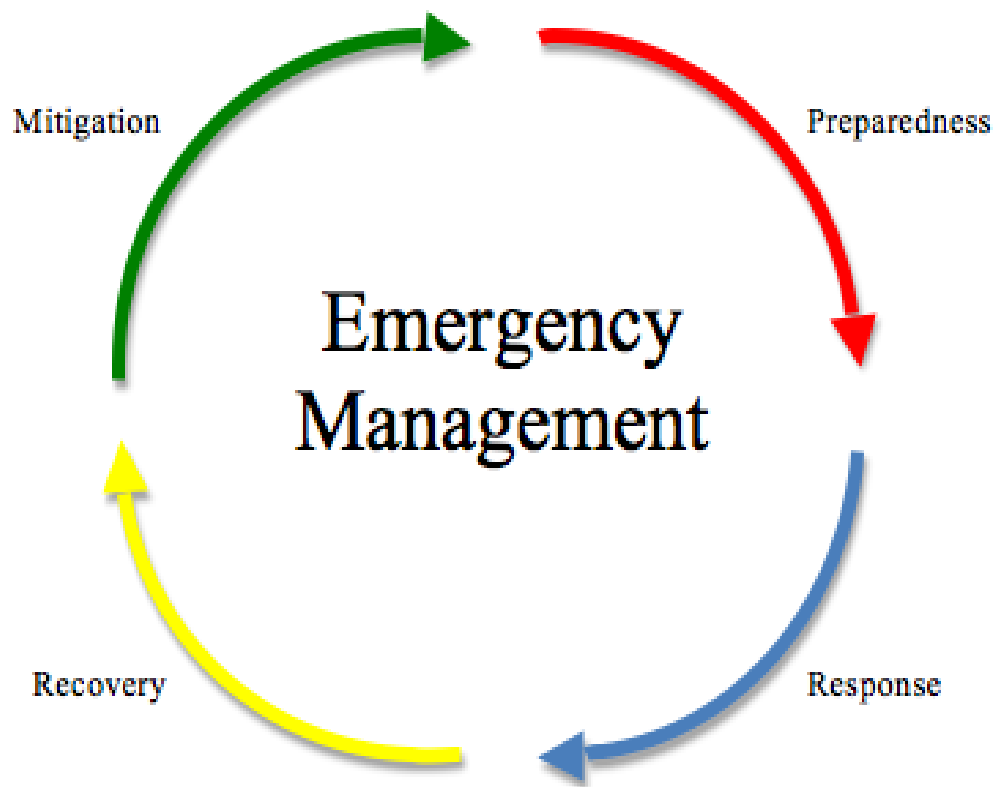




# ALPINE SCHOOL DISTRICT



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## UTILITY PHONE NUMBERS

### Gas

Questar ..... 800-767-1689

### Electricity

Rocky Mountain Power ..... 877-548-3768

Lehi City Power ..... 801-768-4833

### Water and Sewer

Alpine City ..... 801-756-6347

American Fork City – Sewer ..... 801-404-7167

American Fork City – Water ..... 801-404-1253

Cedar Fort ..... 801-768-2147

Eagle Mountain ..... 801-789-5959

Highland City ..... 801-756-5751

Highland City – After Hours ..... 801-420-2553

Lehi City ..... 801-768-7102

Lehi City – After Hours ..... 801-836-1045

Lindon City ..... 801-796-7954

Orem City ..... 801-229-7500

Orem City – After Hours ..... 801-229-7070

Pleasant Grove City ..... 801-785-2941

Pleasant Grove City – After Hours ..... 801-785-3506

Saratoga Springs ..... 801-766-9793

### Telephone

CenturyLink ..... 800-954-1211

## TRAFFIC/ROAD/RAILROAD INFORMATION

### Gas

From Any Phone ..... 511

### Salt Lake Police

..... 801-799-3000

### Union Pacific

Emergency Blockage ..... 800-848-8715

UP Police ..... 888-877-7267

### Utah Highway Patrol

Dispatch ..... 801-877-3800

Orem Office ..... 801-234-8285

## LIST OF SCHOOL KEY PERSONNEL

DATE \_\_\_\_\_

POSITION	NAME	CELL #	PHONE #
PRINCIPAL			
Alternate			
Alternate			
SECRETARY			
HEAD CUSTODIAN			
Alternate			
Alternate			
SCHOOL NURSE			
Alternate*			
CAFETERIA MANAGER			
Alternate**			

OTHER KEY PERSONNEL AND POSITIONS***
--------------------------------------


\*Alternate should be a full-time staff member trained in First Aid.

\*\*Alternate should be a full-time staff member with knowledge of kitchen facilities and equipment.

\*\*\*If 'Other' positions are designated, the duties and responsibilities must be spelled out in detail and included in our site plan, **DUE TO DISTRICT SUPERVISOR EACH YEAR IN SEPTEMBER PACKET.**

Alpine School District

**Principal's Yearly Safety Checklist**

**Due to district supervisor by October 15<sup>th</sup> of each year.**

- \_\_\_ A. Review your schools emergency flip-chart with your staff.
- \_\_\_ B. Pass out maps to school personnel showing emergency supply locations, evacuation routes, outdoor and indoor assembly areas and utility shutoffs.
- \_\_\_ C. Discuss staff responsibilities in the event of an emergency. Teach key personnel how to turn off natural gas and utilities. Decide on a chain of command.
- \_\_\_ D. Discuss the care and evacuation of disabled students.
- \_\_\_ E. Discuss emergency roll-taking with teachers.
- \_\_\_ F. Discuss how building evacuation instructions will be given using the building intercom system.
- \_\_\_ G. Review use and location of school defibrillator.
- \_\_\_ H. Train every staff member how to use a fire extinguisher. (PASS – pull, aim, squeeze, sweep)
- \_\_\_ I. Purchase needed emergency supplies. (As determined by your school.)
- \_\_\_ J. Create a plan to inform substitute teachers of emergency procedures.
- \_\_\_ K. Inspect school indoors and outdoors for hazards. Remove and minimize hazards.
- \_\_\_ L. Inform parents and students of your school emergency preparedness plan.
- \_\_\_ M. Post evacuation route maps in media center, cafeteria, front office, every classroom and other places as needed.

Signature of Person Making Report \_\_\_\_\_

Principal's Signature \_\_\_\_\_

## EMERGENCY OFFICE KIT

An easily transported bag or pack should be prepared. A large gym bag would be about the right size. Store it where it can be quickly grabbed and moved if the building must be evacuated. The 'Portable Office' should include:

- A. A current roster of students
- B. List of students who are taking medication at school and what medicines they take
- C. Current faculty and staff roster
- D. Small AM/FM radio with spare batteries
- E. Writing supplies: (1) One dozen pens, (2) Several steno pads or theme books, (3) a pocket size notebook
- F. Flashlight with extra batteries and bulb or Cyalume light sticks
- G. Copy of the District Disaster Plan (this binder)
- H. Small first aid kit
- I. Megaphone (with spare batteries)
- J. Blanket
- K. Leather gloves
- L. Masks
- M. Water
- N. Multi-tool

Person responsible to keep Portable Office equipped and up to date \_\_\_\_\_  
(Name)

Person responsible to take the kit outside in case of evacuation \_\_\_\_\_  
(Name)

Alternate person assigned to take the kit outside \_\_\_\_\_  
(Name)

# IMPORTANT

*It is required that this form be turned in to District Supervisor by May 15<sup>th</sup> each year.*

## ALPINE SCHOOL DISTRICT ACCOUNTABILITY LOG FOR SCHOOL EMERGENCY DRILLS

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Principal: \_\_\_\_\_

### REQUIRED DRILLS PER YEAR: ELEMENTARY: 9

Utah Code requires we have 9 drills per year. Five complete emergency evacuation fire drills are still required. Safety drills may be substituted every other time to include: intruder/lockdown or earthquake/shelter in place.

