Emergency Response Guide

Emergency Planning and Procedures Guidance for Holston High School

21308 Monroe Road

Damascus, VA 24236

Phone: 276-739-4000

2026-2027

Table of Contents

Emergency Phone Numbers	**3**
School Emergency Response Team (Crisis Team)	**4**
Incident Command System (ICS)	**5**
Threat Emergencies	**6**
Threat Assessments	**7-8**
Abduction/Missing Student	**9**
Abuse and Neglect, Reporting of	**10**
Angry Parent/Employee/Patron	**11**
Assault (Violence on School Property)	**12**
Bomb Threat	**13**
Chemical or Biological Threat	**14**
Evacuation/Relocation	**15-16**
Hazardous Materials	**17**
Hostage	**18**
Intruder (Presence of Unauthorized Person)	**19**
Rape	**20**
Telephone Threat Checklist	**21**
Terrorism	**22**
Virginia Injury Compensation Fund	**23**
Weapons (Gun, Knife, or Other Weapon)	**24**
Active Shooter	**25**
ALICE	**26**
Lockdown Procedures-Crisis Team	**27**
Lockdown Procedures-Teachers	**28**
Safety First Protocol	**29**
Weather-Related Emergencies	**30**
Earthquake	**31**
Fire	**32**
Flooding	**33**
Lightning	**34**
Tornado/Severe Thunderstorm	**35-37**
Medical Emergencies	**38-39**
Cardiac Arrest (CPR/AED Protocol)	**40-48**
Stop The Bleed	**49**
Other Emergencies and/or Accidents	**50**
Bus Accident	**51**
Death On/Off Campus	**52**
Explosion	**53**
Loss or Disruption of Power, Water, Shelter, and/or Communication	**54-55**
Floorplan	**56-60**

Emergency and Non-Emergency Phone Numbers

EMERGENCY- CALL OR TEXT 911
NON-EMERGENCY

Damascus Fire Department	911 or 276-475-3831
Washington County Central Dispatch	276-676-6285
Damascus Rescue Squad	911 or 276-475-5509
Washington County Sheriff's Department	911 or 276-676-6000
Virginia State Police	911 or 1-800-542-8716
JMH Emergency Room	276-258-1000
Poison Control	1-800-222-1222
Poison Center, Blue Ridge	1-800-451-1428
Social Services	276– 623-2661 OR 276-645-5000
Washington County Health Department	276-676-5604
Washington County Service Authority	276-628-7151

PUBLIC UTILITIES

Electricity:	Appalachian Power Company	1-800-956-4237
Gas:	Atmos Energy	1-866-322-8667
Water:	Washington County Service Authority	276-619-8371

SCHOOL DISTRICT

WCPS	739-3000
Dr. Keith Perrigan, Superintendent	739-3001
David Lambert, Assistant Superintendent	739-3017
Dr. Chad Wallace, Assistant Superintendent of Operations	739-3006
Dr. Scott Allen, Supervisor of Middle Schools	739-3034
Andrew Hockett, Transportation	739-3054
Johnny Baldwin, Maintenance	739-3029
WCS Safety Tip Hotline	1-800-285-4282 or 276-676-9671
Text-A-Tip (Begin Tip with WCSTIPS)	274-637 (CRIMES)
Traci Smith, Coordinator of Student Support & Mental Health	739-3018
Paula Nichols, School Health Administrator	739-3042 OR 276-274-5404

CPR/AED CERTIFIED: Michael Reid (foyer), Sammy Campbell (105), Steve Ahn (108)

INSULIN AND GLUCAGON CERTIFIED: Sammy Campbell, Steve Ahn

ANAPHYLAXIS (EPIPEN) CERTIFIED: Jennifer Turner

EMERGENCY ALBUTEROL CERTIFIED:

NALOXONE (NARCAN) CERTIFIED:

SCHOOL NURSE: Melissa Cleary, R.N.

SCHOOL EMERGENCY RESPONSE TEAM (CRISIS TEAM)

Incident Commander/ Info*Media Rep	Overall leader during an emergency incident; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in–place; notifies district authorities and provides situation updates; requests resources. May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.	Gabe Long
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.	Michael Reid,SRO Andreia Langley, SRO
Facility	Responsible for cleanup and control of facilities (doors locked, windows shut, alarm systems)	Kelly Gobble
Victim Support	Responsible for organizing a counseling program either on site and/or community services/resources.	Julie Matlock Jessica Cross
Incident Supervisor	Supervises protective orders, i.e., lockdown, evacuation, site security, release of students to parent/guardians, first aid or medical care, cleanup, control of utilities.	Don Blackburn
Medical	Provides for first aid or medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.	Nurse Melissa Cleary
Site Security/Facility Check/Logistics Chief	Responsible for seeing that the school building and grounds are visually inspected and secured. Estimates logistical needs; gets personnel, facilities (relocation site), services and material to support operations.	Jamey Hughes Cyndie Parkin
Incident Recorder	Responsible for recording a detailed report of the incident events, decision, and actions; assisting emergency officials with record of events for subsequent investigation.	Missy Morrison
Communication/Transportation	Responsible for emergency communications systems and equipment; arranging for transportation for emergency evacuation, relocation and altered schedules.	Jennifer Turner
Student Release Coordinator	Responsible for implementing the school's plan for release of students to parents/guardians from relocation site using documentation and communication technology (phone messenger); takes necessary documents to relocation site.	Jennifer Turner Brittney Barr
Off-Site Evacuation Supervisor	Supervise the relocated students at the evacuation site; supervise bus loading and unloading.	Brent Mossholder Chad Bailey
Financial Recordkeeping	Manages financial aspects of an emergency, compiles record of expenditure; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.	Pam Cornett
These functions mirror the National Incident Management Systems (NIMS) used by emergency responders.		

INCIDENT COMMAND SYSTEM (ICS)

INCIDENT COMMANDER/INFO & MEDIA REP 1. Gabe Long, Principal 2. Don Blackburn, Assistant Principal	**SAFETY** 1. Michael Reid, SRO 2. Andreia Langley, SRO 3. Emergency Personnel
INCIDENT SUPERVISOR 1. Gabe Long 2. Don Blackburn	**LOGISTICS CHIEF** 1. Jamey Hughes 2. Cyndie Parkin
COMMUNICATIONS/TRANSPORTATION 1. Jennifer Turner, Secretary	**FINANCIAL RECORDKEEPING** 1. Pam Cornett, Bookkeeper
INCIDENT RECORDER 1. Missy Morrison	
VICTIM SUPPORT 1. Julie Matlock, Guidance Counselor 2. Jessica Cross, Counselor	
OFF SITE EVACUATION SUPERVISOR 1. Brent Mossholder 2. Chad Bailey	
STUDENT RELEASE COORDINATOR 1. Jennifer Turner 2. Brittney Barr	
MEDICAL SUPPORT 1. Melissa Cleary, Nurse 2. Paula Nichols	**CPR CERTIFIED PERSONNEL** 1. Sam Campbell 2. Steve Ahn
FACILITY SUPPORT 1. Kelly Gobble, Custodian 2. Johnny Baldwin	

THREAT EMERGENCIES

THREAT ASSESSMENT

Notification of Concerning Behavior/Incident

Assess source quality and capture quality (e.g., first-hand information? ; direct or indirect contact with reporting party)
"Three C's: — Content, Context, Circumstances – What is new/changed?
Initial assessment of immediacy of violence and accessibility of target.
Initial consideration of protective actions – including appropriate initial notifications and explanations (e.g., less savvy recipients = more detail vs. more savvy recipients = less detail.)

1. Initiate Fact Finding:
Information could be obtained from any or all of the below listed sources:

Victim(s) Witnesses Family members including intimate partners and spouses Friends/Co-workers Law enforcement personnel Instigator	Records – restricted/private/public Examination of forensic evidence Contact information – direct (verbal or physical contact) or indirect (mail, e-mail, IM messages, faxes, etc.) Wiretap and surveillance Money transfers Other informants

2. Behavioral information of interest could include information from direct or indirect sources

Process Variables	Risk Factors	Inhibitors/Stabilizers
Approach behavior Evidence of escalation – threats, etc. Fantasy rehearsal Evidence of deterioration – deteriorating mental state, psychosis Actively violent state of mind – suicidal or homicidal thoughts Command hallucinations, thought insertion/withdrawal, paranoia of imminent threat Diminishing inhibitions Diminishing or impaired coping Inability or limited view or ability to pursue other options Evaporating protective inhibitors Sense of inevitability (tunnel vision, foregone conclusion) Pre-attack or ritualistic preparatory actions (writing suicide note, suicide video, religious rituals, purchase of camouflage clothing) Recent acquisition of/ preparation of weapons, escalation of practice with no sanctioned reason Subject's response to assessment and inquiries.	Weapons – use connected to emotional release, fascination with destructive power Motivational factors – what is driving the individual – delusion, fanatical beliefs, revenge, entitlement, grandiosity, need to force closure Drug use – meth, cocaine, alcohol, steroids Head trauma History of criminal, violent, homicidal, stalking, threats, assaultive behavior, violation of conditional release Prior involuntary or voluntary mental health commitments Documented homicidal or suicidal thoughts, psychotic violent thoughts Past suicide attempts Ordinary response to authority and limit setting Reference groups, heroes, affiliations, and community attachments Perception of injustice or insoluble problems History of mental problems that compromise coping or enhance appeal of violence.	Consideration of available inhibitors and the person's access and utilization of them Treatment availability, utilization, and past receptivity Family Other social support Spiritual beliefs opposing violence Connectedness and healthy affectional bonds.

