



In compliance with State Board Rule R277-400, HighMark sets forth the following guidelines to prepare school personnel and students in taking appropriate action in the event of an emergency or disaster and to assure the protection and safe care of students and staff before, during, and immediately after a threatened or actual emergency or disaster. The school also has a crisis response plan in place for administration, teachers, counselors, and secretaries with yearly training.

Emergency Preparedness Planning and Response

Effective planning, exercising, and response require coordination, cooperation and participation of school personnel, students, parents/guardians, and community organizations and individuals. The delegation of responsibility to one person, therefore, is not appropriate.

The Director shall establish an Emergency Preparedness Planning Committee, which consists of parents, teachers, administrators, support staff, and others as needed. The Emergency Preparedness Planning Committee shall participate in the development and review of the school's Emergency Preparedness Plan at least annually and ensure it is kept current with the growing school population, changes in physical plans, technological advances, and changes in State educational rules and policies.

The duties and responsibilities of the Emergency Response Committee include:

1. Becoming acquainted with all aspects of emergency preparedness.
2. Reviewing, at least yearly, the emergency preparedness program and making changes when necessary.
3. Reviewing and updating the Emergency Response Manual yearly.
4. Planning, conducting, and evaluating emergency drills throughout the school year.
5. Inspecting and testing the emergency equipment at regular intervals.
6. Providing training opportunities for staff members in the proper use of fire extinguishers and other firefighting equipment.
7. Assigning a chain of command, which designates members of the committee with authority to act on behalf of the administrators in the event of their absence.

The Emergency Response Plan's primary objectives are to:

1. Save lives and avoid injuries;
2. Safeguard school property and records;
3. Promote a fast, effective reaction in coping with emergencies, and;
4. Restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives requires clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all stakeholders.

It is vital to the proper functioning of the school and its staff and students that all concerned parties are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to the community.

All members of the faculty and other employees should familiarize themselves with this plan, be prepared to activate it immediately, and perform any duties to which they are assigned to make its activation effective. When there is a substitute, that person should be made aware of this plan and the functions he/she will be required to perform.

Parts of the plan are to be posted in all school rooms in a prominent location. All who use the respective room should be familiar with the applicable provision.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

Training

Under the guidance of the Director, a training program for all school employees will be established. The person responsible for training will organize the method to be used, place and time, and will provide the Director a list of names of those who have completed training. In case personnel are absent at the time of training is given, a follow-up procedure will be established to insure that all will be trained in emergency procedures.

School personnel will be able to respond to a fire drill and evacuate the school within a minute and follow all other procedures as listed in the emergency plan on fire and evacuation. They will recognize the difference between warning systems for different types of emergencies. They will respond to an earthquake drill and follow all procedures as outlined in the Emergency Response Plan on earthquake. They will know how to call for emergency help and know where the emergency phone numbers are listed. They will recognize the procedures to follow if hazardous materials, wind and other types of severe weather, medical, flood, utility failure, nuclear explosion or radioactive fall-out, bomb threat, civil disturbance, aircraft crash, hostage situation, or any other type of emergency should arise. They will know where emergency and first aid equipment is found in the building and how to use such equipment. They will know where the command center is and understand how the chain of command works. They will know how and where to evacuate the school grounds. They will know and understand the early dismissal plan. Personnel will be made aware of the safety features of the building and sources of help that are available. Assignments will be made to specific people to assist in special duties as outlined in the Emergency Response Plan.

Drills

The Director shall hold fire drills and other drills monthly to insure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including all employees and visitors, must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the gym and auditorium.

Elementary schools are required to have one fire drill every month school is in session. Secondary schools are required to have one fire drill each quarter (every two months) school is in session. All schools are required to have one other type of drill every school year prior to April 30.

Emergency Backpack

Each class and area will have an emergency backpack. This pack shall be stored near the exit. It will contain the following:

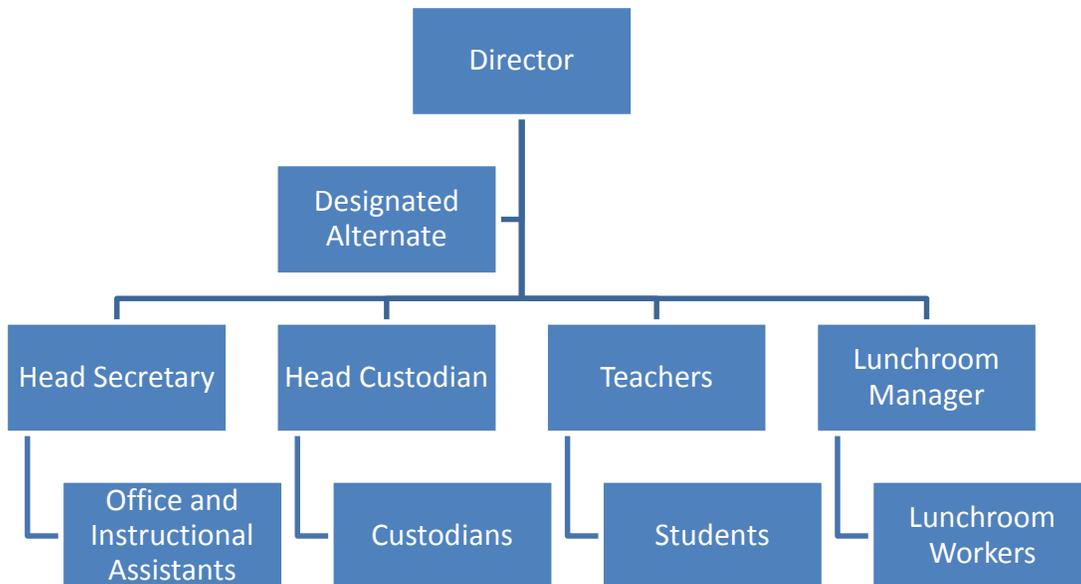
1. Flashlight
2. Small first aid kit
3. First aid instructions from Emergency Response Plan
4. Class list (roll)

5. Release form for students (see appendix)
6. Hard candy
7. Paper, 2 pencils, and small sharpener
8. Pair of scissors
9. Copies of the students' emergency information cards (including names of people who are authorized to pick that child up)
10. Medical release form
11. Four liters of water and paper cups

The Head Secretary's backpack shall include forms to keep records of the emergency, masking tape, a copy of the Emergency Response Plan, extra batteries, and a hand held 2-way radio.

