

Principal & Director Reports

March 2012

Topic – Safety Plan

Sam Boardman Elementary School

Safety Committee Our safety committee is made up of one teacher from each grade level, a specialist, custodian, two educational assistants, and the principal. We meet monthly to address safety concerns, review monthly fire drills, survey accident/injury reports and make determinations for staff training (face-to-face, flip chart reviews, “safety corner” or the morning announcements). Monthly safety-minutes document the process. The same committee makes emergency protocols.

Emergency Preparedness While each committee member is assigned a role on the crisis team, the teachers serve as section leaders. We stand ready for an emergency with two resources for staff:

- **The Emergency Flip Chart** – a grab and go clip board with emergency procedures, red/green status cards, and a current class list with parents’ names and phone numbers.
- **S.B.E.’s Emergency Plan** – a handbook outlining emergency procedures and assigned roles on the Crisis Team. This handbook provides an overview of responsibilities and procedures; as well as, detailed narratives for major drill procedures. Drill schedule, inventories, and additional resources are part of this resource.

Supplemental section to the Emergency Plan – alphabetized reference of emergency procedures. It lists school/community resources, and detailed response/actions to emergencies. Procedures included in the Flip Chart and Emergency Plan are restated along with situations, i.e. water main breaks, power outage, suspicious device, etc.

After attending a FEMA sponsored Crisis Management for School-Based Incidents and partnering with law enforcement and local systems; members of the committee were assigned drill procedures from the Emergency Flip Chart. Using a variety of resources (FEMA handbook, CCEP’s Emergency Resource Guide, “Do The Drill!: A School Resource Guide to Evacuation Planning from Oregon Office of State Fire Marshal, Mr. Mendoza’s school samples as well as several on-line samples) each member was assigned a drill, asked to revise it, and report back to the committee. Major revisions and concerns were shared at the meeting and we determined which items needed to be shared with the staff. We highlighted areas that need to be addressed more deeply and recommendations needing financial support were added to the school’s budget proposal. As a committee we will review one procedure in greater detail. A staff training schedule is underway for next year, in conjunction with, an updated Flip Chart and Emergency Plan.

The administration team is working with local emergency responders to have up-to-date procedures be the same in all schools.

SBE – Emergency Plan Flip Chart - DRAFT

When Calling 9-1-1:

Morrow County School District

Sam Boardman Elementary

**CLASSROOM EMERGENCY
Procedures**

Room Number _____

Updated: February 2012

The dispatch will want the following information:

Is the emergency a FIRE, MEDICAL, or VIOLENT situation? Then report the situation

Violent Situation:

Medical Emergency

Is anyone armed?

Is anyone injured?

How many suspects?

How many and how badly?

Where are they?

Are they breathing and is first aid being given?

Is anyone injured?

Sex, approximate weight and age of victim(s).

How many and how badly?

Are they breathing and is first aid being given?

Sam Boardman Elementary, 301 Wilson Road, Boardman, OR 97818

Phone: 541-481-7383

Morrow County Emergency Management: 541-676-5161

Emergency Alert System Radio Stations: In Oregon – KUMA 92.1 FM

TEACHER RESPONSE:

All Media Inquiries are to be referred to the District's PUBLIC INFORMATION OFFICER

**Morrow County School District's
Public Information Officer:**

Jacque Johnson: 541-481-7383
Dirk Dirksen: 541-989-8202

Tips and Suggestions for Talking to the Media:

If you are approached by a member of the media, try to provide a polite referral to the **District's Public Information Officer, Jacque Johnson or Dirk Dirksen.**

EXAMPLES:

*"That's a really good question and the best person to answer it is **Dirk Dirksen.**"*

"I appreciate your question. The Morrow County School District is very concerned about that issue and the person you need to talk to is... **Jacque Johnson / Dirk Dirksen**"

Directed Response:

The Incident Commander for **Sam Boardman Elementary** may direct staff to respond to:

- 1) Emergencies after receiving information from an outside source, or
- 2) Situations with safety concerns or where caution is needed.

When the Incident Commander determines that safety precautions are needed, the staff will be directed to follow instructions explicitly.