Source: *Risk Assessment Guideline Elements for Violence: Considerations for Assessing the Risk of Future Violent Behavior (2006). Association of Threat Assessment Professionals*

THREAT ASSESSMENT-CONTINUED

3. Analysis Guidelines	
Consideration of multiple behavioral and risk factors: Must involve consideration of contextual factors, mitigation factors, or inhibitors to risk as well as risk factors, potential stressors – as well as resiliency factors Access to sufficient, credible, first-hand collateral data sources Must assess the impact of gathering information and investigative/threat assessment process itself upon risk Avoid over-reliance on single factors (factors considered must be scientifically relevant or those considered within the field based upon empirical and published literature) When conceptualizing risk level, must recognize professional limitations pertinent to the threat assessment – seek out relevant consultation or expertise when necessary Qualify assessment when necessary (e.g., availability of information, recognize assumptions, potential changes in relevant context, time-limited nature of assessment) Assessor must be aware of the complex contextual, legal, ethical, and regulatory issues that impact the violence risk assessment process.	
4. Categorize the Level of Risk (e.g., Low, Moderate, or High, 1-5)	**5. Provide assessment results to appropriate parties** (e.g., Individual, victim, employer, incident management team, law enforcement, court, correctional system, probation, parole)

Source: *Risk Assessment Guideline Elements for Violence: Considerations for Assessing the Risk of Future Violent Behavior (2006). Association of Threat Assessment Professionals*

ABDUCTION/MISSING STUDENT

- Notify the administration/Crisis Team of possible missing child
- Confirm student's attendance status that day
- Conduct an immediate search of school buildings and ground
- If case involves abduction, begin gathering witness information for the police and report to SRO
- Administration/Crisis Team will notify SRO immediately; If necessary, call 911
- Begin gathering information on the child including:
    - Description-height, weight, skin color, eye color, clothing, back pack, etc.
    - Obtain photo if available
    - Home address, phone number, parent's contact number
    - Class schedule
    - Extra-curricular activities
    - Bus or walking route
- Assemble any witnesses
- Administration/designee will notify District Administration
- Contact with Custodial Parents
- Document incident and complete incident report
- Refer all media inquiries to appropriate school division personnel.

ABUSE AND NEGLECT, REPORTING OF

- Report abuse and neglect to administration
    - Admin. is to notify SRO
- Notify nurse (physical abuse only)
- Do Not Interview Victim
    - Write down statements made by victim
    - Give written statements to administration
- Administration/designee will notify Department of Social Services
- Administration/designee will notify District Administration
- Do Not Call Parents
- Do Not Discuss Abuse with Coworkers.

ANGRY PARENT/EMPLOYEE/PATRON

- Don’t argue
- Use non-aggressive body language or words
- Be courteous and confident
- Avoid blame: focus on what can be done
- Remain on a professional level
- Request to continue conversation in an appropriate location away from students
- Show interest and be a good listener
- Attempt to diffuse the situation

IF THE SITUATION DOES NOT CALM DOWN

- Notify Principal/Designee
- Principal will contact SRO

ASSAULT (VIOLENCE ON SCHOOL PROPERTY)

- Notify administration, SRO, and school nurse
- Gather information and determine the extent of the crisis and proceed accordingly
- Determine number of victims and the necessity of first aid
- Administer first aid if necessary
    - Administration/designee will call Rescue Squad and Police if necessary
- Seal off area to preserve evidence and disperse onlookers
- **Do Not Leave Victim Alone**
- Question victim and make reasonable notes; include description of assailant report of events
- Administration/designee will notify District Administration
- Administration will notify parents
- Complete incident report
- Administration/designee will assess counseling needs and implement post-crisis procedures as needed
- Refer all media inquiries to appropriate school division personnel.

Staff members are directed to do the following if situation is dangerous to bystanders:

- Keep students in the room until further notice and disregard bells
- Pull shades/blinds and close the door
- Keep students calm and under control.

BOMB THREAT

Procedures upon receiving a bomb threat:
Warning: Because there is a slight risk that detonating devices may be activated by radio waves, use of two-way radios and cell phones should be avoided within 300 feet of the building or suspected location of any explosive device, unless absolutely necessary to facilitate urgent communications.

By Phone Call:
- Log time call was received
- Listen for background noise
- Listen for identifying traits of the voice of the caller
- Notice caller ID information on phone display
- Keep the conversation going
- Complete the "Checklist for Telephone Threats." (p. 21)

By Written Note:
- Preserve evidence
- Place note in plastic bag, if available
- Photograph words written on walls.

Action:
- Notify building administrator/designee
- Notify SRO and/or local police and bomb squad
- Administration/designee will notify District Administration
- Assemble Crisis Team to search specific zones
- Administration orders evacuation or other actions according to threat assessment and school policy
- Document incident and complete incident report
- Refer all media inquiries to appropriate school division personnel.

Evacuation considerations:
- Staff will be notified via announcement; Cell phones, radios and fire alarm systems should NOT be used because of the risk of activating a device.
- Leave room doors unlocked, lights on, cabinets unlocked; Teachers take class roster; Students may take personal belongings from the classroom; Do Not allow students to go to their locker before exiting the building.

Scanning Process Considerations:
- Members of the Crisis Team, in coordination with local police and bomb squad, will search inside and outside the building according to assignment and provide floor plans and keys to officials for search
- Any suspicious devices, packages, etc., should be pointed out to emergency responders; Do Not Touch

CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the "Checklist for Telephone Threats" (p. 21) procedures, and refer to safety procedures in Bomb Threat (p.13) and Hazardous Material (p. 17) sections.
This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- **Look for characteristics that make you suspicious of the content**
  Excessive postage, excessive weight
  Misspelling of common words
  Oily stains, discoloration, odor
  No return address or showing a city or state in the postmark that does not match the return address
  Package not anticipated by someone in the school or not sent by a known school vendor.

If a letter/package is opened and contains a written threat but no suspicious substance:

- Notify building administrator and SRO.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it; It is considered criminal evidence.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a plastic bag.
- Turn the letter/package over to SRO; Document all activities.

If a letter/package is opened and contains some type of suspicious substance:

- Notify building administration and SRO.
- Isolate the people who have been exposed to the substance in order to prevent/minimize spreading of contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag; Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.
- Administration and emergency officials will determine whether evacuation is necessary.
- Administration/designee will notify District Administration; Notification will be made to parents/guardians according to district policies.
- Post crisis procedures will be implemented if necessary.

EVACUATION/RELOCATION

EVACUATION:

- Administration initiates evacuation procedures and notifies SRO and District Administration
- Evacuation routes may be specified according to the type of emergency and may need to be changed for safety reasons
    - **Bombs**: Administration will notify staff of evacuation route dictated by known or suspected location of a device
    - **Fire**: Follow primary routes unless blocked by smoke or fire; Alternate routes may be changed depending on the location of the fire.
    - **Chemical Spill:** Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds; Evacuation will take place opposite to the location of the spill
- Teacher MUST take class rosters and class emergency kit (if applicable)
- DO NOT lock classroom doors when leaving
- When outside the building, account for all students; Immediately inform administration or Crisis Team member of any missing student(s)
- *School specific evacuation routes and building maps to be included in the manual.*

RELOCATION:

- Administration determines whether students and staff will be evacuated to a relocation center
- Administration will contact SRO
- Administration/designee will notify District Administration
- Administration or Communication/Transportation personnel will notify relocation center
- If necessary, Communication/Transportation personnel will coordinate transportation with Transportation Manager to relocation center
- Teachers are to escort students en route to the relocation center and take attendance upon arriving at the center
- Use student release forms for students who are picked up from a relocation center
- Administration will notify the District Administration of the relocation center address.

Relocation Centers:

Primary: **HHS Football Stadium**
21308 Monroe Rd- Damascus, VA 24236
276-739-4000

Secondary: **RVES**
31305 Rhea Valley Rd- Meadowview, VA 24361
276-739-4200

EVACUATION/RELOCATION

Staging/Evacuation Areas:

In School (Evacuation of building, remaining on school grounds)

Command Post: Main Office or Gym

Parent Reunion Area: Gymnasium; girls on one side, boys on the other.

