

# THE Big Five

Staff Packet - 2022-2023

Immediate Action Emergency  
Response for Schools



# TABLE OF CONTENTS

## TABLE OF CONTENTS

TRAUMA INFORMED APPROACHES .....	1
DISASTER SERVICE W O R K E R .....	3
CALLING 911 .....	4
DRILLS AND EXERCISES .....	5
INCLUSIVE PRACTICES.....	7
THINK ON YOUR FEET .....	9
IMMEDIATE ACTION RESPONSE - THE BIG FIVE .....	10
■ SHELTER IN PLACE .....	11
■ DROP, COVER, AND HOLD ON.....	13
■ SECURE CAMPUS .....	16
■ LOCKDOWN / BARRICADE .....	18
■ EVACUATION .....	24
FIRST AID: TRIAGE .....	27
SCHOOL INCIDENT COMMAND CHART .....	29
GO BAG .....	30
BUDDY TEACHER LIST .....	31

# TRAUMA-INFORMED APPROACH

To minimize the negative mental health impacts on students, employ a trauma-informed approach when practicing and implementing the Big Five protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of an emergency. Specific recommendations for planning and implementing trauma-informed drills can be found on page 6.

	Preparedness	Response	Recovery
<b>All Grades</b>	<p><b>Staff:</b> Train all staff on procedures Use the word "safety" when conducting drills</p> <p><b>Students:</b> Practice grounding and calming skills with students</p> <p><b>Parents/Guardians:</b> Educate parents on protocols Inform parents prior to drills</p>	<p><b>Staff:</b> Remain calm Know the students will take their cues from adults</p> <p><b>Students:</b> Have students use calming skills and exercises</p> <p><b>Parents/Guardians:</b> Notify parents as soon as it is safe regarding the situation or when the drill has concluded</p>	<p>Get the class engaged in a movement activity</p> <p>Notice students experiencing anxiety/fear and inform counselors or parents</p>
<p><b>Pre-K to Kinder</b></p> <p><b>Developmental Considerations:</b> Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated drills No prior knowledge of the Big Five or emergency response actions</p>	<p><b>Students:</b> Use Big Five posters as a visual tool Use Big Five books to help students prepare for what to expect</p>	<p><b>Staff:</b> Act with confidence Use age-appropriate language</p> <p><b>Students:</b> Have students hold a calming item (stuffed animal, book, small toy)</p>	<p>Praise students for what they did well during the drill</p>

# TRAUMA-INFORMED APPROACH

	Preparedness	Response	Recovery
<p><b>1st Grade to 4th Grade</b></p> <p><b>Developmental Considerations:</b>            Students can understand safety directions and instructions            Students are capable of understanding purpose of safety drills            Engage in social stories with students instead of simulated drills</p>	<p><b>Students:</b>            Use Big Five posters as a visual tool            Use Big Five books and curriculum to help students prepare and learn</p> <p><b>Parents/Guardians:</b>            Encourage families to discuss the Big Five Protocols and emergency preparedness at home</p>	<p><b>Staff:</b>            Give clear instructions and follow protocol</p> <p><b>Students:</b>            Have students hold a calming item (stuffed animal, book, small toy)</p>	<p>Identify how the class worked well together            Give students time to ask questions            Reiterate that drills help us stay safe            Move back into learning when class is ready</p>
<p><b>5th Grade to 8th Grade</b></p> <p><b>Developmental Considerations:</b>            Students are capable of understanding purpose of safety drills            Students benefit from adult direction but are able to perform Big Five actions independently            Review prior knowledge of the Big Five protocols</p>	<p><b>Staff:</b>            Clearly post the Big Five Protocols in each classroom</p> <p><b>Parents/Guardians:</b>            Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home</p>	<p><b>Staff:</b>            Give clear instructions and follow protocol            Emphasize cooperation as a class</p> <p><b>Students:</b>            Assign students to perform action steps during the incident</p>	<p>Appreciate students who performed specific tasks and identify how the class worked well together            Give students time to ask questions            Reiterate that drills help us stay safe            Move back into learning when class is ready</p>
<p><b>9th Grade to 12th Grade</b></p> <p><b>Developmental Considerations:</b>            Students are able to identify probable dangers confronting a school            Students benefit from adult direction, but are able to perform Big Five actions independently in an emergency</p>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Clearly post the Big Five Protocol in your classroom</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Have students discuss what to expect during a drill or incident</li> <li>Assign students specific roles and have them walk through those actions</li> </ul>	<p><b>Staff:</b>            Give clear instructions and follow protocol</p> <p><b>Students:</b>            Assign students to perform action steps during the incident</p>	<p>Spend time debriefing the incident or drill with the class            Allow students to ask questions            Identify how the class worked well together            Move back into learning when class is ready</p>

# DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public **employees are Disaster Service Workers and are subject to such disaster service activities** as may be assigned by their superiors or emergency service commanders. The term “public **employees” includes all persons employed by the state or any county, city, city and county, state agency or public district.** The law applies in the following cases:

- **When a local emergency is proclaimed**
- **When a state of emergency is proclaimed**
- **When a federal disaster declaration is made**

## WHAT DOES A DISASTER SERVICE WORKER DO?

- **Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours**
- **Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day**
- **Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety**
- **When pressed into disaster service, employees’ Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.**

To provide effective support as a Disaster Service Worker, employees must have the confidence their own families are well prepared to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance they are capable of dealing with the emergency situation at the school/work site.

# CALLING 911

**Response is the process of implementing appropriate actions while an emergency situation is unfolding.** In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

When calling 911, be prepared to remain on the phone and answer specific questions. In order **to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.**

## WHEN REPORTING AN EMERGENCY:

- **Remain calm and speak slowly and clearly**
- **Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency**
- **Although caller ID information may transfer immediately to the 911 Dispatcher, it is *not* available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for *every* call received**
- **Answer *all* questions asked by the 911 Dispatcher, even those that seem repetitious**
- **Do not hang up until the Dispatcher says to do so**

## CALLING 911 FROM A CELL PHONE:

- **Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries**
- **Know your cell phone number and be prepared to give the dispatcher an exact address**

## TEXT TO 911:

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your **mobile phone or device. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible.** Call if you can. Text if you can't.

**When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.**

# DRILLS AND EXERCISES

**It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities before advancing to more complex and sophisticated drills and exercises. Use drills and exercises to:**

- **Reveal gaps in preparedness**
- **Identify resource and supply needs**
- **Improve coordination between the school and community**
- **Clarify roles and responsibilities**
- **Increase overall level of emergency readiness, including response capacity of all staff and students**

## TYPES OF DRILLS AND EXERCISES:

- **Orientation Seminar: Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions**
- **Tabletop Exercises: Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions**
- **Drill: Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies**
- **Functional Exercise: Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources**
- **Full-Scale Exercise: Tests an entire community's response capability, uses real equipment, takes place in "real time"**

## STRATEGIES FOR TRAUMA-INFORMED DRILLS:

**Students and staff may experience anxiety when anticipating and participating in drills.**

School leaders should take explicit steps to minimize the impact of drills on students and staff.

**Use a TRAUMA-INFORMED and developmentally appropriate approach to drills.**

- **Consider using social stories (short stories that depict the emergency response situation) or leading the class in table top exercises to practice Drop, Cover and Hold On, Evacuation, Shelter-in-Place and Secure Campus Drills**
- **Conduct Lockdown/Barricade drills only with adult staff when students are not present.**

# DRILLS AND EXERCISES

- **Consider conducting a table top exercise with adult staff**
- Use The Big Five story books for K-3 students to engage in classroom **activities and discussions about Lockdown/Barricade and other Big Five actions**
- **Discuss and assign certain roles for 4th-12th grade students during the event (help barricade, close blinds, turn off lights). Involve students in response**
- Conduct Table Top activities with students in 6th-12th grade, go over **the procedures specifically for each Big Five Action**
- **Identify objects for students to hold for comfort**
- **Always announce drills in advance and prepare all participants as “surprise” drills can cause unnecessary panic**
- Prioritize the most serious gaps and focus on the specific objectives
- **Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during drills**
- **Make sure your school is ready for the type of drill planned**
- **Allow enough time for the exercise**
- **Gradually increase sophistication of exercises over time, but do not add unnecessary complications**
- **Adults should monitor students during the drill for signs of emotional distress and provide support accordingly**
- **Evaluate every exercise and conduct a debrief with staff and students**

# INCLUSIVE PRACTICES

This section lists inclusive practices that can be employed to assist students with non-ambulatory needs, cognitive and developmental needs, sensory needs and mental health needs.