Drills required by Utah code:

#	DATE/TIME	TYPE OF DRILL	EVACUATION TIME	ASSESSMENT AND/OR NEEDED IMPROVEMENT
1	(within 1 <sup>st</sup> 10 Days)	FIRE/EVACUATION		
2		EARTHQUAKE/SHELTER		
3		FIRE/EVACUATION		
4		INTRUDER/LOCKDOWN		
5		FIRE/EVACUATION		
6		EARTHQUAKE/SHELTER		
7		FIRE/EVACUATION		
8		INTRUDER/LOCKDOWN		
9		FIRE/EVACUATION		

### SAFETY REVIEW

**FIRST AID:**

DESCRIPTION	YES	NO	CORRECTIVE ACTION
Do you have first responders?			
Do you have employees trained in CPR, CERT? Have you made arrangements for recertification?			
Do you have adequate first aid supplies for each classroom? How are they distributed – backpacks, buckets, etc.?			
Do you have sufficient emergency supplies: i.e. food, water, blankets, heat, shelter, sanitation?			
Do you have a place to store these supplies? If so, where? If not, can a place be created?			

**EVACUATION PLANS & DRILLS:**

DESCRIPTION	YES	NO	CORRECTIVE ACTION
Do you have a school evacuation plan?			
Do you have plans in place for who is in charge when the principal is gone?			
Do you have an alternative evacuation site? Do you have formal permission to use the alternative site?			
Do you hold yearly safety in-service meetings orient <u>all staff</u> , including those new to the building?			
Do local responders have keys/maps to your building?			
Have you ever had a mock disaster?			
Do you have monthly-prescribed disaster drills?			
Do you practice for different disasters, i.e. earthquakes, evacuations, lock down, sheltering, bomb threats, etc?			

**EMERGENCY & DISASTER PREPAREDNESS PLAN**

A. This [plan](#) is designed to prepare for the impact of a major disaster or emergency affecting one or more of



the schools in the Alpine School District. These guidelines are general in nature. They include a quick reference emergency action guide and a list of emergency phone numbers. This plan will be supplemented by individual school or site disaster plans.

- B. Mass panic is one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership from their teachers. Therefore, remain calm, evaluate the situation, and take action based on the best available information.
- C. A well prepared and tested plan for prompt and positive protective actions will minimize injuries and loss of life in a major disaster. Therefore, all school staff members must be thoroughly familiar with the contents of this plan and the individual site disaster plans.
- D. In the absence of orders from the superintendent or his designee, each school principal is authorized and directed to implement the actions contained in this plan. Further, each principal shall take such other action as may be necessary to save lives, mitigate the effects of disasters and insure the welfare of the pupils and staff.
- E. In the event of a major disaster affecting the entire community, such as an earthquake or fire, it is possible that no aid or relief will be available for up to 72 hours. Therefore, this plan includes suggestions that you may use in these types of situations.
- F. Release of a child below 9th grade at other than regularly scheduled hours is prohibited unless parent or another responsible person checks the child out from the office. An older child may be released without such notification if a school official determines that the child is reasonably responsible and notification is not practical (UT Board of Education, Emergency Preparedness Plan, R300-400-6-B).
- G. In the event of a major disaster, the principal will call the district disaster coordinator. All teachers and staff members will remain at the school to care for the students.
- H. Students on school buses will be delivered to their normal bus stops. In the event their home or an emergency home is unavailable, the student is to return to his/her regular school bus stop. The bus drivers will run their routes backward and return children to the school.
- I. Media Spokesman – The superintendent is the designated representative to make statements to the media. The superintendent may delegate, in specific incidents, to other administrators.
- J. Nothing in this plan is designed to limit or constrain the action of individual principals in taking whatever actions they deem necessary to safeguard the students, the staff and the facilities.
- K. Principals will communicate the above general policies to parents and staff members to ensure their understanding and cooperation.

### **EMERGENCY OPERATIONS CENTER (EOC)**

- A. When the situation warrants, the superintendent will activate an Emergency Operations Center (EOC). The assistant superintendent of Business Services at the district administration building in American Fork will operate the EOC. If necessary, the superintendent may designate an alternate site to function as an EOC. The designation of the alternate EOC will depend upon the situation.

- B. The primary function of the EOC will be control, coordination and communication of all District actions.
- C. The primary method of communication with the EOC will be by telephone. The district two-way radio system will be used as a backup method. If the phones are out and the school site has no two-way radio available, an attempt will be made to position a radio-equipped maintenance truck or school bus at the site.

## **RESPONSIBILITIES**

### **A. The Superintendent** is responsible for:

1. Acting as the district coordinator for all district actions.
2. Activating the Emergency Operations Center (EOC).
3. Maintaining liaisons with all civil and disaster relief organizations.
4. Establishing relief priorities.
5. Taking whatever actions may be necessary to insure the safety and welfare of the district students, staff and facilities.
6. Declaring school closings due to natural causes.

### **B. The Assistant Superintendent of Business Services** is responsible for:

1. Coordinating the activities of district level administrative groups for Transportation, Physical Facilities, Purchasing, Data Processing, Accounting and Food Services.
2. Assisting the superintendent as needed.
3. Directing, staffing, and controlling the district EOC.
4. Providing emergency non-electronic communications services.

### **C. The District Public Information Officer (PIO)** is responsible for working with the media in emergency situations. Administrators should focus on the safety of the students and staff. When an emergency, or potential emergency situation occurs, immediately contact the district PIO as well as your supervisor.

It is important to know the following:

1. Administrators have the right to deny access to their school to anyone, including the media, either to protect the right of privacy of students and staff, or to guard against an interruption of the learning process. Please refer to the following guidelines:

- a. Permission may be granted if a student's right to privacy is not violated and if there is not an interruption of the learning process.
  - i. Right to Privacy: Right to privacy can only be violated where demonstrated damage has occurred either through embarrassment or emotional distress. For this reason, it is district policy that media access to students can only be granted with parent permission. A written permission form should be signed and kept on file at the school. Forms can be accessed through the district website under *Student Media Release Form*. If your judgment indicates that damage may occur through sensitive issues, this may also be a violation of the right to privacy.
  - ii. Interruption of the Learning Process: This, of course, is a judgment call for the principal and the district PIO.

**D. The Director of Transportation** is responsible for:

1. Directing the Emergency Transportation Program. This includes:
  - a. School-to-home emergency transportation.
  - b. Emergency use of buses and other vehicles. (If transportation resources are used, accurate records must be kept.)
2. Maintaining fuel stocks at levels that would provide for three days emergency operations.
3. Providing backup power for fuel dispensing, radio base station operation, and emergency vehicle repair activities.

**E. The Director of Physical Facilities** is responsible for:

1. Organizing maintenance and ground crews into teams.
  - a. Electrical
  - b. Plumbing
  - c. Structural
  - d. Others as required
2. Maintaining the district two-way radio network.
3. Equipping Business Services Office as primary Emergency Operations Center (EOC).
4. Standing by for orders from the superintendent or his designee.

NOTE: If a major disaster occurs during school hours, maintenance and ground workers at work sites should report to the site administrator for instructions. If a major disaster occurs after school hours, maintenance and grounds workers should report to their supervisor when they have clearance from civil authorities to return to work.

**F. The Director of Nutrition Services** is responsible for directing the food program under the direction of the superintendent or his designee. Accurate records must be kept of all labor and supplies used.

G. **The Director of Purchasing** is responsible for assisting the Assistant Superintendent of Business Services, Physical Facilities and Nutrition Services in obtaining supplies and services.

H. **All other department heads and supervisors** are responsible for assisting other department heads as directed by the Superintendent.

I. **School Principals** are responsible for:

1. Assuming leadership in organizing their schools to meet disasters and emergencies. This includes:
  - a. Reviewing the District Emergency and Disaster Preparedness Plan with teachers and school employees.
  - b. Developing a site plan that will include strict accounting for every student, the location of utility shut-offs, and conducting training, drills, etc.
  - c. Advising school personnel of their legal responsibility to remain on campus with the students.
  - d. Informing parent groups and securing their cooperation regarding disaster preparation and plans.
2. Appointing and instructing an assistant principal or staff member who will be prepared to assist and take over the duties of the principal if needed.
3. Exercising good housekeeping practices to minimize fire and accident hazards.
4. Conducting emergency drills annually:
  - a. Elementary principals will hold a total of eight fire drills and one other emergency drill during the school year.
  - b. Secondary principals will hold a total of four fire drills and one other emergency drill during the school year.
5. Providing hazardous material clean-up supplies at the school for materials used or stored at the school.
6. Establishing an in-house system for communication among staff members when power is unavailable.
7. Testing the school emergency radio monthly. Checking battery condition, etc.
8. Preparing and posting an evacuation plan.
9. Holding an “Emergency Preparedness Week” prior to April 30 of each school year.
10. Identifying and securing an alternative site for school reconstitution and orderly release of students.

