

Urie Elementary School

Emergency Response Plan

2018-2019

1707 Powers Avenue
Lyman, WY 82937
TELEPHONE: 307-786-4100



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

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Quick Reference Page

Anticipated Emergency:

Activate Emergency Plan:

Earthquake.....Follow **Shelter!** Protocol
(Duck, Cover, and Hold. May be asked to evacuate).

Fire..... Follow **Evacuate!**
Protocol
(Evacuate to playground blacktop)

Sniper, Gunfire, Armed Intruder..... Follow **Lock Down!**
Protocol (Locks, Lights, Out of Sight)

Disturbances near or around the school..... Follow **Lockout!**
Protocol
(Secure the perimeter. Nobody in or out)

Stay Calm!

If you panic so will your students. It is important that you present a calm and competent demeanor. The best way to avoid panic is to know what your job is and to focus on that job.

- ✓ Account for your students
- ✓ Maintain control
- ✓ Know your next move

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Prepare to Evade or Defend

STAFF

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Prepare to evade or defend



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

STAFF

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



EVACUATE! (To the announced location.)

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

STAFF

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! (For a hazard using a shelter strategy.)

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

STAFF

Lead safety strategy
Take attendance



Emergency Preparedness Committee

Christopher Jensen
Principal

Priscilla Sanchez
Head Custodian

Kyrsta Bowers
Secretary

Dyan Hill
Nurse

Public Safety Agency Signatures

Colby Gull

Uinta #6 School Superintendent

Kathy Adams

Lyman Police Chief

Rusty Megeath

Lyman City Fire Marshall

Urie Elementary

1707 Powers Avenue
Lyman, Wy 82937
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Emergency Operation Plan Review

What follows is the updated version of the current Emergency Operation Plan in effect at Urie Elementary School. It is important to note that over the past few years, Urie has followed the direction of the Uinta County School District #6 in establishing procedures and policies designed to keep our students safe, be it in their day-to-day school experiences or in the event of an emergency.

The plan was developed from the Federal Emergency Management Agency (FEMA) and School Emergency Response Team (SERT) guidelines. Urie Elementary as well as Uinta County School District #6 has incorporated Standard Response Protocol (SRP) into each emergency plan.

No emergency response plan is perfect nor is one ever complete. To be effective, plans need to be constantly reevaluated and allowed to continually evolve. Furthermore, it is nearly impossible to plan for every possible contingency. The “what if” process is an invaluable tool but it can sometimes present an obstacle. It is important, however, to recognize the importance of taking whatever steps are available to us now.

Finally, the people who have helped put this package together recognize that this is a work in progress. It is the first of many drafts. While some may have more formal training than others, there are no experts among us. There will inevitably be flaws but our goal is to identify and address those flaws. So, if you disagree with something, let us know. If you feel there needs to be some additions, share that with us as well. The plan is not perfect nor are we. As long as that is kept in mind, progress can be made.

Christopher Jensen
Principal

General Teacher Responsibilities

Stay Calm!

If you panic so will your students. It is important that you present a calm and competent demeanor. The best way to avoid panic is to know what your job is and to focus on that job.

Be familiar with SRP protocol



If you hear gunfire -- Follow **Lockdown!** protocol. Lock your door, turn off the lights and get out of sight. Do not open the door for anybody!

If the ground is shaking or there is a danger of glass breaking, -- Follow **Shelter!** protocol. Duck, Cover and Hold. Once things are stable, evacuate the building.

If evacuation is appropriate – Follow **Evacuate!** protocol. Designate a student(s) to carry your Emergency Backpack/Bucket to the evacuation zone. You turn off the lights and close the door behind the class and follow your students to the evacuation zone.

Be Alert-- As you evacuate your students, watch for suspicious objects or activities. (In the shootings at a Jonesboro, Arkansas middle school, two pre-teen boys had a friend pull the fire alarm and then shot students as they exited the building.) If you see a threat, avoid the area as much as possible.

Check with your grade level team—Assist if necessary or evacuate other classes together.

Account for your students after you evacuate.