- The needs of students will vary depending on the student
- It is important to model confidence and competence during a drill or emergency incident
- All students need to know that it is okay to feel afraid, sad, angry, or worried during an emergency incident and encouraged to talk about what they are feeling or experiencing
- Consider creating an Individual Emergency Plan for each student

For students with unique needs, consider creating an Individual Emergency Plan for each student.

Student Group	Actions
<p><b>All Students</b></p>	<p>Work with students prior to the emergency incident occurring to prepare them. State expectations and outcomes in a developmentally appropriate way (using story boards, social narratives, the Big Five Books or Picture Exchange Systems, etc.)</p> <p>Identify the stressors/triggers for particular students (e.g. noise, chaotic environment, change in schedule, items out of place, hiding in particular locations, etc.)</p> <p>With students who have difficulty with transitions, use a transition marker or surprise card (keep in the Teacher's Go Bag) during an emergency incident</p> <p>Use calming activities and soothing objects for students to hold (stuffed animal, stress ball, fidget spinner, etc.)</p> <p>If students use ASL, PECS, tablets or GoTalk for communication, use these for instructional commands during the incident</p>
<p><b>Visual/Auditory Needs</b></p>	<p>Use visual signals in conjunction with verbal commands (classroom signage, the Big Five Posters, desk sized visual aids related to the Big Five or even American Sign Language)</p> <p>Flash lights on and off to secure the student's attention after an announcement or when fire alarm is activated</p>
<p><b>Non-Ambulatory Needs</b></p>	<p>Students on crutches, canes or walkers should be evacuated as injured persons. Use a sturdy chair or one with wheels to move the student or help carry the person to the evacuation location</p> <p>Give priority assistance to wheelchair users with electrical</p> <p>Accompany students to the evacuation site and reunite student with their ambulatory equipment as soon as safe to do so</p>

# INCLUSIVE PRACTICES

Student Group	Actions
<b>Cognitive/Developmental Needs</b> <b>Sensory/Autism Needs</b> <b>Mental Health Needs</b>	<p>Use the student's reward/reinforcement systems to promote participation and following of directions</p> <p>Allow use of self-soothing behaviors, such as fidgeting, placing hands in pockets or hands in hair</p> <p>Speak slowly, whisper commands and avoid physical contact between others during drills and incidents if able to do so</p> <p>Provide earplugs/noise canceling headphones to decrease sensory input</p> <p>Allow students to color in the Big Five Activity Books, their own coloring pages or calming strategies during the emergency incident</p> <p>Be aware of students who may be vulnerable to stress or trauma, re-experiencing personal experiences or life circumstances or emotional vulnerability. Provide appropriate and timely services or referrals after the emergency incident</p>

# THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis situation, an individual must think on their feet to determine the best course of action. These **choices may include:**

- **get off campus,**
- **hide,**
- **implement Lockdown/Barricade, or**
- **fight an assailant in the most extreme situation.**

**Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.**

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, **explosions, and shouting. It is not uncommon for people experiencing a dangerous situation** to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

## **LOOK, LISTEN AND LEAVE: FIRE ALARM**

The LOOK, LISTEN, AND LEAVE **protocol is an important action to practice when training** the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of LOOK, LISTEN, AND LEAVE **are:**

- **LOOK - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?**
- **LISTEN - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?**
- **LEAVE - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.**

# IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly **in any variety of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each** of The Big Five protocols.

## IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	WHAT
<b>SHELTER IN PLACE</b>	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather .	Isolate students and staff from the outdoor environment . Go inside . If hazard is airborne, close doors, windows, and air vents . Shut down air conditioning/heating units .
<b>DROP, COVER AND HOLD ON</b>	Earthquake, explosion, or falling debris .	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on .
<b>SECURE CAMPUS</b>	Potential threat of violence in the surrounding community and/ or police activity off-campus but nearby .	Get all staff/students inside . Close and lock all classrooms/ office doors . Continue instruction as planned . Remain inside until otherwise directed .
<b>LOCKDOWN/ BARRICADE</b>	Violent intruder on campus .	Go inside, lock and barricade all doors . Cover windows and turn off lights . Remain quiet and alert . No one is allowed to enter or exit for any reason unless directed by law enforcement .
<b>EVACUATION</b>	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification .	Lead students and school staff from school buildings to a predetermined location .