Media Staging Area: Library

Off Site Evacuation:

Primary– HHS Football Stadium (weather permitting)

Command Post: HHS Football Concession Building

Parent Reunion Area: Front Gate of the Stadium – not a command post

Media Staging Area: Library

Secondary– RVES (Girls in Gym; Boys in Cafeteria)

Command Post: RVES Main Office/Gym/Cafeteria

Parent Reunion Area: RVES Gym/Cafeteria

Media Staging Area: RVES Forum

HAZARDOUS MATERIALS

Hazardous Materials (Exposures and Threats)

Incident occurred in school:

- Identify location of hazardous materials and notify administrator immediately
- Administration/Crisis Team will call 911; If the type and/or location of hazardous material is known, this information will be shared with dispatch
- Clear the area of individuals, seal off area of leak/spill; Take charge of area until fire personnel contain the incident
- Crisis Team or fire/emergency officials will recommend shelter or evacuation actions
- If evacuation is recommended, occupants will be evacuated following FIRE Drill Procedures
- Teachers take class roster
- Teachers take attendance after the evacuation
- Teachers report missing students to building administrator immediately
- Crisis Team will shut off heating, cooling, and ventilation systems in contained area to reduce the spread of contamination
- Administration/designee will notify District Administration
- If students are evacuated, notification will be made to parents/guardians according to district policies
- Resume normal operations when fire/emergency officials approve.

Incident occurred near school property:

- Fire or police will notify the District Administration
- Fire officer in charge of the scene will recommend shelter or evacuation actions
- Follow procedures for sheltering or evacuation
- If students are evacuated, notification will be made to parents/guardians according to district policies
- Resume normal operations after consulting with fire officials.

HOSTAGE

If someone is taken Hostage:

- If hostage taker is unaware of your presence, do not intervene
- Notify administration immediately; Administration may wish to initiate lockdown procedures or evacuation
- Teachers are to keep students in their present areas, unless otherwise directed by law enforcement or oral and/or visual communications with Crisis Team.
- Call 911 immediately; Give dispatcher details of the situation; ask for assistance from the hostage negotiation team
- Secure all classrooms; no school personnel, with the exception of Crisis Team, should circulate through the building
- Seal off area near hostage scene
- Administration/designee will notify District Administration
- Police will take control of hostage scene; Administration and Crisis Team will coordinate with police for safety and welfare of students and staff
- Keep all telephone lines open for law enforcement use
- Document all activities
- The Crisis Team will implement post-crisis procedures.

If taken Hostage:

- Cooperate with the hostage-taker to the fullest extent possible; follow directions exactly during the first 15-45 minutes
- Try to remain calm; calm students if they are present
- Treat the hostage taker as normally as possible
- Be respectful to the hostage-taker, never condescending
- Ask permission to speak; do not argue or make suggestions
- Be wary of attempting escape; if it fails, it's likely to bring violence
- **DO NOT TRY TO BE A HERO!**

INTRUDER (PRESENCE OF UNAUTHORIZED PERSON(S)

Intruder (Presence of unauthorized persons or trespassers)

- Ask another staff person to accompany you before approaching guest/intruder
- Inform guest/intruder that all visitors must register at the main office
- Politely greet guest/intruder and identify yourself
- Ask guest/intruder the purpose of his/her visit
- If intruder's purpose is not legitimate, ask him/her to leave; Accompany intruder to exit with another staff person, if possible
- Contact Administration and/or SRO.

If an intruder refuses to leave:

- Contact Administration and/or SRO (keep intruder unaware of call for help, if possible)
- Warn intruder of consequences for staying on school property
- Walk away from an intruder if he/she indicates a potential for violence; Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Maintain visual contact with intruder from a safe distance
- Keep open communication with Administration
- Administration/designee will notify District Administration and may issue lockdown procedures.

RAPE

- Get the victim to a private and safe location
- DO NOT leave the victim alone
- Notify Administration
- Administration will notify School Resource Officer and, if necessary, medical personnel
- Administration/designee will notify District Administration
- DO NOT INTERVIEW VICTIM
- Write down any statements that the victim offers
- DO NOT allow victim to wash or remove any items of clothing
- Administration will assure a written account/incident report.

TELEPHONE THREAT CHECKLIST

If you receive a telephoned threat (bomb/chemical/other):

- **REMAIN CALM**
- **DO NOT HANG UP; Keep the caller on the line as long as possible and listen carefully.**

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard?" Why?
- Where are you?

Exact wording of the threat: _____
If the voice is familiar, who did it sound like? _____
Telephone number displayed on caller id, if any? _____
Caller ID information:

Male	Female	Adult	Juvenile	Age

Call Origin:

Local	Long Distance	Internal	Cell Phone

Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	District	Slurred	Normal	Crying	Laughing
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep Breathing		

Background Sounds: Check all that apply.

Voices	Airplanes	Street Noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House Noises	PA Systems	Music	Factory Machines	
Motor	Phone Booth	Other:			

Did the caller indicate knowledge of the building? Give specifics: _____

TERRORISM

- Critical discussions concerning terrorism among faculty, staff, and students needs to take place in advance
- Administration will notify SRO and Crisis Team members of terrorist activity
- Administration will issue Lockdown Procedures (p. 26-29), if warranted
- Administration/designee will notify District Administration
- Administration and/or SRO will attempt to communicate with the terrorist
- Crisis Team will attempt to seal off area of the school involved, if possible
- If possible, administration will relay communication for students not directly affected by the situation to shelter-in-place
- Negotiations with the terrorist will reside with experts, i.e., police, psychologists, etc.
- To the extent possible, follow the demands and requests of the terrorist until an experienced negotiator takes over; However, try not to agree to anything that endangers more people
- Keep the terrorist talking until help arrives
- If known, try to contact someone close to the terrorist (i.e., family member, friend, co-worker, etc.) who may be able to calm him/her down
- Administration will notify parents/guardians
- The Crisis Team will administer post-crisis procedures when danger is over.

VIRGINIA INJURY COMPENSATION

After communicating with the District Administration a designee will immediately contact the Virginia Criminal Injury Compensation Fund at:

Telephone #1-800-552-4007
Email address: cicfmail@vwc.state.va.us
Virginia Department of Criminal Justice Services
Telephone #1-804-840-4276
http://www.dcjs.virginia.gov/research/report emergency/

pursuant to *Code of Virginia*, §22.1-279.8, in instances when any school's crisis response plan has been implemented and students and staff are victims of crimes as defined by *Code of Virginia* §19.2-11.01.

WEAPONS (GUN, KNIFE, OR OTHER WEAPON)

Staff or students who are aware of a weapon brought to school:

Immediately notify administration, SRO, and Crisis Team members. Give the following information:

- Name of person suspected of bringing the weapon; Name of the person who made the report
- Location of the weapon
- Whether the suspect has threatened anyone
- Any other details that may prevent the suspect from hurting someone or himself/herself

Teachers who suspect that a weapon is in the classroom: STAY CALM!

- Do not call attention to the weapon
- Notify the administration, SRO, and/or a neighboring teacher as soon as possible
- Teachers should not leave the classroom.

Administration/Crisis Team/Law Enforcement Officials:

- Call SRO and Law Enforcement to report that a weapon is suspected in school
- Administration/designee will notify District Administration
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
- Consider the best time and place to approach the person, taking into account these factors if possible:
    - Need for assistance from law enforcement
    - Type of weapon
    - Safety of persons in the area
    - State of mind of the suspected person
    - Accessibility of the weapon
- Separate student/staff member from weapon, if possible
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her; Back away with your hands up; STAY CALM
- Follow district procedures if you need to conduct a weapons search
- Document all activities related to a weapons incident according to reporting requirements of the district and VA statues
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

ACTIVE SHOOTER

ALICE PROTOCOL

ALICE®

TRAINING INSTITUTE

ALERT

Initial Alert may be a gunshot, PA announcement, etc...
Avoid code words.

LOCKDOWN

If Evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

INFORM

Communicate real time information on shooter location.
Use clear and direct language using any communication means possible.

COUNTER

As a last resort, distract shooters ability to shoot accurately.
Move toward exits while making noise, throwing objects, or adults swarm shooter.

EVACUATE

Run from danger when safe to do so using non-traditional exits if necessary. Rallying point should be predetermined.

AliceTraining.com

LOCKDOWN PROCEDURES-CRISIS TEAM

Lockdown Procedures

- Any staff member who realizes the threat will order and announce "LOCKDOWN—(Location—ex. 4th Grade);" The announcement will be repeated on the intercom.
- Administration will notify SRO and Crisis Team
- Immediately direct all students, staff, and visitors into nearest classroom or secured space
- Bring people inside and ensure they are secure by barricading doors
- Clear hallways, restrooms, and other rooms that cannot be secured
- Ensure all interior doors are locked and window blinds are closed
- Control all movement
- Try to stay out of sight as much as possible
- Administration/designee will notify District Administration
- All Media inquiries need to be directed to Administration/District Administration.

