



EMERGENCY RESPONSE

# HOLD

## HOLD

- To provide safety when halls need to be kept clear. Examples include injuries or accidents in the hall, etc.

## HOLD IN ROOM/AREA

- Clear the halls
- Before locking classroom doors, sweep halls for nearby students, take attendance. Conduct business as usual

## ACTIONS

- Remain in classroom until “all clear” is announced
- Students and staff in common areas may be asked to remain in or move to an adjoining area
- Students and staff outside of the building should remain outside unless otherwise directed

## PUBLIC ADDRESSES

- The public address to initiate a HOLD is:  
Hold in your room or area. Clear the halls.  
Hold in your room or area. Clear the halls.
- The public address to release a HOLD is:  
The hold is released. All clear.  
The hold is released. All clear.

## MESSAGING TO PARENTS

- Messaging may not be necessary in every instance
- “Today at [time], there was a limited event at the school requiring a HOLD to be initiated. Hallways were cleared and school resumed promptly. Questions regarding the HOLD can be directed to GWA's School Safety Specialist - Steve Erickson - [serickson@gwacademy.org](mailto:serickson@gwacademy.org)

**HOLD**

# SECURE

## SECURE

- To provide safety from a threat outside of the building. Examples include suspicious persons, civil disturbance, danger in the area or on the grounds, etc.

## SECURE IN ROOM/AREA

- Exterior doors and main interior doors are locked
- Clear hallways and bathrooms
- Students and staff continue limited activities

## PUBLIC ADDRESSES

- The public address to initiate a SECURE is:  
SECURE! Get inside. Lock outside doors.  
SECURE! Get inside. Lock outside doors.
- The public address to release a SECURE is:  
The SECURE is released. All clear.  
The SECURE is released. All clear.

## ACTIONS

- Move students into building
- Bring students into classroom. Close and lock doors
- Continue normal activities as situation allows
- Obtain permission from administration if students or staff must move about the building.
- Be prepared to rapidly implement an EVACUATION or LOCKDOWN if directed.

## MESSAGING TO PARENTS

- Messaging may not be necessary in every instance
- "Today at [time], there was a limited event at [school] requiring a SECURE to be initiated. Classroom doors were locked and normal activities continued. The event was handled promptly. Questions regarding the SECURE can be directed to GWA's School Safety Specialist - Steve Erickson - [serickson@gwacademy.org](mailto:serickson@gwacademy.org)

# EVACUATE

## EVACUATE TO A LOCATION

- To provide safety from threats inside the building. Examples include fire, compromised structural integrity, toxic or chemical release, civil disturbance/ violence, etc.

## ACTIONS

- Grab the GO BAG, as you exit.
- Close locked doors. Turn off lights and EVACUATE building in accordance with the established route
- Students shall leave their belongings
- Ensure special needs persons in the immediate area are provided assistance by designees.
- Remain alert to potential hazards. Seek alternate route if necessary
- Take attendance
- No one shall reenter building until instructed

## PUBLIC ADDRESSES

- The public address to initiate an EVACUATION is:  
EVACUATE! To [a location].  
EVACUATE! To [a location].
- The public address to release an EVACUATION is:  
The EVACUATION is released. All clear.  
The EVACUATION is released. All clear.

## MESSAGING TO PARENTS

- Messaging may not be necessary in every instance
- “Today at [time], students and staff at [school name] were ordered to evacuate due to the report of [hazard]. Questions regarding the EVACUATION can be directed to GWA's School Safety Specialist - Steve Erickson - serickson@gwacademy.org

# SHELTER IN PLACE

## SHELTER IN PLACE

- To provide safety from threats requiring specific protective actions such as flooding, earthquake, hazardous materials exposure or other hazards to human health or wellness

## PUBLIC ADDRESSES

- The public address to initiate a SHELTER IN PLACE is:  
SHELTER! For [a hazard], [use safety strategy]  
SHELTER! For [a hazard], [use safety strategy]  
(example: SHELTER! For earthquake, drop, cover, and hold!)
- The public address to release a SHELTER IN PLACE is:  
The SHELTER is released. All clear!  
The SHELTER is released. All clear!