Take role and identify any missing or additional students. Hold up the **green sign** if all students are accounted for. Hold up the **red sign** if students are missing.

Maintain control during and after evacuation.

If possible, have your students sit down.

Do not allow students to wander around.

If it appears that you will be out of the building for a long period of time, assign buddy teams. [It is much easier to monitor 10 buddy-pairs than 20 individual students. Additionally, assigning a job can actually help prevent students from going into shock because it gives them something to focus on other than the emergency itself.]

Watch for signs of shock—incoherent speech or unexplained silence, pale complexion, shivering, or shallow respiration.

Review your checklist to make sure you have completed the tasks for which you are responsible.

If a parent demands a child without going through the Student Release Procedures, make appropriate notations describing the incident on the student's emergency card. **Avoid Confrontations.**

Grade level team-System Description

After incident & classroom status check, Grade level teachers will check with each other to determine: each other's health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone. **Remember:** Teacher's responsibility is to all students, but in situations that threaten the lives of all, **do the greatest good for the greatest number.**

If necessary, one team teacher will evacuate another classroom with theirs. Students should exit **without** the teacher leading them. The teacher should stay back to check the classroom & close and lock the door. Grade level teams will glance to make sure the other classrooms are evacuated as they leave.

Once in Evacuation area, grade level teams will line up next to each other for student accounting. All teachers are to take role to account for all their students. If all students are accounted for, hold up the **green sign**. If a student is not accounted for, hold up the **red sign**. If you have an extra student, wait for your team to take role, then escort that student to their appropriate class after you let a team member know where you are going.

Each classroom kit should contain teacher's class roster **as well as** (grade level) other classroom rosters.

Bucket list

Equipment: included in the emergency bucket

Two way radio, tune to channel () for communication
Pry bar
Cotton Gloves
Black Plastic
Duct tape (2 rolls)
Towels (to put at bottom of Doors)
Student/Community Information
Student Accounting Forms
Flashlight and batteries (2AAsize)
Toilet Supplies (Toilet paper and Plastic Bags)
Latex Gloves
Hard Candy
Four Liters of Water/Paper Cups
Space Blankets
First Aid Kits and supplies
Scissors
CPR Barrier
Pens/Pencils/Paper
Clipboard

To be included in the emergency bucket

Student Accounting Forms (Blank) – Student Role
Green/Red Sign
Grade Level Classroom List (Each teacher is responsible for the others class lists).
Teacher phone list
Student Release Forms
Copies of Student Emergency Information Cards (Power School Demographics)
Medical Release Forms
When an emergency begins, the principal (or designee) will activate the appropriate emergency procedures. There are three basic responses available: **evacuate; duck, cover, and hold; and lock down procedures**

Evacuation



Evacuation is generally ordered by the Principal and initiated (usually) through the use of the fire bell.

The Principal calls for evacuation in those situations when the interior of the building may not be safe (fire, explosion, hazardous materials, etc.).

Teachers are to check safety of their specific routes before evacuating students.

Teachers are to make sure all students leave the classroom. Turns lights off and close door.

Evacuation routes should minimize exposure to hazardous situations. Move away from buildings. If possible, avoid walking under covered walkways, power lines, along block walls.

Each area should have a primary and secondary evacuation route.

Evacuation routes are to be posted in each room.

Evacuation drills should include the use of both primary and secondary routes.

Once in Evacuation area (blacktop near playground), grade level teams will line up next to each other for student accounting. All teachers are to take role to account for all their students. If all students are accounted for, hold up the **green sign**. If a student is not accounted for, hold up the **red sign**. If you have an extra student, wait for your team to take role, then escort that student to their appropriate class after you let a team member know where you are going.

Each classroom kit should contain teacher's class roster *as well as* (grade level) other classroom rosters.

Fire



In a fire situation:

Remain calm

Evacuate to evacuation zone

Account for your students/ check with your team.

Generally, there is no need to rush. Move quickly but don't stampede.

If your area is filling with smoke, have the students stay low and crawl.

Please know where the nearest fire extinguisher is at all times.

Evacuation Location

All grades levels will meet on the blacktop on the south side of the school. Please return all students to their grade level teachers.