After Lockdown:

- Administration/Crisis Team/SRO/Police and Emergency Officials will unlock all interior doors and announce "All Clear"
- Lockdown procedures may also be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency.

LOCKDOWN PROCEDURES-TEACHERS

- Announcement: "LOCKDOWN;" The announcement will be repeated several times directly and precisely
- Do a quick check in the hallway and pull any students, staff, or known visitors to a secure location
- **Close classroom door immediately (door should already be locked); and <u>barricade door with desk or other heavy object</u>**
- Cover all classroom windows (pull down blinds)
- Move away from windows
- Barricade the door with heavy objects (desks, chairs, filing cabinets, etc.)
- Instruct students to sit on the floor, hide (away from the door and windows) and remain silent
- **Take attendance and prepare a list of missing or extra students in the room; Prepare to take this list with you when you are directed to leave the classroom**
- If there is a phone in your classroom, do not use the telephone to call out; Lines must be kept open, unless there is an emergency situation in the classroom
- Ignore any fire alarm activation-the school will not be evacuated in a lockdown procedure until danger is not longer present
- Ignore any bells to change classes
- Project a calm attitude to maintain student behavior
- **Remain in the classroom until Law Enforcement unlocks your door and announces "ALL CLEAR;" Listen for further directions.**
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible
- Students in the cafeteria will move into the kitchen and lock doors.
- Students in the auditorium will get down in front of their seats and remain quiet. If possible teachers will lock doors into the auditorium.
- If room allows students can move into adjoining rooms of the auditorium. For example, a band room or chorus room may be attached to the auditorium.
- Remain in lockdown until the building is cleared and secured.
- There will be no dismissal of students until cleared by law enforcement and there is administration approval.
- The administration will notify the Central Office we are in a lockdown.
- Communicate with parent(s)/guardian(s) as soon as possible.
- Any communication from outside the building (such as parents) needs to be directed to the main office of the school; let administration handle those inquiries and update as necessary. The sheriff's office will take care of local media.

SAFETY FIRST PROTOCOL

This may be used for but not limited to the following circumstances: a threat assessment is in process, medical emergency within the school, criminal activity in the area, severe weather alert, a parent/visitor with unauthorized access comes to the school's campus. This protocol will be used at the administration's discretion.

- Announcement is made for "Safety First" Protocol. This is basically an announcement with any necessary instructions for faculty, staff and students.
- Close classroom doors immediately (doors should already be locked).
- Take attendance and prepare a list of missing or extra students in the room; prepare to take this list with you if you are directed to leave the classroom.
- Ignore any fire alarm activation; the school will not be evacuated in a Safety First Protocol. Also, ignore any bells to change classes; listen for intercom instructions for class changes. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
- Project a calm attitude to maintain student behavior; go about classroom business.
- Students are to remain inside the building.
- Remain in Safety First Protocol until it has been lifted via an announcement.
- Visitor protocol and/or student dismissal arrival: o This will be left up to the administration's discretion (based on reason for the Safety First Protocol)
- Any communication from outside the building needs to be directed to the main office of the school; let administration handle those inquiries. The administration will notify the Central Office we are in a Safety First Protocol and why.

WEATHER-RELATED EMERGENCIES

EARTHQUAKE

IF INDOORS:

- DROP to the ground; take COVER by getting under a desk, sturdy table or other piece of furniture; HOLD ON until the shaking stops
- Cover face and head with arms and crouch, making yourself as small as possible, near an interior wall of the building
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures, projectors, etc…
- When the shaking has stopped (or all clear has been announced or given):

IMMEDIATELY and before you exit your room take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured; If immediate help can be given to those with injuries, to stop serious bleeding, or put out a small fire, do so; Ask responsible students to assist the lightly injured.; Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain

- After remaining in each respective safe-place until the shaking stops, students and teacher should then evacuate the school building
- Teachers should take class rosters should you need to evacuate
- Every class/group is to stay together and evacuate to the primary evacuation site to determine if everyone is present; Remain at the evacuation site until principal/designee gives further instructions.

IF OUTDOORS:

- Stay outdoors
- Move away from buildings, streetlights, and utility wires
- Once in an open safe area, stay there until the shaking stops; The greatest danger exists directly outside the buildings, at exits and alongside exterior walls
- In the safe area, keep your class/group together and determine if everyone is present; Stay there until the principal/designee gives further instructions.

FIRE

In the event of a fire, smoke from a fire or detection of a gas odor:

- Notify building occupants by pulling fire alarm
- Evacuate students and staff to designated areas:
    - Evacuation areas should be a safe distance away from emergency personnel/building (100 ft. minimum)
    - Be aware of the arrival of emergency responders
    - See map of evacuation routes located in this manual, teacher handbooks, and posted in classrooms
- Close all windows and doors, and turn off lights
- Teachers take class roster
- Teachers take attendance after the evacuation
- Teachers report missing students to building administrator immediately
- Notification will be made to parents/guardians according to district policies
- Administration/designee will notify District Administration.

FLOODING

- Access severity of threat
- Monitor all Emergency Alert radio stations. Stay in contact with Emergency Management Officials

Flash Flooding—occurrence of a dangerous rise in water level of streams and rivers overflowing the roadways in a few hours, caused by heavy rain

Flash Flood *Watch*—heavy rains occurring, or expected to occur, may soon cause flash flooding in certain areas and citizens should be alert to the possibility of a "flood emergency," which will require immediate action

Flash Flood *Warning*—flash flooding is occurring or imminent on certain streams, rivers or specific areas and precautions should be taken immediately

- Be alert to the district administration command to dismiss school early or close school.
- Direct students NOT to exit the building unless directed to do otherwise.
- Be aware of local flooded areas and caution student drivers of danger and advise of alternate routes.
- Students who have an abbreviated schedule may need to stay at school until flooding has subsided.
- Parents/Guardians will be notified if students are to remain at school.

LIGHTNING

Decision Tree for Personal Lightning Safety by Richard Kithil, President &CEO, NLSI

Advanced warning of hazard:

- "If you can see it, flee it; If you can hear it, clear it"
- Listen to TV Weather Channel; NOAA Weather Radio
- Administration will make decision to suspend activities and notify affected individuals
- Administration will make the decision to keep students indoors

No advanced warning of hazard:

- The 30/30 Rule says to shut down when lightning is six miles away; Use a "flash to bang" (lightning to thunder) count of five seconds equals one mile (10 = 2 miles; 20 = 4 miles; 30 = 6 miles)
- Notify people via radio, siren or other means
- Move to safe location
    - A large permanent building or metal vehicle is best
    - Unsafe places are near metal or water; under trees; on hills; near electrical/electronics equipment
- Reassess the hazard
    - It's usually safe after no thunder and no lightning have been observed for thirty minutes...be conservative here
- Inform people to resume activities.

TORNADO/SEVERE THUNDERSTORM

Tornado/severe thunderstorm WATCH has been issued in an area near school:

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations
- Notify staff and students
- Bring all persons inside building(s)
- Close all windows
- Review Tornado Drill Procedures and location of safe areas
- Review sitting position with students.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:

- Staff will announce "TORNADO WARNING"
- Stay AWAY from windows
- Quickly REPORT TO main interior hallways; making sure no students are left in your room and shut doors
- Examine class roster for students who may be missing
- Students should:

  SIT/KNEEL FACING THE WALL
  PLACE HANDS OVER THE BACK OF NECK
  TUCKED INTO A BALL (RED CROSS)

- AVOID auditoriums, gyms, and other rooms with wide-open spaces and high roofs
- LISTEN for instructions. Teachers should keep their students in their designated areas until an administrator or their designee dismisses them.