## ACTIONS

- If outdoors, staff/students may be instructed to return inside to an area without windows
- Close all windows and doors leading to hallways, common area and the building's exterior.
- Take attendance when safe to do so
- Listen and follow directions
- In instances of "Shelter for Hazmat! Seal the Room" use tape and plastic from the GO BAG to cover all windows and doors to help reduce airflow into the area. Tape can also be used to cover any cracks, crevices, electrical outlets, television connections or other openings. Wet towels can be used to reduce airflow under doors.

## MESSAGING TO PARENTS

- Messaging may not be necessary in every instance
- "Today at [time], students and staff at [school name] were ordered to shelter due to a [hazard]. Questions regarding the SHELTER can be directed to GWA's School Safety Specialist - Steve Erickson - [serickson@gwacademy.org](mailto:serickson@gwacademy.org)

# LOCKDOWN

## LOCKDOWN

- To provide safety from active threats inside the building. Examples include disruptive or violent persons, intruders, active assailants, etc.

## LOCKDOWN IN YOUR ROOM/AREA

- Interior doors are locked
- Staff and students seek as much physical safety from physical assault as possible by using barriers to sight-lines as well as physical barriers

## PUBLIC ADDRESSES

- The public address to initiate a LOCKDOWN is:  
    LOCKDOWN! Locks, lights, out of sight!  
    LOCKDOWN! Locks, lights, out of sight!
- Lockdowns are released by law enforcement. Room by room, one class at a time.

## ACTIONS

- Hallways and bathrooms shall be cleared. All staff and students shall be moved into classrooms
- Classroom doors shall be closed and locked.
- Classroom doors shall remain locked until the LOCKDOWN is released by law enforcement
- Students, staff and visitors shall be moved to an interior block wall out of sight and turn out the lights
- Staff and students shall keep away from doors and windows to limit visibility
- Barricade classroom doors if possible, and pull window shades or otherwise obstruct interior windows
- Ignore all bells and alarms
- Allow only uniformed law enforcement inside rooms
- Account for students and relay this information when possible

## MESSAGING TO PARENTS

- Messaging may not be necessary in every instance
- “Today at [time], an event occurred at the school requiring the initiation of a LOCKDOWN. Local law enforcement promptly addressed the concern. Questions regarding the LOCKDOWN can be directed to GWA’s School Safety Specialist - Steve Erickson - [serickson@gwacademy.org](mailto:serickson@gwacademy.org)

# REUNIFICATION

## FAMILY REUNIFICATION

- Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release
- Reunifications may occur at a different location than at the school

## NOTIFICATION

- Using the Student Information System, the local Public Information Officer will notify parents of pick up time and location

## PARENT/GUARDIAN EXPECTATIONS

- Students will only be released to parents, guardians or other emergency contacts listed in the Student Information System authorized to check them out
- Parents/guardians will bring identification to the reunification site
- Students whose parent/guardian cannot pick them up will be held at the school until such time as they are able to do so

## ACTIONS TAKEN **BEFORE** REUNIFICATION

- An Incident Command Structure will be established to include a Director of Transportation, a Public Information Officer, greeters, and runners
- The local Director of Transportation will establish a traffic pattern in anticipation of several hundred cars descending upon the school at once
- A primary and secondary reunification point will be established
- Hard copies of student lists shall be maintained and routinely updated in the event that the Student Information System cannot be accessed

## ACTIONS TAKEN **DURING** REUNIFICATION

- Parents/guardians will be greeted at a pre-determined reunification site
- Parents/guardians will provide identification to the greeter
- Following confirmation that the parent/guardian is permitted to check-out the child a runner will be sent with a piece of paper to retrieve the student
- The parent/guardian will retain a portion of the slip of paper identifying them as responsible for the student
- The parent/guardian will go to a pre-determined location and await the runner who will reunite the them with their student

