest, nausee, or lightheededness.

Instructions:
- Keen person calm/recting as possible.
- Call 911. Be prepared to utilize the CPR/AED.

UNCONSCIOUS PERSON
(not breathing)



- Call 911. Perform PPR (30 compressions/2 breaths) until AED is available.
- Continus performing CPR until EMS arrives.

Do not:
1. Check mement reespoonsions
2. Perfarm perfornanse respoonsision
3. Performecation or eves srure breathing

HEAVY BLEEDING
(Handling, moderseteſ urgent)



- Call 911 and apply pressure with elean cloth.
- Mlap an elestic bandage finnily over cloth.
- Continoe with direct pressure until EM6 arrives.

Call 911





TEETH INJURIES



- Call 911 an and apply pressure with clear on cloth.
- Mlap on an elestic bamzage finally over sloth.
- Continue CPR until arrived.

Call 911

DO THIS INSTANTLY

Do not:
1. Dn not put anything in mouth.
2. Call 911 fer selazing lasting longer than 3 min.
3. Start CPR/SED if not breathing when selzure srale.

SHOCK



- Feeling weak, faint, dizat, nauseuse, Tinlaty.
- Door la playish skin.
- Aest restiees, aglisted, or confored.
- Gold and cleminy to the toech.
- Lay person or book, cover with bamoet, call 911.
- De not give anything to drick.
- Torn on aaid if naoeseted/monding.

Instructions:

HEAD INJURY



Do not move the person.
Call 911 If any of the following:
- Drowsy, veuiting, shovey, drewey, vussking, shoess, soem, worit, fally baks, or not parit over corh.
- Blood in fluid ouring from ears or
- Experience pnalysis or chomisal apeea.

Call 911

FRACTURES/SPRAINS



- Rise swillen, swallen, or sefomred. wiect in the iar em elert or emget.
- Wrap in clean clolit. Support injured with with celes.
- Apply loe or coffi comperes for no more than 20 min.
- If skin is bookee or bone oone, cover with a clean bandage.

STROKE

Symptoms: swiden numbness, confesion, weakner of leg/arm/fass, headeche, treuble speaking, walking, dizziness, less of coordination. Hecnet is oroper, funger, regib bearthest. Miary stsloe.



- Give quick acking sugar source of 15 Gr.
  Oit of carbohoritars:
  5 Gb statanore.
  3. 4 glucose tablats, 4 oc. julas, 6 oc. regular quda, 2 teap, glouese get, atbook.
  Repeat if needed.
- If person loses seosslonsness, has a scizore or not able to swallbre. Administrs glonagan if Hained. Call 911 and parent.

FAST:

F: Face Droop
A: Arm Weakness
S: Speech Difficulty
7: Time to call 911

DIABETIC SEVERE HYPOGLYCEMIA

Symptoms: shaking, sweating, dizziness, anxiety, extreme weakness, hanger, fuingee, regib hearthest. Mlany stalen.



SMALL burn: coal immediately. Bun coal water until wnih tabalhles. Cover with dry, nontistic stettic creaking.

LARGE burn or active fiee:
- Secure scane is sefe and call 911.
- Keep fire, call the sall.
- Bepsare jevaity and clothing not eleck to shock.
- Cover with dry blacket and check for signs of chock.
- Be prepered to perform CPR/AED If arrived.

ELECTRICAL BURNS



- Sesoro scene to safe.
- Send soesure to soight first, ehi KII/AED.
- Diaconnect olectielby/turn off main power.
- Stay slear of injured person until checied of powar source.
- Whes sofe, be prepared to perform CPR/AZO.

Call 911 1. Shoat oct of fim celacing abeag 55 me. 2. Call V11. SERISED when cidare eoce.

DIABETIC SEVERE HYPOGLYCEMIA

Symptons: shaking, sweeting, dizztness, soxiety, extreme weekness, hunger, fuligue, regiit hearthest, Blarry steins.



- Give quick vating suger source of 15 Gm of carboheritare:
  3. 4 glooves tablets, 4 oz, juice, 6 oz. regular salla, 3 tesp. glocese get. Repaat if purved.
- If person loses coonsieonness, has a scizare or not able to swallore. Adiumister glovagan If tlained. Call 911 and pareus.

