

Example

Emergency Standard Operating Guidelines For Classrooms

*Developed by the Missouri Center for Safe Schools, 816-235-5656,
<http://education.umkc.edu/safe-school>
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Teachers set the example for students. In all emergency situations remain:

- | |
|---|
| <ul style="list-style-type: none"> ➤ Calm ➤ Alert ➤ Informed ➤ Responsive |
|---|

In this way, the school staff can do its part to prevent an emergency from developing into a disaster. Enclosed are the initial response guidelines. Recovery procedures, as described in the school emergency management plan, including critical incident stress management debriefings and reestablishment of school operations/routines, will be initiated by the principal as quickly as possible following the incident.

A copy of these guidelines should be posted next to the exit door of every instructional area (including the auditorium, the cafeteria, the gym, and the library), along with:

- A list of the alarm signals (with and without power).
- The floor plan of the building marked with primary and alternate routes for evacuations and storm/tornado sheltering.

Also in each instructional area is a plastic “Emergency Bucket” containing the following materials: 3 bottles of drinking water, hand generated flashlight or glow sticks, 2 survival blankets, 1 roll of plastic garbage bags, 2 rolls of duct tape, 1 first aid kit (containing two ace bandages, 10 sterile 4”X4” gauze pads, bandages, 2 pair of sterile latex gloves, 1 red biological waste bag, antiseptic cream), 1 bottle of antiseptic lotion, note pad, pen, indelible marker, 1 pair of scissors, 1 roll of toilet paper, 1 bag of hard candy. This bucket goes with the class during emergency operations.

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This cover is on red paper and will be used to signal that one or more persons are missing or injured, or that you picked up an extra student who belongs with another classroom.

The back cover is on green paper and will be used to signal that all persons are present or accounted for and no one is injured.

ABDUCTION/MISSING CHILD

- **Remain calm.**
- **Search the immediate area.**
- **Notify the office.**
- **Collect information.**

1. Any report of a lost child must be acted on promptly. Remain calm and quickly, but thoroughly, search the immediate area.
2. Notify the office.
3. Collect the following information:
 - a. The time the child was last seen—when, with whom, by whom. Provide descriptions of individuals and vehicles.
 - b. The child's description—age, height, weight, clothing, etc.
 - c. Names of playmates.
 - d. How the child normally gets to school.
 - e. Any other information that might be helpful.
4. The school office will take care of notifying the parents or guardians and calling 911.

BOMB THREAT

- **Gather information and complete the “Bomb Threat Record Form.”**
- **Trace the call.**
- **Submit the report.**
- **Continue classroom operations as normal.**
- **Await instructions.**

1. When a threat is made, report it and record it:
 - a. If you find a written threat (note, computer screen, etc.), do not touch it. Protect the evidence. Notify the building leader immediately. Complete the Bomb Threat Record Form.
 - b. If you are the recipient of a threatening call:
 - i. Keep the caller on line as long as possible and do not hang up. If a student answers the telephone, have an adult take the call if possible.
 - ii. Using the Bomb Threat Record Form, record the time the conversation began and the caller ID number.
 - iii. Have someone alert the principal’s office.
 - iv. Write down everything the caller says.
 - v. Make an educated guess as to caller’s sex, age, race, accent.
 - vi. Listen for and make a record of background noises.
 - vii. Record the time the call ends.
 - c. After the call is over, write down any impressions of the caller. [If the *57 service is established for classroom telephones, include trace activation procedures that follow as part of these instructions. Otherwise, instruct to keep the telephone off the hook in order that the police may be able to complete a trace.]
 - i. After the caller hangs up, you hang up for just a second.
 - ii. Before any more calls can come in, pick up the same line, ensure you have a dial tone, and dial *57.
 - iii. If the call trace works, you will be instructed by an automated response to call the SW Bell Call Trace Center at 800-281-4088.
 - iv. When you reach the Call Trace Center, notify them that you initiated a call trace. Give them your telephone

number and city. They will inform you that their notification regarding the caller's telephone number must be made to local police.