# STAFF/STUDENT INJURY OR ILLNESS

## STUDENT INJURY

- Student injuries and illnesses include, but are not limited to:
  - Sprains, strains, bruises, contusions, and fractures
  - Mental health critical incidents
  - Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc.
- If applicable, employees will follow the dictates of the ill/injured student's IEP or Emergency Care Plan

## ACTIONS TAKEN FOR A STUDENT INJURY

- Determine if it is safe to approach
- Take precautions against contacting bodily fluids
- Call 911 if needed
- Provide first-aid according to level of training if needed
- Identify the victim(s), injury time and location to the main office
- The main office shall reach out to the parents/guardians of the victim(s)
- Clear the area if needed
- Comfort and reassure the victim(s). Do not move the sick or injured unless the scene is safe
- If a crime has been committed, secure the scene and do not disturb any evidence
- Document student injuries using the state's Student Injury Report

## EMPLOYEE INJURY

- Employee injuries and illnesses include, but are not limited to:
  - Sprains, strains, bruises, contusions, and fractures
  - Mental health critical incidents
  - Chronic health illnesses such as diabetic shock, epileptic seizures, allergic reactions, etc.
- Employees with chronic health conditions should seek an ADA accommodation with the Administrative Services Director (ASD).

## ACTIONS TAKEN FOR AN EMPLOYEE INJURY

- Determine if it is safe to approach
- Take precautions against contacting bodily fluids
- Call 911 if needed
- In emergency situations employees shall go to the ER
- Obtain contact information from the school secretary and contact Administrative Services Director (ASD)
- Go to WorkMed as directed by the ASD
- Provide relevant documentation to the ASD

# SEVERE WEATHER

## FIRE

- Activate fire alarm
- Report exact location of the fire to the main office
- Follow EVACUATION procedures
- Close room doors
- Assist any individuals with special needs
- Take attendance and notify the local Incident Commander of any missing students

### FIRE SAFETY BEST PRACTICES

- If a fire is encountered, advise students to:
  - Shelter, Drop and Crawl
- If someone has flames on their body, remind them to:
  - Stop, Drop, and Roll
  - If possible use a blanket to smother flames

## FLOODING

- Follow directions as received by GWA, local emergency management officials, and the National Weather Service
- Unplug appliances. Do not touch electrical equipment
- Avoid downed electrical lines
- Keep staff and students indoors unless otherwise directed

## EARTHQUAKE

- Staff and students shall be directed to:
  - “Shelter for earthquake! Drop, Cover, and Hold”
- Keep calm and remain where you are.
- Seek shelter under desks or other heavy furniture, or against a wall in the center of the building away from glass
- Move away from windows and overhead hazards
- If outdoors, staff should direct students to move away from buildings, gas, and electrical lines
- Do not permit the use of open flames such as matches or candles due to the possibility of a gas leak
- After tremors have ceased, if it is safe, EVACUATE buildings. Do not reenter
- Follow EVACUATION procedures

## SEVERE WEATHER

- Postpone or suspend activity if severe weather appears imminent
- Depending upon the type and severity of the weather, a safe shelter, such as a locker room, school building, or gymnasium may need to be designated
- A SECURE may need to be initiated
  - SECURE! Get inside. Lock outside doors.
  - SECURE! Get inside. Lock outside doors.
- Be prepared to move classes held in mobile units into the building
- Review SHELTER IN PLACE procedures with students
  - SHELTER! For [a hazard], [use safety strategy]
  - SHELTER! For [a hazard], [use safety strategy]