The Emergency Coordinator's backpack shall include hand held 2-way radio, extra batteries, green flag, and bullhorn.

CHAIN OF COMMAND



Interpretation of the Chain of Command

During a drill or an emergency, the chain of command is as follows:

1. The Director is in charge of the total school operation. He is the Emergency Director.
2. When the Director is absent, the designee assumes his duties.
3. Teachers are immediately in charge of their students. Classroom aids or Prep-time specialists are not to take charge of students.
4. Office and Instructional assistants work under the direction of the Head Secretary. Custodians work under the direction on the Head Custodian. Lunch workers are under the direction of the Lunchroom Manager.
5. The head custodian, media coordinator, head secretary, and lunch manager work under the direction of the Director unless he is absent. In such a situation they work under the direction of the Director's designee.

Special Duties

Each member of the faculty shall take the backpack with them when each drill is performed.

Immediately upon arrival at the prescribed point (see map), the faculty member shall check the students to see that all are present. A report of absentees shall be made immediately to the designated Emergency Coordinator (counselor) who shall be by the blacktop (see map). The Coordinator shall then inform the Director at the command center.

The secretary (Kathy Griffin) shall secure school records, first aid kit, and backpack before leaving the office. The secretary will be the public information officer and is in charge of warnings. (S)he should also take the student medication.

Assistant principal shall shut off gas and electricity if the emergency warrants. Since our school may be used as a shelter in an emergency, the gas shall not be turned off unless the odor of gas is detected. (S)he will report using hand held 2-way radio and report for further duties. Daily, he will make sure all exits are operable, and clear.

The Director shall obtain the cellular phone and hand held 2-way radio before leaving the office.

The Coordinator will take backpack, before exiting the building. The coordinator will check for absences and report to the Director for further instructions.

The teacher assistants will be responsible to check restrooms and sick room for students and will be responsible for keeping track of records. They will also be responsible for keeping students out of vehicle traffic and all other hazardous areas.

Duties of the Director

1. Care for and monitor all warning systems to keep them functional.
2. Order and monitor drills and training purposes.
3. Provide the staff with copies of the Emergency Preparedness Plan and provide in-service activities to keep these procedures functional.
4. Keep in contact with the radio for information on emergency warnings.
5. Cooperate with community groups interested in emergency preparedness.
6. Provide a copy of Emergency Response Plan to all emergency services in his/her jurisdiction.
7. Report any missing persons to emergency personnel.

Duties of the Teachers

1. Keep informed about the Emergency Response Plan of the school. Know the part they play as teachers, and accept their responsibilities under the plan.
2. Keep emergency information and class lists available at all times during an emergency.
3. Integrate pertinent emergency preparedness data into regular learning instruction.
4. Include safety practices and emergency procedures as part of daily learning activities.
5. Learn survival techniques and be prepared to assume responsibility for student care under emergency conditions.
6. Know the whereabouts of their students at all times. Use a class list to account for all students.
7. Be aware of the characteristics of "panic" and know some of the techniques for its control.
8. Know where students are to go, and what they are to do depending on the nature of the emergency.
9. Make special provisions to assist handicapped students in evacuating the building.
10. Teach students to use a chair carry and to use it **only** under the direction of the teacher.

Duties of Non-Teaching Personnel

1. Teacher assistants: Assist as directed by Head Secretary.
2. Secretaries:
 - a. Assist with communication and warning.
 - b. Have a complete list of children and staff and their telephone numbers.
 - c. Maintain a supply of first aid equipment.
 - d. Monitor the use of telephones to keep lines free for emergency Directors.
3. Custodians and helpers:

- a. Assume responsibility for the safety factors of the physical plant during an emergency. Report structural defects to the Director.
 - b. Assume responsibility for the inspection and maintenance of firefighting equipment.
 - c. Chart shutoff valves and switches for gas, water, and electricity. Add the chart to Emergency Response Plan and post for others to use in an emergency.
 - d. Assist in checking for power line or building damage for exit safety.
4. Duties of Students
- a. Make every effort to maintain a disciplined reaction to emergencies.
 - b. Obey all directions from the teacher.
 - c. When exiting the building, follow the teacher in an orderly manner. Students will exit in a single file line.
 - d. Assist the members of class that have handicaps. Use a "chair carry" when necessary, but **only** under the direction of the teacher.
 - e. Know appropriate actions to be taken when they arrive home.

Command Center

The command center will be in the office. If there is structural damage, or fire, the backup will be by the dumpster (see map). If the weather is bad, start at the blacktop site and evacuate to the church at 2620 E. 8200 S. and set up the command center in the front hall.

The command center for a bomb scare is on the sidewalk across the driveway by the entry to the playground. This area is closest to the office, the Director can be consulted, and the students will be out of the way. Decisions will be made here, and responsibility rests with the Director or his designee (see chain of command). The Director, emergency coordinator, and community agencies will meet at the command area. Logs of suspicious materials will be taken to this area. Teachers and staff who find suspect parcels or who notice any unexplainable changes in room appearance will send a message of findings to the command area. At the command area an analysis will be made of the threat.

Information will be provided to official emergency responders who will decide on how to proceed with search efforts from the outside to the inside of the building.

The Terrorist Command Center will be located at the church located at 2620 E 8200 S. The students will be evacuated to this point. Because of the severe problem involved in terrorist activities, the following people and organizations should be involved in any decisions concerning the terrorists within the school:

1. The school's Director, Assistant Director, and Emergency Coordinator - if available (they could be still in the school).
2. The Police and Fire Departments with assistance from Davis County Sheriff's Department.
3. City Administrators.

Communications

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it not, communication will be either by messenger(s) from the office to each teacher or by cell phone, battery powered portable speakers or megaphones.

Communication between the custodial staff and the office staff will be by cell phone or hand held 2-way radios. One radio shall be assigned to each of the following people: Director, Emergency Coordinator, Head Secretary, and Head Custodian. If the phones are working, we will use the phone system. If the phones are not working, cellular phones will be used.

Notification Duties

The head secretary is to notify the appropriate agency such as the Fire Department, Police Department, or other agency or company as directed by the Director or Emergency Director. Waiting for such direction is not considered necessary if circumstances obviously dictate who should be called.

The assistant secretary (or aide - appointed this task at beginning of year) shall notify the Governing Board and PTO President.

