

All Hazards Plan

Allen Consolidated Schools

Signatory Page

This All-Hazards School Safety & Security Plan is the primary safety and security plan for Allen Consolidated Schools. This plan supersedes all previous plans, and notes delegation of authority where necessary. This Plan is recognized and acknowledged by the undersigned:

Superintendent of School

Date

All-Hazards Planning Committee Chair

Date

School Board President

Date

Community Emergency Personnel

Date

ADMINISTRATOR CHECKLIST

- _____ Call 911 for emergency services – Police – Fire – Paramedics (if needed)
- _____ Non-emergency police numbers: Communities and phone numbers
- _____ Call parent
- _____ Call superintendent
- _____ Activate crisis team
- _____ Contact your community – school coordinator
- _____ Verify information regarding crisis
- _____ Refer media inquiries to the Superintendent of Schools

If it is necessary to send anyone to the hospital by ambulance, send a staff member along to serve as a liaison between hospital and school.

EMERGENCY NUMBERS

Immediately after calling any emergency services and **911**, call the Superintendent.
Call utilities, if necessary:

Water	Village of Allen PO Box 99 Allen, NE 68710 (402) 635-2444	Gas	Butch's Propane 103 Nebraska St Obert, NE 68757 (402) 692-1111
--------------	------------------------------------------------------------------------------	------------	-----------------------------------------------------------------------------------

Fire Alarm Issues: Associated Fire and Protection (402) 733-2800

Electrical	Thompson Electric PO Box 207 Sioux City, IA 51102 (712) 252-4221	or	Northeast Nebraska Public Power District PO Box 350 Wayne, NE 68787 (800)-750-9277 or (402) 375-1360
-------------------	-------------------------------------------------------------------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------

Haz-Mat	Haz-Mat Response 24 Hour Emergency Service 4501 Rodeo Road North Platte, NE 69101-1000 (308-532-5753
----------------	-------------------------------------------------------------------------------------------------------------------------

School Buildings and Grounds Phone Number

If you have a maintenance problem at your school after business hours, call:

	Allen School	Home	Mobile
Stephanie Sullivan	(402) 635-2484	(402) 635-2562	(402) 640-0968
Michael Pattee	(402) 635-2484	(402) 632-4180	(402) 841-3567
Lana Oswald	(402) 635-2484	(402) 945-2222	(402) 833-8567

GENERAL COMMUNICATION PLAN

1. Notify the appropriate emergency personnel, such as police, ambulance or fire departments. (School personnel should accompany the individual if an ambulance is needed).
2. The Principal or designee will notify family members if the incident occurs at school. If the incident occurs overnight, the Principal will work with the crisis team on contacting the family.
3. Notify the Superintendent. If the Superintendent is not available, contact one of the other Administrators.
4. Notify the Crisis Team.
5. The Superintendent's office will:
 - a. Serve as the official spokesperson or designate a spokesperson. All initial media calls must be referred to the Superintendent.
 - b. Coordinate any arrangements that need to be made with the press including releases, photos, press conference, etc.
 - c. Notify Board of Education members, other schools, department, and District personnel.

CRISIS TEAM

This is a supportive service which can help schools (buildings) assist, plan and intervene in crises affecting staff and students. Members of this team have specialized training to assist building administrators in directing crisis resolution activities. The following are the "core" crisis team members:

Building Members

Michael Pattee, Lana Oswald, Desiree Kneifl, Dave Uldrich, Marc Bathke, Beth Offner, Joy Bock & Stephanie Sullivan

Community Members: EMT

Area Support: Fire Department (402) 635-2141, Sheriff (Dixon Co.) Office (402) 755-2255

Each building principal or designee will serve as chairperson of the crisis team. Building counselors, nurses, secretaries and psychologist will be called as needed.