TEACHER RESPONSE:

Listen carefully and follow the instructions given. You will be asked to:

- 1) Evacuate to a designated area, or
- 2) Lock-down (secure room), or
- 3) Perform another action to ensure safety as requested by the Emergency Response Team.

Follow these procedures (instructions) as instructed.

DRILL INSTRUCTIONS:

The phrase **“This is a Drill...REPEAT...This is a Drill”** will be used to communicate to staff that the information or requests to follow are for practice only.

Generic Emergencies / Direct Response & Drills

Suicide

Follow the **Violent Acts** procedures.

Suicide Attempt

If the individual has attempted suicide and needs medical assistance, provide basic First Aid if it is SAFE to do so.

If the individual is armed and has not yet attempted, **do not do anything to alarm the individual**. Follow the guidelines for **Violent Acts**. Stay calm. Do not make any sudden moves.

Check list:**CHECK, CALL, AND CARE**

Is the accident or injury scene safe?

What happened?

How many individuals are injured?

- ⇒ Are they unconscious?
- ⇒ Are they breathing or having difficulty breathing? Is the AED unit needed?
- ⇒ Are they bleeding? Severely?

Bleeding

Apply pressure directly to the wound.

Not Breathing

Clear the airway. If trained, provide CPR. Request the AED unit.
Notify the office that you are not able to perform CPR.

Injury

Do not move the individual unless they are in a life-threatening situation, i.e., potential of explosion.

Heart Attack

If the individual is breathing, assist in loosening any restrictive clothing around the airway only. Request the AED unit. If the individual is not breathing, clear the airway and perform CPR (if trained).

Seizure

Clear the area around the individual of objects. If possible, place a pillow or soft item under the individual's head. Turn the person on his or her side. DO NOT attempt to give CPR or put items in the individual's mouth to prevent him or her from biting the tongue.

Overdose or Drug Reaction

If the individual is not breathing, perform CPR (if trained), otherwise, wait for assistance.

TEACHER RESPONSE:

1. Assess and secure the area (if safe to do so).
2. Contact the office.
3. Advise of the situation (who, where, what).
4. Request AED Unit if applicable.
5. Render assistance (per your skill level) until further advised.
6. Move students as directed by an Emergency Response Team Member.

Sam Boardman Elementary Emergency Response Team

1. Respond to the location.
2. Assess the situation.
3. Determine the actions needed to ensure safety.
4. Relieve the teacher and provide first aid as needed.
5. Provide instructions to staff and students:
 - a. Evacuation
 - b. Shelter-in-Place
 - c. Other actions as needed
6. Report details and actions taken to the Incident Command Center.

Incident Command Center

The Incident Command Center (main office or other designated area) will notify the appropriate first responders (police, fire, ambulance) immediately and provide location information.

Oregon has a "Good Samaritan" law that protects individuals providing basic first aid from liability.

Medical Emergencies

Body Fluid Spills
Injury
Suicide
Accident

Drug Reaction
Overdose

Allergic Reaction
Asthma

Seizure
Heart Attack

Shelter-in-Place – Gym (All Students & Staff in one Area)

TEACHER RESPONSE:

- 1) Get your Emergency Clipboard/Folder and radio.
- 2) Do Not Lock doors.
- 3) Leave classroom lights on.
- 4) When your Sector is called, move students to your designated Shelter-in-place area.
- 5) At your designated area, Account for all Students.
- 6) If all your students are present and you do not have any extra students- **HOLD UP your Clipboard/Folder with the GREEN Side Showing.**
- 7) If you are **MISSING STUDENTS** or have **EXTRA STUDENTS**, **Create a list for the Unit Leader** to pick up.
- 8) **HOLD UP** your Clipboard/Folder with the **RED side** showing and have your list ready.

Section Chief RESPONSE:

1. Perform a sweep of the area, clearing all rooms.
2. Move all remaining individuals out of the building.
3. Check each room and SHUT-OFF the lights to indicate that the room has been cleared.
4. After the zone is clear, notify the Zone Chief and then exit the building.

Shelter-in-Place – Classroom

TEACHER RESPONSE:

- 1) Close all doors and windows.
- 2) Follow additional instructions.