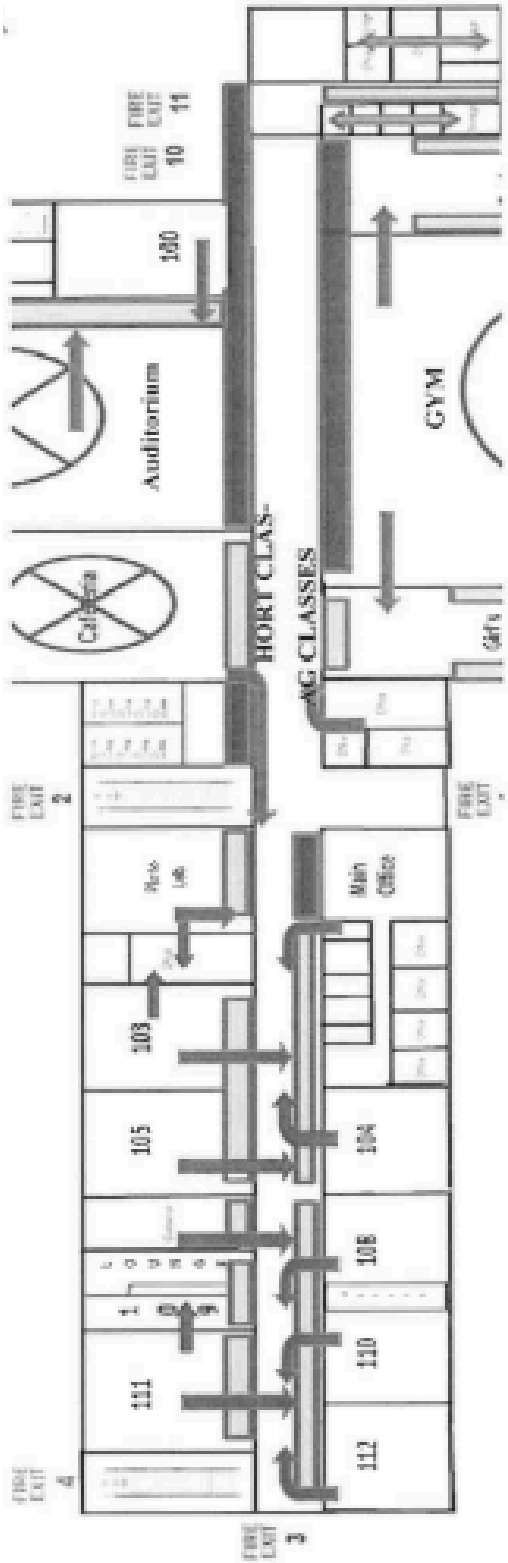
http://www.vaemergency.gov/readyvirginia/stay-informed/tornado/conductdrill

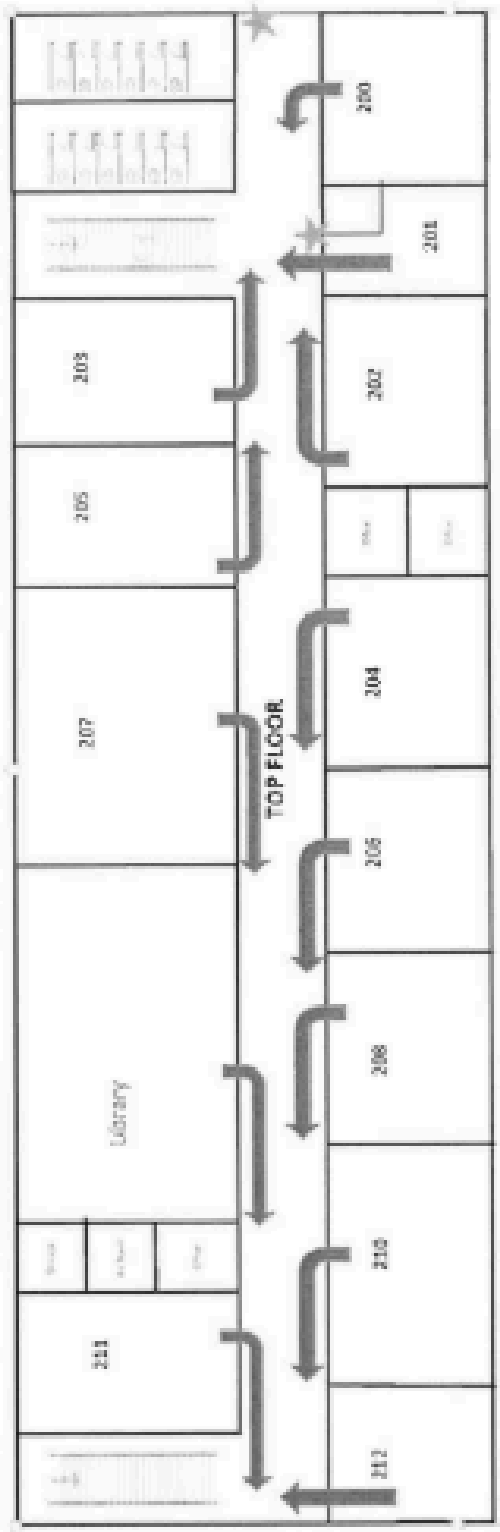
TORNADO/SEVERE THUNDERSTORM

RELOCATION AREAS

- ALL persons located on the top floor will relocate to the bottom floor hallway.
- ALL persons relocating from the top floor to the bottom hallway will sit/ kneel on ONE side of the hallway (teacher's lounge/guidance side)
- ALL persons on the bottom floor will relocate to the OTHER side of the hallway (science dept./main office side)
- REVIEW top floor schematic to exit down particular stairway. Classes will proceed to center of hallway at locker 100 on the bottom floor , filling in the length of the hallway.
- REVIEW the bottom floor schematic to relocate to ONE side of the bottom floor hallway.
- Chorus students/staff will relocate to chorus hallway.
- Gym students/staff will relocate to the locker rooms.
- Agriculture students/staff will relocate to the main building and proceed to lockers down from gymnasium (lockers 162-197).
- Horticulture students/staff will relocate to the main building and proceed to lockers at the cafeteria (lockers 139-161). If space is limited, students may relocate to Ag class location.
- Band students will relocate out of main room to hallway/small rooms inside band wing.
- If students are in the cafeteria, they will exit cafeteria, using both exits (nearest to table) and proceed to the main downstairs hallway where they can quickly locate a space. against the lockers.
- If students are in the auditorium, they will exit auditorium using both exits (freshmen/seniors will exit left; sophomores and juniors will exit right). Students will relocate to the main downstairs hallway where they can quickly locate a space against the lockers.

TORNADO/SEVERE THUNDERSTORM





MEDICAL EMERGENCIES

MEDICAL EMERGENCIES

Life-threatening injury or Illness or Death:

- Administration should be notified to make emergency call; If unable to contact Administration, call 911 direct if deemed necessary; Work as a team
- Call School Nurse
- Give full attention to victim(s)
- Until School Nurse or Administration arrives:
    - Do not attempt to move a person who is ill or injured unless he or she is in immediate danger of further injury
    - Isolate, if possible, the affected student or staff; Disperse onlookers and keep area free
    - Check breathing; Call certified CPR staff, if necessary
    - Help stop bleeding; applying pressure on wound or elevate wound
    - Check vital signs; Certified first-aid personnel may initiate first aid
    - Comfort victims and offer reassurance that medical attention is on the way
    - Remain to assist School Nurse and/or emergency medical responders with pertinent information.
    - Use Safety-First Protocol to ensure students keep hallways clear.

Non-life-threatening Injury or Illness:

- Administration and School Nurse should be notified for all non-life-threatening illnesses and injuries.

Administration Duties:

- For traumatic medical emergency or death at school Administration/designee will notify District Administration, victim's parents/guardians or other listed emergency contact
- Will activate post-crisis procedures, if necessary.

CARDIAC ARREST (CPR)

Washington County complies with American Heart Association (AHA) CPR Guidelines. Specific procedures, shown below in Figure 7, are also included in the Virginia First Aid Guide for School Emergencies.

CARDIOPULMONARY RESUSCITATION (CPR)
FOR CHILDREN OVER 8 YEARS OF AGE & ADULTS

CPR is to be used when a person is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout "Are you OK?" If person is unresponsive, shout for help and send someone to **call EMS AND get your school's AED if available.**
2. Turn the person onto his/her back as a unit by supporting head and neck. If head or neck injury is suspected, DO NOT BEND OR TURN NECK.
3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY**.
4. Check for normal **BREATHING**. With your ear close to person's mouth, LOOK at the chest for movement, LISTEN for sounds of breathing and FEEL for breath on your cheek. Gasping in adults should be treated as *no breathing*.
5. If you witnessed the collapse, first set up the AED and connect the pads according to the manufacturer's instructions. Incorporate use into CPR cycles according to instructions and training method. For an unwitnessed collapse, perform CPR for 2 minutes and then use AED.
6. If victim is not breathing, take a normal breath, seal your lips tightly around his/her mouth; pinch nose shut. While keeping airway open, give 1 breath over 1 second and watch for chest to rise.

IF CHEST RISES WITH RESCUE BREATH (AIR GOES IN):

7. Give a second rescue breath lasting 1 second until chest rises.
8. Place heel of one hand on top of the center of breastbone. Place heel of other hand on top of the first. Interlock fingers. (Do ***NOT*** place your hands over the very bottom of the breastbone.)
9. Position self vertically above victim's chest and with straight arms, **compress chest hard and fast about 1½ to 2 inches 30 times in a row with both hands.** Allow the chest to return to normal position between each compression. *Lift fingers when compressing to avoid pressure on ribs.* Limit interruptions in chest compressions.
10. Give 2 normal breaths, each lasting 1 second. Each breath should make the chest rise.
11. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSONS PER MINUTE UNTIL VICTIM RESPONDS OR HELP ARRIVES.
12. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.