- d. Complete the Bomb Threat Record Form.
 - e. Discuss this matter only with administrators to ensure that misinformation does not cause panic.
2. Teachers may be directed by messenger to conduct a room search for items that seem out of place. Divide the room into various search levels. The first sweep covers all objects resting on the floor or built into the walls, up to your waist. The second step is a scan of the room from the waist to chin height. The final scan is from the top of the head to ceiling height, including air ducts, window tops and light fixtures. Do not touch suspicious items. Report them immediately to the administration.
 3. Discontinue use of cellular telephones and FM radio transmitters.
 4. Teachers may be told to evacuate the building in buddy room teams. Fire evacuation procedures will be followed, except that bells will be turned off and evacuation will be initiated by word-of-mouth.
 5. If there is an evacuation, students and staff may be told to "leave as you are" and take no bags, backpacks, etc. to the Safe Zone. Another option is to have the students and staff take their bags, backpacks, etc. with them, which makes a search of the building following evacuation easier and reduces the liability for property left behind. Under the second option, the bags and backpacks should be screened before being admitted into the Safe Zone.

BOMB THREAT RECORD FORM

Date: _____

Time Threat Detected/Received: _____

How the Threat was Transmitted/Found: _____

Person Receiving/Finding the Threat: _____

1. Exact wording of threat: _____

2. Questions to ask if talking with the person making the threat:

- a. When is the bomb going to explode?
- b. Where is the bomb right now?
- c. What does the bomb look like?
- d. What kind of bomb is it?
- e. Did you place the bomb?
- f. Why did you do this?
- g. What is your name?
- h. What is your address and telephone number?

3. If the threat is received on a telephone, listen for background sounds (circle or note):

- | | |
|---------------|-----------------------|
| Street noises | Factory machines |
| Vehicles | Office machines |
| Dishes | Animal noises |
| Voices | Public address system |
| Music | TV/radio |

4. Sex of caller (circle): Male Female

5. Race of caller: _____

6. Age of caller based on voice: _____

7. Caller's voice (circle)

- | | | |
|-----------------|-----------|----------------|
| Calm | Nasal | Rasp |
| Angry | Stutter | Deep |
| Excited | Lisp | Soft |
| Slow | Rapid | Loud |
| Clearing Throat | Disguised | Cracking Voice |
| Accent | Slurred | Familiar |

EARTHQUAKE

- **Drop! Cover! Hold!**
- **Stay put for aftershocks.**
- **Be prepared to evacuate the building with your buddy room.**
- **Account for your students.**
- **Watch for structural hazards and overhead power lines. Smell for gas.**
- **Await instructions.**

1. Drop! Cover! Hold! Earthquakes strike without warning and the immediate need is to protect students and staff by taking the best available cover.
 - a. Talk calmly to students to avoid panic.
 - b. Open the door to the hallway to protect against be trapped by a jammed door, if that can be done safely.
 - c. Get beneath a desk, table or bench.
 - d. Cover head with a coat, clothing or hands.
 - e. If no cover is available, crouch against an inside wall and cover head.
 - f. Stay away from outside walls, windows or expanses of glass.
 - g. Students and staff outside the building should move away from the building and any overhead electrical wires, then drop and cover.
2. Stay in the protective position until tremors stop and debris stops falling. Have the students check themselves and their buddies for injuries.
3. Be prepared to drop, cover, and hold for aftershocks.
4. If the fire alarm sounds, evacuate by “buddy rooms” a safe distance from the building. One teacher will lead the evacuating students out the primary evacuation route. If the primary route is blocked, the lead teacher will select an alternate route. The other teacher will follow the last student from the two classrooms, making sure doors are left open and lights are turned off. Have students carry hard covered books or notebooks over the head to protect against falling objects during the evacuation. Contrary to fire drill procedures, all doors should be left open to minimize the possibility of jammed doors blocking access or egress due to building shift. Take the class roll, the