Alarm Signals

Fire Alarm:	Continuous ringing or buzzing (fire alarm bell)
All Clear:	Wave green flag for return to building after evacuation
Early School Closing:	Special instructions over intercom or with runner
Earthquake:	No audible signal. Teacher directed instructions to take cover
Bomb Threat:	Open intercom and announce, "secure the building and report unusual objects"
Fallen Aircraft:	Fire signal to evacuate building
Civil Disturbances:	Open intercom and announce, "secure the building" or use runners
Terrorist or Hostage Situation:	Use intercom or runners to relay message
Nuclear Attack:	Use intercom or runners to relay messages
Other:	In the event of unforeseen emergencies requiring evacuation, the fire alarm will be used.

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary.

If a general evacuation is ordered, the school population will be sent home, to another school, or to another location. Students are evacuated by walking or by means of private transportation.

If the school has been evacuated, the response personnel will need to decide when it is safe for students and school personnel to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

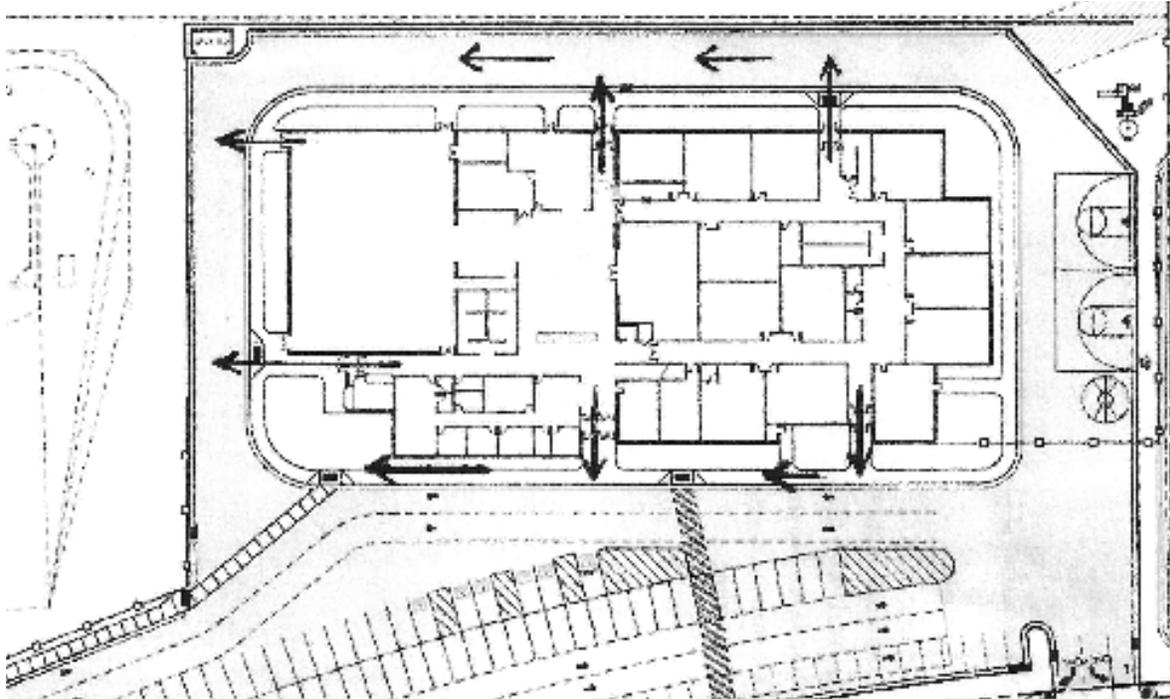
Building Evacuation

1. Anyone with special duties will perform them.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the building shall evacuate the building via prearranged evacuation route (see map) quickly, quietly, and single file. The last person out of the room shall pull the door closed, but will not lock it.
3. Students with special needs will be assisted by one or two other students.
4. The first two students out of the outside door will hold the door open for other students. The first teacher out will monitor student exit and keep students from re-entering the building.
5. Students in the library, lunchroom or computer lab will exit the building via the closest exit and then walk quickly to their assembly area (see map).
6. Teachers will take only the emergency backpack.
7. If regular exit is blocked, the teacher will lead the group to an alternate exit.
8. During recess the students should go to their assembly area (east of the school on the playground).
9. If a student is not with their regular class, they will report to that class after they have left the building.
10. Upon reaching the assembly area, teachers shall take attendance. Any absences should immediately be reported to the Emergency Coordinator. First aid necessary should be performed.

Students and teachers shall await further instructions. Re-entry or further instruction will come only from the Emergency Coordinator.

11. The custodian will notify the utility companies of a break or suspected break in utilities.
12. The Director will determine whether the students will go home, or any further action should be implemented. If students are released prior to regular hours, follow the section "Releasing Students to Parents." He/she will also report any missing students to emergency personnel.

If it is safe to return to the building, the Emergency Coordinator will wave the green flag. Students and staff will return to the building, quietly, and in single file. Classes will resume as normal.



Evacuation of School Grounds

In the event the school cannot be re-occupied following an evacuation, it may be necessary to evacuate the school grounds. In this case, we will evacuate to the church located at 2620 E 8200 S. Before leaving the school grounds the Director will post a notice on the front door indicating where they are evacuating to so parents can pick students up there. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Head Secretary.

When evacuating to the church, the students will walk quickly, quietly, and in single file up the street to the church. The Director will have keys to the building. Students will be taken to the gym where they will sit quietly for further instructions.

When releasing students to the care of parents or other adults, follow the section on "Release of Students to Parents."

Evacuation or In-Place Sheltering

An accidental release of hazardous materials may require the evacuation of people from certain areas to prevent injury or death. The school may be directly affected by toxic fumes and gases. Additionally, the school may be affected during the course of the incident, through wind shift, or a change in site conditions. Evacuation is a complex undertaking; it will be decided by the local fire or police department.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety, so that it may not be used. A general evacuation requires a significant amount of lead time, which may not be available.

In-place Sheltering

Airborne toxicants can move downwind so rapidly that there would be no time to evacuate residents. For short-term releases, often the most prudent course of action for the protection of the nearby schools would be to remain inside with the doors closed, and the heating and air conditioning systems shut off. An airborne cloud will frequently move past quickly.