J. **Teachers** are responsible for:

1. Remaining with students to ease tensions and insure their safety.

2. Knowing and understanding the emergency procedures and disaster survival techniques to be followed. Teachers will instruct their students and practice the appropriate response to various disasters.
3. Directing students in carrying out the proper emergency actions in an orderly manner.
4. Evacuating the building anytime they determine the necessity.
5. Taking roll, surveying the situation, and reporting any casualties, damage, or missing students to the principal or designee.
6. Not releasing students to anyone except under the direction of the principal or designee.
7. Teaching the 'drop and hold/duck and cover' positions to each student.
8. Knowing the primary and secondary evacuation routes from their individual classroom.
9. Remaining with the students until relieved by authority.

**K. The School Nurse** is responsible for:

1. Maintaining all first-aid supplies and operating a medical care center during an emergency.
2. Planning a procedure to care for disabled and injured within the school building.
3. Assisting in planning an in-service education program for first aid.
4. Assisting in solving health and sanitation problems.
5. Instructing an assistant in duties.

**L. The Head Custodian** is responsible for:

1. Preparing a school map listing the locations of all utility shutoff valves, etc. A copy of this map should be kept in the emergency office kit.
2. Safeguarding all usable water within buildings when children remain under school control.
3. Surveying and reporting all damage to the principal and maintenance office.
4. Instructing at least two other members of the staff in damage control procedures.
5. Maintaining fire-fighting equipment at the school site.

6. Appointing another custodian or arranging for a member of the school staff to be an assistant and instructing him/her in all the duties.
7. Obtaining and maintaining utility shut-off tools on site.
8. Knowing utility shut-off locations.
9. Eliminating hazards in the school.

M. **The Kitchen Manager** is responsible for:

1. Shutting off all utilities in the kitchen.
2. Covering and preserving any edible food or water.
3. Assisting the principal in checking and maintaining emergency supplies.
4. Preparing emergency menus that can be served from supplies available.
5. Assisting the principal in planning how students will be served.
6. Appointing an assistant and instructing him/her in all duties.

N. **The Lead Secretary** is responsible for:

1. Maintaining a current student list where it can easily be accessed.
2. Maintaining an emergency pen, paper, and writing materials cache.

## **EMERGENCY PROCEDURES**

**Refer to individual school flip charts for specific school information.**

The following Emergency Procedures are intended as a quick reference general guide to appropriate action. All principals, staff and students should be thoroughly familiar with those procedures requiring immediate action including, earthquakes, severe windstorms, fires, bomb threats, chemical spills or accident, flood, intruder, war/terrorist acts.

### **A. EXPLOSIONS AND EARTHQUAKES**

**Drop and Hold Position:** Anytime the command ‘DROP’ is given, everyone will assume the “drop and hold” position. To assume the drop and hold position, the individual immediately drops to the floor on

his/her knees. Head and buttock are down as low as possible. Hands should be holding on to a desk or a chair leg.



### **DROP AND HOLD**

This position affords the best possible protection for explosions and earthquakes. The threat of death or personal injury will come from the violent and erratic (bucking/rolling, shaking) ground movement and flying objects during a major (7.0 magnitude or greater) earthquake.

## **B. DROP-HOLD EARTHQUAKE DRILL PROCEDURES**

1. Student response to earthquake drop-hold procedures inside classroom:
  - a. Upon command or sound of earthquake recording drop to knees with back to windows.
  - b. Get under/below equipment (desk, chair, table, etc.).
  - c. Grasp equipment (legs, etc.) with both hands and hold tight.
  - d. Keep body under or below equipment.
  - e. Upon instruction from teacher or administrator, students will evacuate the building to assigned location in outdoor emergency assembly area. Students should practice grabbing any coats in the wintertime.
  - f. Teachers should take student rolls to the emergency assembly area.
2. Student response to earthquake drop-hold procedures if outside of school building.
  - a. Get clear of all buildings, power lines, light poles, etc.
  - b. Drop down to the ground and hold on to an object (table, chair, etc.), if possible.
  - c. Upon instructions, move to assigned location in emergency assembly area.

NOTE: Teachers should have students practice drop-hold procedures before conducting an earthquake drill.

## **C. INFORMATION FOR CLASSROOM FOLLOWING EARTHQUAKE DRILLS**

1. Discuss **what if** situations.
  - a. Students eating lunch, in hallways, or bathrooms (drop and hold under lunch tables, drop and cover up inside hallways away from windows, or take cover in doorways). After shaking stops, evacuate to assembly area. Walk. Do not run.
  - b. Students on their way to school or on their way home should follow drop-hold procedures for being outside. Students should continue to school if that is the closest location or if no one is home. Students should return to school after the quake if that is the nearest location and if parents are not home. Discuss judgment decisions children may have to make in regards to the safest place to go following a quake if they are not with an adult.
  - c. Students are home alone (follow drop-hold procedures, evacuate house, seek
  - d. Teacher is injured (students should seek assistance from buddy teacher and evacuate to assigned location in assembly area).
2. Discuss indoor and outdoor hazards.
  - a. Possibility of blocked exits.
  - b. Don't run when evacuating.
  - c. Stay clear of all downed power lines and trees.
  - d. Don't re-enter any building because there may be aftershocks.
  - e. Don't run home from assembly area, but sit down and remain calm.

## **D. SELECTION OF POST-EARTHQUAKE EVACUATION AREAS**

Special consideration should be made in selecting a site to gather students and faculty together following an earthquake. Outside areas suitable for fire drills may not be desirable for post-earthquake evacuation. The safest area will have none of the hazards noted below.

1. Evacuating the building – your route should be clear and as far away as possible from such potential obstacles as the following:
  - a. Stacked boxes
  - b. Free standing bookcases or filing cabinets
  - c. Large unsupported structural materials
  - d. Other potential hazards
  
2. Emergency Assembly Area (EAA) – should be free from:
  - a. Underground gas lines
  - b. Underground water mains
  - c. Underground sewer lines
  - d. Power lines
  - e. Buildings that may collapse
  - f. Trees
  - g. Other potential hazards
  
3. Other problems and hazards to consider:
  - a. Possibility of power lines falling on chain link fences
  - b. Extreme weather conditions (train students to grab any coats, if possible, while evacuating)
  - c. Surface faults
  - d. Soil liquefaction
  - e. Isolation due to road damage
  - f. Local industry that may have toxic spills, fumes, etc.

## **E. INDOOR HAZARD CHECKLIST**

Regular inspections of school buildings should include earthquake safety and a determination of how rooms would perform with intense shaking. Life safety is the first priority; equipment protection is next. Help may be obtained from the local Fire Marshall.

1. Hazards to look for and correct include:
  - a. Glass windows that are not shatter resistant should be replaced, lined or covered with sunscreen material to prevent shattering. Desks should be moved to lessen the risk.
  - b. Heavy hanging objects (fixtures) should be removed or secured so they do not fall or swing.
  - c. Ceiling tiles and overhead fixtures that can fall should be checked and secured if loose.
  - d. Aquarium displays and other hazardous displays should be moved or put on low shelves.
  - e. Unsecured shelves that can collapse should be secured.
  - f. Heavy objects on shelves that can fall, break or injure should be secured or moved to lower



- places.
- g. Chemistry laboratories and shops: Dangerous chemicals and materials or heavy equipment should be secured. Use plastic or other unbreakable containers and restraining wire to avoid spilling. Chemicals should be stored away from others that may mix and cause reactions. Gas cylinders and other similar equipment should be well secured.
  - h. File cabinets, bookcases and office equipment should be secured. Drawers should be restrained. Cabinets should be located so they will not block exits if they fall. Library shelves should be braced.
  - i. Special measures should be taken to secure water heaters, utilities, and power lines inside buildings to protect the school from fires caused by broken lines.
  - j. Computers, as well as any other equipment on wheels, should be secured.