- emergency bucket, and the class copy of these procedures with you. If electricity is out, the alternate fire alarm will be sounded. [Some fire evacuation routes will not be suitable for earthquake evacuation, due to overhead power lines, exposed gas lines, etc. Follow the earthquake evacuation routes posted in each room.]
5. If outside the school building when the earthquake or aftershock occurs:
 - a. Get clear of all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.
 - b. Assume the “drop and cover” position until the quake is over.
 6. When in the assembly area outside the building, and a safe distance from the building, take roll. If there are any students missing, determine when the student was last seen and the probable location of the missing student. Use these Standard Operating Guidelines to signal the status of your class to the individual collecting accountability data. Use the red front cover of the Guidelines to indicate one or more students are missing or injured, or that you picked up an extra student who belongs with another classroom. Use the green back cover of the Guidelines to indicate that all students are accounted for and no one is injured.
 7. One of the two “buddy room” teachers should be released to their assigned response team when the student roll has been taken and reported. The other teacher assumes responsibility for supervising both classes in the assembly area. Check for injuries among the students and have injured students escorted to the first aid station.
 8. Await further instructions. Do not return to the building until instructed to do so by the principal or designee.

FIRE

- **Sound the alarm.**
- **Evacuate students with buddy room.**
- **Shut windows and doors. Turn off lights.**
- **Get a safe distance from the building.**
- **Account for your students.**
- **Await instructions.**

1. When a fire is detected (visible flames, visible smoke, or the smell of smoke), sound the fire alarm using one of the pull stations located in each hallway. Our alarm system automatically alerts the fire department.
2. Evacuate students with the “buddy room” teacher. One teacher will lead the evacuating students out the primary evacuation route. If the primary route is blocked, the lead teacher will select an alternate route. The other teacher will follow the last student from the two classrooms, making sure doors and windows are closed and lights are turned off. Take the class roll, the emergency bucket, and the class copy of these procedures with you.
 - When exiting out the external fire doors, insert a door jam or other device between the door frame and the door in order that the door does not completely close and lock. This will allow the students and staff to reenter the building quickly (reverse evacuation) if the hazard outside the building is greater than the hazard inside the building. Reverse evacuation will be initiated by a series of 5 or more short blasts on a whistle or a verbal command.
 - Members of the school emergency response team will remove the door jams and secure the door if it is confirmed that there is a fire (in order to close off oxygen to the fire) and when the key for reentry is immediately available.
3. Stay low and avoid breathing smoke. Smoke can sear the lungs and can impair physical (vision, etc.) and mental functions.
4. The school has a designated search and rescue team that is trained in light fire suppression. If the fire is small and contained, they are the school staff members who may decide to use the appropriate fire

extinguisher to engage the fire. All other school staff members should only use a fire extinguisher when it is necessary to assist in the evacuation of the school. Considerations when making the decision to use a fire extinguisher are:

- *The evacuation of the building has been initiated and no one is dependent on you to assist in their evacuation.*
 - *The fire department has been called.*
 - *The fire is small and confined to the immediate area where it started.*
 - *The portable fire extinguisher you have available is in good working order and is the proper type for the fire you are fighting.*
 - *You are trained to use the extinguisher and can operate it safely.*
 - *You are supported by another adult who monitors the exit route and carries a back up fire extinguisher.*
5. When in the assembly area outside the building, and a safe distance from the building, take roll. If there are any students missing, determine when the student was last seen and the probable location of the missing student. Use the red front cover of the Guidelines to signal that one or more students are missing or injured, or that you picked up an extra student who belongs with another classroom. Use the green back cover of the Guidelines to signal that all students are accounted for and no one is injured.
 6. Have injured personnel escorted to the designated first aid station. If the injured parties cannot or should not be moved, send someone to the first aid station to request assistance.
 7. One of the two “buddy room” teachers should be released to their assigned response team when the student roll has been taken and reported. The other teacher assumes responsibility for supervising both classes in the assembly area.
 8. Await further instructions. Do not return to the building until instructed to do so by the principal or designee.