# SHELTER IN PLACE

**SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures may include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.**

**SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:**

- **External chemical release**
- **Fire in the community**
- Hazardous material spills
- Unhealthy air quality outside
- **Dangerous wildlife on or near campus**

**A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.**

## **SHELTER IN PLACE:**

- Requires an understanding that all heating, air conditioning, and **ventilation systems may need to be shut down immediately**
- Requires an understanding that all pilot lights and sources of flame **may need to be extinguished**
- Requires an understanding that any gaps around doors and windows **may need to be sealed**
- **Allows for free movement within classrooms or offices**

# SHELTER IN PLACE



## STAFF ACTIONS:

- **Immediately clear students from the halls. Stay away from all doors and windows**
- **Keep all students in the classroom until further instructions are received. Support those needing special assistance**
- **If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system to; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander**
- **Take attendance and call or email attendance report to school secretary or according to site protocol**
- **Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine**



# DROP, COVER, AND HOLD ON

**DROP, COVER AND HOLD ON** is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate **action for, but is not limited to, the following types of emergencies:**

- Earthquake
- **Explosion**

In the event of an explosion, earthquake, or other event causing falling debris, immediately “**DROP, COVER, and HOLD ON.**” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

## **DROP, COVER, AND HOLD ON:**

- **Must be practiced for immediate and automatic response**
- Is the single most useful action to protect from injury in an earthquake
- **In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy**
- Requires an awareness that most injury in earthquakes is caused by **breaking glass or falling objects**
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure **safe cover for all**
- **Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone**

# DROP, COVER, AND HOLD ON



## STAFF ACTIONS - INSIDE:

- At first recognition of an earthquake, instruct students to move away **from windows**
- **Initiate DROP, COVER, AND HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm**
- **Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass**
- Any person in a wheelchair should shelter against an interior wall. Turn **the back to the windows, lock the wheels, and if possible, protect head and neck with arms**

## STAFF ACTIONS - INSIDE (*continued*):

- **Each time an aftershock is felt, DROP, COVER, AND HOLD ON.**  
Aftershocks frequently occur minutes, days, even weeks following an earthquake
- **When it appears safe to release from COVER, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary**
- **Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area**

## STAFF ACTIONS - OUTSIDE:

- **Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)**
- **Commence DROP AND COVER in the DROP, COVER, AND HOLD ON procedures**
- **Place head between the knees; cover back of neck with arms and hands**
- **Any person in a wheelchair should find a clear spot, lock the wheels,**



## DROP, COVER, AND HOLD ON

**and if possible, place head between the knees; cover back of neck with arms and hands**

- **Remain in place until shaking stops or for at least 20 seconds**
- **Each time an aftershock is felt, DROP AND COVER. Aftershocks** frequently occur minutes, days, even weeks following an earthquake
- **When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol**
- **Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area**

# SECURE CAMPUS



**SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of the event. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.**

This response is considered appropriate for, but not limited to, the following types of emergencies:

- **Potential threat of violence in the surrounding community**
- **Law enforcement activity in the surrounding community**

**A SECURE CAMPUS response may be elevated to LOCKDOWN / BARRICADE as circumstances demand in which case instruction immediately ceases and students and staff follow LOCKDOWN / BARRICADE procedures.**

Secure Campus allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.

## SECURE CAMPUS:

- **Is intended to prevent a potential threat present in the community from entering campus**
- **Heightens school safety while honoring instructional time**
- **Requires that all exterior classroom / office doors are locked and remain locked**
- **Wear face coverings per school policy while remaining in locked classrooms**
- **Is intended to prevent intruders from entering occupied areas of the building**
- **Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander**



## STAFF ACTIONS:

- **Move to the door and instruct any passing students to return to assigned classroom immediately**
- **Close and lock the door**
- **Continue the class instruction or activity as normal**
- Enforce the “no entrance” and “no exit” protocol. Remain in the **classroom or secured area and wait for further instructions**
- **Be alert to the possibility that the response may elevate to LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander **will send out periodic updates**
- **Wait for another action or, if ALL CLEAR is issued, return to normal class routine**

## STAFF ACTIONS - IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- **Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location**
- Proceed to pre-determined classroom location as quickly as possible
- **Once inside, take attendance to ensure all students are accounted for**
- **By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students**
- **Implement all classroom policies and procedures for SECURE CAMPUS status**
- **Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine**