In-place sheltering, therefore, may be a sensible course of action when the risks associated with an evacuation are outweighed by the benefits of in-place sheltering. In order for this protection measure to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "In-place-shelter procedure" is in effect.
- Close all doors to the outside. Seal gaps under doorways and windows with wet towels, and those around doorways with duct tape (or similar thick tape). Have students assigned to specific tasks ahead of time.
- Custodians should set all ventilation systems to 100 percent re circulation so that no outside air is drawn into the structure. Where this is not possible, ventilation systems should be turned off.
- Turn off all heating systems and air conditioners.
- Seal any gaps exhaust fame grills, exhaust fans, range vents, dryer vents, etc. With tape and plastic sheeting, wax paper, or aluminum wrap. Be sure the kitchen and home economics classes also do this.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System channel (KSL) on the radio or television for information concerning the hazardous materials incident and in-place sheltering.

The emergency response personnel decide when it is safe for you to leave the building. You are to do the following: remove the plastic and tape; open all doors; and turn on blowers, heaters/ air conditioners.

Everyone needs to go outside until the building airs out.

No School Notification

If a severe blizzard, heavy snowstorm, or ice storm occurs during the night, which makes driving hazardous, or for any other emergency identified by the Director or Board, and such conditions are known by 7:00 a.m., a "No School" announcement will be made over local radio and TV stations.

Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the Director.

Release of Students to Parents

The school will use the One Call system to phone and email each parent to inform them of the early school closure.

Each teacher will have a copy of each student's information card with them in their backpack. The adults listed on this card will be the **ONLY** adults to whom the students will be released. Any other adult showing up may stay **WITH** the student, but they will **NOT** be permitted to leave with them.

PRIOR to the APPROVED adult taking the student, a release form must be filled out and signed. (See appendix for form.)

Teachers must stay with the students until all their students are picked up and/or the Director or his/her replacement approves of their leaving.

HAZARDS

Bomb Threat

Make sure a complete set of keys are kept in the office and are readily available. When evacuating, take the keys with you.

Prevention

In order to prevent the implantation and explosion of a bomb in the school building, the following will be observed:

1. Teachers should maintain an awareness of the contents of their rooms. Any suspicious containers or changes should be reported to the Director.
2. Teachers will lock their rooms whenever they are not in them.
3. Cabinets and closets should be locked when not in use.
4. Custodians should lock each room after cleaning it.
5. During the evening occupancy of the building, the public will be limited to those areas set aside for their use.
6. Supply areas, boiler room, and fan rooms shall be kept locked and secure at all times.

All people entering the building who are neither staff nor students must check into the main office before going any place else in the building.

ALL BOMB THREATS SHOULD BE TAKEN SERIOUSLY! (False threats are sometimes used to throw people off guard.)

Reporting

1. The person receiving the threat should remain calm and write down the message as exactly as possible. Make mental notes of the person calling, and as soon as possible fill out the threat checklist (see appendix). ([Bomb Checklist](#))
2. As soon as the threat has been received, notify the Director. (In case of the Director's absence see chain of command.)
3. The person who received the threat will then go to the main office (or outside if the school is evacuated) and wait for the authorities to arrive.

4. The Director will notify the police and call the head custodian to the office. The decision to evacuate will rest with the Director or his replacement (see chain of command.)
5. The Director will then notify the staff by a PA announcement that an evacuation will take place and to monitor for unusual objects.
6. The Director will notify the students of the need to evacuate by sounding the fire alarm. Students and staff will evacuate the building immediately.
7. After hearing the PA announcement and before leaving their rooms, teachers will quickly check their classrooms for any unfamiliar objects, parcels, etc. If any is seen, the teacher will notify the Director immediately. If an unfamiliar parcel is located, **NO ONE WILL TOUCH IT**. The teacher should write down what the package looks like and where it is located. This information should be given to the command center.
8. Professional non-teaching personnel will check their own offices and immediate locations of responsibility.
9. Custodians will check their own working area such as the boiler room, fan rooms, roof, tunnels, and around the outside of the building. They may exclude the areas that are known to be secure or locked.
10. Lunchroom personnel will check their own offices, kitchen, food storage, and incineration room.
11. Assigned teams will search gym and auditorium facilities.
12. Secretaries will check the office areas and secure the cash and records.
13. All searchers will log suspicious objects so that the list may be turned over to the emergency coordinator. Note any unexplainable changes in room appearance.

Under **NO CIRCUMSTANCES** will personnel touch or allow students to touch any object deemed to be suspicious.

SHOULD A SUSPECT PACKAGE BE LOCATED, DO NOT TOUCH IT!!

Evacuation

Follow "Building Evacuation." The fire alarm will be used to evacuate. As far as the students know, this should be a regular fire drill. The fire alarm will be sounded. Evacuation should be 500 feet away from building.

For more information on what will go on in the command area during a bomb threat, see "command center."

For re-entry see "return to building."

Disciplinary Measures

Since bomb threats are often phoned in by students, disciplinary measures must be taken into account. When traced and discovered, the student who has called in a phony bomb threat can be suspended from school, referred to juvenile court, be barred from running for school offices and/or trying out for any other student leader position.

Chemicals

All chemicals in the building are to be identified and stored according to district policy and procedures. Material Safety Data Sheets (MSDS) from vendors shall exist for all chemicals. Files containing information on all chemicals stored in the building shall be available in the office for quick reference. There shall also be a copy of each in the Emergency Response Plan in the office (for secretary to have in an evacuation). All personnel involved with chemicals in any manner are to be trained in their proper use.

The Fire Department and the Davis County Health Department shall be informed by the Director once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the Director (or his appointee) will decide if and how the building will be

evacuated. If any accident should occur, the Fire Department, School Board, and Davis County Health Department should be notified.

Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained. To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their doors before and after all recesses and when students attend in another classroom.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers are expected to monitor doors near their classrooms for people who should not be in the building.
4. Teachers and administrators are available if the need for control should arise before and after school.
5. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
6. Teachers are asked to report the presence of outsiders they see to the administration.
7. Teachers are assigned to lunchroom and hall duty every day. Administrators are available to assist if needed.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach the administration and discuss problems is encouraged so that a close working relationship with all the different groups in the school is sought.

It is important to be aware of community problems which could possibly set the stage for civil disturbance. The PTO and other parent organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must be maintained also.

Procedure to Deal with Civil Disturbances

Violent Person -

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. Students located in the halls shall be moved to the gymnasium or a classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person.

Fighting -

A teacher near the situation should announce his/her presence and discourage further action between combatants. They should be identified and reported or escorted to the office. If the disturbance is serious, a written report and/or notification of the Police Department may be required.

Mob -

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the

absence of law enforcement, the administration will do whatever believed necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control -

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance and then stalled by whatever means deemed appropriate for the circumstances. If the person's manner is threatening, the classroom door should remain locked.