- | | |
|-----------------------|-----------------------|
| 4 th Grade | 1 st Grade |
| 3 rd Grade | Kindergarten |
| 2 nd Grade | |

Lock Down! Procedures



“Locks, Lights, Out of sight”

A Lockdown is used when a serious/volatile situation exists that could jeopardize the physical safety of the students and staff. During a lockdown, staff members will ignore all bells and fire alarms. Do not open doors for anybody. Firefighters and police will have a key to enter your room. Additionally, no one will be allowed to enter or leave the building until the lockdown has ended. The lockdown alarm can be activated by making an intercom announcement or by pressing the red push buttons that are located inside each classroom door.

In a Lock Down situation:

If possible, and while being alert for possible threats, sweep students in the hall into your classroom.

Lock and close your door.

Turn off your lights

Close your blinds.

Get out of sight

Cover your door window if possible.

If possible, escape away from the school building to a safe location (LDS stake center). Do not go through the school hallways.

If you have to remain in the classroom, wait until a school official or an emergency responder escorts you out of the building (fire, police, etc.).

Be ready to move from the classroom quickly if given the instructions by law enforcement.

Do not unlock your door for anybody.

A few notes about Lock Downs.

Your best defense against an armed intruder is to lock and close the door.

In any emergency, communication is one of the first things you lose. Consequently, it is important that once your door is locked, it stays locked. Emergency responders will have a key to access your room.

Lock Downs present a difficult situation. You may be tempted to open your door and see what's going on. Somebody may knock on your door and ask to be let in. The problem, though, is that you cannot tell where the threat is. The threat may be just down the hall. The person knocking at your door may be the intruder. Remember, our job is to do the greatest good for the greatest number. Keep your door locked.

If you do encounter the intruder, it is best to fight back. Throw books, staplers, etc. This will allow time for students to escape.

Hold in place! Procedures
“Stay in your room and resume business”

A hold in place! is primarily used in inside the building where the school or local emergency responders need to keep students and staff in their classrooms and away from an incident or activity. During Hold in Place!, students and staff can continue normal classroom activities, but they should not leave the classroom or offices until advised to do so. Additionally, no one is allowed to enter or leave the building until the soft lockdown has ended.

Earthquake Protocol



Duck, Cover, and Hold

In an earthquake situation:

Duck, Cover, and Hold should be used whenever the ground begins shaking or when a loud explosion is heard or felt. The following protective actions should be taken—

Indoors—

Duck by taking cover under a desk or table. Position as much of your body under the cover as possible. Avoid the cabinets mounted to the walls of the classroom.

Cover eyes by leaning face against arm.

Hold on to the table/desk legs if possible.

Remain in this position until the ground stops shaking, objects stop falling or until the teacher instructs otherwise.

If there are not tables/desks available, take cover under chairs.

If there is no cover available, drop to the floor against an interior wall (Triangle Idea). Rest on your knees and elbows with your hands clasped behind your neck and keep your face down.

In the hallway –

Drop to the floor preferably against an interior wall. Rest on your knees and elbows with your hands clasped behind your neck and keep your face down.

In a wheelchair –

Remain in chair.

Set brake and hold on.

If available, put on a hard hat.

Outdoors –

Duck, cover, and hold

Move away from:

- Buildings

- Power lines

- Block walls

Reasons to delay evacuation –

- Severe injuries in classroom

- Students/Staff with mobility impairments

- Blocked evacuation routes

- To allow time for assessment

Earthquake Hazards Room Checklist

- ___ Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?
- ___ Are heavy objects removed from high shelves?
- ___ Are aquariums and other potentially hazardous displays located away from seating areas?
- ___ Is the TV monitor securely fastened to a securely fastened platform?
- ___ Is the classroom piano secured against rolling during an earthquake?
- ___ Are wall-mounted objects (clocks, maps, etc.) secured against falling?
- ___ Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

Student Release/Reunification Protocol

As much as is practicable, the following procedure should be followed in releasing students.