# SUSPICIOUS/DISRUPTIVE PERSON | CIVIL UNREST

## SUSPICIOUS/DISRUPTIVE PERSON

- Action should be taken when a person(s) do not appear to have a legitimate purpose for being on the grounds or in the building
- Action should also be taken when a student(s), staff member(s), or visitor(s) becomes unruly
- Staff should feel empowered to ask suspicious persons what they are doing inside of a school

## ACTIONS FOR SUSPICIOUS/DISRUPTIVE PERSON(S)

- Ask the individual if they need help
- If the individual cannot provide a satisfactory answer, the main office must be notified immediately. Provide a description and location
- Initiate a LOCKDOWN
  - LOCKDOWN! Locks, Lights, Out of Sight."
  - LOCKDOWN! Locks, Lights, Out of Sight."
- Staff will attempt to maintain a sense of calm with the students under their care, if necessary
- Once the LOCKDOWN has been initiated, do not attempt to confront the SUSPICIOUS/DISRUPTIVE person(s)
- Doors shall not be opened by anyone other than uniformed law enforcement

## CIVIL UNREST

- Action should be taken when a group of individuals become unruly and/or violent to the point of disruption
- The school's first priority is to ensure the safety and security of students and staff

## ACTIONS FOR CIVIL UNREST

- If a staff member or student becomes aware of a civil unrest situation, the main office must be notified immediately
- If a staff member is in the affected area, attempt to move students to a secure place.
- Initiate a LOCKDOWN
  - LOCKDOWN! Locks, Lights, Out of Sight."
  - LOCKDOWN! Locks, Lights, Out of Sight."
- Staff will attempt to maintain a sense of calm with the students under their care, if necessary
- Once the LOCKDOWN has been initiated, do not attempt to confront the SUSPICIOUS/DISRUPTIVE person(s)
- Doors shall not be opened by anyone other than uniformed law enforcement

# WEAPON, BOMB THREAT/SUSPICIOUS PACKAGE

## WEAPON ON PROPERTY

- For the purposes of this resource, weapons are defined as firearms, or other tools used to assault, threaten, or injure another person on or in close proximity to school property

## PUBLIC ADDRESSES FOR WEAPON ON PROPERTY

- Initiate a LOCKDOWN
  - LOCKDOWN! Locks, Lights, Out of Sight.”
  - LOCKDOWN! Locks, Lights, Out of Sight.”
- Lockdowns are released by law enforcement. Room by room, one class at a time

## ACTIONS FOR WEAPON ON PROPERTY

- Staff and students that are outside should evacuate the premises
- Staff and students shall remember RUN, HIDE, FIGHT
  - RUN to safety, then call 911
  - HIDE if escape is not possible
  - FIGHT only as a last resort and if your life is in danger
- When weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence

## BOMB THREAT/SUSPICIOUS PACKAGE

- For the purposes of this resource, bomb threats/ suspicious packages are defined as threats that an explosive device has been placed in, around, or near a facility, or the detection that a suspicious package could contain an explosive device

## PUBLIC ADDRESSES BOMB/SUSPICIOUS PACKAGE

- The public address to initiate an EVACUATION
  - EVACUATE! To [a location]
  - EVACUATE! To [a location]
- The public address to release an EVACUATION
  - The EVACUATION is released. All clear
  - The EVACUATION is released. All clear

## ACTIONS FOR BOMB THREAT/SUSPICIOUS PACKAGE

- Excepting the GO BAG, staff and students should not bring bags, purses, or backpacks with them
- If any suspicious items are noted, they should not be disturbed
- A bomb threat/suspicious package scene is a crime scene. No attempt should be made to clean up blood or other evidence
- If any suspicious items are noted, they should be reported to the administrator or supervisor
- Administration should secure, but not guard, the area to keep staff and students clear of the suspicious package