When you are asked to check-in by radio, give your students status. See examples below:

This is Mrs. Smith, Room #1—All students present and

Hazardous Material Spill (Classroom)

TEACHER RESPONSE:

- 1) Immediately clear the room
- 2) Notify the office
- 3) If Safe, try to contain the material.
- 4) Account for all students and check for adverse medical reactions.

safe

or

This is Mrs. Smith, Room #100—We are safe, but missing

(2) students, Johnny H. and Sara J. were in the ESL room.

or

This is Mr. Jones, Room #100—We are safe, but have

(2) extra students: Johnny M and Sarah J from Mrs. Smith's.

GREEN – All students present and accounted for your group

RED – Missing or EXTRA students with

Shelter-in-Place

Hazardous Materials Spill

Weather

Earthquake Instructions:

TEACHER RESPONSE:

1. Have students calmly get **under their desks/ tables** and remain there quietly **until an “all-clear”** announcement has been given.
2. Direct students to line up and exit the building Evacuation
3. Teachers- get your emergency folders/ clip boards
4. Exit the building. Do not lock the door and leave the lights on
5. Everyone should evacuate to the Football Field
6. After accounting for students, teachers will hold up the folder/ clip board indicating:
 - a. **GREEN side showing if all students are accounted for**
 - b. **RED side showing if you have missing students or need assistance**

Bomb Threat Checklist:

RECIPIENT OF THE THREAT:

Try to engage the caller so that you can try to get as much information as possible.
See the checklist provided.
Contact the office immediately.
Remain calm.

Write down:

1. Time of the call.
2. Time the call ended.
3. Exact words of the caller if possible.

QUESTIONS to ask:

- What time is the bomb set to explode?
- Where is the bomb located? Floor? Area?
- Is it in the open? Concealed? Disguised?
- What kind of bomb is it?
- What does it look like?
- Why was it placed in the school?

TEACHER RESPONSE:

1. Follow the Incident Commander's instructions.
2. Keep noise and vibrations to a minimum.
3. **Do not use cellular phones.**
4. Leave everything unchanged in the room.
 - a. Lights on
 - b. Door open **Evacuation** .

-How did it get in the school?

Description of the caller:

- Male or Female?
- Calm or Frightened?
- Young, Middle-aged, or Old?
- Speak with an accent? What type?
- Slang expressions? If so, what?
- Sound educated?
- Is there background noise? What does it sound like?
- Note any other clues.

Evacuation (All Students & Staff exit building and go to Safe Area)

TEACHER RESPONSE:

- 1) Get your Emergency Clipboard/Folder and radio.
- 2) Do Not Lock doors.
- 3) Leave classroom lights on.
- 4) Move Students to your designated Safe Area.
- 5) At your designated Safe Area, Account for all Students.
- 6) If all your students are present and you do not have any extra students- **HOLD UP your Clipboard/Folder with the GREEN Side Showing.**
- 7) If you are **MISSING STUDENTS** or have **EXTRA STUDENTS**, **Create a list for the Unit Leader** to pick up.
- 8) **HOLD UP** your Clipboard/Folder with the **RED side** showing and have your list ready.

When you are asked to check-in by radio, give your students status. See examples below:

This is Mrs. Smith, Room #1—All students present and safe

or

This is Mrs. Smith, Room #100—We are safe, but missing

(2) students, Johnny H. and Sara J. were in the ESL room.

or

This is Mr. Jones, Room #100—We are safe, but have (2) extra students: Johnny M and Sarah J from Mrs. Smith's.

Section Chief RESPONSE:

1. Perform a sweep of the area, clearing all rooms.
2. Move all remaining individuals out of the building.
3. Check each room and SHUT-OFF the lights to indicate that the room has been cleared.
4. After the zone is clear, notify the Incident Commander and then exit the building.

Keep your students together and listen for further instructions. Do not move your students or re-enter the building or any area until directed by the Emergency Response Team or the Incident Commander.