HAZARDOUS MATERIAL SPILL/LEAK

- **If outside, move upwind and uphill away from vapor clouds and fumes, then seek shelter.**
- **If inside, move to a room where there is no evidence of fumes, close doors and windows, and shut off ventilation.**
- **Report to the building administrator**
- **Be prepared to evacuate the building with your buddy room.**
- **Account for your students.**
- **Await instructions.**

It may be safer inside the building than outside. The building leader will make an assessment in consultation with the Fire Department's hazardous materials division. The location of the spill, the nature of the hazard, the type of fumes, the wind direction, and other factors will be considered. If your class is outside the building, you may be told to move back into the building and "shelter in place." If it is decided to "shelter in place," the ventilation system will be turned off. Teachers will be directed to close windows and all external doors.

You may be told to move your students to the gymnasium, where members of the school's HAZMAT team will close and seal windows, vents, and the air passages around doors using duct tape and plastic garbage bags.

You may be told to evacuate the building.

1. If the fumes are inside the building and could be ignited by an electrical spark, electrical utilities will be immediately shut off. Communication will then be by voice. The building incident command team will move to classrooms and direct their evacuation.
2. Evacuation will be by buddy rooms. One teacher will lead the evacuating students out the primary evacuation route. If the primary route is blocked, the lead teacher will select an alternate route. The other teacher will follow the last student from the two classrooms, making sure doors and windows are closed and lights are turned off. Take the class roll and the class copy of these procedures with you.

3. Be prepared to move a considerable distance from the school by foot. When in the designated assembly area outside the building, and a safe distance from the building, take roll. If there are any students missing, determine when the student was last seen and the probable location of the missing student. Use these Standard Operating Guidelines to signal the status of your class to the individual collecting accountability data. Use the red front cover of the Guidelines to indicate one or more students are missing or injured, or that you picked up an extra student who belongs with another classroom. Use the green back cover of the Guidelines to indicate that all students are accounted for and no one is injured.
4. One of the two “buddy room” teachers should be released to their assigned response team when the student roll has been taken and reported. The other teacher assumes responsibility for supervising both classes in the assembly area. Check for injuries among the students and have injured students escorted to the first aid station.
5. Await further instructions. Do not return to the building until instructed to do so by the principal or designee.

HEALTH EMERGENCY

(Bioterrorism, Pandemic, etc.)

- **Calmly keep students informed about health hazards.**
- **Supervise the students in maintaining good personal hygiene. Wash hands frequently.**
- **Monitor the daily decontamination of the classroom.**
- **Do not open mail in the classroom.**
- **Wear plastic gloves whenever there is danger of coming in contact with bodily fluids.**
- **Be observant for symptoms associated with disease and report symptoms to the school nurse.**

1. Convey biosafety alert notices to the students. Only relay information provided by the school administration to the students. The administration may provide information regarding the hazard/agent, manner of transmission, incubation period, the signs/symptoms of infection, types of clinical tests that can detect infection, duration of the illness, vaccine, prophylaxis (measures designed to preserve health and prevent the spread of the disease), treatment, and decontamination.
2. It is unlikely that bioterrorist attacks will be detected during the attack. It is more likely that detection will occur after the incubation period of the agent, when symptoms are reported. If, however, the school is notified that an attack is underway and that the school is potentially in the target area, follow the procedures in the HAZMAT section of these Emergency Standard Operating Guidelines. The terrorism advisory system is as follows:
 - a. Severe (red):
 - i. Be prepared for immediate activation of the emergency management plan.
 - ii. Restrict school access to essential personnel.
 - iii. Consider canceling outside activities and field trips.
 - iv. Provide mental health services to anxious students and staff.

