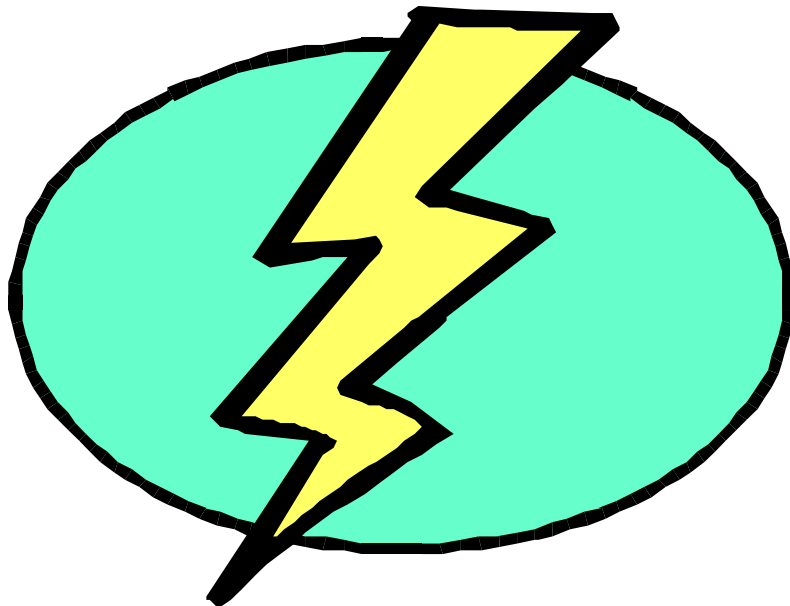


MONROE SCHOOL DISTRICT #1J

CODE: EBCB-AR-2
APPROVED: 06/14/99
REVISED: 01/09/06
REVIEWED: 01/08/07

Monroe School District #1J

Emergency Procedures



Emergency Phone Numbers

Fire	911
Police.....	911
Ambulance	911
State Police	1-800-551-2934
Benton County Sheriff, non-emergency	1-877-766-6858
Poison Control Center.....	1-800-452-7165
Monroe Grade School: Kathi Holvey, Principal.....	541-847-5139
Monroe High School: Beau Sisneros, Principal	541-847-5161
Monroe District Office: Bill Crowson, Superintendent	541-847-6292
Benton County Emergency Management	1-541-766-6864
Crowson Bus Company	541-847-5967
American Red Cross	1-541-753-6628
Commission on Children & Families	1-541-766-6751
Benton County Animal Control	1-541-753-0732

Monroe School District #1J Emergency Procedures

This material is intended to help faculty, staff, and students respond to emergency situations which may occur. Such emergencies can occur at any time and without warning, but their effects can be minimized if proper emergency procedures are established and followed.

The Monroe School District is committed to the safety and security of all members of the Monroe School District community. Emergency preparedness is an individual responsibility. This material will serve as quick reference for efficient action during emergencies, and should be kept in an easily accessible location at all times. All staff should take time to read and become familiar with the contents of the guide before an emergency occurs.

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CRISIS PLAN

A crisis is defined as an event that has a potential for seriously disrupting the school day or setting. It would include events like a serious injury, illness or death of a student or school employee, a severe weather situation with potential for danger, and any accident or threat that puts students at risk.

Animal Control: If a threat is perceived from an animal on or near campus, students will be evacuated from the area to a safe place. Appropriate assistance will be requested.

Bodily Fluids Spill: Bodily fluids are to be cleaned up in a timely fashion by using prescribed approved materials and methods. See Employee Handbook, page 10.

Bomb Threat: A bomb threat occurs when either a potentially explosive device is found in the school or on the grounds or when a message is received describing such a device in or around the school. If one finds a device or receives such a phone call, notify the office immediately. See Action Chart.

Child Abuse Reporting: All school employees fall under the mandatory reporting laws for suspected child abuse. See Employee Handbook, page 9.

Civil Disturbance: A civil disturbance occurs when an individual or group with a cause focuses attention on their cause by acting contrary to the routine or program of the school. TIP: Document the participants and their behavior (take notes, pictures, video, etc.).