# LOCKDOWN / BARRICADE



LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed to do so by law enforcement. During LOCKDOWN/BARRICADE, **students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration.** This response is considered appropriate for, but not limited to, the following **types of emergencies:**

- **Gunfire**
- Threat of extreme violence outside the classroom

**During a LOCKDOWN/BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.**

**Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock door from the outside with keys.**

## LOCKDOWN / BARRICADE:

- **Is a response to an immediate danger; it is not preceded by any warning**
- Demands quick action; an active shooter, for example, can fire **one round per second**
- Requires common sense thinking under duress; do what must **be done to best ensure survival of students and staff**
- **If it is possible to safely get off campus with students, take that action immediately (Run)**
- If it is not possible to get off campus, quickly lockdown inside **a safe room and barricade the entrance (Hide)**
- **Once a room is secured, no one is allowed to enter or exit under any circumstances**
- Prioritize clear communication. Remove face covering if necessary.
- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**



# LOCKDOWN / BARRICADE

## THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival.

**Especially when an active threat of violence is present, an individual must think on their feet** to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds **of danger and teaching them to forcefully communicate and take necessary action.**

These actions would likely include:

## ESCAPE / GET OFF CAMPUS:

- **Only attempt this if you are confident the suspect(s) is not in the immediate vicinity**
- **Safely get off campus; find a position of cover or safe place for assembly**
- **Guide/instruct others you encounter on the way to follow you to safety**
- Call 911 immediately to report location and request emergency **services if necessary**
- **Once in a safe place – stay there**

## HIDE / LOCKDOWN / BARRICADE:

- **Clear all hallways; get students and staff inside immediately**
- **Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced**
- Direct all those in the room to remain still and quiet; turn off/ **silence cellphones**
- If unable to find cover inside a secure room, quickly seek out a **hiding place on campus**

# LOCKDOWN / BARRICADE



## THINK ON YOUR FEET *(continued)*

### FIGHT:

- **If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs**
- **There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker**
- **Fighting back is NOT an expectation, merely one option for a last resort response**

### LOOK, LISTEN, AND LEAVE: FIRE ALARM

**If site alarm is triggered during Lockdown/Barricade, always respond with caution and LOOK and LISTEN for unusual or violent activity before initiating an evacuation LEAVE.**

- **LOOK - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?**
- **LISTEN - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?**
- **LEAVE - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot**



# LOCKDOWN / BARRICADE

## STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- ***Immediately* move to the door and check for passing students. Divert as many students as possible into the classroom**
- **Lock and close the door and barricade with heavy objects**
- **Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard**
- Instruct students to stay quiet and out of sight. Relocate against the wall **least visible to the outside and out of sight of intruder**
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- **Silence all cellphones**
- **DO NOT OPEN THE DOOR FOR ANYONE. Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room**
- ***Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door***

## STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE (*continued*):

- **If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized**
- **If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on**
- **If safe to do so, take attendance and document students who are present in the room**
- **Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement**
- Do NOT call office to ask questions; School Incident Command will send out **periodic updates**

# LOCKDOWN / BARRICADE



- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**
- **Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours**

## STAFF ACTIONS - IF STUDENTS ARE *OUT OF CLASS* AT TIME OF LOCKDOWN / BARRICADE:

- **Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option**
- **Do not chase students who run. Let them go**
- **Do not go into rooms that cannot be secured and offer no way out**
- **If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way**
- **Instruct students to stay quiet and out of sight**
- **Silence all cellphones**
- **Turn off television, LCD projector, document camera, etc. The room should be dark and quiet**

## STAFF ACTIONS - IF STUDENTS ARE *OUT OF CLASS* AT TIME OF LOCKDOWN / BARRICADE (*continued*):

- **Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator**
- **If an active threat is still present at the time law enforcement comes on scene, Law enforcement will bypass injured victims in order to neutralize the threat**
- **If safe to do so, locate emergency packet and remove staff ID placard and put it on**
- **If safe to do so, take attendance and document individuals who are present in the room**
- **If safe to do so and according to site communications protocol, contact**



# LOCKDOWN / BARRICADE

**School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision**

- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**
- **Maintain order in all areas of shelter or assembly and await the arrival of Law enforcement. Be ready for lengthy stay of 2-4 hours**