FAST:

F: Face Droop
A: Arm Weakness
S: Speech Difficulty
T: Time to call 911

GENERAL TREATMENT OF BURNS



SMALL burn: seat immeulstoly, bun seot weiar until uniti aalidides. Dover with dry, nossthis stettis breaking.

LARGE burn or aetive fee:
- Secure seure la cafe and call 911.
- Bisc tive, pur fies are.
- Bemeve jewelly and clothing not steck to shock.
- Dover with dry blocket and check for signs of ehock.
- Be prepared to perform CPR/AED If arrived.



ASTHMA



Do not move the person.
Call 911 if any of the following:
- Drowey, coeating, slowwy, senuvssions, wany ſalt, waks, or ber pessistent overboso.
- Blood in fiold ooring from ears or oose.
- Experience pratlysis or ehimmat spenik ocnaasves.

EYE INJURIES



- If chinicixal contacte eye, flush with water for 15 minutes mah gunty contact potsen contod or shalot.
- If object is stock to eye, call 911.
- Do net stock, eyil, ageis crediitod, or remove the object. Projeet evp/eromusion until EMS arrives, prooters.

TEETH INJURIES



Handle handle:
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4. Handle presseve: constroctions

CPR GUIDELINES





Continue CPR until EMS arrived.

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 evacuations 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.

- ☐ Hard copy 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 a 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 sit

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

- ☐ Ammonia inhalants
- ☐ Paper tape
- ☐ Splints (2)
- ☐ Oral thermometer (1) and covers
- ☐ Disposable sterile gloves

- ☐ Cotton balls
- ☐ Emergency medications for students
- ☐ Scissors
- ☐ Tweezers (1)

- ☐ Hand soap/sanitizer
- ☐ 4” x 4” sterile gauze pads
- ☐ Tongue depressors
- ☐ Moistened wipes
- ☐ Penlight
- ☐ Portable cabinet to transport medicine

- ☐ Vaseline gauze (2)
- ☐ Pocket mask (2)
- ☐ Plastic cling wrap
- ☐ Blankets (2)
- ☐ Neosporin ointment

- ☐ Safety pins
- ☐ Band aids (all sizes)
- ☐ Hydrogen Peroxide
- ☐ Cleaner – spray bottle or
- ☐ Wipes

- ☐ Distilled water
- ☐ Medical alert list

- ☐ Large flashlights
- ☐ Small paper cups
- ☐ Kwik Kold type ice packs

Bleed Kits-Required Items

Ensure that each classroom and large gathering area are equipped with bleed kits

- ☐ four C-A-T style tourniquets
- ☐ Four 4-inch emergency trauma dressings
- ☐ One abdominal emergency trauma dressing
- ☐ Two CPR microshields
- ☐ Five pairs of large nitrile gloves
- ☐ Two permanent markers
- ☐ Two survival blankets

- ☐ Four compressed gauze
- ☐ Four 6-inch emergency trauma dressings
- ☐ one HyFin style vent chest seal twin pack
- ☐ One two-inch roll of surgical tape
- ☐ one 7.25 inch trauma shears

Earthquake

EARTHQUAKE: DROP! COVER! HOLD ON!

During the Quake

1. DROP! to the ground
2. COVER! Get under a desk, table or chair, or against an inside wall. Stay away from glass.
3. HOLD ON! Until the shaking stops.

After the Quake

1. CHECK for injuries. Do not move seriously injured person(s).
2. If the building is damaged - LEAVE – immediately!
3. If outside, instruct students to drop to the ground, place head between their knees and cover their head and eyes with arms and hands.
4. CONTACT your supervisor, if available.

Additional information:

See more earthquake preparedness information at:
Earthquaketrack.com/r/Utah/recent (http://earthquaketrack.com/r/Utah/recent or Utah.gov/be ready(http://Utah.gov/beready)

Utility Failure

A utility failure is the interruption in the supply of electricity, telephone services, natural gas, sewage, water services to the facility.