IF CHEST DOES NOT RISE WITH RESCUE BREATH (AIR DOES NOT GO IN):

7. Re-tilt head back. Try to give 2 breaths again.

IF CHEST RISES WITH RESCUE BREATH, FOLLOW LEFT COLUMN.

IF CHEST STILL DOES NOT RISE:

8. Place heel of one hand on top of the center of breastbone. Place heel of other hand on top of the first. Interlock fingers. (Do ***NOT*** place your hands over the very bottom of the breastbone.)
9. Position self vertically above person's chest and with straight arms, compress chest 30 times with both hands *about* 1½ to 2 inches. Lift fingers to avoid pressure on ribs.
10. Look in the mouth. If foreign object is seen, remove it. Do not perform a blind finger sweep or lift the jaw or tongue.
11. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, PERSON STARTS TO BREATHE EFFECTIVELY ON OWN OR HELP ARRIVES.

Pictures reproduced with permission.
Textbook of Pediatric Basic Life Support, 1994
Copyright American Heart Association.

CARDIAC ARREST (CPR)

How to Perform Child and Infant CPR

If a child or an infant's heart stops, you should provide compressions with breaths.

American Heart Association.

Step 1

Make sure the scene is safe.

Check to see if the child or infant is awake and breathing normally.

Step 2

Shout for help.

If you're alone and have a phone, call 9-1-1 and perform CPR with 30 compressions and then 2 breaths.

9-1-1

If you need to leave the child or infant to call 9-1-1, make sure to provide 5 cycles of 30 compressions and 2 breaths before leaving to call 911 and get the AED.

If help is available, phone 9-1-1. Send someone to get an AED while you start CPR.

Step 3

Provide CPR with compressions and breaths.

- **Child CPR**

Push on the middle of the chest 30 times at a depth of 2 inches with 1 or 2 hands.

Provide 30 compressions and then 2 breaths.

Repeat cycles.

- **Infant CPR**

Push on the middle of the chest 30 times at a depth of 1½ inches with 2 fingers.

Provide 30 compressions and then 2 breaths.

Repeat cycles.

Use the AED as soon as it arrives. Continue CPR until EMS arrives.

Learn CPR. Save a Life.

heart.org/CPRAnytime

KJ-1424 R11/23 © 2023 American Heart Association

CARDIAC ARREST (AED Protocol)

Automatic Electronic Defibrillator (AED) Program

All schools are equipped with AED equipment and school personnel have been trained in accordance with recommendations of the American Health Associations.

AUTOMATIC EXTERNAL DEFIBRILLATORS (AEDS)
FOR CHILDREN OVER 1 YEAR OF AGE & ADULTS

CPR and AEDs are to be used when a person is unresponsive or when breathing or heart beat stops.

If your school has an AED, this guideline will refresh information provided in training courses as to incorporating AED use into CPR cycles.

1. Tap or gently shake the shoulder. Shout, "Are you OK?" If person is unresponsive, shout for help and **send someone to CALL EMS and get your school's AED if available.**
2. Follow primary steps for CPR (see "*CPR*" for appropriate age group – infant, 1-8 years, over 8 years and adults).
3. If available, set up the AED according to the manufacturer's instructions. Turn on the AED and follow the verbal instructions provided. Incorporate AED into CPR cycles according to instructions and training method.

IF CARDIAC ARREST OR COLLAPSE WAS WITNESSED:

4. Use the AED first.
5. Prepare AED to check heart rhythm and deliver 1 shock as necessary.
6. Begin 30 CPR chest compressions followed by 2 normal rescue breaths. See age-appropriate CPR guideline.
7. Complete 5 cycles of CPR (30 chest compressions to 2 breaths at a rate of 100 compressions per minute).
8. Prompt another AED rhythm check.
9. Rhythm checks should be performed after every 2 minutes (about 5 cycles) of CPR.

IF CARDIAC ARREST OR COLLAPSE WAS *NOT* WITNESSED:

4. Start CPR first. See age appropriate CPR guideline. Continue for 5 cycles or about 2 minutes of 30 chest compressions to 2 breaths at a rate of 100 compressions per minute.
5. Prepare the AED to check the heart rhythm and deliver a shock as needed.
6. REPEAT CYCLES OF 2 MINUTES OF CPR TO 1 AED RHYTHM CHECK UNTIL VICTIM RESPONDS OR HELP ARRIVES.

CARDIAC EMERGENCY RESPONSE PLAN (CERP)

Name of School:
School Address:
School Phone Number:
School Project ADAM Coordinator:

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Common signs may include sudden collapse, loss of consciousness, unresponsiveness to voice, abnormal or gasping breaths or seizure-like movements. If you come upon a victim with these symptoms, activate the cardiac emergency response plan.

Follow these steps in responding to suspected cardiac emergency:

a. **Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:**
    - The person is not moving, or is unresponsive, or appears to be unconscious.
    - The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
    - The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
    - Note: If the person received a blunt blow to the chest, this could cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

Cardiac Emergency Response Team Members			
Name	Title	CPR Expiration Date	Type of Certification

Location of AEDs	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Cardiac Emergency Response Plan

Notification of unresponsive victim:

1. As soon as a person is found to be unresponsive, the person closest to the victim alerts the front office of a CERT team report to room _____. Begin Safety First protocol of building.
2. Person finding the victim begins hands-only CPR with a goal of 100 beats per minute.
3. Front office announces alert: CERT team to (specific location). Cardiac emergency response team to report to location immediately. All students and staff should remain in place until further notice."
    a. _____ will call 9-1-1, providing school address and patient condition.
    b. _____ will facilitate access to victim for arriving EMS personnel.
    c. _____ will obtain a copy of the individual's emergency contact information to be sent with EMS.
4. Health clinic and classroom backup staff will immediately report to their backup locations. Coverage will be put in place for the following:
    a. Health Clinic:_____
    b. Teacher specific etc.

Cardiac emergency response team duties:

1. All CERT members will report immediately to victim. The team member closest to an AED should retrieve the AED on route to the scene, leaving the AED cabinet door open so that the alarm will signal to other team members that the AED has been retrieved. More than one AED (if available) can be brought to the scene.
2. **CERT Leader** - designate roles for the team (i.e. compressors, AED operator, recorder, crowd control). Ensure the victim is in a safe location and the victim's clothing is removed and the bare chest is exposed (remove bra if applicable).
3. **Compressors** - continue hands-only CPR by pushing hard and fast in the center of the chest with a goal of 100 beats per minute (120 beats per minute for children under 8 years old). Switch with alternate compressor every minute (sooner or later if fatigue sets in). Continue CPR until the patient is responsive or EMS arrives at victim's side.
4. **AED operator** - when AED arrives to victim's location:
    a. press the power button ON,
    b. attach the pads to the bare chest as shown by the AED,
    c. follow the AED visual and audible prompts,
    d. If shock is advised, ensure nobody is touching the victim. Zoll 3 AED's will automatically shock with 3-2-1 countdown if using Phillips AED's press shock button when advised.
    e. the AED will analyze rhythm every 2 minutes,

    f. continue to follow the AED's prompts.
5. **Recorder** - document the time as events occur:
    a. start of CPR,
    b. arrival of AED,
    c. if AED delivers a shock,
    d. consciousness regained,
    e. arrival of EMS,
    f. departure of EMS.
6. **Crowd control** – ensure students and nonessential staff and faculty clear the area.
7. Upon transport of the victim by EMS will announce "Code CERT all clear. Staff and students may resume normal schedules".

School Specific Information-

1. CERT Leader: First team member to scene until Nurse _____arrives then she will assume the role.
2. Compressors:
3. AED operator:
4. Recorder:
5. Crowd Control:
6.

<u>Post response duties:</u>

1. Administrators: Specific Names
    a. Contact parent/guardian.
    b. If the victim is a student, accompany student to hospital with EMS.
    c. Notify school district level administration and county Risk Management
2. Site Coordinator: Nurse
    a. Contact Student Health Services for AED maintenance and pad replacement.
    b. Complete Project ADAM debrief form, AED report form, Contact Nurse Nichols who will contact CHOR-Project ADAM affiliates.
    c. Plan an event debrief meeting with involved staff utilizing school counselors as resources. Give staff a moment before returning to normal workday.
3. Front Office Staff
    a. Upon transport of victim by EMS, announce "Code CERT all clear. Staff and students may resume normal schedules."
4. CERT Team meets after school to review the response and process. Provide support to the team, if needed.