- b. High (orange):
 - i. Place school and district emergency response teams on standby alert status.
 - ii. Monitor all entrances at all times.
 - iii. Assess facility security measures.
 - iv. Update students and parents on preparedness measures.
 - c. Elevated (yellow):
 - i. Review emergency management plans with school staff and public safety officials.
 - ii. Test alternative communication capabilities.
 - d. Guarded (blue):
 - i. Confirm emergency exercises are current.
 - ii. Confirm emergency response team training (CERT, CPR, First Aid, etc.) is current.
 - e. Low (green): Continue normal operations.
3. When there is a biosafety alert, advise students to refrain from biting fingernails, licking fingers, rubbing eyes to avoid ingesting contamination. Wash hands frequently as if contaminated. Decontaminate all surfaces daily. Use approved disinfectant (e.g. 1:10 household bleach, etc.).
 4. When there is a biosafety alert, handle mail carefully wearing gloves. Open mail in a controlled area and control access to distribution boxes. Anthrax has been transmitted by mail. A package or letter is suspicious if:
 - a. Unexpected or from someone unfamiliar to you.
 - b. Addressed to someone no longer with your organization.
 - c. No return address or the return address does not match the postmark.
 - d. Unusual weight, given their size, or lopsided/oddly shaped.
 - e. Marked with restrictive endorsements, such as “personal” or “confidential.”
 - f. Protruding wires, strange odors or stains, or makes a noise.
 If a suspicious package is received:
 - a. Do not try to open the parcel.
 - b. Isolate the parcel.
 - c. Evacuate the immediate area.
 - d. Notify the principal.
 5. Use proper waste management. Place infectious waste in labeled “red bag” at the nurse’s office.

6. Use gloves for protection when working with or around blood and body fluids. Change gloves between patients. Wash your hands after removing gloves. The following are potential sources for exposure: blood (lacerations, abrasions, and bloody noses), vomit, urine, feces, saliva, needles, syringes or other sharp objects.
7. Use glasses, goggles, or masks to protect your face from splashes.
8. Use resuscitation equipment and devices for mouth-to-mouth resuscitation.
9. Promptly seek medical attention and counseling from the school nurse if exposed to contaminated materials. Report any needle sticks immediately to the school nurse.
10. Be vigilant for the following symptoms among the students and staff and make sure the school nurse is notified when these symptoms are detected [as listed in the Department of Health and Senior Services High Alert Surveillance System (HASS) Form 1]:
 - a. Influenza-like Illness—malaise, headache, fever, cough and sore throat, in the absence of known cause
 - b. Hemorrhagic Disease—bleeding from skin or mucus membrane surfaces or reddish or purplish spots or discolorations on the skin or mucus membrane surfaces
 - c. Gastrointestinal Illness—diarrhea, vomit, abdominal pain or cramps, with or without fever
 - d. Neurological Illness—headache, sensitivity to light, confusion, convulsions, double/blurred vision, drooping eyelids, muscle twitching, difficulty talking/swallowing, weakness or paralysis
 - e. Rash Illness—rashes with or without fever
 - f. Fever Illness—fever of unknown origin
 - g. Respiratory Illness—cough, sore throat, trouble breathing, with or without fever
11. If neither the school office nor the school nurse are available, these emergency telephone numbers may be helpful:
 - a. General Emergency 911
 - b. School District Administration XXX-XXXX
 - c. County Health Department XXX-XXXX
 - d. Regional Medical Center XXX-XXXX
 - e. Poison Control 800-366-8888

INTRUDER

(Active Shooter, Civil Disturbance, Hostage Situation, Stray Animal, etc.)