Parents are directed to Release Access points, which will be at Urie elementary, or the LDS stake center depending on the crisis. All students should stay with their teacher until a parent is present to take them home.

The parent provides identification and the type of identification is noted next to the student name on class roster. If they are already known, identification is not required.

Note to teachers/staff: We have a procedure in place for reuniting students with family members, but you may encounter a parent who refuses to cooperate. **Unless you feel a child's safety is in question, do not be confrontational.** Ask for the person's identification, make note of who the student was released to, and then (if you feel it is appropriate) release the student. [If you feel that it would be unsafe to release the student, **send for help.**]

All pertinent information should be recorded:

Student: _____

Released to: _____

Type of identification: _____

Mother/Father: _____

The Student Release Form is completed and the student is released to the person signing for the student. It is not required to use this form. If you choose to use your class roster form instead, please record all information from this form.

Emergency Card (E-Card) Protocol:

E-cards are bright orange and should be hung in your classrooms in an easily accessible place (preferably on the door frame). The teachers name and/or location should be listed on each E-card.

Staff and students should be instructed on this protocol regularly to ensure timely response to emergencies. Please remind students that this is an emergency response system and that the E-card should only be removed from the classroom if they have been instructed to do so in an emergency. Ensure that students know they should not stop until that E-card has been given to the school nurse or other office staff.

In the event of an emergency in your classroom:

1. A responsible adult should stay at the scene and give help until a person designated to handle emergencies arrives.
2. Activate the E-card system by sending a student to grab the E-card and run to the nurse's office/front office.
3. Any staff member who sees a student in the hall with an E-card in their hand should recognize that help is needed and quickly go to the location listed to offer assistance.
4. When a student appears at the front office with an E-card, the school nurse or designated staff will run to take charge of the emergency, render any further first aid as needed and call for additional resources (911) as required.

FIRST AID FOR SEIZURES

- Keep calm and stay with the student
- Clear the area to protect child from injury
- Start timing the seizure
- Send for school nurse
- Gently ease to ground if child loses consciousness
- Do not restrain the child
- Turn the child gently onto one side to keep airway clear
- Put something flat, like a folded jacket, under head
- Be friendly and reassuring as consciousness returns
- Allow student to rest in nurse's office after seizure
- Notify parent

*****If longer than 5 minutes call 911*****

URIE ELEMENTARY SCHOOL CPR PROTOCOL

American Heart Association

1. Tap and shout
2. Yell for help. Send someone to phone 911 and get an AED
3. Look for no breathing or only gasping
4. Push hard and fast. Give 30 compressions
5. Open the airway and give 2 breaths
6. Repeat sets of 30 compressions and 2 breaths
7. When the AED arrives, turn it ON and follow the prompts
8. Continue until emergency medical services arrive

URIE ELEMENTARY SCHOOL A.E.D. PROTOCOL

For the Philips HeartStart Defibrillator

- Check for signs of sudden cardiac arrest
 - Unresponsive
 - Not breathing normally
- Send for help: call the school nurse to get the AED and call 911
- Start CPR. When AED arrives follow these steps....

9. To start: Pull handle and remove protective cover. This will start the machine and you should follow the AED's prompts.

10. Remove all clothes from victim's chest. Clean and dry skin, if needed.

11. Peel off film seal and remove pads.

12. Peel each pad from yellow plastic liner.

13. Place pads on chest exactly as shown on cartridge packaging.

- a. For children (0-8 years): front center chest and centered on back
- b. For adults: Cross section of the heart- upper left chest and lower right below the breast

14. Machine will start analyzing... Do not touch the patient!

- a. Wait until  stops flashing

15. If shock is advised: Press flashing  ORANGE shock button firmly. Do not touch patient!

16. To get help with CPR: Press the flashing BLUE button for prompts

- a. 30 compressions – pinch nose, tilt head – 2 full breaths

17. Continue until help arrives

Other helpful AED info:

To turn AED on: press the green on/off button

If cartridge needs to be replaced: slide latch on top side of machine

RESPONDING TO ANAPHYLAXIS at Urie Elementary

For mild symptoms only: *itchy mouth, a few hives around mouth/face, mild itch, mild nausea/discomfort* →