Call Maintenance Department 435-864-1000

Fire or hazard suspected: Contact Police 911

- Leave area

Suspected Natural Gas Leak

- DO NOT turn equipment, lights, etc. on or off
- Leave area
- Call 911 and report the leak
- Contact District Maintenance 435-864-1000

Electrical Power Outage

- Notify administrator
- Follow area specific procedures for power failures – Contact District Maintenance 435864-1000
- Shelter in place – evacuate only if necessary, using flashlights or glow sticks

Flooding, Plumbing or Steam Line Failure

- Contact District Maintenance 435-864-1000
- Leave area

HVAC system

- No hazard suspected - Contact District Director of Operations 435-864-1000 or Maintenance Department435-864-1000

Fire

Activate Alarm & Proceed to Assembly Point Small Fire

(trash can size or smaller)

- Alert people in the area and call or have someone call 911
- If trained, use fire extinguisher
- Always maintain an exit path
- Avoid smoke and fumes

Large Fire

- Alert people in the area and call or have someone call 911
- Close doors to confine area
- Evacuate to assembly point
- Do not use elevators
- Do not re-enter the building unless you are cleared to do so by local emergency official(s)

How to use a fire extinguisher

- **P — Pull** the pin
- **A — Aim** at the base of the fire
- **S — Squeeze** the trigger
- **S — Sweep** across the floor

If an extinguisher is used, contact the District Maintenance Department 435-864-1000.

ALL FIRES, EVEN SMALL EXTINGUISHED FIRES, MUST BE REPORTED TO THE DISTRICT RISK MANAGER. 435-864-1022

Medical Assist: Injury/Illness

A person who renders emergency care at or near the scene of, or during an emergency, gratuitously and in good faith, is not liable for any civil damages or penalties as a result of any act or omission by the person rendering the emergency care, unless the person is grossly negligent or caused the emergency. *20024 Utah Code 78B-4-501 Good Samaritan Act*

Minor Injury/Illness

1. Provide care according to your level of training.
2. Obtain medical attention if necessary 3.

Report incident to your supervisor.

Major (Life-Threatening) Injury/Illness

(head injuries, broken bones, dislocations, severe cuts or lacerations)

1. Provide care according to your level of training and call 911.
2. Document incident. (who, what, why, how, treatment rendered)
3. Report incident to your supervisor.

AEDs

Early defibrillation is a critical component in treating sudden cardiac arrest. An Automatic External Defibrillator (AED) is a type of computerized medical device. When properly placed on a person's chest, it can analyze the heart's rhythm and apply an electrical shock if needed.

AEDs are typically located in areas that are easily accessed by both occupants and the public, such as lobbies and corridors. All AED locations are indicated by signage and most are in signed, designated cabinets.

For more information refer to the school's Cardiac Response Plan: Link

Poison Control

Call the Utah Poison Control Center 800-222-1222 Free, confidential, expert poison help 24/7

Indoor Environmental Quality Concern

Contact the Maintenance Department 435-864-1000

For strong and acutely irritating odors that are causing symptoms such as: burning, watery eyes, running nose, coughing, etc.

Contact the Building Supervisor

Leave the area and call the District Maintenance Department 435-864-1000

Tell the person who answers the phone that the odor is extremely strong or acutely irritating. Be prepared to provide your name and contact information, and describe your symptoms and the situation. “I smell natural gas.”

“My office is too hot or cold.”

“I can’t really smell anything, but I have been experiencing symptoms which I think are due to my workspace.”

Active Shooter/Acts of Violence

Emergency: Call 911 Security Situations

- **Report** all suspicious or threatening activity to your supervisor and **911** in an emergency.
- **Be Aware** of the location
- **Lock** office doors, desk, etc.
- **Secure** personal belongings – never leave unattended
- **Request** identification of unknown persons in your area
- **Stay Alert**

- (See Lock Down Section)

Acts of Violence

Acts of violence include any act where weapons or physical aggression is used against a person. Call 911 immediately to report.

Active Shooter

You must first **FIGURE OUT** what your options are and then take action:
Options: Avoid, Deny, Defend (See Section on Avoid, Deny, Defend)

Workplace Violence

Definition: Any behavior, action or statement made by an individual or group directed toward another individual, or group, that is threatening or intimidating and causes any reasonable individual to fear for their safety and/or property.

Violence in the Millard School District will not be tolerated in any form.

Should workplace violence occur: Immediately notify your supervisor and Police at 911.

For Students exhibiting concerning, disruptive or threatening behaviors:

- In an emergency contact Police by calling 911.
- In a non-emergency notify your supervisor.