TABLE OF CONTENTS

General Communication Plan

Overview & Crisis Team

Administrator Checklist & Emergency Number

I. Prevention/Preparedness

A. Safety – Acts of Nature

1. Chemical Spills
2. Fire
3. Tornado
4. Off Campus Fire or Tornado

B. Security / Threat Assessment – Acts of People

1. Bomb Threat
2. Intruder – Hostage

II. Response/Recovery

Crisis Management (SRP)

1. Medical Emergency
2. Asthmas & Anaphylaxis
3. Basic First Aid
4. Bus/Van Accident
5. Bus/ Van Emergency Evacuation
6. Sudden Death
7. Lock Down

I. Prevention/Preparedness

A. Safety – Acts of Nature

1. Chemical Spills

If spill fumes occur **Outside** the school building:

- a. Close and secure windows and doors.
- b. Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to school
- c. Call 911 to ensure community emergency response personnel are aware of the spill or fumes.
- d. If spill or fumes are observed or detected, school personnel should contact the school office immediately.
- e. The Administration should determine whether the students are safer in a Lockout or Campus Evacuation procedure.
- f. If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.
- g. Make sure students and staff do not come into contact with spilled material.

If spill fumes occur **In The Building**:

- a. Call 911 if you know a hazardous material is involved.
- b. Call the office to notify the Administration of the spill and fumes.
- c. Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.
- d. Isolate the area and move students to another area to prevent injury or exposure.
- e. If potential fire or explosive hazard exists, evacuate the building immediately.
 - *Do not use exit routes near the hazardous area.
 - *Evacuate to safe area. This means a distance of a least 500 feet away upwind.
 - *Do not return to area until directed to do so by authorized personnel.

2. Fire

If a FIRE occurs:

- a. If you observe a fire, activate the nearest fire alarm pull station.
- b. Call the office with the information if a phone or radio is available.
- c. Close the door as you evacuate the room.
- d. P-6 grade should go to the southeast parking lot and assemble by grade level.
- e. 7-12 grade should go to the North side of building and assemble by grade level.
- f. Be ready to move your class to an area out of the way of emergency vehicles.
- g. Maintenance is responsible for locating the fire and directing the Fire Department to that location.
- h. If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire.

- i. Teachers should take the clipboard with class lists with them when they leave the building so they can account for all students and notify the Principal or fire fighter of anyone missing.
- j. Contact the Superintendent's Office.
- k. Do not re-enter the building until instructed to do so by authorized personnel.

3. Tornado

If a TORNADO WARNING has been issued by the National Weather Service:

- a. Evacuate room to the area indicated for your room (See Next Page). All tornado areas are listed in every room and area of the building. If not possible, move students away from doors and windows.
- b. Initiate the duck, cover and hold procedure after evacuating the room.
- c. Teachers do not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation Procedure.
- d. Teachers should train students in the duck and cover procedure
 - i. *DUCK – drop to the floor
 - ii. *COVER – in a bent, crouched – over position, bury your face in the crook of your elbow and place the other hand over the back of the neck.
- e. If on a school bus, where possible, the driver will pull out of traffic and park at the curb. Move students to a safe place at or below ground level. If you cannot move students off the bus safely, follow the directions below.
 - i. *Students will drop in the aisles or under the seats for protection
 - ii. *After checking for injury to students and damage to the bus, the driver will attempt communication with the Superintendent's Office.
 - iii. *If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the school administration.

Tornado Drill Areas

- All Rooms should have Fire and Tornado areas marked.
- Office – Check on Preschool, Wood Shop, Kids outside (recess, PE, band)

Elementary:

Grade(s)	Area
Preschool	Reading Resource Room
Kindergarten – Speech Room	Speech Room
1 st Grade	Nurse's Office
2 nd Grade	Consulting Room
3 rd / 5 th Grade	Elementary Boys' Bathroom
4 th / 6 th Grade	Elementary Girls' Bathroom
Mrs. Koester - Music	Stay in Multipurpose Room

Grades 7-12:

Room	Area
Any Class in the Gym	Go to Locker Rooms
Any Class in Shop / Band Room	Go to the Multipurpose Room
Wood Shop	Go to High School Boys' Bathroom
Front Hallway Rooms (Mrs. Beckwith, Mrs. Levine, Distance Learning, SPED)	Go to SPED Room
All Other High School Classrooms	Mrs. Hingst, Mr. Uldrich, Mr. Curnyn = Guidance Office Mrs. Beckwith, Mrs. Roeber = Girls' HS Bathroom Mr. Bathke, Mr. Batenhorst (Wood Shop) = Boys' HS Bathroom
Secondary Lunch	Grades 9, 10, 11, 12 = Locker Rooms in Gym Grades 7 - 8 = Multipurpose Room