- **Send visitors who do not have a school badge to the office.**
- **On notice, conduct “lockout” or “lockdown” procedures.**
- **Be prepared to evacuate the building with your buddy room.**
- **Account for your students.**
- **Await instructions.**

1. Routinely, the only unlocked access to the school from outside, throughout the school day, is the one next to the office. Signs are posted directing all visitors to the office to be signed in and cleared for visits to other parts of the school. Visitors who are cleared will be given a badge that has been marked with today’s date. Strangers in the building not displaying a valid “visitor” badge should be stopped by any member of the staff and directed to the office for screening and authorization.
2. If a dangerous person or animal is reported to be in the area of the school, a “lockout” will be announced in plain English over the intercom. All outside activity will be terminated and any students or staff members outside the school will be moved inside. All external entrances will be locked, including the one next to the office. No one will be allowed to leave the building. If you are with students outside the building when a violent intruder comes on campus, notify the administration to initiate a “lockdown” (described in the next section) while having your students drop to the ground in their present location. If the threat is directed toward you or your students, stay low and move quickly to the best shelter (the school building or other nearby structure). School buses will be sent away or diverted from the school until the “lockout” is terminated. Activity will continue as usual inside the school. Termination of the “lockout” will be announced in plain English over the intercom.
3. If a dangerous person or animal directly threatens the safety inside the school, teachers may be notified to “lock down” or evacuate the building.

- a. **The “lockdown” announcement will be made in the clear over the intercom system. For a “lockdown,” close and secure the classroom door. Reinforce the door (barricading, etc.) as appropriate. Have students sit on the floor against the wall on the side of the room where the entrance is. If the door has a window, cover it. If all students are present and everyone is OK, tape a piece of green paper to an outside window. If a student is missing or someone is injured, tape a piece of red paper to an outside window. No talking. If someone knocks on the door, do not respond. Students are trained that they will not be readmitted to their classroom if caught outside during a “lockdown.” They are to report to one of the designated offices. Designated hall monitors will assist them. Report missing students to the main office using the intercom. The office should have turned off the bell system. Disregard any bells.**
 - b. **If the “lockdown” is initiated during a passing period, get all students in your vicinity inside your room and secure the door. Prepare a roster of the students in your room. If possible, transmit the roster to the office over the intranet. If all students are OK, tape a piece of green paper to an outside window. If a student is injured or you need immediate help, tape a piece of red paper to an outside window.**
 - c. **If the safety of your room is compromised by the intruder forcing entry, be prepared to help students evade the intruder and defend yourself and your students as necessary.**
4. Be prepared, when directed by law enforcement or the building leader, to evacuate the building with your designated buddy room. This process will be initiated when the official enters your room with a master key. One buddy room teacher will lead the evacuating students out by the primary evacuation route. If the primary route is blocked or is determined to be unsafe, the lead teacher will select an alternate route. The other buddy room teacher will follow the last student from the two classrooms, making sure doors are left open and lights are turned off. Take the class roll and the class copy of these procedures with you. Law enforcement officials may not have the intruder isolated at the time of the evacuation. Under those circumstances, law enforcement officials will be concerned that the intruder(s) might mix in with the evacuating students/staff in order to escape or cause further damage. Evacuating students/staff should be prepared to put their hands on their heads when directed by the police and until they have been checked by law enforcement officials.
5. When in the assembly area outside the building, and a safe distance from the building, take roll. If there are any students missing, determine when the student was last seen and the probable location of the missing student. Use these Standard Operating Guidelines to

- signal the status of your class to the individual collecting accountability data. Use the red front cover of the Guidelines to indicate lone or more persons are missing or injured, or that you picked up an extra student who belongs with another classroom. Use the green back cover of the Guidelines to indicate that all students are accounted for and no one is injured.
6. One of the designated buddy room teachers should be released to their assigned response team when the student roll has been taken and reported. The other teacher assumes responsibility for supervising both classes in the assembly area.
 7. Await further instructions. Do not return to the building until instructed to do so by the principal or designee.