Advance Notice of Large Scale Disturbance

Any comments from students to teachers concerning the possibility of disturbance should be reported to the Director as soon as possible.

The administration should contact the local authorities and the School Board as soon as possible.

Disturbance leadership shall be identified. If a student(s) is/are the leaders, the parents will be called to come and pick the student(s) up and remove him/her/them from campus.

Person in Command

The Director will make all final decisions in case of civil disturbance. In his absence, see the chain of command.

Other

If a disturbance gets underway, teachers and custodial staff will be notified by intercom and radio. Police will be called by whoever can do so first.

Earthquake

During the Quake:

Keep these points in mind in the event of an earthquake:

1. When an earthquake happens, keep calm. Don't run or panic. If you take the proper precautions, the chances are you will not be hurt.
2. REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors; if you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving the buildings (from falling walls, electrical wires, etc.).
3. The teacher will give the "drop and cover signal."
4. Everyone will get under their desk, cover their head, and grab hold of the leg of the desk. If a desk, table or bench (best choices) are not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electric wire, poles or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake:

For your own safety and that of others, you should follow carefully the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.

2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electric wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only--don't use matches or candles. If you smell gas:
6. Open all windows and doors.
7. Turn off the main gas valve at the meter if the presence of gas is detected.
8. Leave the building immediately.
9. Notify the Gas Company, police, and fire departments.
10. Don't re-enter the building until it is safe.
11. The Director will confer with the Board about evacuation of school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building:

Follow the procedures of the re-entry instructions (after "Building Evacuation) except:

The building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return a building to use.

The following will be accomplished if an aircraft falls on or near the school to maintain safety and isolate hazards:

1. The Director will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of the students without waiting for direction from the Director.
2. All students and staff will be kept at a safe distance allowing for possible explosion.
3. Notify the Police and Fire departments by calling 9-1-1.
4. Notify the School Board.

Fallen Aircraft on Building

1. The teacher should give the drop and cover signal.
2. All children should immediately go under their desks, cover their heads, and await the "all clear" signal from their teacher.
3. When the falling sound stops, it is imperative that the building is evacuated.
4. Follow the "Building Evacuation" section of this plan, making sure students and staff do not go near the aircraft (use alternate routes of evacuation if necessary.)
5. All children will be maintained at a safe distance.
6. All missing children should be reported to the Director at once.
7. Qualified personnel will report to aid in emergency first-aid and search and recovery of possible victims after children's safety has been insured.
8. The Director will confer with the local emergency responders about evacuation of school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person*.

Fallen Aircraft near the Building

1. The teacher should give the drop and cover signal.
2. All children should immediately go under their desks, cover their heads, and await the "all clear" signal from their teacher.
3. Children in rooms adjacent to the fallen aircraft will be moved to a safe distance within the school.
4. Classes will continue, but recesses will be suspended until the Director decides it is safe.

5. Qualified personnel will report to aid in emergency first-aid and search and recovery of possible victims after children's safety has been insured.
6. The Director will confer with the local emergency responders about evacuation of school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person*.

Fire

Actual Fire

1. In the event of a natural gas fire, sound alarm and then TURN OFF MAIN GAS VALVES. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then TURN OFF ELECTRICITY. DO NOT USE water or water-acid extinguishers on electrical supported fires. Only SMALL fires should be fought with an extinguisher.
3. The person locating the fire will sound the school fire alarm.
4. Follow the "Building Evacuation" instructions.
5. The Director will notify the School Board.
6. The custodian will notify the utility companies of a break or suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of the classrooms on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained, and clear of obstructions.

Computer Labs

All labs are to be equipped, as their need require, for proper fire control and for emergency purposes. An up-to-date inventory and map of locations should be maintained with this policy of all chemicals stored in the building.

Lunchrooms and Kitchens

Emergency preparedness items will be maintained in lunchroom and kitchen areas in order to control fire in school kitchen areas including:

1. A heavy blanket readily accessible to smother fire.
2. Automatic extinguishers over deep fryers and grills.
3. Fire extinguishers for all types of fires in proper location.

Kitchen personnel are to know where the extinguishers are located and how to properly operate them. Additionally, kitchen personnel will know which exit to take in case of fire and also an alternate route in case the designated one is blocked, and be able to evacuate the building in less than two minutes.

Drill

The secretary is responsible to call security to inform them it is a drill. She/he will also sound the alarm.

When a fire drill is always held in the same way and at the same time, it loses much of its value. When an actual fire happens, and the students cannot follow the exact procedure they have practiced over and over, panic may ensue. Therefore, drills should be carefully planned to simulate actual fire conditions. Not only should they be held at varying times, but should use different means of exit.

Fire exit drills should be designed to familiarize the occupants with all available means of exit, particularly emergency exits that are not habitually used during the normal occupancy of the building. Every fire exit drill shall be an exercise in school management for the Director and teachers.

The chief purpose of every drill shows control of classes so that the teachers will form its ranks quickly and silently, halt, turn, or direct it as desired. Great stress shall be laid upon the execution of each drill in a brisk, quiet, and orderly manner. Running shall be prohibited. If for any reason a line becomes blocked, some of the students should be reverse-marched to another exit in order to prevent panic conditions arising as a result of inactivity. In exiting the building the "Building Evacuation" should be followed.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). They will be inspected quarterly by the custodial staff and annually as required by the fire department. Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The assistant principal with South Weber's Fire Chief will check all fire extinguishers and possible building code violations yearly. (S)He will check the following:

1. Check gauge for full charge. Report discharge or overcharge readings immediately to control office.
2. Check seal for breakage.
3. Check hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.
5. Sign name or initials to inspection tag.
6. Give status report to Director.

The assistant principal will complete the Monthly Inspection Report.

Flood

There was major flooding in Davis counting during the 1920's. Most of it was centered in the Farmington and Centerville areas. In 1995, there was some flooding in the Woods Cross area. In 1975, there was flooding in Bountiful and Centerville.

The following policy will be followed in the event of a flood:

1. The fire drill bell will sound if an immediate evacuation is needed. If this is the case, follow the "Building Evacuation" plan.
2. Notify parents via radio, television, and One Call notification system.
3. The custodian will shut off water to prevent contaminated water from entering the school supply.
4. The custodian will shut off electricity to prevent electrical shock.
5. If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

After the Danger is Over:

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (Director will decide where to go). Classes will continue. The Director will notify the School Board and they will jointly decide what to do next.