Overflow Area = Teachers' Workroom, Teachers' Lounge

Contingencies	
HALLWAY	Go join your class
Any Class in Multipurpose Room	Stay in MP Room
Any Class in the Gym / Weight Room	Go to Locker Rooms
Any Class in the Band Room	Go to the Multipurpose Room
Elementary Lunch	Grades 3, 4, 5, 6 = Locker Rooms in Gym Grades K / 2 = Boys' Bathroom Commons Preschool / Grade 1 = Girls' Bathroom Commons
Library	Elementary Classes - Go with your grade Grades 7-12 – Go to Guidance

4. Off-Campus Evacuation: Fire, Tornado, Chemical Spill, or Other Reason

- a. Upon hearing the announcement, immediately stop instructions and direct student attention to emergency procedure. Refer to the Emergency Response Packet if necessary.
- b. Upon notification from the School Principal to evacuate the campus, teachers should walk with their students to the Methodist Church. Take your clipboard with class lists with you.
- c. The Methodist church will be used as a reunification site for students with parents. (Parents should be directed to the Methodist Church.)
- d. If the Methodist church is unavailable, continue walking in an efficient, orderly manner to the Lutheran Church directly across the street from the school parking lot.
- e. En route to the evacuation site, recheck the class roll. Report the names of missing students to Evacuation Site Coordinator.
- f. Upon arriving at the evacuation site, keep your class together at the assigned area for your school (SEE REVERSE). Follow the instructions of the Evacuation Site Coordinator.
- g. Remain with your students and await further instructions.

C. Security / Threat Assessment – Acts of People

Bomb Threat

BOMB THREAT PROCEDURES

1. The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible (**See attached Bomb Threat Checklist below**).
2. The Principal or Superintendent will call the police and declare an emergency and initiate a Room Evacuation procedure of the appropriate building or full campus.
3. School personnel are to remain out of the threatened building. The police will conduct the bomb search.
4. Any student or personnel who believe a box or other type of container to be suspicious should not touch the item and should immediately report it to the School Principal or Superintendent.
5. The Superintendent (and Crisis Response Team) will investigate and declare an emergency, if deemed necessary, and initiate the Evacuation Procedure. (Off campus Evacuation Procedure is outlined on page labeled “Chemical Spills/Off Campus Evacuation”).
6. The area where the suspect device is located will be cleared by at least 200 feet.
7. School personnel are to keep away from the suspect device and allow the police to deal with it.

BOMB THREAT CHECKLIST

Time _____ Date _____

Do Not Hang Up! Use another phone to call police.

Record the exact words used by the caller. Ask:

What time is the bomb set for? _____

Where is the bomb? _____

What does the bomb look like? _____

Why are you doing this? _____

Who are you? _____

Evaluate the:

Voice of the Caller:

- | | |
|-------------------|-----------------------|
| ___ Man | ___ Accent |
| ___ Woman | ___ Speech Impediment |
| ___ Child | ___ Intoxicated |
| ___ Age (approx.) | ___ Other |

Background noise:

- | | |
|---------------|-------------------|
| ___ Music | ___ Conversation |
| ___ Children | ___ Machine noise |
| ___ Typing | ___ Traffic |
| ___ Airplanes | ___ Other |

3. Intruder – Hostage

If an intruder or hostage situation occurs, use the following steps:

1. If there appears to be a suspicious or hostage situation, notify 911 and the building principal
2. The Principal or a representative will announce the lock down information (lockdown level). In the event of a hostage situation prohibits use of the intercom system, a designated adult messenger will be sent to classrooms.
3. The Principal will notify the Superintendent.
4. All employees should direct students not in class to a safe area.
 - a. Lock all classroom doors
 - b. Keep students in the room. Ignore all passing bells.
 - c. Move students to safest place in classroom.
 - d. Take accurate roll and account for any missing students. If possible, communicate to the office the names of missing students.
 - e. Turn off lights and close drapes or blinds.
 - f. Employ immediate sheltering action for those exposed to danger.
 - g. Use basic duck and cover techniques. Lie flat and face down on the floor. Cover head and get under tables/desks if possible.
 - h. In classrooms, stay away from windows, doors and outer walls. Watch for shattered glass. Close drapes/curtains/blinds ONLY if safe to do so.
 - i. In open areas, use objects immediately available in the open (trees, bushes, walls, etc.) for shelter. Lie down and stay motionless.
 - j. Be ready to move students instantly. Know possible escape routes including windows.
 - k. If current location is judged too dangerous, move to possible alternate locations in other rooms or areas in the building when it is safe to do so.
 - l. If possible, report status to office.
5. Students locked out of a classroom are to go to SAFE Rooms and if possible, lock the doors:

LOCKABLE

Teacher Work Room/Lounge
Staff Bathroom
Janitor's Room

NOT Lockable

All bathrooms
HS and JH Locker Rooms
Coaches Room

6. EVERY person in the building—staff or student—has the right and the responsibility to decide if it is safer to “RUN, HIDE, or FIGHT”. In the event that a person decides to self-evacuate, they need to do their best to:
 - Stay hidden and safe until law enforcement gives the “all clear.”
 - Make their way to the Methodist church if possible.
 - If/when possible, contact school staff via text message, email or phone call to let them know who is with them and that they are safe.
7. Classrooms should be opened only when the “all clear” is given by law enforcement.

8. A headquarters for law enforcement will be designated on school grounds according to need.
9. All media communication will be handled by the Superintendent's Office.
10. The Crisis Team will meet to deal with the aftermath.
11. The Principal and the Superintendent's Office will determine the need to notify parents.

MEDICAL EMERGENCY – Response to Victim

A medical emergency includes life-threatening situations such as heart attack, air obstruction or severe bleeding. Each school should have a list of staff trained in CPR and first Aid Procedures.

Building employees trained in First Aid and CPR:

In case of a First Aid emergency:

1. Notify the office of the location and name of the victim.
2. Specify type of injury or medical condition and apparent need for emergency services.
3. School office team shall:
 - *Announce situation and instructions to identify emergency team members.
 - *Have trained team members assess situation and begin necessary treatment.
 - *When necessary, have the office call 911:
 - Explain the situation
 - Give school name and address
 - Tell the paramedics which door to enter.
 - *Have staff stationed at doors to keep crowd away.
 - *Meet the paramedics at the door to take them to accident site.
 - *Contact Superintendent's Office
 - *Contact staff and/or students if necessary.
4. If it is necessary to send the victim to the hospital by ambulance and the parent is not at the school, a staff member assigned to the medical emergency team should go along to serve as a liaison between the hospital and school/parent. The staff member should stay at the hospital until the parent arrives. As soon as possible, the staff member should relay information regarding the condition of the victim to the school office.

MEDICAL EMERGENCY – Response of Students and Staff

1. Classroom teachers should close the doors to their classrooms (to minimize confusion) and continue instruction. Teachers are to keep students in their classrooms and **IGNORE** all bells and/or normal passing times until further notice.
2. Students in the classroom where the emergency is taking place should be moved to a neighboring classroom as soon as it is possible to do so with out creating additional confusion or threat to the victim's well being.
3. The medical emergency team, along with a building administrator, shall report to the location of the emergency, assess the situation and begin necessary treatment with in the scope of their training. IF the medical emergency involves a serious injury, the following measures should be followed by staff present and the medical emergency team:
 - *The victim should not be moved unless his/her location is potentially dangerous.
 - *The staff member present should reassure the victim and keep the victim quiet and lying down until the medical emergency team or ambulance emergency personnel arrives.
 - *All personnel and students not involved with the emergency or administration of first aid should be directed away from the scene.