Bomb Threat/Suspicious Mail or Package

Bomb Threat

- Person receiving the call should:
  - Keep caller on the phone as long as you can.
  - Write down everything the caller says. The more specific the caller is the more credible the threat is.
- Notify your supervisor of the bomb threat
- Supervisor will make the decision if evacuation is needed ○ Alert people in area to evacuate.
  - Shutdown critical equipment if time permits.
  - Proceed calmly to assembly point – check in with supervisor. ○ Call 911 if life is threatened.
  - Have a person knowledgeable about the incident meet emergency response personnel if necessary.
  - Do not re-enter building unless instructed by emergency response personnel.

TEACHER

- Evacuate and/or sweep area for anything that looks out of place or suspicious.
- Evacuate students to the assembly point ○ Take attendance

Suspicious Mail or Package

- Don't ignore it. ○ Do not open. ○ Do not shake it. ○ Do not smell/sniff it. ○ Do not touch/taste any spilled contents ○ Alert others in the immediate area
- Notify you supervisor of the suspicious mail or package
- If possible, place the package in a sealed container (trash bag, zip lock bag, etc.), or cover it, and leave it on a stable surface.
- Call 911 to report suspicious mail or package ○ Seal off the immediate area to the best of your ability. ○ If possible, wash with soap and water.
- Make a list of persons who were in the immediate area and/or who may have handled the envelope/package.

Alerted Staff

- Shut off ventilation system
- Notify the staff and students and instruct them to remain in their respective areas until told otherwise by a responding agency like the health department. Free movement through school or building should be restricted. ○ Follow the instructions given by the responding personnel.

Severe Weather

SEEK APPROPRIATE SHELTER Dress for the season

- Wear loose, light weight cloths in layers. Trapped air insulates.
- Remove layers to avoid perspirations and subsequent chill.
- Outer garments should be tightly woven, water repellent and hooded.
- Wear a hat – half your body heat loss can come from your head.
- Cover your mouth to protect your lungs from extreme cold.
- Mittens, snug at the wrist, are better than gloves.
- Wear appropriate foot ware.
- Try to stay dry.

Severe weather

Weather emergency concerns for the Millard School District area including high winds, heavy snows, and lightning.

Millard School District does not have an early warning system for weather emergencies. A weather emergency radio can be used to monitor changing weather conditions and act accordingly.
The information included here is intended to provide general guidelines for handling various weather emergencies.

High Winds

High winds can topple trees, outside equipment, and electrical lines and send construction material and debris flying.

If you are inside:

- Stay inside
- Stay away from windows until the winds subside

If you are outside:

- Seek shelter in a building and stay away from windows,

Snow Storms

When a severe storm occurs the District may close schools or implement a Delayed Start. In each case, a notice will be sent via phone, text, or email to parents/guardians. Announcements will be posted on Millard District Website – www.millardk12.org.
Please follow directions provided when notified to react to snow storms.

Lightning

If you are outdoors during a storm follow the rule of “if you can see it, flee it; If you can hear it, clear it.” You should shut down outdoor activities when lighting is less than six miles away. Use a “flash to bang” (lighting to thunder) approach to calculate how far away the lighting is from your position where a count of five seconds equals one mile in distance. (10 sec. = 2 miles, 20 sec. = 4 miles, 20 sec. = 6 miles, etc.) *If you find yourself caught in a storm away from a protected building*

- If possible, get into a building or inside a vehicle.
- Avoid trees, flag poles, towers, and metal fences. If caught in the open, stay low.

People who have been struck by lightning do not carry any electrical charge and are safe to assist. Apply first aid immediately if you are qualified to do so. Get emergency help promptly. If an ambulance is needed call 911.

Chemical and Biological Spills

Minor Chemical/Biological Spill

1. Alert people in the immediate area of the spill
2. Minimize the spill
3. Read and follow chemical spill information and cleanup located on the label of the chemical
4. Avoid vapors
5. Wear appropriate protective equipment to clean spill area.

Major Chemical/Biological Spill

1. Alert people in area to evacuate
2. Call 911
3. Avoid vapors
4. Immediately contact Risk Management 435-864-1000
5. Close doors and deny entry to affected area(s)

Radiological Material Spill

- **S — Stop** the activity involving the radiological material
- **W — Warn** people in the immediate area of the spill
- **I — Isolate** the spill so the spread of contamination is limited

- **M — Minimize** the spill

Call 911