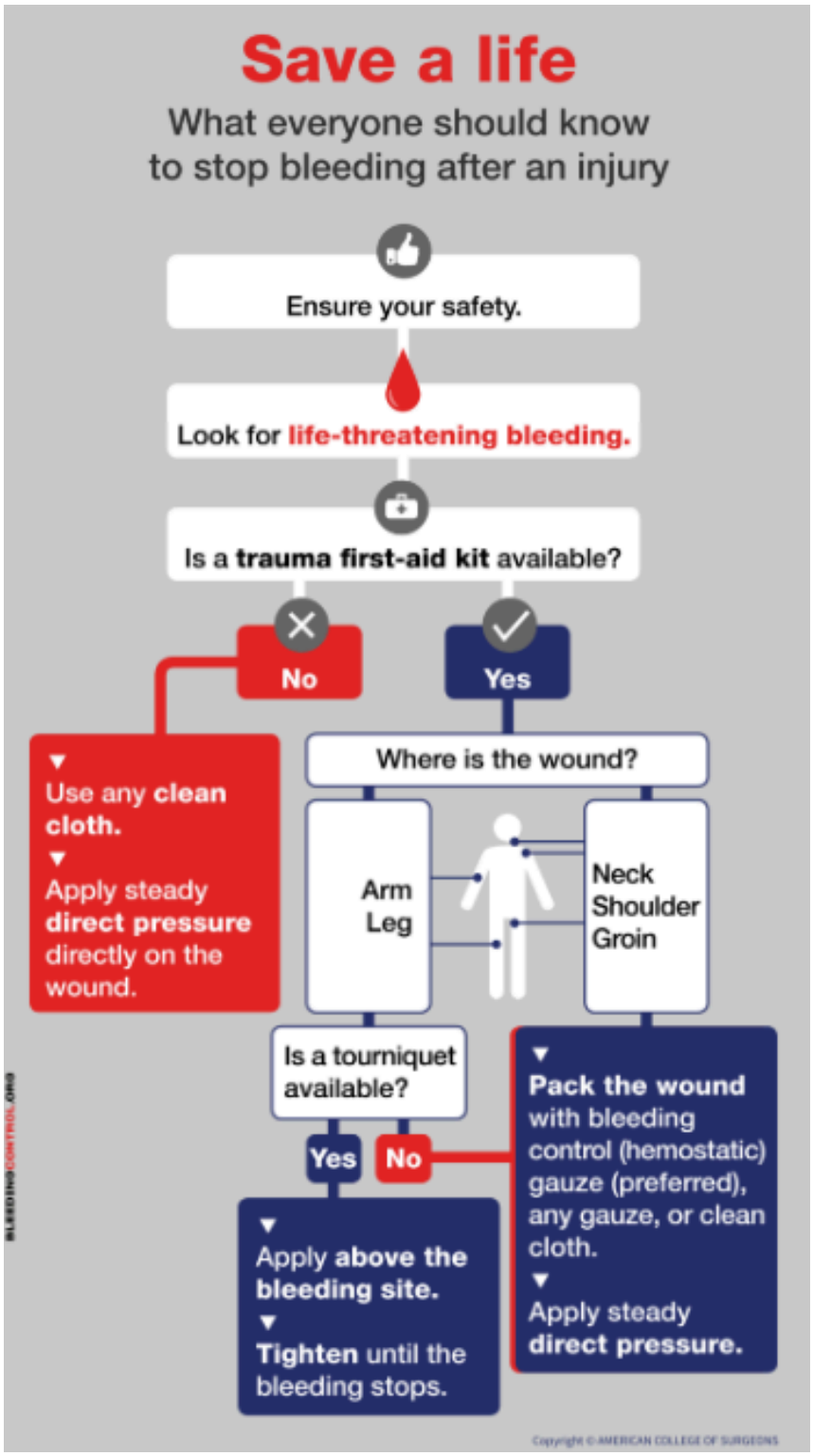
[Insert copy of school campus map with AED locations]

Plan reviewed and approved by _____

Drill History

Date	Description of Drill	Supervisor of Drill

STOP THE BLEED



OTHER EMERGENCIES AND/OR ACCIDENTS

BUS ACCIDENT

Procedures following bus accident:

Principal/Crisis Team member(s) should respond to the scene of local bus and/or vehicle collisions involving injured students and staff traveling to and from school and during off site activities such as field trips, sporting events, performing arts events, etc. The following procedures must be followed:

- Call 911
- The bus driver should immediately call the Transportation Office at 739-3054
- Notify School administration
- Administration/designee will notify District Administration
- The bus driver should stay with students at all times; Do not leave students unattended
- The bus driver should check with each passenger regarding injuries and make note of the person's name, address, seat location, and the nature of the injury
- The bus driver should administer necessary first aid procedures
- Parents of all students will be called with details of the accident
- Arrange for crisis counseling, if necessary
- Document incident and complete incident report
- Refer all media inquiries to appropriate school division personnel.

DEATH ON/OFF CAMPUS

In the event of death or suicide of a student or staff member

<u>Inside the building:</u>

Principal/ Administrator

- SECURE AREA (disturb as little as possible and limit access until police arrive)
- Contact school nurse or trained first aid personnel
- Administration will call Rescue Squad and SRO
- Administration will lock down campus
- Separate all witnesses until police arrive (to the extent possible, witnesses should not speak with each other nor anyone else)
- Administration/designee will notify District Administration
- Principal/designee will notify parents at appropriate time if given permission by law enforcement or District Administration.

Teachers and Staff

- SECURE AREA (disturb as little as possible and limit access until police arrive)
- Contact administration
- Refer all media inquiries to Principal/District Administration
- Complete Incident Report and follow all administrative directives following the incident.

<u>Outside the building:</u>

Principal/ Administrator

- Verify the information concerning the death of the student or staff member
- Administration will contact District Administration to inform of situation
- Principal/designee will notify staff and parents at appropriate time if given permission by law enforcement or District Administration.

Teachers and Staff

- Contact Administration
- Administration will contact District Administration and inform of situation
- Refer all media inquiries to the Principal/District Administration.

EXPLOSION

- **Determine location of explosion.**

IF INDOORS:

- Implement evacuation procedures, utilizing **Fire** exits, unless otherwise notified
- Notify administration/SRO about location of explosion so that they may contact emergency services
- Administration/designee will notify District Administration.

IF OUTDOORS:

- **LOCKDOWN** procedure until further notice
- Notify the principal and main office with any helpful information about the location of the explosion.

Follow-up Procedures:

- Do not speak with the media, Refer all media inquiries to appropriate school division personnel.
- Notify District Administration
- Prepare written memo for staff to advise of follow-up procedures; Notification will be made to parents/guardians according to district policies.
- Call an emergency staff meeting.

LOSS OR DISRUPTION OF POWER, WATER, SHELTER, AND/OR COMMUNICATION

Power Outage

- All students and teachers are to remain in current location when an outage occurs, this is at the discretion of the school administration
- If the power outage is in association with severe weather, everyone should report to the nearest severe weather safety location and assume the safety position for tornadoes
- If the power outage is in association with another type of threat, Administration may initiate Lockdown procedures
- If the power outage results in the need to evacuate the school, a verbal message will be transmitted by bullhorn, walkie-talkie, mobile app, or text message.

Loss of Water

- Administration to notify maintenance department to determine if the municipal water provider is aware of disruption
- Verify is water is safe to drink following return

  Immediate Action:

  - Notify campus to stop drinking water
  - If there is a threat to life or safety, call 911
  - Verify safety of individuals
  - Shut off all water fountains, ice makers, and clean out ice storage bins as directed
  - Provide first aid if needed
  - Maintenance department to flush water supply lines after water supply is restored.
  - Administration/designee will notify District Administration

LOSS OR DISRUPTION OF POWER, WATER, SHELTER, AND/OR COMMUNICATION– CONT.