## **STAFF ACTIONS - IF STUDENTS ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):**

- **Gather students together**
- **Inform students that as part of LOCKDOWN / BARRICADE procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location**
- **Follow pre-arranged evacuation route to evacuation location**
- **Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide, or fight the assailant**
- **Upon arrival at the pre-arranged location, take attendance**
- **By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students**
- **Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or Law enforcement**

# EVACUATION



EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes **from inside school buildings to a designated outside area of safety.**

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- **Bomb threat**
- **Chemical accident**
- **Explosion or threat of explosion**
- **Fire**
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION **will be preceded by a “DROP, COVER, and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.**

**THINK ON YOUR FEET:  
LOOK, LISTEN, AND LEAVE - FIRE ALARM**

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

## EVACUATION:

- Requires exit from the building to a designated safe site, on-campus **or off-site**
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless **circumstances prohibit it**
- Requires that staff and students assist those with special needs **to ensure for safe egress of all**



# EVACUATION

## EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire **or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.**

## HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor **locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.**

### TO ALERT VISUALLY IMPAIRED INDIVIDUALS:

- **Announce the type of emergency**
- **Offer arm for guidance**
- Tell person where you are going, obstacles you encounter
- **When you reach safety, ask if further help is needed**

### TO ALERT INDIVIDUALS WITH HEARING LIMITATIONS:

- Turn lights on/off to gain person's attention *or*
- **Indicate directions with gestures** *or*
- **Write a note with evacuation directions**

### TO EVACUATE INDIVIDUALS USING CRUTCHES, CANES, OR WALKERS:

- **Evacuate these individuals as injured persons**
- **Assist and accompany to evacuation site, if possible,** *or*
- **Use a sturdy chair (or one with wheels) to move person,** *or*
- **Help carry individual to safety**

### TO EVACUATE WHEELCHAIR-USING INDIVIDUALS:

- **Give priority assistance to wheelchair users with electrical respirators**
- **Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options**
- **Reunite person with the wheelchair as soon as it is safe to do so**

# EVACUATION



## STAFF ACTIONS:

- **Prepare students to leave all belongings and calmly exit the building**
- **Gather emergency supplies/materials (Go Bag, p. 42) including the student roster for current class and that of “Buddy Teacher” (p. 43)**
- **Remove staff ID placard from emergency materials and put it on**
- **Ensure that the door is closed, but unlocked**
- Check with “Buddy Teacher(s)” to determine each other’s health **status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.**
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students **or staff with disabilities according to site protocol**
- **Students and staff may remove masks while outside.**
- Emphasize that the class stay together en route to the Evacuation **Assembly Area**
- **Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area**
- **According to site protocol, take attendance once class is safely in assembly location**
- **According to site protocol, report missing students**
- **Remain in the Evacuation Assembly Area until further instruction**
- **Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine**

# FIRST AID: TRIAGE

**First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.**

## THE BASICS OF FIRST AID RESPONSE:

- **Remain calm and assess the situation**
- **Be sure the situation is safe for the responder**
- **In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 911 immediately**
- **Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety**
- **If moving is necessary, protect the neck by keeping it straight to prevent further injury**

## RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

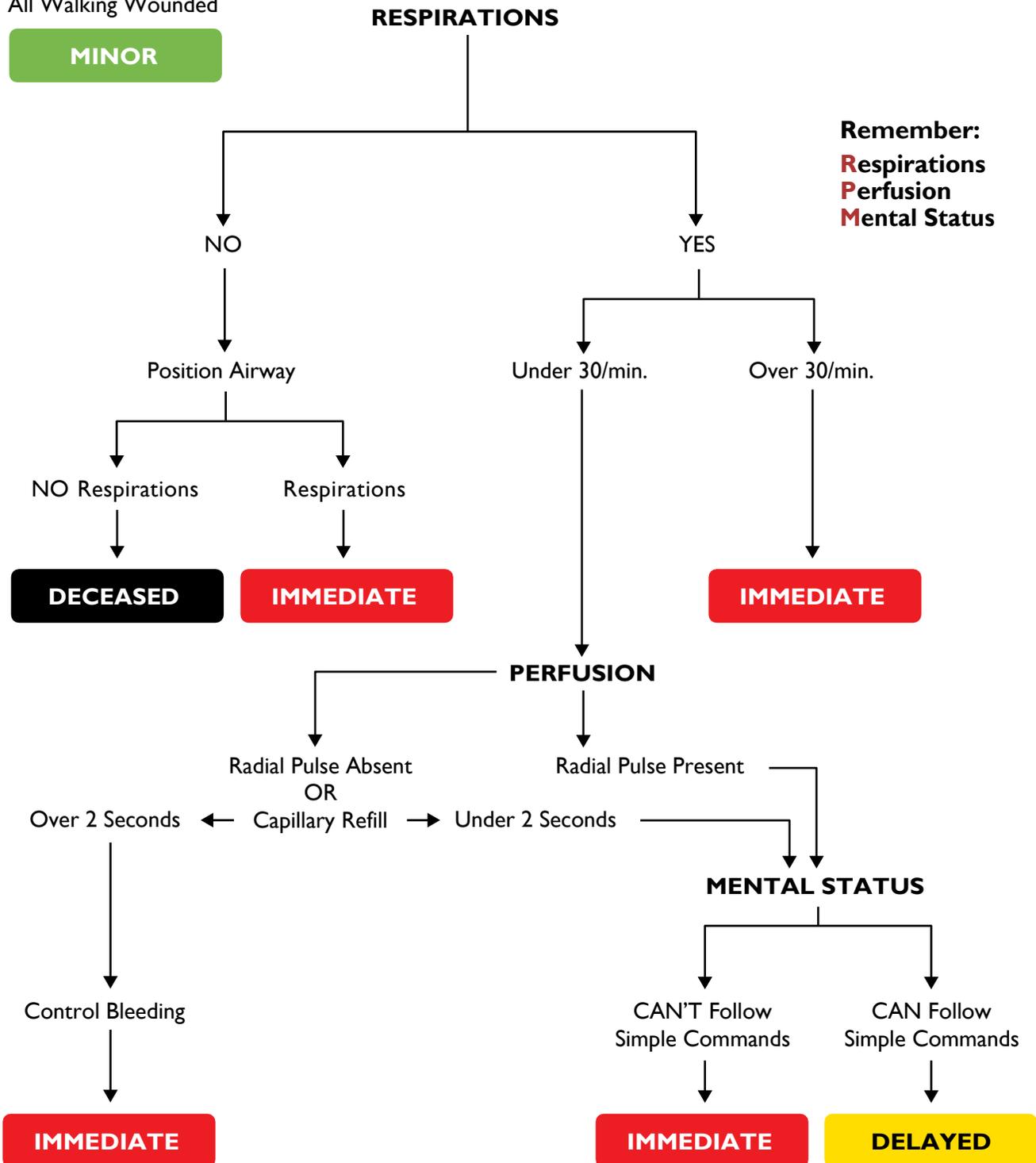
1. **Portable stretcher and cot with waterproof cover**
2. Ten Triage Tags
3. **Blankets, sheets/pillows/pillow cases (disposable covers are suitable)**
4. **Wash cloths, hand towels, and small portable basin**
5. **Covered waste receptacle with disposable liners**
6. Bandage scissors, tweezers
7. **Disposable thermometer**
8. **Pocket mask/face shield for CPR**
9. **Disposable latex free gloves**
10. **Cotton-tipped applicators, individually packaged**
11. Assorted adhesive bandages (1"× 3")
12. Gauze squares (2"× 2"; 4"× 4"), **individually packaged**
13. Trauma Pads (5"× 9")
14. Adhesive tape (1" width)
15. Gauze bandage (2" and 4" widths) rolls
16. Ace bandage (2" and 4" widths)
17. **Splints (long and short)**
18. Quick clot dressing
19. **Cold packs**
20. Triangular bandages for sling **and safetypins**
21. Tongue blades
22. **Disposable facial tissues, paper towels, sanitary napkins**
23. One flashlight with spare bulb **and batteries**