# FIRST AID

CHOKING	SIGNS OF A HEART ATTACK	SCRAPES/SMALL CUTS
<ul style="list-style-type: none"> <li>If person cannot breathe, cough, talk or is blue:</li> <li>Give abdominal thrust and continue until object is expelled</li> <li>If person becomes unconscious, call 911</li> <li>Perform CPR until EMS arrives</li> </ul>	<ul style="list-style-type: none"> <li>Discomfort/pain in chest, arms, back, neck, jaw, shoulder, or abdomen, shortness of breath, cold sweat, nausea or lightheadedness:               <ul style="list-style-type: none"> <li>Keep person calm/resting as possible</li> <li>Call 911. Be prepared to utilize the CPR/AED</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rinse with clean, running water</li> <li>Use direct pressure with a clean cloth</li> <li>Apply antibiotic ointment</li> <li>Apply a bandage that won't stick to the wound</li> <li>Notify parent if applicable</li> </ul>
SHOCK	SPLINTERS/PUNCTURE WOUNDS	HEAD INJURY
<ul style="list-style-type: none"> <li>Feeling weak, faint, dizzy, nauseous, thirsty, is pale or grayish, acts restless, agitated or confused, is cold and clammy to the touch:               <ul style="list-style-type: none"> <li>Lay person on back, cover with blanket, call 911</li> <li>Do not give anything to drink</li> <li>Turn on side if nauseated/vomiting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Remove small splinters with tweezers</li> <li>Don't remove large objects. Dress the wound. Take care to not move the object or damage tissue further to reduce blood flow</li> <li>Call parent for large objects, or if the splinter cannot be removed. Call 911 if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Do not move the person</li> <li>Call 911 if any of the following are observed:               <ul style="list-style-type: none"> <li>Is drowsy, vomiting, clumsy, unconscious, won't fully wake, or has persistent headache</li> <li>Has blood or fluid oozing from ears or nose</li> <li>If experiencing paralysis or abnormal speech</li> </ul> </li> </ul>
FRACTURES/SPRAINS	DIABETIC SEVERE HYPOGLYCEMIA	
<ul style="list-style-type: none"> <li>If injured area is painful, swollen, or deformed, direct person to a doctor via EMS or parent (if applicable)</li> <li>Wrap in clean cloth. Support injured area with splint</li> <li>Apply ice or cold compress for no more than 20 mins</li> <li>If the skin is broken, or the bone can be seen, cover the area with a clean bandage</li> </ul>	Exhibition of the following symptoms: shaking, sweating, dizziness, anxiety, extreme weakness, hunger, fatigue, rapid heartbeat or blurry vision <ul style="list-style-type: none"> <li>Give quick acting sugar source of 15 Gm of carbohydrate:               <ul style="list-style-type: none"> <li>3-4 glucose tablets, 4 oz of juice, 6 oz. of regular soda, 3 tbsp glucose gel. Repeat if needed</li> </ul> </li> <li>If person loses consciousness, has a seizure or is not able to swallow:               <ul style="list-style-type: none"> <li>Administer glucagon if you have been trained. Call 911 and a parent</li> </ul> </li> </ul>	
LARGE, DEEP, GAPING CUTS	UNCONSCIOUS PERSON (Not Breathing)	HEAVY BLEEDING
<ul style="list-style-type: none"> <li>Cover with bandage and apply direct pressure to the wound with a clean cloth until bleeding stops</li> <li>Call parent (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Call 911. Perform CPR (30 compressions/2 breaths until AED is available)</li> <li>Continue performing CPR until EMS arrives</li> </ul>	<ul style="list-style-type: none"> <li>Call 911 and apply pressure with clean cloth</li> <li>Wrap an elastic bandage firmly over cloth</li> <li>Continue with direct pressure until EMS arrives</li> </ul>
EYE INJURIES	FAINTING/LOSS OF CONSCIOUSNESS	TEETH INJURIES