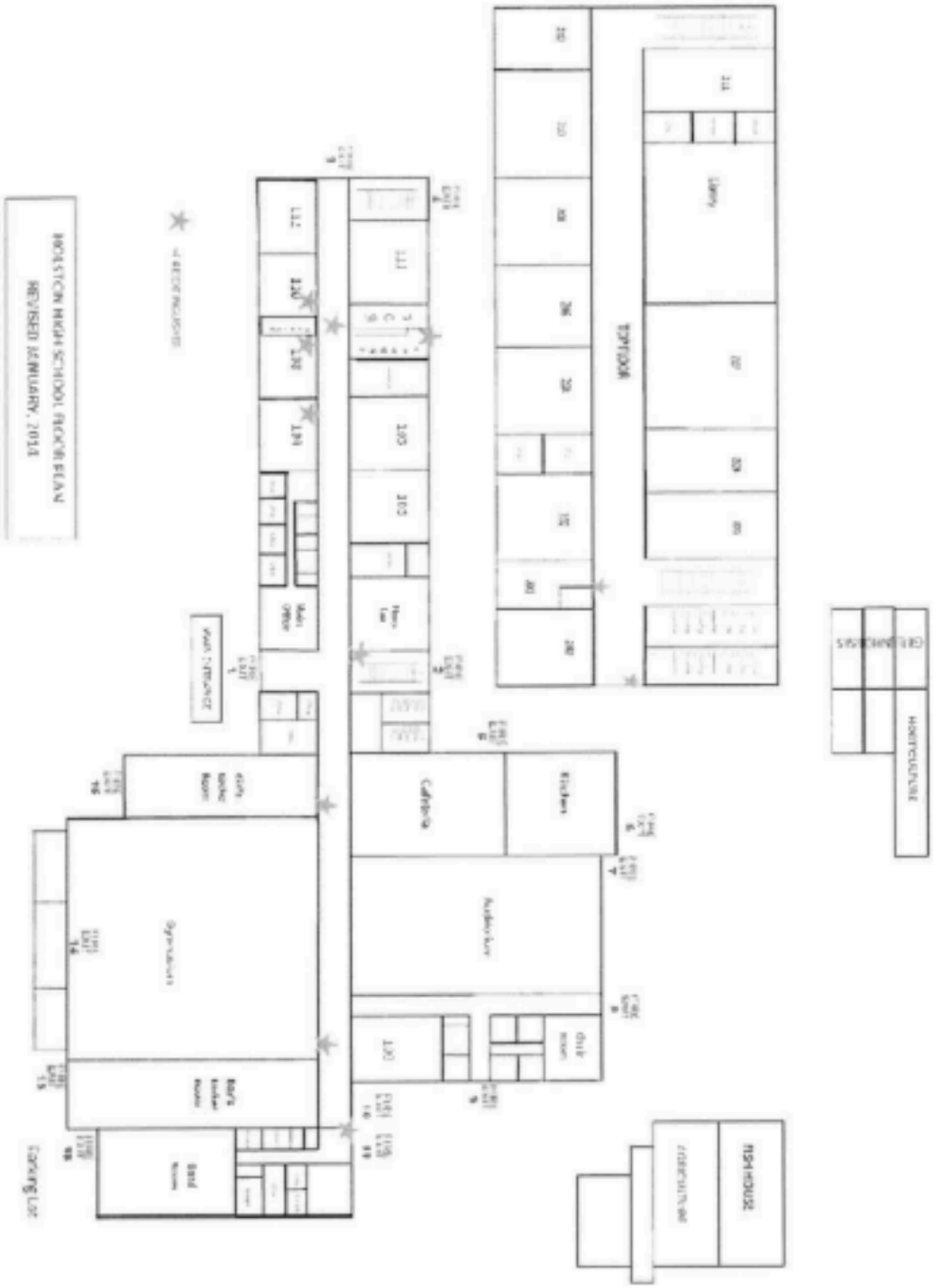
Shelter

- Announcement will be made to evacuate students from the building using FIRE Drill procedures
- Administration/Crisis Team will immediately contact off-site location, law enforcement, and the District Administration
- Teachers take class roster
- Teachers take attendance after the evacuation
- Teachers report missing students to building administrator immediately
- Teachers will accompany students directly to off-site location using the quickest evacuation route
- ALL lights should be turned off and ALL doors securely closed upon leaving the building
- School administration, law enforcement, and custodians will remain in the building to check restrooms, storage areas, etc.
- Students are to remain in the care of the teacher whom they were with when the alarm sounded until they can be reorganized by homeroom classes.
- If students are to be released to their parents “off-site,” a calling system by two-way radio will be used to release students to their parent/guardian
- At no time will parents be allowed to visit their child during an emergency evacuation unless law enforcement officials have approved this action.

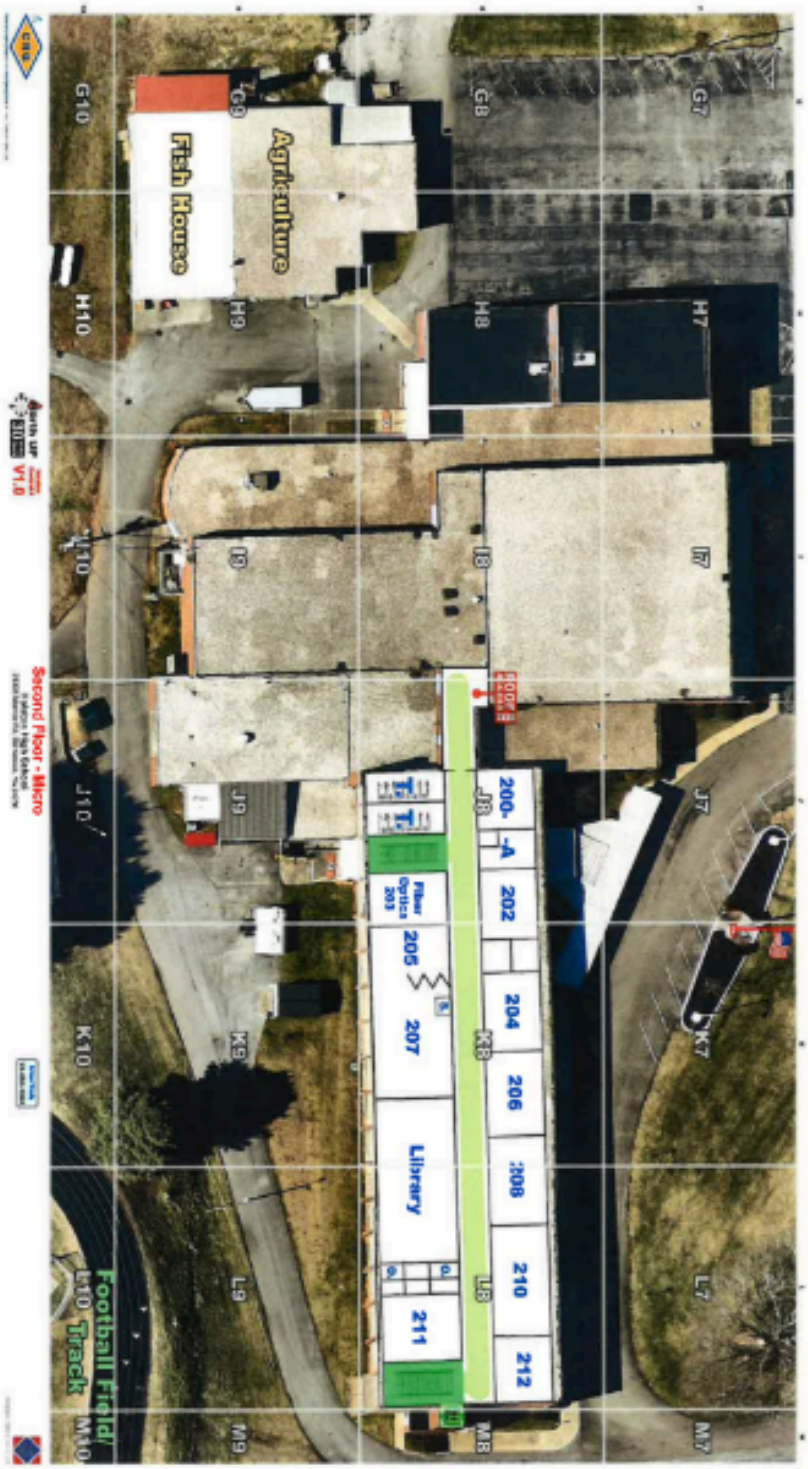
Loss of Communication

- Administration/designee will notify District Administration that disruption has occurred by cell, text, and/or e-mail
- Notify the Information Technology Department about disruption
- If disruption is determined to be for an extended period of time, Administration will alert parents through mass e-mail and/or through school messenger.

FLOORPLAN


MOSSTON HIGH SCHOOL FLOOR PLAN
REVISED JANUARY 2014
Gymnasium
Auditorium
Cafeteria
Kitchen
Library
Gym
Band
Boys Locker Room
Girls Locker Room
Main Office
Nurse
Guidance
Office
Teacher Lounge
Faculty Lounge
Teacher Lounge
Teacher Lounge
Teacher

Band
Boys Lock.
Gymnasium
Girls Lock.
Main Entrance
Main O.
104
108
Prep
110
112
100
Auditorium
Cafeteria
Copy
103
105
Lounge
111
Choir
Stage
Kitchen
Agriculture
Fish House
Football Field/ Track
G7
H7
I7
J7
K7
L7
M7
G8
H8
J8
K8
L8
M8
G9
H9
I9
J9
K9
L9
M9
G10
H10
I10
J10
K10
L10
M10
First Floor - Micro
V1.0


G7
H7
J7
K7
L7
M7
G8
H8
J8
K8
L8
M8
G9
H9
J9
K9
L9
M9
G10
H10
J10
K10
L10
M10
Agriculture
Fish House
200-A
202
204
206
208
210
212
Fiber Optics 203
205
207
Library
211
Football Field/ Track
Second Floor - Micro
V1.0

MACRO
Main Football Field
Main Parking
Side Parking
Agriculture
Fish House
Horticulture
Greenhouse
Football Field
Track
Monroe Road
North UP
V1.0