Communications: In the event of a crisis, the official spokesperson for the Monroe School District Board is the Board Chair. In the event that the Board Chair is unavailable, the spokesperson will be the Superintendent. That person will maintain contact with the School Board Chair or other school board members.

All media inquiries will be handled by the building principal with notification to the District Office. Media contacts will be referred to the building principal. All efforts will be made to preserve the educational environment of the school.

Any event occurring during other than school hours will be communicated to all staff via the telephone tree.

A prepared statement concerning the event will be read in classrooms or communicated over the intercom, either by the teacher or by a person from the office.

The building principal or counselor will notify the ESD and Benton County Mental Health, and the health nurse if a crisis team is needed in the building. "Safe rooms" will be established. When the campus is to be closed prior to the school day's end, students will be released to

parents/guardians or emergency care providers only.

In the event that a crisis has occurred, an employee meeting will be called. The meeting will be as brief as possible so that employees are visible to students.

Earthquake: Because an earthquake is a distinct possibility in the Northwest, the Monroe School District practices preventative earthquake drills to minimize injuries and loss of life. See Employee Handbook, page 50.

Explosion or Fire: In the case of an explosion or a fire, evacuate the area as per the emergency plan. Stay with your group and remain calm. If a person's clothes catch on fire, **DO NOT ALLOW THEM TO RUN. COVER THE PERSON WITH FABRIC AND ROLL THEM ON THE GROUND.** If nothing is available to cover them, simply roll them on the ground to smother the fire.

Hazardous Material Spill: Report spills and potential dangerous fumes immediately to the office. The area of the spill should be isolated until the spill is assessed and/or cleaned up. The first priority is student and employee safety.

Injury or medical emergency: In the event of a serious injury or medical emergency, employees are authorized to request a 911 call. The first priority is victim support, then remove others from the trauma site, and then assist emergency personnel.

The area should be cleared of students, with authorization to hold bells or ring them early. If the emergency occurs in a classroom, students should be sent to another supervised area (library, gym, cafeteria, adjacent classroom.) Adults not directly involved in giving assistance should also stay out of the area. When using 911 assistance, maintain contact with the operator until emergency personnel arrive and verbal release is given by the operator.

Kidnap/Dangerous Person on Campus: At Monroe schools, visitors are asked to sign in at the office. Visitors will be given a badge or name tag. Students will only be released to parents or to identified emergency care providers or as authorized by a custodial parent. Students and employees are asked to report to the office any strangers or unidentified people on campus.

Lock Down: To secure a room or area to protect students and employees from a threat inside the building. For example: If there is a dangerous person or a dangerous situation on the campus, it may be safer to stay in a locked or protected area than to venture out. A secured room or area provides as many barriers as possible between students and the danger. This includes locked doors (and curtains or covers over windows.)

Shelter Plan: As public buildings, the district facilities would be made available for emergency use. Coordination will be made through the appropriate community agency.

Utility Emergency: A utility emergency may occur due to severe weather, fire, or physical damage to the buildings. This may involve such things as leaking gas, down or damaged electrical wires or flooding. In the event of a utility emergency, the severity of the emergency will be evaluated. When the safety of students is in question, evacuation or closure of the school will occur.

Weapons: The possession of weapons by students on campus is addressed in the district discipline code. Office personnel and other school employees are authorized to take appropriate action to protect students.

Weather Emergencies: If there is sufficient notice, children will be transported home and parents or others listed as emergency contact persons of children ages K-3 will be notified. Students who normally walk home will be allowed to walk home. If time does not permit safe dismissal of students, supervision by school personnel will continue until the crisis is past and children can go home or until parents otherwise reclaim their children.

If school is canceled, local media will be contacted for public announcements.

For other emergency procedure information see the Employee Handbook:

Injury/Illness Reports, page 7

Resuscitation, page 55

WEAPONS/SHOOTING INCIDENTS

The following information is intended to help employees act safely and effectively in order to maximize the safety of children, employees, and others who may be caught up in a shooting incident. The following checklist and form are intended for use during an emergency.

Shooting incidents differ from other types of emergencies. They can be volatile and fast moving. Actions that afford protection in one set of conditions may not work in another situation. In some cases, employees may have to assess conditions independently, make decisions, and take immediate action to protect lives. Because of this, employees should have a basic understanding of how they can respond safely and effectively to the various contingencies that may arise.