## F. EARTHQUAKE

Earthquakes strike without warning. The following actions will be accomplished as time permits.

1. The responsibility for determining the exact course of action in each case remains with the principal of the school involved.
2. Inside School Building:
  - a. The teacher will give the command, 'DROP'. Everyone will assume the 'drop and hold' position.
  - b. Try to stay away from glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.  
**In halls, stairways, or other areas** where no cover is available, move to an interior wall. Turn away from windows, kneel alongside wall, bring head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.  
**In the library**, immediately move away from windows and bookshelves, and take appropriate cover.  
**In laboratories and kitchens**, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.
  - c. Evacuate the building when the earthquake is over. Special consideration should be given to exit routes, as some schools have heavy architectural ornaments over the main entrance. Do not run, particularly in stairways.
    - i. Before returning to building(s), receive clearance from the Director of Physical Facilities or designee.
    - ii. Guards should be posted at a safe distance from all building entrances to see that no one re-enters the building(s).
  - d. Maintain control and accountability of students.
  - e. Do not light any fires, candles, etc. after earthquake because of danger of a gas leak.
  - f. Avoid touching electrical wires that have fallen.
  - g. Request assistance as needed through School District Emergency Operations Center (EOC). 801-830-4798
  - h. It is possible an earthquake may trigger the fire alarm. In this case, do not evacuate until the shaking has stopped.

3. On School Grounds
  - a. The teacher gives the command, 'DROP'.
  - b. The safest place is in the open. Stay there until the earthquake is over.
  - c. Move away from buildings, trees, and exposed wires.
  - d. Do not run!
4. On School Bus
  - a. On school bus, stop bus away from power lines, bridges, overpasses, and buildings.
  - b. Students should **remain** in their seats and hold on.
5. The head custodian or other designee should turn off the water, gas and electricity to the school **only** if instructed to do so by the utility companies.

#### G. FIRE DRILL PROCEDURES

1. Students will evacuate to emergency assembly area in a quiet, safe and expeditious manner.
2. At the assembly area, teachers will make a full accounting of all students and report their findings to the school administrators.
3. Students and teachers will wait in the emergency assembly area for instructions.

#### H. FIRE

1. The responsibility for determining the exact course of action in each case remains with the principal of the school involved.
2. Fire within the school building:

In the event a fire is detected within a school building, the following will be accomplished:

- a. Sound the school fire alarm. This will automatically signal to evacuate the building.
- b. Maintain control and accountability of the students at a safe distance from the fire and fire-fighting equipment.
- c. Immediately notify:
  - i. Emergency Services 911
  - ii. Emergency Operations Center (EOC) 801-610-8417
- d. Keep access roads open for emergency vehicles.
- e. The principal will determine any further action.

It may be necessary to bus students from location of fire to other schools in the District. If this becomes necessary, due to weather or other conditions, contact transportation via 2-way radio.

3. Fire near school
  - a. Determine the need to evacuate the building.
  - b. Determine whether the students and staff should leave the school grounds.
  - c. If appropriate, take action to evacuate the building and, if necessary, the area.

- d. With the school staff, maintain control and accountability of the students at a safe distance from the fire.
- e. Immediately notify:
  - i. Emergency Services 911
  - ii. Emergency Operations Center (EOC) 801-610-8417
- f. The principal will determine any further action to be taken.
- g. Students/staff should not return to school until fire department declares area safe.

## I. BOMB THREAT

1. The vast majority of bomb threat calls and notes are hoax or prank calls. All such threats must, nevertheless, be taken seriously and handled quickly and efficiently. The responsibility for determining the exact course of action remains with the principal of the school involved.
2. Location of Bomb Unknown:
  - a. The person receiving a call or note advising of a bomb will immediately notify the principal or next higher authority available. The principal will immediately notify:
    - i. Emergency Services 911
    - ii. Assistant Superintendent 801-610-8417
    - iii. Director of Physical Facilities 801-610-8064
  - b. The principal will arrange for a search of the building in consultation with fire or police officials. Plain clothes police officers or fire personnel will assist if requested.
  - c. The principal will discreetly alert the teachers of the situation.
  - d. If anything of a suspicious nature is found in the search, proceed with Bomb Threat – Location Known.**
  - e. If nothing is detected, normal activities should continue.
3. Location of Bomb Known:
  - a. If the caller gives a location of the bomb, i.e. “in the gym,” or if a search determines the location of the bomb or suspicious package or device, evacuate the building of all students and personnel. Care should be exercised to ensure that movement of persons near or toward the bomb location is blocked.
  - b. Immediately Notify:
    - i. Emergency Services 911
    - ii. Assistant Superintendent 801-610-8417
    - iii. Director Physical Facilities 801-610-8064

## J. CHEMICAL ACCIDENT

1. The responsibility for determining the exact course of action in each case remains with the principal of the school involved.
2. Chemical accidents of disaster magnitude include tank, truck, or railroad accidents involving large quantities of toxic gases or hazardous substances. Should an accident endanger the students or staff, accomplish the following:
  - a. Take action to evacuate the building, and if necessary, the area. However, if the chemical or hazardous material emergency would create a danger to the area around the school, and if it is determined that it would be safer to keep everyone inside the building, then in-place

- sheltering should be followed.
- b. Avoid fumes by moving crosswind – never upwind or downwind.
- c. With the school staff, maintain control and accountability of the students at a safe distance.
- d. Immediately Notify:
  - i. Emergency Services 911
  - ii. Assistant Superintendent 801-610-8417
  - iii. District Disaster Coordinator 801-610-8064

**K. CHEMICAL SPILLS IN SCHOOL**

1. For chemicals used within a school, see procedures outlined in the Materials Safety Data Sheet for each chemical used. Material Safety Data Sheets are available from the Maintenance Department (801-610-8065). Check with the school custodians for the MSDS information.
2. Spills of hazardous chemicals used in cleaning or educational demonstrations:
  - a. Clean spill up using precautions and procedures listed on the Material Safety Data Sheet (MSDS) for that product.
  - b. If spill is extensive:
    - i. Move students and staff from area.
    - ii. Call District Emergency Coordinator at 801-610-8417.
  - c. Dispose of clean-up materials as recommended by MSDS.

**L. EXPLOSION OR THREAT OF EXPLOSION**

1. The responsibility for determining the exact courses of action in each case remains with the principal of the school involved.
2. In the event of an explosion at the school, such as those caused by leaking gas or a faulty boiler within the school building, the following will be accomplished:
  - a. Explosion:
    - i. The command “DROP” is given.
    - ii. The school fire alarm should be sounded.
    - iii. Teachers should move students to an area of safety, and maintain control and accountability of the students.
  - b. The principal will immediately notify:
    - i. Emergency Services 911
    - ii. Assistant Superintendent 801-610-8417

**M. FLOOD**

1. The responsibility for determining the exact course of action in each case remains with the principal of the school involved.
2. In the event of flooding conditions, the principal should consult with local disaster officials and immediate supervisor.
3. Students living in dangerous areas may need to be kept under staff supervision and held until picked up by parents.

4. Principals of buildings in flood-prone areas should identify evacuation routes to higher ground, in addition to normal evacuation routes.

#### **N. INTRUDER, VIOLENCE, OR THREATENED VIOLENCE (LOCKDOWN)**

1. The school office should be notified immediately.
2. If an intruder is detected, an announcement will be made. This will be a signal for teachers to lock classroom doors and keep students in the room. Refer to school flip chart for specific school information.
3. A student threatening violence or gang activity will be handled the same as an intruder.
4. The principal will decide whether outside help is needed. If the intruder presents a risk to students or staff, call 911 immediately. The school's immediate supervisor should be contacted as soon as practical.
5. Once police arrive, they are in full immediate control of the situation, with support of the school administrators.