4. All staff members should be aware of the members of the medical emergency team and should be prepared to supervise that teacher's students as soon as the medical emergency team member leaves his/her classroom to assist with the medical emergency.
5. Office personnel should notify the parents (spouse) of the victim as soon as possible. All known details should be relayed to the family. Be clear and concise, informing only what is known. Do not speculate, but be tactful, using a manner to avoid the creation of undue panic.
6. Once the medical emergency has been resolved or the victim transported to the hospital, resume whatever schedule is needed for the remainder of the school day.

PROTOCOL MANDATED FOR ALL NEBRASKA SCHOOLS:
Emergency Response To Life-Threatening Asthma Or Systemic Allergic Reactions
(Anaphylaxis)

DEFINITION: Life-threatening asthma consists of an *acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.*

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), injection of a food or *medication*, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Reactions (check or neck “sucked in”)
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reactions, the more severe the reaction may become. Any of the symptoms present requires several hours of monitoring.

- Skin: warmth, itching, and/or tingling of underarms/groin, flushing hives
- Abdominal: pain, nausea and vomiting, diarrhea
- Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- Mental status: apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. **CALL 911**
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)

7. Contact parents immediately and physician as soon as possible
8. Any individual treated for symptoms with epinephrine as school will be transferred to medical facility

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer an IM EpiPen-Jr. for a child less than 50 pounds or an adult EpiPen for any individual over 50 pounds
- Follow with nebulized albuterol (premixed) while awaiting EMS. If not better, may repeat time two back-to-back
- Administer CPR, if necessary

BASIC FIRST AID PROCEDURES

First aid is the immediate and temporary care given to the victim of an accident or sudden illness until medical services can be obtained. Keep these points in mind when handling situations that may require you to administer first aid:

- Remove everyone from danger and then provide first aid in a safe location. Also, do not attempt to make a rescue until you are sure you won't become a victim
- Remain calm. Keeping your composure while helping the injured person will help him/her to keep calm and cooperate. If the person becomes anxious or excited, the danger from the injury could be increased
- Plan quickly what you need to do. Learn basic procedures or have your first aid information available so you can care for the injured person.
- Send for professional help as soon as possible. The local emergency telephone number is **911**. The school telephone number is **(402) 635-2484**
- Let the person know that help is on the way and try to make them as comfortable as possible.

Evaluating the Situation and Setting Priorities

To effectively deal with emergencies, the situation must be evaluated and priorities set.

Three evaluations which must be made to establish priorities for treatment: *Condition of the scene *Type of injury *Need for treatment	Primary first aid procedures are to: *Restore breathing *Control bleeding *Prevent shock
--------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

Whenever possible, do not move the victim. Treat the person where you find him/her. However, several types of situations require the person to be moved out of immediate danger, such as fire, electrocution, and drowning.

Bleeding

Bleeding needs immediate attention. Evaluate the type of bleeding and the amount of blood lost:

*Capillary oozing	Injuries to capillaries or small veins. It is indicated by steady oozing of dark colored blood.
*Venous bleeding	Bleeding from the vein. It is indicated by a flow of dark-colored blood at a steady rate
*Arterial bleeding	Bleeding from an artery. It is indicated by bright red blood flowing quickly in spurts.

Blood flowing in a small, steady stream or small spurts can be serious, but can be controlled. Blood flowing in a heavy stream or large spurts is very serious and must be brought under control immediately.

The primary step to control bleeding is to exert direct pressure over the wound. Place the cleanest material available against the bleeding point and apply pressure by hand until the wound clots and can be dressed with bandages. If necessary, apply direct, even pressure with your gloved hand. If blood soaks through the bandage do not remove it. Apply more bandages and secure them. Make sure the bandages are not too tight so circulation is not restricted.

Look for swelling around the wound. If the bandage interferes with the circulation of the blood, loosen it. Elevate the wound above the level of the heart, except when there is a broke bone.

Artery Pressure Point

If direct pressure on the wound does not control bleeding, direct pressure on any artery pressure point closest to the wound is necessary. The artery pressure point must be located between the heart and the wound.

Tourniquet Warning

A tourniquet should only be used for hemorrhaging that cannot be controlled by direct or arterial pressure. Tourniquets are dangerous to apply, to leave on, and to remove. Stoppage of blood supply below the tourniquet can lead to gangrene and loss of limb.