GREEN – All students present and accounted for your group

RED – Missing or EXTRA students with

Evacuation (Bomb Threat)

Fire Bomb

Explosion Bomb Threat

Terrorism Bio-Terrorism

Earthquake Other

Lock Down/Armed Intruder Alert Announcement

“Attention Students and Staff.

This is an armed intruder alert. I repeat. This is an armed intruder alert.

- Teachers, please secure your students and classroom by locking all doors.
- Students in the hallways restroom, please report to the nearest classroom or office immediately.
- Students who are in the library or another classroom, remain where you are until further notice.”

CLASSROOM EMERGENCY STATUS CHECK-IN

TEACHER RESPONSE:

The office will call your room and ask the following:

“Is everything okay?”

If your class is in DANGER:

State “NO” and hang up....

Do not say anything else. This will signal the office that you need immediate assistance and they will notify the first responders.

If a call goes UNANSWERED, the office will immediately assume that your class is in danger and notify the appropriate responders.

If your class is SECURE AND SAFE:

State “YES”

The office will then ask for missing or extra student information. **Have your list ready.** You may be instructed to e-mail your missing/extra student information to the office. See instructions on the right....

Directions for **e-mailing Student Counts:**

If ALL STUDENTS are ACCOUNTED FOR:

Use only “SUBJECT LINE” if all students are accounted for and you do not have extra students
EXAMPLE: **“ALL Accounted for Rm 203”**

If you are MISSING STUDENTS or have EXTRA STUDENTS:

Use only “SUBJECT LINE” and state the number of missing or number of extra students.

EXAMPLE: **“(2) Missing / (1) Extra for Rm 203”**

Then in the body of the e-mail, list the names of the students.

ARMED INTRUDER What/How to Report: A staff member coming across an armed intruder or an armed student should not attempt to intercept, or delay the suspect. Simply note a physical description, type of weapon (i.e. rifle, handgun, knife, etc.), apparent emotional state, and direction in which he appears to be headed. Move to the nearest intercom (use radio if on bus duty) and communicate this data to the office secretary who will immediately notify administrators, staff, and students.

If a TEACHER discovers or becomes aware of danger(s)-
contact the office immediately and then follow the steps below.

Lock-Down Instructions:

ZONE CHIEF(S) & SAFETY OFFICER:

CRIMINAL SITUATIONS

TEACHER RESPONSE:

1. **Lock classroom doors and windows.**
2. Close the outside blinds but do not cover the window in the door.
3. **Move all individuals out of sight**, away from the doors and windows.
4. Maintain a calm environment by remaining calm yourself and reassuring your students that everything possible is being done to return the situation to normal.
5. **Account for all students**, making a note of missing or extra students, and HOLD for communication from the office. You will be contacted via phone or email. (You may be asked to e-mail your student information to the office. See the information above.)
6. After securing the room AND accounting for students, SLIDE YOUR **EMERGENCY STATUS CARD UNDER THE DOOR** with the GREEN side up if all of your students are present and your room is SAFE (DO NOT attach a list.)
7. DO NOT unlock your doors or leave the room until you are directed to do so by the Emergency Response Team or police.

1. Respond to the Incident Command Center (if safe to do so).

2. Wait for the POLICE to respond.

If you have any doubts about the situation being safe, then STAY where you are, with your room secured.(i.e. have police show ID)

If GUNSHOTS are heard, immediately lock-down your room.

If your classroom is taken hostage:

1. Try to stay calm and keep your students calm.
2. If possible, de-escalate the situation by speaking with the intruder(s).
3. Do as the intruder(s) asks.
4. IF POSSIBLE, try to contact the office, BUT DO NOT jeopardize the situation. You will have to use your judgment.
5. STAY CALM... HELP IS ON THE WAY!

Lock-Down

Armed Intruder(s)
Gang Violence

Terrorism
Civil Disturbance

Other

“Secure Your Room” Announcement “Attention Students and Staff- we need all staff to secure their rooms. Students in the halls, please return to your assigned classroom immediately. Staff and students, who are in labs or library, please remain in your current location and teachers secure the area. Classroom teachers please secure your students and room by locking all doors. Do not release students from your room for ANY reason until notified by an intercom announcement.”