Contact school nurse to give antihistamine/inhaler

Stay with the student and alert parent

If symptoms progress, USE EPINEPHRINE and follow protocol below

For severe symptoms associated with anaphylaxis:

Sudden difficulty breathing, wheezing

Hives, generalized flushing, itching, or redness of skin

Swelling of the throat, tongue; tightness/change of voice; difficulty swallowing

Tingling sensation, itching, or metallic taste in mouth

Feeling of apprehension, agitation

1. Based on symptoms, determine that an anaphylactic reaction appears to be occurring. Act quickly. It is safer to give epinephrine than to delay treatment. **Anaphylaxis is a life threatening reaction.**
2. **If you are alone and are able to provide epinephrine**, call out or yell for help as you immediately go to get the epinephrine. Do not take extra time seeking others until you have provided the epinephrine.
3. **If you are alone and do not know how to provide epinephrine**, call out or yell for help. If someone is available to help you, have them get the personnel trained to provide epinephrine and the epinephrine while you dial 911 and follow the dispatcher's instructions. Advise 911 operator that anaphylaxis is suspected and epinephrine is available. Your goal is to get someone (EMS or trained personnel) to provide epinephrine and care as soon as possible.
4. Select appropriate epinephrine auto-injector to administer, based on weight.

Dosage: 0.15 mg Epinephrine auto-injector IM, if less than 66 pounds
 0.30 mg Epinephrine auto-injector IM, if 66 pounds or <

(Frequency: If symptoms persist or return, a second dose should be administered 5 to 15 minutes after first dose)
5. Inject epinephrine via auto-injector: Pull off safety release cap. Swing and jab firmly into upper, outer thigh, (through clothing if necessary). **Hold in place for 10 seconds to deliver medication and then remove.** Massage the area for 10 more seconds. Note the time.