Shock

Shock occurs when the vital body functions are depressed. The three most common causes of shock are:

- *Excessive bleeding
- *Inadequate breathing
- *Unsplintered fractures

If shock is not treated promptly, death may result, even if the injury causing the shock is not severe enough to cause death. It is NOT recommended that drivers attempt to splint a fractured bone; instead simply treat the victim for shock.

Recognizing shock

When a person is in shock, the skin is pale, cold, clammy, and moist with beads of sweat around the lips and forehead. The pulse is fast, weak, or entirely absent. Breathing is shallow and irregular and the eyes are dull and vacant with dilated pupils. The person complains of nausea and dizziness. She may be unaware of the seriousness of the injury and the suddenly collapse.

Control of shock

The victim should lie down on top of an article of clothing, newspaper or other material and kept warm with a light blanket. In warmer temperatures, it is not necessary to use cover. The person should not become overly warm so that perspiration occurs. Perspiration draws blood to the skin, away from the interior of the body where it is needed. In order to help the flow of blood to the heart and head, elevate their legs at least 8 to 12 inches high. If there is a head or chest injury or breathing seems difficult, elevate the chest instead of the legs. Offer small amounts of water to the person every 15 minutes. Do not give water if the victim is vomiting, nauseous, or unconscious.

Burns

For heat related burns flush with cool water to cool burn; then cover loosely with dry, clean bandages. For electrical burns always make sure the power source is off before approaching victim. Then care for burn by wrapping loosely in dry, clean bandages. Always seek medical attention with electrical burns. Chemicals may continue to burn the skin if they are not removed. Large amounts of water should be used to flush the area free of the chemicals, particularly if it is a chemical burn of the eyes or face.

Mouth-to-Mouth Resuscitation

Breathing may stop for the following three reasons:

- *Air passage is blocked
- *A sucking sound in the chest prevents the lungs from expanding
- *Nerve centers that control breathing are not functioning due to drowning, electrocution, head injury or poisoning

In the first two cases, the skin may be blue and breathing may appear to have stopped. If there seems to be no back injury, place the person on his back, open the mouth and clear out foreign matter with your fingers. Place your hand on the victim's forehead, tilt the head back so the chin points upward and lift jaw. This action moves the base of the tongue away from the back of the throat so the airway is not blocked.

Pinch nostrils to prevent any leakage of air. Open your mouth wide, take a deep breath, and place your mouth over the victim's mouth. With an infant (0-1), place your mouth over the mouth and nose, make a tight seal.

Blow into the mouth, just enough to get the chest to rise (about 1 second) while continuing to lift the lower jaw in order to keep the airway clear. Between each breath, remove your mouth and listen for the outflow of air coming from the lungs. If you hear air, and exchange of air has occurred. If a child (1-12 years old) or infant (0 to 1) is not breathing but has a pulse, breathe for them, 1 breath for every 3 seconds for 2 minutes and then recheck for signs of life and care for the conditions you find.

Breath may be irregular at first so continue mouth-to-mouth resuscitation. If normal breathing doesn't occur, continue breathing for the person, alternating with others until aid arrives.

Be Prepared—Learn Cardiopulmonary Resuscitation (CPR)

CPR should be used when an adult shows no signs of life or when a child or infant has no pulse and is not breathing. Call 911 immediately. If someone is available, have him or her call emergency medical services while you begin CPR. Check for consciousness. If no response, turn them onto their back by supporting the head and neck. If head or neck injury is suspected, do not bend or turn neck. Tilt the head back and lift chin up and out to open the airway. After opening airway check for signs of life for no more than 10 seconds. If no signs of life are indicated, give 2 breaths. If breaths go in, start CPR by giving 30 chest compressions and 2 breaths at a rate of 100 compressions a minute (30 in 18 seconds). Do 5 sets of 30 to 2 for about 2 minutes and recheck for signs of life. Care for the conditions you find. For an adult, compress the chest 1 ½

to 2 inches. For a child, compress the chest 1-1 ½ inches. For an infant, compress the chest ½ to 1 inch. Use the heel of the hand in the center of the chest for compressions on an adult and child. Use 2-3 fingers in the middle of the chest for compression on an infant. Continue until: you no longer can; more advanced trained personnel arrive; an AED becomes available.