There will be situations when staff and students will be asked to stay in rooms, securing the doors and windows. Secure room is used to control the traffic in hallways and throughout the school.

Secure Room Instructions:

1. Secure your room, locking the door.
2. No one is to leave your room.
3. Continue teaching, even if the class period is over.
4. Take roll and report attendance as usual.
5. DO NOT unlock your doors or let anyone leave the room until you are directed to do so by the school administration.

Secure Room (Non-Criminal Situation)

Weather Emergencies	Medical Emergencies
Other	Accidents Involving Hazardous
Police Requests	
Material	

Suicide Threat or Attempt

If the individual has attempted suicide and needs medical assistance, provide **basic first aid** if it is SAFE to do so.

If the individual has not yet attempted and is ARMED, do not do anything to alarm the individual. Follow the guidelines for **LOCK-DOWN**. Stay calm. Do not make any sudden moves.

Armed Subject or Hostage (has a weapon, says they have a weapon, or is holding another person against their will)

1. Call (9) 9-1-1
2. Notify the administrator with accurate information: Where in the building?
How many are involved?
What demands, if any have been made?

Is anyone injured?

3. Render the appropriate assistance

CLASSROOM EMERGENCY STATUS CHECK-IN

TEACHER RESPONSE:

The office will call your room and ask the following:
“Is everything okay?”

If your class is in DANGER:

State “NO” and hang up....

Do not say anything else. This will signal the office that you need immediate assistance and they will notify the first responders.

If a call goes UNANSWERED, the office will immediately assume that your class is in danger and notify the appropriate responders.

If your class is SECURE AND SAFE:

State “YES”

The office will then ask for missing or extra student information. **Have your list ready.** You may be instructed to e-mail your missing/extra student information to the office. See instructions on the right....

Directions for e-mailing Student Counts:

If ALL STUDENTS are ACCOUNTED FOR:

Use only “SUBJECT LINE” if all students are accounted for and you do not have extra students
EXAMPLE: “ALL Accounted for Rm 203”

If you are MISSING STUDENTS or have EXTRA STUDENTS:

Use only “SUBJECT LINE” and state the number of missing or number of extra students.

EXAMPLE: “(2) Missing / (1) Extra for Rm 203”

Then in the body of the e-mail, list the names of the students.

DO NOT TAKE ACTION until a REASONABLE ASSURANCE of SAFETY to yourself and others is established.

Teacher Initiated Response:

If YOU notice something is wrong:

1. Assess and secure the area (if safe to do so).
2. Contact the office.
3. Advise of the situation (who, where, what).

When Instructed to “Lock-Down” or “Secure Your Area”

Lock-Down/Secure Room Instructions:

1. **Lock classroom doors and windows.**
2. **Cover the outside windows**, but do not cover the window in the door.
3. **Move all individuals out of sight**, away from the doors and windows.
4. Maintain a calm environment by remaining calm yourself and reassuring your students that everything possible is being done to return the situation to normal.
5. **Account for all students**, making a note of missing or extra students, and **HOLD for communication** from the office. You will be contacted via phone or email. (You may be asked to e-mail your student information to the office. See the information above.)
6. After securing the room AND accounting for students, **SLIDE YOUR EMERGENCY STATUS CARD UNDER THE DOOR** with the **GREEN side up if all of your students are present and your room is SAFE** (DO NOT attach a list.)
7. DO NOT unlock your doors or leave the room until you are directed to do so by the Emergency Response Team or police.

SECTOR CHIEFS:

NON-CRIMINAL Situations or Suicide Attempted:

1. Respond to the location.
2. Assess the situation.
3. Determine the actions needed to ensure safety and gather student information.
4. Report details and actions needed to the Incident Command Center.
5. The Incident Commander will provide instructions to staff and students regarding:
 - a. Evacuation
 - b. Shelter-in-Place
 - c. Other actions as needed.
6. Stand by for further instructions.

CRIMINAL SITUATIONS

1. Respond to the Incident Command Center (if safe to do so).
2. Wait for the POLICE to respond

Violent Acts

Dangerous Person(s)
Gang Violence Armed

Suicide Assault
Intruder

Threats Against Others
Kidnapping

Earthquake – Outdoors

Move away from buildings, streetlights and utility wires.