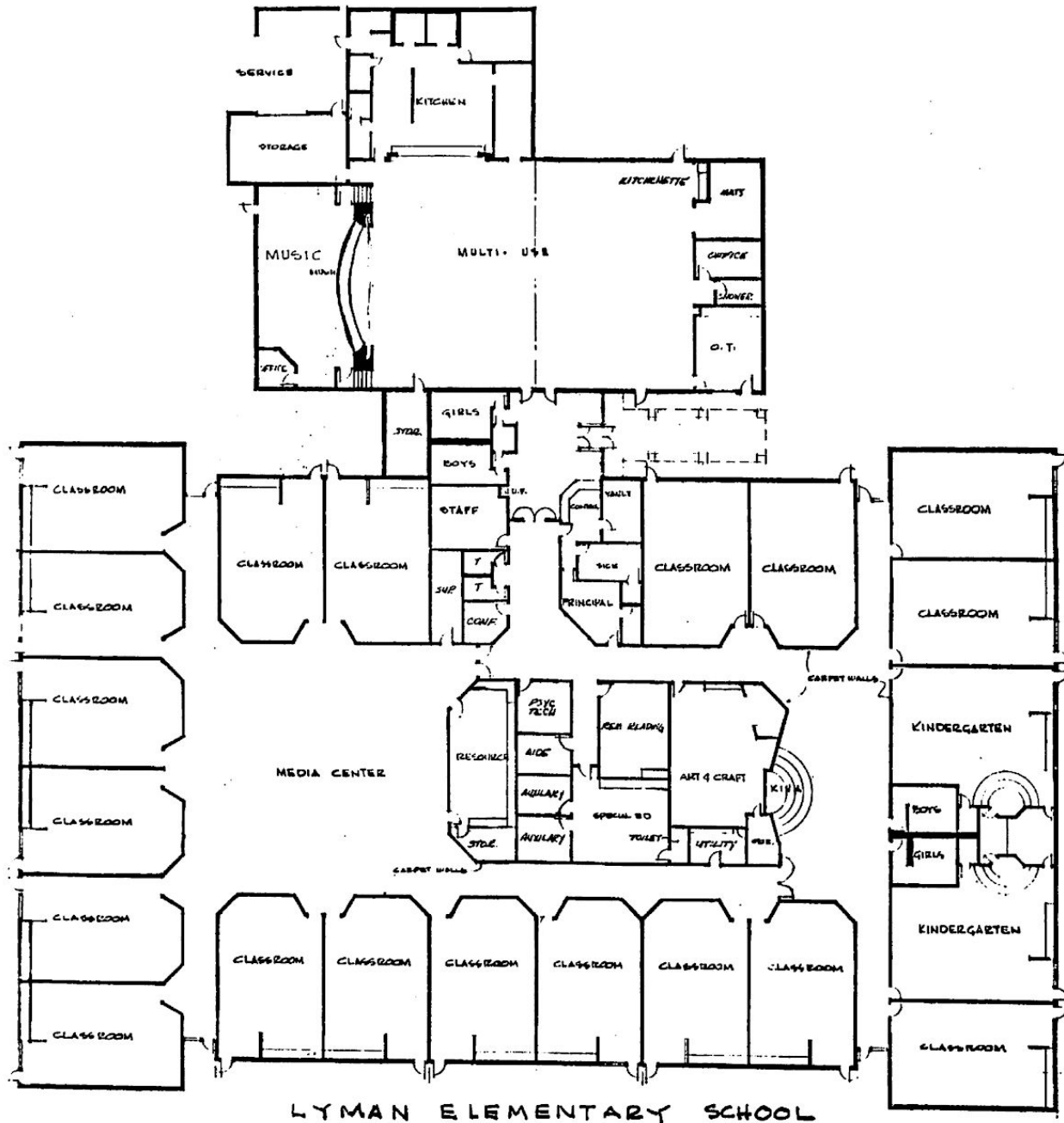
6. Call or have a bystander call 911 immediately or activate the Emergency Medical System (EMS). Advise 911 operator that anaphylaxis is suspected and epinephrine was given.
7. Keep the individual either lying down or seated. If they lose consciousness, check if they are breathing and have a pulse. If not, begin CPR, call out for help and continue CPR until the individual regains a pulse and is breathing or until EMS arrives and takes over.
8. Call School Nurse/Front Office school personnel and advise of situation.
9. Repeat the dose after 5 to 15 minutes if symptoms persist.
10. Stay with the individual until EMS arrives, continuing to follow the directions in No. 5 above.
11. Provide EMS with Epinephrine auto injector labeled with name, date, and time administered as well as any pertinent medical history to transport to the ER with the student.

FOLLOW UP (to be done the same day as the event):

1. Assure parents/guardians have been notified.
2. Complete required documentation of incident.
3. Advise parents to order replacement epinephrine auto injector(s).

Emergency Phone Numbers

Police/Fire Emergency.....	911
Police Non-emergency.....	787-6500
Fire Non-emergency.....	787-6507
Principal’s Cell#.....	780-6124
Superintendent/District Office.....	786-4100
Questar Gas.....	1-800-541-2824
Bridger Valley Electric.....	786-2800
Evanston Regional Hospital.....	789-3636
Poison Control.....	1-800-456-7707



LYMAN ELEMENTARY SCHOOL

Dear Parents,

We are in the process of developing an Emergency Response Plan for Urie Elementary and in doing so realize this will always be a work in progress. No emergency response plan is ever perfect or complete. When we finish with the plan, we will post the entire plan on our website for you to view and provide feedback. We cannot plan for every possible emergency, but we have a plan in place to safely evacuate students and to reunite them with family members. In the event that we need to evacuate students from the building, the students will be gathered by class on the grass located on the south side of the school. We anticipate the front of the school being blocked to traffic by emergency response vehicles. Rather than trying to check each student out through the office staff you will check your child out directly with your child's classroom teacher. We feel this will expedite the process as eighteen students could be checked out simultaneously. You will need to sign the check-out sheet or class roster and may be asked to provide your identification so the school can account for and help ensure the safety of all students at Urie.

If the school building is deemed unsafe and we need to get children out of inclement weather, we will move students to the LDS Stake Center located at 3815 State Highway 414.

Sincerely,

Anthony Lott
Principal