Epilepsy

Once an epileptic seizure begins, you may not be able to move the person. Try to prevent him/her from injury, such as striking his head or body against any hard, sharp, or hot object.

Do not restrain the person or interfere with his movements. Epilepsy victims seldom bite their tongues during seizures. More harm is done when an object is forced between the teeth or into the mouth. Breaking teeth, cutting lips, mouth, or tongue, can occur more often than by the tongue being bitten because of the seizure.

You should communicate information about any seizure to the parents and to the school authorities.

Choking

Continue to encourage the adult or child to keep coughing. When the adult or child can no longer cough, speak, or move air, call 911. Stand at their side with one arm around them and give 5 back blows between the shoulder blades. Then stand (at their level for a child) behind them and give 5 abdominal thrusts or Heimlich Methods. Stand behind the person, place your arms around his/her waist and grasp your hands together halfway between the navel and sternum (right below the rib cage). Form a fist with the thumb side against the midriff area. Grasp your fist with your other hand, press midriff area with a quick upward thrust. If the person collapses, do a modified CPR by stopping between compressions and breaths to check for a foreign object. If you see an object, do a finger sweep to remove the object. Continue until: you no longer can; EMS arrives; you get the object out and the person starts breathing on his/her own.

BUS/VAN ACCIDENT

If an accident occurs with District transportation:

1. The drivers should first check to see if anyone is injured, then call Principal or Superintendent's Office (402) 635-2484, giving vehicle number & location of accident. If anyone is injured, he/she will request a rescue squad.
2. The Principal or Superintendent will immediately:
 - * Call for a rescue squad if requested by the driver
 - * Call for a police car
 - * Dispatch a van to replace the one involved in the accident.
 - * Notify the school(s) that has students aboard. The school will contact parents.
3. The driver should keep all students on the van unless there is reason to evacuate. The driver should take roll and account for all students on the van
4. If the accident occurs on a morning route, the driver should take the students to school where they should see the school nurse before reporting to class.
5. If the accident occurs on an afternoon route, the driver should take the students to their regular stop and inform an adult caretaker of the accident

See attached Evacuation Plan and first Aid Procedures

EMERGENCY EVACUATION PROCEDURES

(For Students Being Transported in Small Vehicles – Cars & Vans)

In a vehicle accident or emergency situation, the driver must use his/her best judgment to decide what action shall be taken. As a driver, your primary responsibility is student safety. In an emergency, it may be necessary that the vehicle be evacuated.

A Vehicle Must Be Evacuated In These Situations:

* The vehicle is on fire. It must be stopped and evacuated immediately. Passengers will move to a point 100 feet or more from the vehicle and remain there until the vehicle driver has determined that no danger remains. If a vehicle is unable to move and is close to existing fire or highly combustible materials, the danger of fire shall be assumed and all passengers must be evacuated.

* The vehicle is stopped in an unsafe location and is unable to proceed (e.g., due to an accident or weather conditions). The driver must determine immediately if it is safer for passengers to remain on the vehicle or to evacuate. For example, if the vehicle is in the path of any train, or on or closely adjacent to any railroad tracks.

* The vehicle could change position and increase the danger. For example, if a vehicle were to come to rest near a body of water or precipice where it could slide into the water or over a cliff, it must be evacuated.

* If there is danger of collision. Under normal traffic conditions, the vehicle should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

Important Factors In School Vehicle Evacuation:

The safety of the pupils is of utmost importance and must be given first consideration. Prior to evacuation, the emergency brakes shall be set, ignition turned off, the transmission placed in an appropriate gear, and hazard flashers turned on to warn traffic. The driver should stay in the vehicle during evacuation to facilitate the evacuation procedures. The driver should be familiar with any extra equipment on the vehicle that would aid in a evacuation of a student with a disability and assure that the student is safely evacuated.