The first response to a shooting incident at a Monroe School District facility will be by patrol units of the Benton County Sheriffs Department. The school principal will be the focal point of school emergency response and recovery activities before law enforcement arrives and after they leave the premises. However, while law enforcement is on the scene, they're in charge. The principal and all employees should facilitate police efforts and follow their instructions explicitly.

The employee's role of protecting and directing students under his/her care through an emergency, remains the same in this type of emergency just as it does during any other type of emergency. Employees should be familiar with all warning signals, codes, and communication devices by which emergency information can be communicated to and from the office.

EMPLOYEE CHECKLIST

1. Immediate recognition and assessment

___ A. Warning signals, codes, information from office or others.

Signal/Condition A: Lock doors -secure building Lockdown -secure rooms Await instructions

Signal/Condition B: Take immediate sheltering actions

Signal/Condition C: Emergency over, all clear Stay put, await instructions

___ B. Direct observation or knowledge of conditions: look, listen, etc.

___ C. Report significant information to office.

___ D. Maintain awareness of conditions and threat source.

2. Immediate Sheltering Actions

___ A. Lock doors

Do not chain or barricade.

Do not lock out those needing shelter

___ B. Shelter in place

- Basic duck and cover techniques: lie flat, face down on floor. Cover head, get under table(s)/desk(s) if possible
- Classroom options: away from window and doors; along outer wall, if necessary; watch for shattered glass.
- In other areas, buses: Use basic duck and cover techniques.
- In open areas: Use objects immediately available; in open, lay down and stay motionless.

___ C. Move to shelter in different place if safe to do so (if current location is judged too dangerous)

- Possible alternate locations: in hallway, other rooms or areas in the building

___ D. Evacuation from building (different than fire or bomb threat)

- Safe/clear secure route
- Assembly point
- Ready to seek immediate cover

3. Other Immediate Action

- A. Care for injured. Do not expose yourself to danger.
- B. Prevent and/or control panic.
- C. Close drapes/curtains/blinds ONLY if safe to do so.
- D. Turn out lights if safe to do so.
- E. Be ready to move instantly (know possible evacuation routes, including windows.)
- F. Have accurate headcount and accounting for others (take class record book with you if evacuated.)
- G. Provide for needs of handicapped students.
- H. If possible, report status or significant changes to office/incident command post.

4. Actions during (resolution of) emergency

- A. Care for students
 - Deal with panic/hysterical/stress reactions.
 - Provide psychological first aid.
- B. Follow instruction of police, principal (police are in charge, principal and other

staff support their efforts)

- Be prepared for police to suddenly appear .
- Be ready to move, follow special instructions.

C. If you and/or a group are taken hostage:

- Stay calm, don't be a "hero."
- Follow instructions of the captor.
- Cooperate, be friendly if possible, don't argue or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait. Elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything you see or hear.
- If a rescue takes place, lie on the floor/ground and stay down.

D. Be prepared for the unexpected.

- Think of possible courses of action for various contingencies.

5. *Actions to take following the "All Clear" signal*

A. Check for injuries, ask " Are you hurt?"

B. Account for all students, stay put. Wait for instructions (let other teachers know you have their students).

C. As verified information become available, explain to students what has happened and what will happen next. Allow them to ask questions, express feelings, etc.

D. Monitor children for (bad) reactions to stress.

E. If children were directly involved or direct witnesses, indicate such to police investigators.

F. Preserve (don 't touch if possible) any physical evidence, notify police.

G. Stay with "your" students until reunited/signed out.

H. Report to office or other emergency assembly point.

- Debrief and receive instructions for recovery/follow-up activities
- Take advantage of personal support services
- Go off duty - take care of yourself