#### **O. WAR OR TERRORIST ACTS**

The responsibility for determining the exact course of action in each case remains with the principal of the school involved.

1. **STRATEGIC WARNING:** This is a notification that enemy-initiated hostilities may be imminent. Dissemination will be by news media (radio, television, and newspapers). No public warning devices will be sounded. No estimation can be made of a strategic warning condition. The warning time may vary from several hours to several days.
  - a. The following will be accomplished:
    - i. Implement emergency dismissal on instructions from the Superintendent.
    - ii. Take the necessary steps to close the school.
    - iii. Notify the superintendent and/or the assistant superintendent when this has been accomplished.
2. **ATTACK WARNING:** Attack against the United States has been detected. Dissemination will be a three to five minute wavering tone, or a series of short blasts on public warning devices (may be repeated), public broadcasting system announcements on television or radio, or telephone notification from the District Office.
  - a. The following shall be accomplished:
    - i. Take cover
    - ii. Turn on the AM radio and tune to Station KSL – 1160 AM/102.7 FM
    - iii. Take precautions to minimize the possibility of a person being struck by flying objects such as glass or blinds.
    - iv. Improve shelter area protection with materials immediately available at the school, with particular attention to protection from overhead. Books and other dense materials piled on tables increase protection from radioactivity; materials placed

- against outside walls protect against ground radiation.
- v. Maintain control and accountability of the students.
- vi. Remain under cover until other action is advised or directed by a competent authority.
- b. If the school is designated an official Public Fallout Shelter:
  - i. Activate the shelter on attack warning, regardless of whether school is in session.
  - ii. If school is in session when shelter is activated, the school population shall have priority of occupancy, to rated capacity of shelter.

Public shelters are as follows:

High schools, Junior high schools, Elementary schools

**P. SEVERE WINDSTORM**

1. The responsibility for determining the exact course of action in each case remains with the principal of the school involved.
2. The U.S. Weather Bureau usually forecasts severe windstorms very accurately. If time and conditions permit, emergency dismissal may be implemented prior to an emergency. If high winds develop during school hours with little or no warning, the following emergency actions will be accomplished:
  - a. Students and staff should assemble inside their shelter or buildings.
  - b. Windows and blinds should be closed.
  - c. If possible, remain near an inside wall on the lower floors.
  - d. Avoid auditoriums, gymnasiums and other structures with large roof spans.
  - e. Evacuate classrooms bearing full force wind.
  - f. Keep tuned to radio station KSL – 1160 AM/102.5 FM for latest advisory information.
  - g. Maintain control and accountability of students.

**TRANSPORTATION PROCEDURES**

**A. LOCKDOWN AT A SCHOOL**

1. Call the Transportation Department so they can reroute and assist with buses where necessary.  
Transportation Department main number **(801) 610-8850**

Phone numbers of Director and Coordinators. . .

Dan Weishar	<b>(801) 830-2230</b>	Director
Vicki Beecher	<b>(801) 830-4460</b>	Coordinator for West Side of District
Dot Dean	<b>(801) 735-8832</b>	Coordinator for East Side of District
Jeremy Wardle	<b>(801) 623-3562</b>	Fleet Manager with Mechanics

**B. BUS DRIVER COLLAPSES AT WHEEL WHILE DRIVING**

1. Pull yellow park brake and the bus will govern down and slow to a stop.

2. Hold steering wheel steady until completely stopped.

**C. INCLEMENT WEATHER**

1. Transportation Department will be in contact with the District and Rob Smith. All procedures will follow the “Close School Procedure”.

**D. MECHANICAL BREAKDOWNS**

1. Activate the four-way flashers and properly place the reflective triangles within 10 minutes.
2. Keep the students on the bus unless it is unsafe. If it is unsafe to move the students to a safe place.
3. Radio contact will be made to bus garage to get a mechanic out immediately and/or another bus dispatched.
4. Out of area breakdowns will require radio or cell phone contact. Depending on location, a bus will be dispatched or the local school district will be contacted for assistance.

**E. ALL AVAILABLE COMMUNICATIONS ARE BROKEN DOWN - phones, radios, etc.**

1. Bus drivers are responsible for the children on their bus. The first priority should be to return children to their homes, or to the school, whichever is safest.

**F. EARTHQUAKE:**

1. When driving, pull over as safely as possible and wait out the tremors.
2. Radio communication will be in operation to report on wellness of students and drivers.
3. Re-routing will be done through GPS for the safest possible route back to the school or the students’ homes.
4. Locations and safe houses will be instituted.

**G. BUS ACCIDENTS:**

1. Stop the bus immediately.
2. Turn the ignition key to accessory.
3. Activate the four-way flashers and turn off the student loading lights.
4. Call on the radio and give the necessary information to the office.

5. Keep students in the bus if that is the safest place. If the vehicle is unsafe, evacuate the students and direct them to a safe assembly point.
6. Get a list of all the students on the bus and where they are seated.
7. Determine if anyone is injured, by questioning each student.
8. In rendering first aid, use only those techniques you are familiar with.
9. If the bus is damaged and unable to continue operation, put out the emergency triangle reflectors as mandated.
10. When reporting the accident:
  - a. Stay calm and be courteous. Only discuss the accident with the police and the transportation supervisor.
  - b. Be accurate and factual in statements to the police.
  - c. Make no admission of fault.
  - d. Make no accusations.
  - e. Get the registration and insurance card from the compartment above the service door.

**Do not release any passengers from the scene of an accident until the police grant permission to do so.**

**Do not leave the scene of the accident or move the bus until the police grant permission to do so.**

#### **H. RAILROAD CROSSING PROCEDURES:**

1. Exempt crossings
  - a. Slow down to 25 mph.
  - b. Do a double take – look left, right, left, right, left.
  - c. Proceed with caution after making sure the track is clear.
2. Non-exempt crossings
  - a. Activate the four-way hazard lights approximately 200 feet from the crossing.
  - b. Stop between 15 and 50 feet of the nearest track.
  - c. Open the service door and the driver side window after you stop.
  - d. Turn off all equipment that may interfere with you being able to hear a train.
  - e. Quiet all students.
  - f. After insuring that no train is approaching, close the service door, and then put the bus in motion.
  - g. After the bus has cleared the tracks, cancel the four-way hazard lights.
3. Crossings controlled by traffic control signal (black box)
  - a. Where a traffic officer or an official traffic control signal (black box) directs traffic to proceed, no stop needs to be made.

#### **I. LOADING AND UNLOADING:**



1. Waiting time: In the AM never leave the stop before the designated pick up time. In the PM wait a **minimum** of seven minutes after the bell rings.
2. Activate yellow loading lights at least 100 feet prior to making a stop.
3. Approach waiting students with care. Students should be 10 feet back from the curb.
4. Stop the bus 12 feet from the students before loading.
5. Place the transmission in neutral and set the parking brake before opening the door to load or unload.
6. Ensure that traffic is stopped in both directions before allowing the students to approach or exit the bus.
7. Instruct the students to look to the driver for a signal and check for traffic before continuing across the roadway.
8. Establish a pre-arranged danger signal in case a vehicle does not stop for the bus while students are loading or unloading.
9. Load and unload at designated pick up and drop off points only.
10. Instruct students to cross in front of the bus – NEVER BEHIND THE BUS.
11. Do a five-point mirror check before leaving the stop.
12. Before moving the bus after loading or unloading students, look and listen for any last second warnings from others nearby, that a student may be near the bus.
13. Upon completion of route, walk through bus to check for sleeping students, vandalism, and forgotten articles, then place flag in the back of bus and disarm the child reminder system.

***School site loading:***

Designated Bus loading and unloading zones have been identified at each school. Drivers are to proceed with caution to ensure safety due to:

- a. Additional students at school sites.
- b. Additional vehicles at the school. Patrons may be in a hurry and may not be watching for the bus.

***Stop Procedures:***

- a. A suggested pick up time for each stop has been developed.
- b. Students are encouraged to be the stop location 5 minutes early.
- c. If a student is late arriving to a stop, but is moving toward your bus in a reasonable manner, wait.

## J. SPECIAL NEEDS SECTION

Special education school bus stops are set up according to each student's individual needs. Generally, special education pick-up and drop-off is curb to curb.