Students should be instructed to evacuate on side of the vehicle away from the roadway - typically the passenger side. Evacuations shall be conducted with deliberate speed. A time interval of 1 to 2 seconds per passenger has proven to be the safest and most efficient. A vehicle should be completely evacuated in 2 minutes. To insure a safe exit, passengers must have their hands free. They must leave personal belongings in the vehicle except those needed for their safety (coats, etc.). During an evacuation, passengers must be directed to a safe point at least 100 feet from the vehicle and remain there until given further directions.

Upon evacuation, the driver should attend to any injured students and immediately contact emergency service (call 911 and the school). Discuss the accident only with police and school district officials. Do not leave the scene of an accident until the safe transportation of all students has been arranged by the student's parent, the school, or emergency personnel.

To assist the driver in evacuations (or to respond to situations where the driver is incapacitated), mature, responsible students should be selected and trained to lead passengers to safety from each door utilized for evacuation. The selected student should be trained to: *turn off ignition switchers; *set emergency brakes; *summon help when and where needed (instructions and telephone numbers shall be available); *use windows for evacuation in emergencies; *set flags and reflectors or reflective triangles; *open and close service and emergency exit doors; *direct school vehicle evacuations; *perform other duties as directed by the driver.

Emergency Equipment:

The driver should be familiar with and appropriately use emergency equipment during an evacuation. Emergency equipment for a small vehicle may include the following: *reflector kit; *vehicle – mounted hazard flashers; *body fluid clean – up kit; *first aid kits; *fire extinguishers; *triangle shaped reflectors.

SUDDEN DEATH CHECKLIST

Teacher's checklist for the death of a student, staff member, or immediate family:

- ___ Obtain facts concerning the death(s)
- ___ Notify Principal or Superintendent's office
- ___ Notify Crisis Response Team Members
- ___ Determine time and location for staff meeting

Administrator's checklist for the death of a student, staff member, or immediate family:

- ___ Verification of death (spouse, parent, hospital, police, mortuary)
- ___ Notify head of Crisis Response Team
- ___ Inform the teacher(s)
- ___ Together, verify information regarding tragedy
- ___ Notify the Principal or Superintendent, if not already informed
- ___ Use the school staff calling tree to notify staff of the tragedy, as well as time and place for an all-building staff meeting
- ___ Determine areas where crisis team members can meet with students; maintain list of students who are counseled for follow-up with parents.
- ___ Cancel meetings/appointments that are not of an urgent nature
- ___ Keep staff updated on circumstances as new information becomes available
- ___ Identify staff who are in need of emotional support
- ___ Emphasize the need to use prepared statements to control rumors
- ___ Reschedule activities when necessary or appropriate
- ___ Contact the family personally and offer support and condolences
- ___ Arrange for appropriate staff to attend services
- ___ Plan and provide follow-up visits with the family

HOLD/SECURE – (External)

- During a HOLD! Or SECURE! event, all exterior doors will remain locked. With the new ring-in system, all doors should already be locked at all times.
- Class would proceed as normal, changing classes with the bells.
- During class changes all students must move from class to class staying inside the building. Do not go outside to get to your next class.
- This procedure will be used in the event we have information concerning a situation involving our geographical area but not thought to be an immediate threat to the school.
- Do your best to keep students off cell phones/texting – creating a panic.

LOCKDOWN - (Internal)

- During a LOCKDOWN all exterior doors will remained locked.
- All classroom doors will also be locked. (Make sure you have accounted for all students you have in that class).
- Classes will not change with the bells, also ignore any fire alarms.
- Stay in your classrooms, away from windows until you hear an all-clear announcement from administration or an identifiable individual comes to your classroom. (Administrator or Law Enforcement)
- Further instructions may be given over the PA system.
- This procedure will be used in the event we have information concerning a situation involving an intruder in the immediate area or in the building. Other possible situations could include such things as an airborne chemical situation, or an as of yet undetermined problem in an undetermined part of the building.
- Do your best to keep students off cell phones/texting – creating a panic.

LOCK DOWN ROOMS

- If in the gym and locker rooms, the weight room will be used as the lock down room.
- The shop will go into the shop class room
- The band/choir will stay in the band room
- The pre-school class will stay in the class room.