Suspect Description Sheet

COMPLETE THIS SECTION WHILE WAITING FOR THE POLICE TO ARRIVE

Direction of Travel _____ Vehicle _____
Make/Model/Year/Color _____

Date _____ Time _____ License Plate # & State _____

Race _____ Age _____ Sex _____ Height _____ Weight _____

Hair: Color & Style _____ Wig? _____ Hat: Color & Style _____

Nose _____ Ears _____ Eyes: Color & Shape _____ Eyeglasses: Color & Style _____

Mouth _____ Condition of teeth _____ Shape of face _____ Complexion _____

Beard/Moustache _____ Fake? _____ Speech: Accent or peculiarity? _____

General Body Build (circle one): Thin Stocky Heavy

Scars _____

Tattoos _____

Shirt: Color & Style _____

Pants: Color & Style _____

Coat? _____ Gloves? _____

Other Clothing? _____

Jewelry: _____

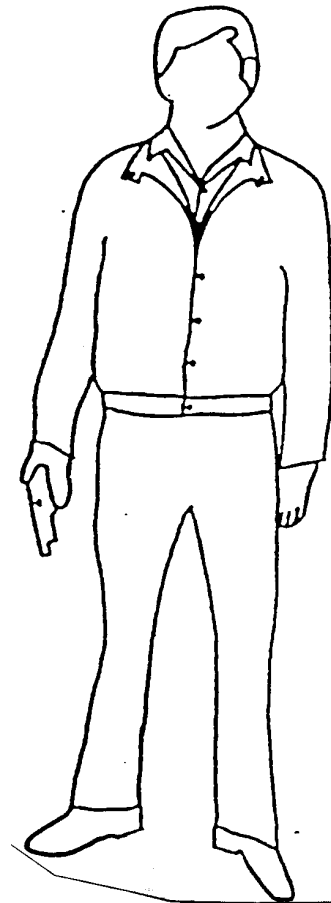
ring, watch, bracelet, neck chain

Mannerisms: _____

Any Names Used: _____

Weapon: _____

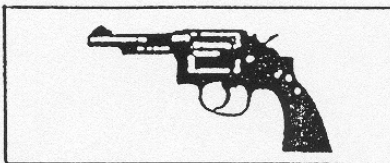
Knife: _____



Firearm (circle most similar weapon)



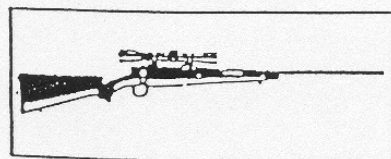
"Automatic"



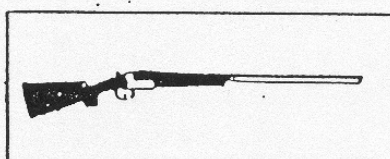
Revolver



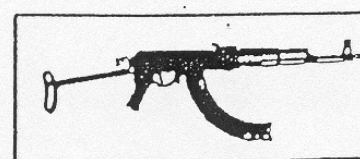
"Assault Pistol"



Rifle



Shotgun



"Assault Rifle"

TELEPHONE THREAT CHECKLIST
If bomb threat, see Emergency Flip Chart

Date of call: _____ Time of call (start) _____ (stop) _____

INSTRUCTIONS: Stay calm - keep caller talking - attempt to gain as much information as possible, but do not give the impression you are trying to stall or trace the call.

Exact words of person placing call: _____

ASK THESE QUESTIONS:

1. Would you please repeat your statement? _____
2. Who is making this demand? _____
3. How do I know this is not a joke? We get many pranks here. _____

IF A KIDNAP:

What is (he/she) wearing? _____
Is (he/she) unharmed? _____
May I talk with (him/her)? _____
Could you explain what you want? _____
I will have to give your demands to my superior.

If the caller gets into specific about payment, ask:

"What do you want?" _____

If money, ask what currency, amount, and how they want it. _____

Where and when should payment be delivered? _____

How should the payment be made? _____

End the call on a positive note assuring the caller that the demand will be communicated to the proper person(s) as soon as possible.

Note the following:

Background noises _____

Sex of caller and approximate age _____ Any accent? _____

Any voice or speech peculiarity? _____

What was the caller's manner or attitude? _____

Was the caller sober? _____ Did the caller seem familiar with the building or procedures?

Indicate how:

What did you notice about the call that seemed unusual? _____

Did the caller seem educated? _____

Additional information or comments: _____

Receiving telephone number: _____ Person taking call _____

CONTACT THE PRINCIPAL IMMEDIATELY AFTER THE CALL.
BE CALM, BE COURTEOUS, LISTEN, DO NOT INTERRUPT THE CALLER