# FIRST AID: TRIAGE

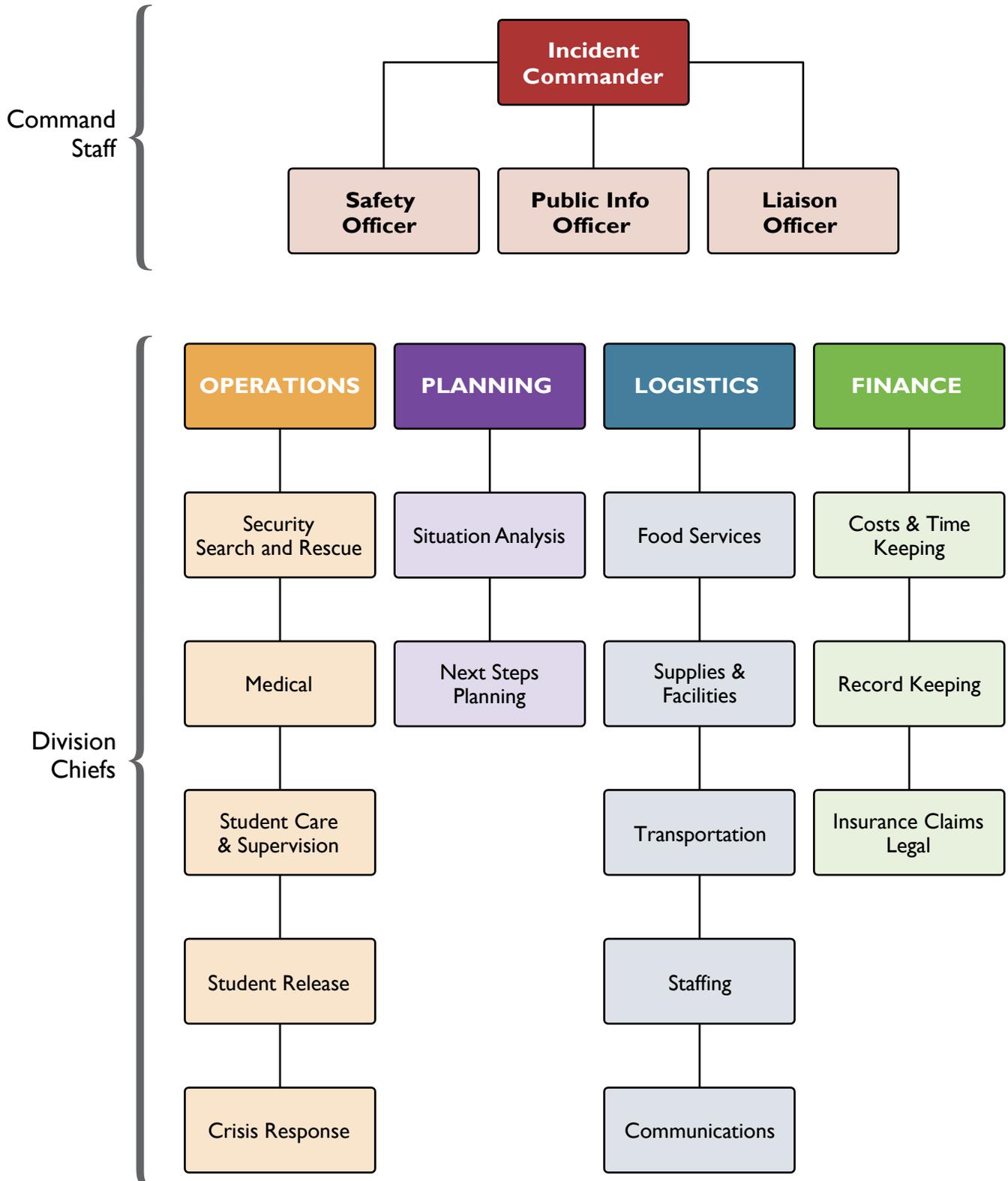
In **TRIAGE**, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.

All Walking Wounded

**MINOR**



# SCHOOL INCIDENT COMMAND CHART



# GO BAG

**Each classroom should maintain an up-to-date Go Pack. Each teacher is responsible to monitor the contents of their classroom's Go Pack and to obtain any materials that need replacing or updating. While other appropriate items might be included, each Go Pack must contain the following:**

#	Item	Verified (Date)	Verified (by Whom)
1	Updated Class Lists		
2	"Buddy" Class Lists		
3	In-Room Attendance Forms		
4	Evacuation Attendance Forms		
5	Staff ID Placard		
6	Teacher Name Sign		
7	Evacuation Routes Map		
8	Red Cross Placard		
9	Pens/Pencils		
10			
11			
12			

# BUDDY TEACHER LIST

Use the chart below to assign Buddy Teachers for emergency evacuation purposes. Each teacher is responsible for assisting the Buddy Teacher's class evacuate should the need arise. The classroom Go Pack should contain current rosters for both classrooms.

## BUDDY TEACHER ASSIGNMENTS

#	Teacher	Room No.	Teacher	Room No.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				