Hazardous Materials

In the event of a hazardous materials problem:

1. If it is unsafe to remain in building the "Building Evacuation" plan and possibly the "Evacuation of School Grounds" plan will be followed.
2. If there is a "cloud" move cross wind (never move directly with or against the wind.)
3. Do not return to the site until deemed safe by Emergency Service Officials (fire dept., etc.)

If in-place sheltering is imposed:

1. Maintain communication lines with the School Board and emergency services.
2. Announce over the PA that the "In-place-shelter procedure" is in effect.
3. Close all doors to the outside and close and lock all windows (windows seal better when locked).
4. Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident).
5. Custodians should set all ventilation systems to 100 percent recirculation so that no outside air is drawn into the structure. Where this is not possible, ventilation systems should be turned off.
6. Turn off all heating systems and air-conditioners.
7. Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, range vents, dryer vents, etc. With tape and plastic sheeting, wax paper, or aluminum wrap. Be sure the kitchen and home economics classes also do this.
8. Close as many internal doors as possible.
9. If an outdoor explosion is possible, close drapes, curtains, shades over windows. Avoid windows to prevent potential injury from flying glass.
10. If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
11. Observe all students and staff members for signs of adverse reactions or illness to the hazardous material.
12. Render first aid as needed.
13. Tune into the Emergency Alert System channel on the radio or television for information concerning the hazardous materials incident and in-place sheltering.

When is Safe?

The emergency response personnel decide when it is safe for you to leave the building. You are to do the following:

1. Remove the plastic and tape.
2. Open all windows and doors.
3. Turn on all blowers, heaters and air conditioners.
4. Everyone will go outside.

Medical Emergencies

1. Our school shall be prepared to provide basic first aid, while summoning necessary emergency assistance.
2. A list of qualified persons who have had First Aid and CPR training should be maintained by the Emergency Preparedness Coordinator for the Director. This list must be updated and distributed to the staff annually. Each year, training for First Aid and CPR will be available.

3. An Emergency Release Card will be filed in the office for each student with emergency numbers to call in case of an accident, injury or illness. Parents will always be notified as soon as possible of any reportable accident, injury or illness.
4. Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the Director no later than 24 hours from the occurrence.
5. The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.
6. A first aid kit shall be maintained in the office and rotated. (See appendix for a list of supplies.) A RED CROSS first aid booklet is provided with each kit. First Aid procedures will follow the current American Red Cross First Aid manual. Each classroom will contain a small first aid kit in their backpack, with first aid directions from Emergency Preparedness Manual.
7. Although some staff members are trained in basic first aid, and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency. All first aid kits are to be inventoried at the beginning of each school year by the Staff Emergency Preparation Committee and replenished as needed.

For specific first aid treatment, please see Appendix.

First Aid Stations:

A first aid station is always maintained in the sickroom. In the event of a large scale emergency the sick room will be used, but the stage will be used also.

Rescue:

With a non-critical or less serious injury, move the victim to the first aid station.

With a serious or critical injury:

1. Evaluate the situation. **DO NOT MOVE** the victim unless in further danger.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Check for poisoning.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

Response to Non-Critical Illness or Injury:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults listed on the registration card.
3. If no one can be contacted, lie the student down in sickroom or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.

Keep a record of time of injury, what first aid was administered and at what time.

Response to Critical Illness or Injury:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening, or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.

5. Notify the School Board.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to which hospital.

Nuclear Explosion or Fall-out

Because of the possibility that a nuclear attack might be used in any major war of the future, all personnel should understand the nature of such an attack. They should be trained in methods of protecting themselves.

Nuclear weapons produce explosions of great blast force, light and heat, and release nuclear radiation. Nuclear explosions are classes according to their type of burst: air, surface and subsurface. Air and surface bursts are the most likely to occur here.

Air Burst - Immediately after a nuclear explosion, a huge, intensely hot fireball is formed. An air burst is one in which the fireball does not touch the ground. At sufficiently low altitude, the rising fireball creates strong in-lowing winds that suck up dust and other debris from the surface. This debris combines with condensing vapor to form the familiar mushroom cloud.

Detonation of the weapon creates a blast (shock) wave that travels outward in all directions at a speed much greater than the speed of sound. The pressure at the wave front, which is many times normal atmospheric pressure, is what causes most of the physical damage.

Other characteristics of an air burst are blinding light, thermal and nuclear radiation. About 1/3 of the weapon's energy is converted into heat. This thermal radiation may cause skin burns and ignite light combustible material several miles from ground zero.

Nuclear radiation has two types: initial and residual. Initial radiation occurs within the first minute after an explosion. Its lethal range is less than that of the blast wave. The greatest danger from residual radiation is the "fallout" of radioactive particles from the cloud.

Surface Burst - is one in which the fireball touches the earth. Vast amounts of surface materials are vaporized and taken up into the fireball. As the fireball rises, more debris is sucked up by the strong and destructive after- winds which flow back toward ground zero after the shock wave passes. Danger from fallout radiation is greater after a surface burst. These radioactive fallout particles are usually visible, appearing like dust or grains of salt. The greatest danger from fallout occurs during the first 24 hours.

Most food and water does not become radioactive. The greatest danger lies in ingesting radioactive particles that settle on exposed foodstuff or water supplies. Food and water supplies that are indoors and/or covered are safe to eat.

What to Do

If there is no time to move:

1. The teacher will give the "Drop and Cover" signal.
2. All students and staff will get under desks, with backs to the window or outside walls, tuck their heads under their arms, and stay in this position until it is safe to move.

If there is time to move:

1. The Director will make an announcement over the intercom telling classes to immediately move to the library, and other interior rooms.
2. Teachers will grab emergency backpacks and lead students to the library or interior rooms.
3. Students will move quickly and quietly.

4. After blast has passed, we will remain in the library and interior rooms. This is the best shelter, unless there is a fire.

If there is sufficient warning, students are to be sent home.

If the blast happens on their way home:

1. Drop to the ground instantly, behind cover, if possible.
2. If a ditch, building, tree or other object is not readily available, don't take time to look for cover. Drop to the ground immediately and curl up tightly.
3. Cover as many exposed parts of the body as possible, such as head, face, arms, legs, etc.
4. Once the heat and blast effects have dissipated, continue on to your home quickly. As soon as you reach home, go to the safest most protected area to prevent fallout from reaching you.

Terrorist or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and egress. Therefore, two plans for notification and communication of the terrorist alert to the rest of the school must be considered. THE SCHOOL STAFF SHOULD NOT ATTEMPT TO DISARM TERRORISTS.