Stay there until the shaking stops.

Move toward Safe Area

Account for students

TEACHER RESPONSE:

LOCKDOWN

If you are IN OR NEAR YOUR CLASSROOM, Immediately gather as many students as possible from the hallway and bring them into your room. Secure the room and account for all students.

FOLLOW the Lock-Down/Violent Acts procedures.

If you are AWAY FROM YOUR ROOM: Immediately gather as many students as possible and get into a room. Secure the room and account for all students.

FOLLOW the Lock-Down/Violent Acts procedures.

If you are NOT ABLE to get to a secure area: Any students in the area and you should immediately find cover and stay hidden (DUCK AND COVER). Advise students to remain quiet and not to make any movement that may draw attention.

EVACUATION

If you are IN OR NEAR YOUR CLASSROOM:

1. Immediately grab your emergency clip board.
2. Gather as many students as possible from the hallway and escort them to the Safe Area.
3. **FOLLOW the Procedures as directed.**

If you are AWAY FROM YOUR ROOM:

SECTOR CHIEFS:

NON-CRIMINAL Situations:

1. Respond to the location.
2. Assess the situation.
3. Determine the actions needed to ensure safety and gather Missing/Extra Student information.
4. Report details and actions taken to the Incident Command Center.
5. The incident commander will provide instructions to staff and students regarding Evacuation, Shelter-in-place, and other actions as needed.
6. Stand by for further instructions.

CRIMINAL SITUATIONS

1. **Respond to the Incident Command Center (if safe to do so).**
2. **Wait for the POLICE to respond.**

1. Gather as many students as possible from the hallway and escort them to the Football Field. You will be directed whether to evacuate or shelter inside.
2. FOLLOW the Procedures as directed.

Emergencies during Class Transition or Lunch

Teacher Response

1. Assess the situation and call 9-1-1 if emergency aid is needed.
2. Contact the office.
3. Advise of the situation (who, where, what).
4. Move all unaffected students out of the danger or away from the area of rescue.
5. Render assistance (per your skill level) until emergency personnel arrive.

Check list:

- Is the accident or injury scene safe?
What happened? How many individuals are injured?
1. Are they unconscious?
 2. Are they breathing or having difficulty breathing? Is the AED unit needed?
 3. Are they bleeding? Severely?

Bleeding-

Apply pressure directly to the wound.

Not Breathing-

Clear the airway. If trained, provide CPR. Request the AED unit. *Notify the office if you are not able to perform CPR*

Injury-

Do not move the individual unless they are in a life threatening situation, i.e. - potential of explosion, etc.

Heart Attack-

If the individual is breathing, assist in loosening any restrictive clothing around the airway only.

Request the AED unit.

If the individual is not breathing, clear the airway and perform CPR (if trained).