1. **LOADING AT HOME:** There are two options when loading at home.
  - a. In the roadway, follow regular education loading procedures.
  - b. Off the roadway, wait for the student to come out of their home. In this case, the loading lights are not used.
    - i. Place the transmission in neutral and set the parking brake before opening the door to load.
    - ii. It is the responsibility of the driver to assure that all students are seated before leaving a bus stop.
    - iii. Students should **NEVER** be standing in the aisle while the bus is approaching or leaving a stop.
    - iv. Special ed. pre-school students should be completely secured and the aid seated before the bus is put into motion.
    - v. When loading a wheelchair student:
      - Always back the chair onto the lift.
      - Always set the chair brakes before activating the lift.
      - Turn off the key on an electric wheelchair.
      - Keep one hand on the chair at all times.
      - Always face the student being loaded.
      - Be sure the safety barrier at the front of the lift is activated when the lift is in an up position. Do not ride the lift.
      - Use a four-point tie down system to secure a wheelchair and secure the shoulder lap belt.
      - Mark an X on the roll indicating that the student has been picked up.
2. **UNLOADING AT SCHOOL**
  - a. At the school, the teacher or para-professional will initial the roll as the students exit the bus, indicating they have been dropped off at school.
  - b. At the bottom of the column on the roll, the number of students who have exited the bus will be listed and initialed by transportation and the school.
  - c. Do a five-point mirror check before leaving the school.
  - d. Look and listen for any last second warnings from others nearby that a student may be near the bus.
  - e. After the last school the driver is to walk to the back of the bus to check for students, backpacks etc., then hang the flag and turn off the child reminder system.
3. **LOADING AT THE SCHOOL**
  - a. The teacher or para-professional will initial the roll as students load the bus.
  - b. At the bottom of the column on the roll, the number of students who entered the bus will be listed.
4. **UNLOADING AT HOME**

- a. The para-professional should personally walk the student to a safe place.
- b. Students should not be left outside the school bus unattended.
- c. As students exit the bus for their home, an X is marked on the roll, which indicates they have been taken home.
- d. After the last student is delivered home, the driver will walk to the back of the bus, making sure that there are no students, backpacks, etc., then will hang the flag and turn off the child reminder system.

## **SCHOOL SAFETY COMMITTEE/TEAM**

- A. The responsibility for determining the exact course of action in each case remains with the principal of the school involved.
- B. There are occasions when a school principal may need the immediate assistance of school personnel to help gain control of a situation. The principal of each school should organize a school safety committee/team that could respond in emergency situations.
- C. Role of a School Safety Committee/Team:
  - Meet to review, implement and update school safety plan, drills and incidents.
  - Submit updated emergency response procedures to the direct supervisor annually.
  - Provide immediate assistance and support to the principal.
  - Lessen the impact of the situation.
  - Provide for safety and well being of students.
  - Follow district policy and procedure.
1. The size and number of members on the School Safety Committee/Team will vary depending on the size and needs of the school. A suggested ratio would be one team member for every 200 students in the school. The School Safety Committee/Team leader will always be the principal. Other team members could include a secretary, a custodian, a teacher, PTA Safety Commissioner, School Community Council member, etc. Team members should be able to respond immediately

without leaving students unattended. If a teacher is a member of the Safety Committee/Team, arrangements should be made for his/her class to be monitored by a neighboring teacher.

2. The principal or designee will notify the School Safety Committee/Team in the event of an emergency. Care should be given not to alarm students. The principal may activate the District Safety Committee/Team for further assistance by calling the district office.

## **INDIVIDUAL SITE PLAN FORMAT**

### **A. PARENT NOTIFICATION**

It is incumbent upon each principal to notify the parents about key points of the emergency and disaster plans of their school. It is especially important that parents know their children will be kept at school if a major disaster (i.e. earthquake) occurs during school hours. In addition, parents must know that if children are kept at school, they will not be released until checked out. This notification will help insure the cooperation of parents and simplify control and accountability procedures at school.

This notification may take many forms:

- Sending flyers home with the children
- Reviewing plans at PTA meetings.
- Discussion during open house, etc.
- “Safety” bulletin board with poster giving a simple outline of school procedures.

This section should contain your methods of notification, and flyers sent out, etc.

### **B. TRAINING**

In-service training can significantly enhance your ability to successfully cope with a major disaster. The Red Cross and the Utah County Sheriff’s Office and Division of Emergency Management conduct periodic classes in Shelter Management and First Aid. These classes are available to interested volunteers. Also, the Red Cross will come to your school for in-service presentations to your staff.

Maintaining a list of your staff with adequate training and proficiency in special skills such as First Aid, CPR, CERT trained etc., will help you identify training needs and assist you in assigning responsibilities.

### **C. HOUSEKEEPING AND HAZARDS**

Good housekeeping practices are an essential part of disaster preparedness. Good housekeeping practices can effectively minimize the effects of disaster.

The principal should establish a periodic schedule (preferably quarterly) where he/she or a selected staff member conducts a thorough check of all facilities. Items to check would include:

1. All heavy objects (clocks, pictures, etc.) firmly attached to walls
2. All high bookshelves attached to walls
3. Safe storage of hazardous substances.
4. Clearance of hallways, exits, fire escapes, doorways, etc.
5. Utility connections

6. No heavy or sharp objects stored on high shelves. All discrepancies should be noted along with corrective action taken or planned. If you have discrepancies that cannot be corrected immediately, they should be annotated as open items.

#### **D. EVACUATION PLAN**

A plan for evacuation of students shall be developed as part of the site plan. This plan will designate an alternate building site and will outline procedures for delivery of students to parents or other designated adults.

#### **E. OUT-DOOR HAZARD CHECKLIST SELECTION OF POST-EARTHQUAKE EVACUATION AREAS**

Special consideration should be made in selecting a site to gather students and faculty together following an earthquake. Outside areas suitable for fire drills may not be desirable for post-earthquake evacuation. The safest area will have none of the hazards noted below:

1. Evacuating the building – your route should be free, as far as possible, from such potential obstacles as the following:
  - a. Stacked boxes
  - b. Free standing bookcases or filing cabinets
  - c. Large unsupported structural materials
  - d. Other potential hazards
2. Emergency Assembly Area (EAA) – should be free from:
  - a. Underground gas lines
  - b. Underground water mains
  - c. Underground sewer lines
  - d. Power lines
  - e. Buildings that may collapse
  - f. Trees
  - g. Other potential hazards
3. Other problems and hazards to consider:
  - a. Possibility of power lines falling on chain link fences
  - b. Extreme weather conditions (train students to grab any coats, if possible while evacuating)
  - c. Surface faults
  - d. Soil liquefaction
  - e. Isolation due to collapse of highway overpasses
  - f. Local industry that may have toxic spills, fumes, etc.

#### **F. INDOOR HAZARD CHECKLIST**

Regular inspections of school buildings should include earthquake safety and a determination of how

rooms would perform with intense shaking. Life safety is the first priority; equipment protection is next. Help may be obtained from the local fire marshal or insurance inspector.

Hazards to look for include:

1. Glass windows that are not shatter resistant should be replaced, lined or covered with sunscreen material to prevent shattering. Desks can be moved to lessen risk.
2. Heavy hanging objects (plants, fixtures) should be removed or secured so they do not fall or swing.
3. Ceiling tiles and overhead fixtures that might fall should be checked and secured if loose.
4. Aquarium displays and other hazardous displays should be moved or put on low shelves.
5. Unsecured shelves that might collapse should be secured.
6. Heavy objects on shelves that may fall or break or injure should be secured or moved to lower places.
7. Chemistry laboratories/shops – dangerous chemicals and materials or heavy equipment should be secured. Use plastic or other unbreakable containers, and restraining wire to avoid spilling. Chemicals should be stored away from others that may mix and cause reactions. Gas cylinders and other similar equipments should be well secured.
8. File cabinets and office equipment should be secured. Cabinets should be located so they will not block exits if they fall. Library shelves should be braced.
9. Water heaters, utilities, and power lines inside buildings should be inspected and functioning properly.
10. Computers, as well as other equipment on wheels, should be secured.