Terrorists Set Up Command Post in Classroom:

1. The teacher should attempt to write a message stating, "There are terrorists in the room" on a slip of paper and attempt to have a runner take it to the office.
2. Immediately brief the students to sit down and be quiet.
3. Try to obey all commands of the terrorists.
4. The office secretary upon receiving a verbal warning code, or a written one will immediately write the code word on a slip of paper and have a runner take the warning to all classes.
5. The office secretary will telephone the Police Department (9-1-1).
6. All classrooms and staff not directly involved will immediately evacuate the building, using the "Building Evacuation" plan.
7. The Director will notify the Police Department, Fire Department, and City office. The city office will then contact the city's officials.
8. Use the "Evacuation of School Grounds" plan.
9. The Terrorist Command Center will be activated.

Terrorists Set Up Command Post In Office:

1. The office secretary will try to write that there are terrorists in the office on a slip of paper, and try to have the student office helpers run the slip around the school to all classes.
2. If the administrators or secretary are able to phone out of the school without bringing harm to themselves, they shall call the police department (9-1-1) for help.
3. The school's office personnel shall attempt to follow all commands of the terrorists, so as not to bring any harm upon themselves or others.

Terrorists Come Into Office - Move On To Classroom:

1. If the secretary has not already done so, turn on the school's communication system and the teachers to secure the building.
2. The secretary will telephone the police department (9-1-1).
3. The Director will telephone the School Board
4. All office personnel will use the "Building Evacuation" and "Evacuation of School Grounds."

Utility Failure

Power Outage

1. If the failure occurs during a class period, teachers and students are to stay where they are.
2. The custodian will check the breakers to see if it is a problem he can solve.
3. The school secretary will notify Plant Operations of the problem if it cannot be fixed by custodian.
4. Each class will send a monitor to the office to deliver messages.
5. After determining the extent of the power failure, the teachers are to be notified of the expected length. This notification will be by monitors.
6. Students are to remain in their assigned seats.
7. Teachers are to post themselves near the doors.
8. If the power failure occurs when students are at recess or in another location of the building, they are to quickly, and quietly return to their classes.
9. All teachers who are on a preparation period will return to their class and take over from the specialist.

If it is decided to dismiss school early, the "Early Dismissal Plan will be implemented

Gas Failure

1. Plant Operations will be notified by the custodian. The custodian will follow procedures outlined by Mountain Fuel.
2. The fire alarm will be sounded by the secretary.
3. Follow "Evacuation of Building" plan.
4. The Director will consult with the local authorities and the School Board. If the gas will be off for a short time, classes will continue normally. If it will be off for a long time, the Director and School Board will decide whether to use the "Early Dismissal" plan.

Water Failure

1. Plant Operations will be notified and consulted by the secretary.
2. After the facts are gathered, an announcement will be made on the PA and students will be told not to use fountains or restrooms.
3. If the water will be off for a short time, classes will continue normally. If it will be off for a long time, the Director will decide whether to use the "Early Dismissal" plan.

Wind and other severe weather

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 8:00 a.m.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the Director. If it is decided to close school, the following action will be taken:

1. The Director will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The Director will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

FALLEN HIGH VOLTAGE LINES

In the event of danger due to fallen high voltage lines, the following procedures will be used.

Preparation

Be observant of the high voltage lines by the school. Teach students proper respect for downed lines.

Response

If high voltage lines are down, students must stay in their classrooms until the problem has been resolved. In the event that power lines are downed and children are walking to school, people will be positioned to stop the children a safe distance from the problem.

The secretary will notify the power company and city officials of the problem.

Signature:

 July 16, 2012
Robert Osborne, Board Chair Date

APPENDIX

Emergency Equipment

Orange vests	Wool blanket	Flashlights
Lantern-battery operated	Garbage bags	3 first aid kits
Water	Granola bars	3 Self-adhering 2" ace bandages
Light sticks	Batteries	Ponchos
Whistles	Dust masks	Tissues
Hand Sanitizer	Solar blankets	Roll of caution tape
Roll of bright plastic tape to mark off areas, etc.	Candy	Latex gloves
Clipboard	Pens	School Map
Evacuation Line-up	Work gloves	Protective eye wear
Rolls of gauze	Band aids	

Radio Contact

When it becomes necessary to inform parents of an emergency the Director will announce such information over the following radio stations:

KSL _____ 575-7600
 KCPX _____ 570-1057
 KALL _____ 670-5255
 ROCK99 _____ 570-7625

First Aid Instructions

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults 16-20 times per minute in children
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal impossible over victim's mouth.
 - Small child - cover both mouth and nose.
4. Continue Artificial Respiration until victim begins to breath for himself or until help arrives.
5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen):
 - Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure to the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop the bleeding.
4. Only as a last resort (if they will die without this) apply a tourniquet to stop bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

Internal Bleeding

Treat for shock.

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
 - a. Keep the part quiet. Immobilize should with arm sling.
2. Fractures:
 - a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
 - b. Treatment (closed fracture – no bleeding wound or broken skin)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
 - c. Treatment (open fracture – broken bone and broken skin)

- i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled
 - d. Splinting
 - i. Place one hand above and one hand below fracture to support it
 - ii. Have someone grasp end of limb and pull steadily until splints are in place
 - iii. Splint the limb
 - iv. Give care for shock
 - e. Sprains (injury to soft tissue around a joint)
 - i. Always immobilize
 - ii. Elevate joint
 - iii. Apply cold packs during first half hour
 - iv. Treat the same as closed fracture
 - v. X-ray may be necessary

Burns

1. Degrees
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree) Never break or open blisters
 - c. Deep tissue damage (3rd degree)
2. First aid for thermal burns – 1st and 2nd degree burns to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic (Do not use plastic on face)
 - d. After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First aid for 3rd degree burns
 - a. Apply a thick, dry, sterile dressing and bandage to keep out air.
 - b. If large area, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as shock victim, giving fluids as indicated; warmth if necessary.
4. First aid for chemical burns
 - a. Wash chemical away with water
5. Acid burn to the eye (also alkali burns)
 - a. Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - b. If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - c. Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak, IMMEDIATELY DO THE FOLLOWING:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.

Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures

1. Symptoms

- a. Jerking movements
- b. Muscular rigidity
- c. Blue about the lips
- d. May drool
- e. High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- a. Head injuries
- b. Severe infections
- c. Epilepsy

3. Treatment

- a. Prevent patient from hurting himself
- b. Loosen tight clothing
- c. Move objects the patient may hit
- d. Do not restrain
- e. If breathing stops, apply mouth to mouth resuscitation
- f. Do not give liquids nor put patient in warm water
- g. When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity
2. Turn off the main switch or pull plug
3. Be aware of the possibility of breathing emergency

Eyes

Contact physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.

2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation and pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

Head Injury

1. Symptoms
 - o May or may not be unconscious
 - o Unconsciousness may be delayed one-half hour or more
 - o Bleeding from mouth, nose or ear
 - o Paralysis of one or more of extremities
 - o Difference in size of pupils of the eyes
2. First Aid of Head Injuries:
 - o No stimulants or fluids
 - o Don't raise his feet; keep the victim FLAT
 - o Observe carefully for stopped breathing or blocked airway
 - o Get medical help immediately
 - o When transported, gently lay flat
 - o Position head to side so secretions may drool from corner of mouth
 - o Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5 to 10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Shock

1. Symptoms
 - o Pale, cold, clammy skin
 - o Weak, rapid pulse
 - o General body weakness
2. Ways of preventing shock and giving first aid
 - o Keep victim lying down
 - o Cover him only enough to keep him from losing body heat
 - o Get medical help as soon as possible.

- Raise head with blankets or pillows if victim has difficulty breathing.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce the temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion

is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision

is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration

is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound

is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Mandatory Training

Dan Valletta	Mary	Kellie	Krystal	Bells	Teachers
Will have larger bag for whole school.	Chain of Command: Mary >Kellie>Krystal> Office staff Teachers/aides>students	One call access for school closure	Emergency evacuation info available for each student	Fire: continuous ringing	Locate emerg. bag
Free teacher will relieve Dan of his class as quickly as possible	Order drills for training/event Aides: Stay with your class and assist teacher All teachers & aides stay with children at all times Only principals will speak with media	Shut off gas and electricity; lock doors if necessary	Bomb threat check list by each phone	Earthquake: No sound – take cover; wait for evacuation	Print class/1 st period roll Print students emerg info Put in bag
Report to command center once class has been assigned Trained in bleeding, CPR, AED, bone injuries, burns, seizures, wounds	Teachers: Keep emerg. bag in available place Talk to 1 st period/class of how it will look If fire: Keep students with you Know where you are to stage outside on field Be aware of disabled Close doors but do NOT lock Once in area, account for each student People from command post will go to each teacher to gather cards if needed If earthquake: drop and cover; stay in place until told to evacuate bldg If bomb: lock door and wait for instruction If intruder: lock door, stay away from windows, do not open doors (we have keys)	Cards and flags for bags with teacher name: Green “All students accounted for” Red “Students Missing” list them Map where teachers go in field All office, Dan and personnel without a class in command post	Notify appropriate agencies; if drill, notify security that it is a drill Kathy: Meds, contact Board, use “one call” if necessary; take check out book Brynna: 2 way radios with batteries Becky: Bring Dan’s bag	Bomb: intercom “secure bldg and report unusual objects” DO NOT TOUCH Plane crash: Fire signal Intruders: intercom “secure the building”	Command Centers: Office Dumpster south of school Church on 8200 S

North Fence	East Fence											
	Budrow	Crane	Everhart	Horne	Huffaker	Jackson	Lawson	Linford	Mecham	Mong	Nielson	Ris
	Staker	Valetta	Anderson	Dezember	Jones	Hancock	Kempe	Ford	Moon	Scov	Allen	W
	Hill	Hull	Roghaar	Durrant	Harper	Miehlke	Schroeder					

Gate

Red Card

Teacher Name: _____ Grade: _____

Missing Students:

Notes:

Green Card

Teacher Name: _____

Missing Students:

Notes:

Red Card

Teacher Name: _____ Grade: _____

Missing Students:

Notes:

Red Card

Teacher Name: _____

Missing Students:

Notes:

**UTAH STATE BOARD OF EDUCATION
BOMB THREAT CHECK LIST**

(Keep this form near your desk.)

INSTRUCTIONS: Be calm and courteous.

LISTEN: Do not interrupt the caller. Quietly attract the attention of someone nearby indicating to them the nature of the call.

Name of Operator: _____ **Time:** _____ **Date:** _____

Callers Identity: Male Female Adult Juvenile Approx. Age:
Origin of Call: Local Long Distance Booth Internal within building

Voice Characterization:	Speech:	Language:
<input type="checkbox"/> Loud <input type="checkbox"/> Deep	<input type="checkbox"/> Fast <input type="checkbox"/> Distorted	<input type="checkbox"/> Excellent
<input type="checkbox"/> High Pitch <input type="checkbox"/> Pleasant	<input type="checkbox"/> Distinct <input type="checkbox"/> Nasal	<input type="checkbox"/> Fair
<input type="checkbox"/> Raspy <input type="checkbox"/> Other	<input type="checkbox"/> Stutter <input type="checkbox"/> Lisp	<input type="checkbox"/> Foul
<input type="checkbox"/> Intoxicated _____	<input type="checkbox"/> Slurred <input type="checkbox"/> Other	<input type="checkbox"/> Good
	<input type="checkbox"/> Slow _____	<input type="checkbox"/> Poor
		<input type="checkbox"/> Other _____

Accent:

- Local
- Foreign Region
- Race
- Can't Discern
- Not Local
- Other _____

Manner:

- Calm
- Rational
- Coherent
- Deliberate
- Righteous
- Angry
- Irrational
- Incoherent
- Emotional
- Laughing

Background Noises:

- Factory Machines
- Bedlam
- Music
- Office Machines
- Mixed
- Traffic
- Trains
- Animals
- Quiet
- Voices
- Planes
- Party Atmosphere

BOMB FACTS:

Pretend difficulty with hearing. Keep caller talking. If the caller seems agreeable to further conversation, ask questions like: When will it go off? _____ Certain hour?

Time remaining? _____ Where is it located? _____
Area in building? _____ What kind of bomb? _____
Where are you now? _____ What is your name? _____
How do you know so much about the bomb? _____
What is your address? _____

Does the caller appear familiar with the building by his description of the bomb location? Write out the message to its entirety, and any other comments on a separate sheet of paper and attach to this checklist.

IF BUILDING IS OCCUPIED, INFORM CALLER THAT DETONATION COULD CAUSE INJURY OR DEATH.

Take the following action immediately after the call: Notify the Director as instructed. Talk to no one other than instructed by the Director.