<ul style="list-style-type: none"> <li>If chemical contacts the eye, flush gently with water for 15 minutes and contact poison control or a doctor</li> <li>If object is stuck in the eye, call 911</li> <li>Do not touch, rub, apply medicine, or remove the object. Protect the eye/protrusion until EMS arrives</li> </ul>	Follow Emergency Care plan (if applicable) <ul style="list-style-type: none"> <li>Remain lying down until person feels 'normal'</li> <li>Observe person for injuries</li> <li>Call 911 if person doesn't improve or respond</li> <li>Be prepared to do CPR/AED if needed</li> </ul>	<ul style="list-style-type: none"> <li>Apply clean cloth to control bleeding</li> <li>If tooth is knocked out, handle by top, not root.</li> <li>Rinse tooth/fragments with cold water</li> <li>Place in water or milk</li> <li>Transport tooth with child to dentist/EMS</li> </ul>
ASTHMA	ELECTRICAL BURNS	SEIZURES
<ul style="list-style-type: none"> <li>If person exhibits the following symptoms: chest tightness, coughing, wheezing, difficulty breathing, shallow/fast breathing, retraction when breathing:               <ul style="list-style-type: none"> <li>Quick relief medication (inhaler) if available.</li> <li>If symptoms worsen, call 911/parent (if applicable)</li> </ul> </li> <li>Encourage slow breaths and rest. Do not leave alone</li> </ul>	<ul style="list-style-type: none"> <li>Ensure scene is safe</li> <li>Send someone to obtain the first-aid kit/AED</li> <li>Disconnect electricity/turn off main power</li> <li>Stay clear of the injured person until they are cleared of the power source</li> <li>When safe, be prepared to perform CPR/AED</li> </ul>	Follow student Emergency Care plan (if applicable) <ul style="list-style-type: none"> <li>Loosen clothing and remove loose objects</li> <li>Make comfortable and turn on side if vomiting</li> <li>Do not put anything in the person's mouth</li> <li>Call 911 for seizures lasting longer than 5 mins</li> <li>Start CPR/AED if not breathing when seizure ends</li> </ul>
STROKE	GENERAL TREATMENT OF BURNS	
<ul style="list-style-type: none"> <li>Sudden numbness, confusion, weakness of leg/arm/face, headache, trouble speaking, seeing, walking, dizziness, loss of coordination:               <ul style="list-style-type: none"> <li>Note time symptoms started</li> <li>Keep person calm, resting and call 911</li> <li>Get person to hospital as soon as possible</li> <li>Be prepared to do CPR/AED if needed</li> </ul> </li> </ul> <b>FAST F:</b> Face Droop <b>A:</b> Arm Weakness <b>S:</b> Speech Difficulty <b>T:</b> Time to call 911	<ul style="list-style-type: none"> <li><b>SMALL burn:</b> cool immediately. Run cool water until pain subsides               <ul style="list-style-type: none"> <li>You may cover the burn with a dry, nonstick sterile or clean dressing</li> </ul> </li> <li><b>LARGE burn or active fire:</b> <ul style="list-style-type: none"> <li>Ensure scene is safe and call 911</li> <li>If the person is on fire, put the fire out</li> <li>Remove jewelry and clothing that is not stuck to the skin</li> <li>Cover the person with a dry blanket and check for signs of shock</li> <li>Be prepared to perform CPR/AED if needed</li> </ul> </li> </ul>	
CPR GUIDELINES		
<ul style="list-style-type: none"> <li>Check for responsiveness</li> <li>Shout for help - send someone to phone 911 and get an AED</li> <li>If not breathing or only gasping administer CPR</li> </ul>	<ul style="list-style-type: none"> <li>Place hands on lower part of breastbone.</li> <li>Press hard and fast in the center of chest</li> <li>Compress at least 2 inches</li> <li>Allow complete chest recoil after compression</li> </ul>	<ul style="list-style-type: none"> <li>Perform 100 to 120 compressions per minute</li> <li>Attach and use AED as soon as available</li> <li>Continue CPR</li> </ul>