## FIRST AID

This section contains a suggested list of first-aid supplies and a survival guide for first aid.

### RECOMMENDED FIRST AID SUPPLIES:

The following set of first-aid supplies is recommended as the minimum necessary to cope with a major disaster such as a large earthquake. Each set of supplies is the amount recommended per every 100 individuals.

#### **Dressings**

- 36 Telfa pads (3 x 3 in)
- 3 boxes elastic gauze (2 in. x 6 yds)
- 3 boxes elastic gauze (3 in. x 6 yds)
- 3 boxes absorbent cotton (1 oz.)
- 1 box cotton balls
- 2 pkgs Band Aids (1 in. x 3 in.)
- 2 ace bandages (2 in.)
- 3 triangle bandages (40 in.)
- 3 rolls adhesive tape (1 in. x 5 yds)

#### **Antiseptic**

- Liquid soap
  - 1 bottle rubbing alcohol
- Note: All bottles are to be plastic

#### **Hardware**

- 1 pair tweezers
- 1 pair scissors
- 12 safety pins

#### **Blankets**

- 2 space blankets

#### **Medical Protection**

- 2 boxes face masks
- 2 boxes medical gloves (one medium/one large)
- 2 protective gowns
- 5 large red biohazard bags



## A. PSYCHOLOGY OF DISASTER

We need to consider the psychology of (1) the victim before, during, and after the disaster, (2) the untrained volunteer helper, (3) the trained professional, and (4) the onlooker.

### 1. The Victim

Most of us believe that a disaster is something that happens to someone else, not to our families or ourselves (Delusion of Personal Invulnerability). People are likely to ignore or minimize warnings and refrain from taking preventative measures. They may even resist authorities and may react with hostility when authorities try to get them to leave or take refuge. People have refused to take shelter or to evacuate even in the face of warnings.

Disaster Syndrome usually has the following four stages:

**First Stage (Disorientation):** This period lasts from minutes to hours after the impact; the person is dazed, stunned and apathetic. He cannot respond to directions. He may putter about the ruins of his home in a disorganized way, looking for some trivial item, while disregarding a serious injury to himself or a member of his family.

**Second Stage (Suggestibility):** Person shows extreme suggestibility, altruism and gratitude for help. He tries to do whatever is asked of him, but asks that others be taken care of first. He is grateful he is still alive. He may have feelings of guilt because others did not survive and because he could not or did not help them. This stage may last several days.

**Third Stage (Euphoria):** This stage is characterized by a mildly euphoric identification with damaged community, a feeling of brotherhood with fellow sufferers and enthusiastic participation in plans and activities for rebuilding. This stage may last for a few weeks.

**Fourth Stage (Hostility):** This stage includes increasing complaints, criticism of agencies connected with disaster relief and marked awareness of annoyance and loss. This stage gradually fades away as life returns to normal patterns.

### 2. The Untrained Volunteer Helper

He usually wants to become involved in vigorous rescue activity. There is a likelihood of physical overexertion and the activity is relatively low in efficiency. Although the work performed has value, it is often done in a slipshod manner. Therefore, it must be checked by less emotionally involved persons. The untrained volunteer helper also contributes in large part to the convergence problem.

### 3. The Professional

These are the firemen, policemen, doctors, nurses and other health maintenance professionals who have had prior military training and experience or disaster experience. Usually doctors and nurses who have no such background can quickly adjust and behave in a professional manner.

#### 4. **The Onlooker**

He merely gets in the way of those who help the injured, making their tasks harder. Onlookers create a major problem, that of convergence. It is sometimes hard to distinguish between the volunteer worker and the curious onlooker. Many who come as onlookers may turn into helpers, and some who come to help may find little to do and become onlookers for lack of assignments. There always seem to be hordes of onlookers.

#### B. **PSYCHOLOGICAL FIRST AID**

Four basic principles must be mastered before one is equipped to care for disaster victims:

1. Accept every person's right to have his own feelings. Your job is to help him cope with his feelings, not to tell him how he should feel. You often know why he feels as he does, but you will usually not be able to determine how he feels at the time. His posture, expressions, and manner will usually tell you all you need to know without the victim having to put it into words. Try to get across to him that you want to understand how he feels. A couple of words or a gesture will do it, he does not need pity. He knows how he feels so he does not want anyone to tell him how he should feel. It is the collapse of his world that distresses him. He will not trust you very far if you deny his world by telling him that he has no need to feel the way he knows he feels.
2. Accept a casualty's limitations as real. An individual who has lost his ability to cope with his feelings is as surely disabled as one with a broken leg. You won't help the situation by telling him to snap out of it or to pull himself together. He will not want to feel as he does. He will want to be as effective as possible but disturbed feelings will be real and often disabling. It is your job to help him overcome these feelings by accepting them and to help him rediscover some of his abilities that he can use right away. At this time, you must especially guard against any resentment in your attitude. Emotionally disturbed victims deserve your understanding, not resentment, in response to very real needs.
3. Size up a casualty's abilities as accurately and as quickly as possible. Some of their skills and assets can be revived and utilized. Ask him what happened to him and let him reply in his own way. Just a couple of minutes in which he can relieve some of his feelings by talking about them works wonders.
4. Accept your own limitations in a relief role. Don't try to do everything. Do your assigned job and whatever else you can do to help without going beyond your own limits. You must prepare yourself before disaster strikes by knowing your own weakness and how to handle them. If the disaster is community-wide, chances are that you will be subject to the same personal anxieties as the people you are trying to help.

#### C. **BLEEDING**

The best way to control bleeding is with direct pressure over the site of the wound.

1. Use a pad of sterile gauze, if one is available. If necessary, a sanitary napkin, a clean handkerchief or even your bare hand will do.
2. Apply firm, steady direct pressure for 5 to 15 minutes. Most bleeding will stop within a few minutes.
3. If bleeding is from a foot, hand, leg or arm, use gravity to help slow the flow of blood. Elevate the limb so that it is higher off the ground than the victim's heart.
4. Do not remove the original gauze from site due to possible clotting.

#### **D. HEAD INJURIES/BLEEDING**

If there is bleeding from the ear it usually means there is a skull fracture.

1. Special care must be taken when trying to stop any scalp bleeding when there is a suspected skull fracture. Bleeding from the scalp can be very heavy even when the injury is not too serious.
2. Don't press too hard. Be extremely careful when applying pressure over the wound so that bone chips from a possible fracture will not be pressed into the brain.
3. Always suspect neck injury when a serious head injury. Immobilize head/neck.
4. Call for emergency help. Let a professional medical person clean the wound, and stitch it, if necessary.
5. Do not give alcohol or other drugs. They may mask important symptoms.

#### **E. INTERNAL BLEEDING**

Warning signs: Coughing or vomiting up blood or "coffee ground" material. Passing blood in urine or stool. Passing black tar-like bowel movements. All of these require immediate medical attention!

1. Have the victim lay flat and breath deeply.
2. Do not let the victim take any medication or fluids until seen by a doctor who permits it.
3. Obtain emergency medical help immediately.

#### **F. BROKEN BONES**

Broken bones usually do not kill. Do not move the victim, unless the victim is in IMMEDIATE DANGER of further injury.

1. **Check for:**
  - a. Breathing – give CPR if needed.
  - b. Bleeding – Apply direct pressure over the site.
  - c. Shock – Keep the victim calm and warm.
2. Call for emergency help.
3. Do not try to push the broken bone back into place if it is sticking out of the skin. Do apply a moist dressing to prevent drying out.
4. Do not try to straighten out a fracture. Let only a doctor/trained professional do that.
5. Do not permit the victim to walk about.
6. Splint unstable fractures to prevent painful motion.