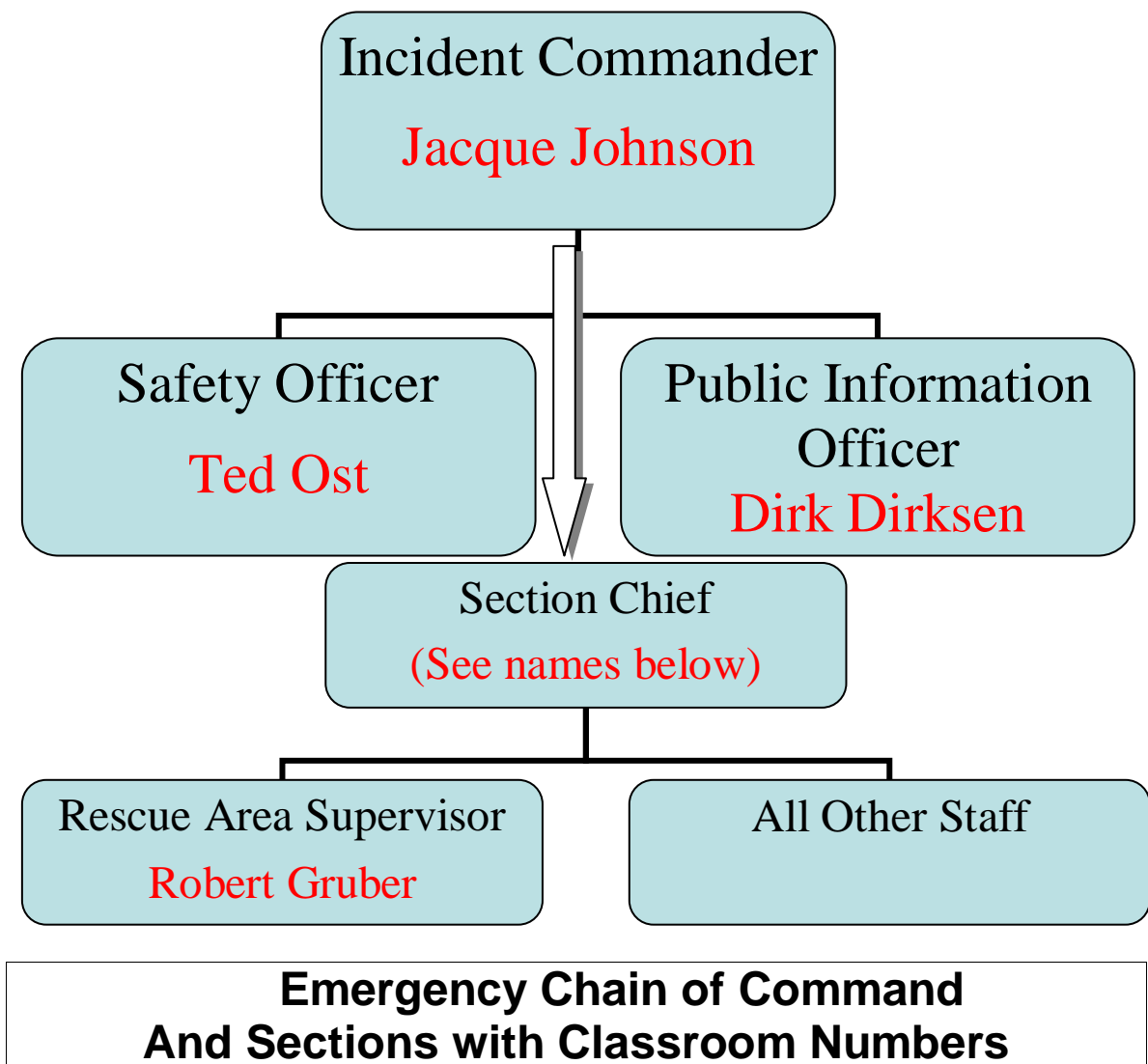
Seizure-

Clear the area around the individual of objects. If possible, place a pillow or soft item under the individual's head. Turn the person on his or her side. DO NOT attempt to give CPR or put items in the individual's mouth to prevent him or her from biting the tongue.

Overdose or Drug Reaction-

If the individual is not breathing, perform CPR (if trained), otherwise, wait for assistance.

Bus or Field Trip Emergencies



Sector A	Sector B	Sector C	Sector D	Sector E
Rm. 1	Rm. 13	Computer Lab	Library	Office
Rm. 2	Rm. 14	Rm. 24	Cafeteria	Foyer
Rm. 3	Rm. 15	Rm. 25	Locker Rooms	Principal's
Rm. 4	Rm. 16	Rm. 26	PE Office	Office
Rm. 5	Rm. 17	Rm. 27	Gym	Conference
Rm. 6	Rm. 18	Rm. 28		Room
Rm. 7	Rm. 19	Rm. 29		Teacher
Rm. 8	Rm. 20	Staff Lounge		Workroom
Rm. 9	Rm. 21	Rm. 31		Kitchen
Rm. 10	Rm. 22			
Rm. 11	Rm. 23			
Rm. 11A				
McClenahan Barrera/Ost (Harrison) (Dyer)	Bankston (Kennedy)	Beas-Fitzgerald (Profitt)	Gruber (Orcutt)	

Sections w/Classroom Numbers & Emergency Chain of Command

Building Map