## G. **BURNS**

1. Minor burns (covering only a small area of the body)
  - a. Minor burns can be treated with cold running water for 20 to 30 minutes to relieve swelling and pain.
  - b. Do not use vitamin E or ointments of any kind. Use only cold water.
2. Serious burns
  - a. Serious burns require prompt professional care. Call for help immediately. Wrap the victim in a clean, wet sheet or towel moistened at room temperature.
  - b. Do not attempt to clean the burns or remove clothing or other articles attached to the burned area. Keep victim lying down, calm and reassured.
3. Eye burns
  - a. Eye burns should be flushed with large amounts of water. Then cover the eye with a damp, clean towel and get emergency medical care as soon as possible.
4. Electrical burns
  - a. Electrical burns are difficult to detect. A person who has received a severe electrical shock may be badly burned internally though surface of skin shows little evidence.
  - b. Get the victim prompt medical attention. Unattended electrical burns can lead to serious complications.
5. Chemical burns
  - a. Chemical burns should be washed with plenty of cool, running water. Get the victim into

- a cool shower if possible.
- b. Remove all chemical soaked clothing immediately, avoiding contact with the soiled part.
- c. After 10 minutes, wrap victim in a wet, clean sheet and call 911 without delay.

6. Smoke inhalation

- a. If trapped in smoke-filled room/space, stay low. Crawl if necessary, to nearest exit.
- b. Cover nose and mouth with damp cloth if possible.

## H. CHOKING

Anything stuck in the throat blocking the air passage can stop breathing and cause unconsciousness and death within 4 to 6 minutes.

Do not interfere with a choking victim who can speak, cough or breathe. However, if choking continues without lessening, call for emergency medical help. If the victim cannot speak, cough, or breathe, immediately have someone call for emergency medical help while you take action:

1. FOR A CONSCIOUS VICTIM:

- a. Stand just behind and to the side of the victim who can be standing or sitting. Support the victim with one hand on the chest. The victim's head should be lowered. Give a sharp blow between the shoulder blades.
- b. If the above action was unsuccessful, stand behind the victim (who may be standing or sitting). Wrap your arms around his or her middle just above the navel. Clasp your hands together in a doubled fist and press in and up in quick thrusts. Repeat several times. If unsuccessful, repeat 4 back blows and 4 quick thrusts until the victim is no longer choking or becomes unconscious.

2. FOR AN UNCONSCIOUS VICTIM:

- a. Give CPR. Have the victim checked out by a medical professional following the episode.

## I. DROWNING

Drowning is a major cause of accidental death in the United States. Victims who die of drowning can die within about 4 to 6 minutes of the accident because they have stopped breathing.

1. Get the victim out of the water at once. Use extreme caution to avoid direct contact with the victim since a panicked victim may drown the rescuer as well. If the victim is conscious, push a floating device to him/her or let the victim grasp a long branch, pole or object. If the victim is unconscious, take a floatation device with you if possible and approach the victim with caution. Once ashore or on the deck of a pool, the victim should be placed on his/her back.
2. If the victim is not breathing, start mouth-to-mouth rescue breathing immediately. (See Rescue Breathing Section). Keep giving rescue breathing until victim can breathe unassisted. This may take an hour or two. Pace yourself. Keep calm. Remember, even when the victim is breathing unassisted he/she may be in need of medical attention. Have someone else go for help. Do not leave the victim alone under any circumstances...not even to call for help.
3. If the victim is breathing without assistance, even though coughing and sputtering, he/she will get rid of the remaining water. You only need to stand by to see that recovery continues, but have

someone else send for professional help immediately.

## J. **DRUG OVERDOSE**

A drug overdose is a poisoning. Alcohol is as much a poison as stimulants, tranquilizers, narcotics, hallucinogens or inhalants. Don't take drunkenness lightly. Too much alcohol can kill a person.

1. Call Poison Control or 911
2. Check the victim's breathing and pulse. If breathing has stopped or is very weak, call 911. **Caution:** Victims being revived of alcohol poisoning can be violent. Be careful. They can harm themselves or others.
3. While waiting for help:
  - a. Watch breathing
  - b. Cover the person with a blanket for warmth
  - c. Do not give liquor or a stimulant to the victim

## K. **ELECTRIC SHOCK**

Normal electrical current can be deadly, and it is all around us.

1. Do not touch a person who has been in contact with electrical current until you are certain that the electricity has been turned off. Shut off the power at the plug, circuit breaker or fuse box.
2. If victim is in contact with a wire or a downed power line, use a dry stick to move it away.
3. Check for breathing – administer CPR if the victim's breathing is weak or has stopped.
4. Call for emergency help. While you wait for help to arrive:
  - a. Keep the victim warm by covering them with a blanket, coat, jacket, etc.
  - b. Do not give the victim anything to drink or eat, until a doctor has seen him.

## L. **HEART ATTACK**

Heart attack is the number one killer of adults over the age of 38. Many heart attack victims die needlessly because they do not get help in time. **Learn CPR.** CPR is a way of forcing the heart to continue pumping blood, carrying oxygen through the lungs and out to the rest of the body where it is needed if life is to continue. CPR is too complicated to be taught from printed pages alone. The American Heart Association as well as The American Red Cross have four-hour courses available.

1. **Warning signs include:**
  - a. Severe squeezing pains in chest.
  - b. Pain that radiates from the chest into the arm, the neck or jaw.
  - c. Sweating and weakness, nausea or vomiting
  - d. Pain that extends across the shoulder to the back.
2. If the victim is experiencing any of these sensations, do not take any chances; call for emergency

help at once.

3. Two critical life-threatening things happen to the victim of a heart attack:
  - a. Breathing slows or stops.
  - b. The heart slows down or stops pumping blood.
4. If the victim is NOT breathing, call 911 and administer CPR.

#### M. **POISONING**

The school is loaded with poisons including cosmetics, detergents, bleaches cleaning solutions, glue, lye, paint, turpentine, kerosene, gasoline and other petroleum products, alcohol, aspirin and other medications. **Be prepared. Determine and verify your Poison Control Center and Fire Department phone numbers and keep them near your telephone.**

Small children are most often the victims of accidental poisoning. If a child has swallowed or is suspected to have swallowed any substance that might be poisonous, assume the worst and take action.

1. Call your Poison Control Center. If there is not one in your area, call your emergency medical rescue squad. Have the suspected item and container with you when you make the call.
2. What you can do if the victim is unconscious:
  - a. Make sure the victim is breathing. If not, tilt head back and perform mouth-to-mouth breathing. Do not give anything by mouth. Do not attempt to wake the person. Call 911 immediately.
3. If the victim is vomiting:
  - a. Roll victim over onto the side so that the person will not choke on what is brought up.

#### N. **SEIZURE**

It is alarming to see someone having a seizure. A person having a seizure may have limbs that jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his/her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may injure the victim and yourself.

1. During the seizure:
  - a. There is little you can do to stop the seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling, to avoid injury.
  - e. Loosen restrictive clothing.
  - f. Do not use force.
  - g. Do not try to restrain a seizure victim.
  - h. Call 911 if seizure lasts more than 5 minutes, unless otherwise ordered by a physician.

2. After the seizure:
  - a. Check to see if the victim is BREATHING. IF THEY ARE NOT BREATHING, GIVE CPR AT ONCE.
  - b. Check to see if the victim is wearing a MEDIC ALERT, or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.

The victim of a seizure or convulsion may be conscious, but confused and not talkative when the intense movement stops. Stay with the victim. Be certain that breathing continues. Then, when the victim seems able to move, get medical attention.

## O. UNCONSCIOUS PERSON

Breathing is the most critical thing we must do to stay alive. A primary cause of death is the lack of air. Be careful approaching an unconscious person. He/she may be in contact with electric current. If that is the case, turn off the electricity before you touch the victim. There are hundreds of other possible causes of unconsciousness, but the first thing you must check for is breathing.

1. Try to awaken the person: Shake the victim's shoulder vigorously. Shout: "Are you alright?"
  
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on his/her back. If you have to roll the victim over, move his/her entire body at one time.
  - b. Loosen tight clothing around the neck and chest.
  
3. Open Airway
  - a. If there are no signs of head or neck injuries hold the neck and tilt the head gently with one hand.
  - b. Push down and back on the forehead with the other hand as you tip the head back.
  - c. Place your ear close to the victim's mouth. Listen for breath sounds. Watch him or her chest and stomach for movement. Check for at least five seconds.
  - d. If there are no signs of breathing, call 911 and give CPR.