LIGHTNING

- **If inside:**
 - **Stay away from water pipes, fountains, etc.**
 - **Be prepared to evacuate the building with your buddy room.**
- **If outside:**
 - **Get inside.**
 - **Avoid natural lightning rods (trees, etc.)**
- **Account for your students.**
- **Await instructions.**

When thunderstorms threaten, get inside a large building or vehicle. Inside the building, avoid water faucets, water coolers, and sinks because metal pipes can conduct electricity. Avoid using the telephones, except for emergencies.

If outside, with no time to reach a safe building or vehicle:

1. If in a forest, seek shelter in a low area under a thick growth of small trees.
2. If in an open area, go to a low place such as a ravine or valley.
3. Do not stand underneath a natural lightning rod such as a tall, isolated tree in an open area.
4. Do not stand on a hilltop, in an open field, on a beach, or in a boat on the water.
5. Avoid isolated sheds or other small structures in open areas.
6. Get away from open water.
7. Get away from anything metal.
8. Stay away from wire fences, clotheslines, metal pipes, rails and other metallic paths which could carry lightning to you from some distance away.
9. If you are isolated on a level field and you feel your hair stand on end (which indicates that lightning is about to strike) use the lightning crouch by squatting with both feet together, tucking your head, and covering your ears. Do not lie flat on the ground.

SUICIDE

- **Stay with the suicidal person.**
- **Send to the office for help.**
- **Get other students away.**
- **Be a good listener.**
- **Share all information with the school administrator and mental health team. No one else.**

1. If any employee believes that an individual at school intends to harm him/herself, the following procedures should be followed:
 - a. Never leave the student alone.
 - b. Notify the office. Seek assistance.
 - c. Remain calm and remove other students as appropriate.
 - d. Do not allow the student to leave school unsupervised. A parent or Division of Family Services employee must assume direct responsibility before the student is allowed to leave.

2. If a student or staff member commits suicide at school, the following steps are to be taken:
 - a. Secure the area where the suicide occurred.
 - b. Notify the office.
 - c. Be sure that all students who witnessed the suicide are removed from the immediate vicinity and placed under the supervision of a counselor or teacher. Keep a record of witnesses for the police.
 - d. The office will turn off the bell system and notify all teachers to keep their students until further notice.
 - e. The office will notify law enforcement.
 - f. Request support from the counselor in meeting the mental health needs of students. Do not allow students to leave school prior to normal dismissal without parent/guardian approval.
 - g. Contain the story and protect the privacy of the family.

TORNADO/STORM

- **Tornado Watch: stay vigilant and stay inside.**
- **Tornado Warning: alarm sounded. Move to shelter with the buddy room.**
- **Assume the protective squatting position, against the wall, holding a hard covered book/notebook over the head or with hands locked at the back of the neck.**
- **Be prepared to evacuate the building if it is damaged by the tornado or if instructed to do so.**

When a *Tornado Watch* (conditions are right for a tornado) is issued for our area, teachers will be notified about the watch and they will not take their classes outside the building until the watch is ended. During a Watch, monitor the NOAA radio as well as the primary radio outlet (KXXX-AM/FM XXXX) and/or television outlet (KXXX-TV Channel XX).

If a *Tornado Warning* (a tornado has been spotted in our vicinity) is issued, the school alarm (siren) will be sounded and these steps are to be followed:

1. When the alarm (siren) is sounded, move the students to the designated shelter with the “buddy room” teacher. Each student and staff member should carry with them a hard covered book/notebook for use in covering the head in the shelter area. One teacher will lead the students to the designated shelter. If the primary route is blocked, the lead teacher will select an alternate route. The other teacher will follow the last student from the two classrooms, making sure doors and windows are closed and lights are turned off. Take the class roll, the emergency bucket, and the class copy of these procedures with you.
2. When in the shelter, have students assume the protective kneeling or squatting position, against the wall and facing the wall, holding a hard covered book/notebook over the head or with hands locked at the back of the neck. Take roll. If there is a student missing, determine when the student was last seen and the probable location of the missing student. Use these Standard Operating Guidelines to signal the status

- of your class to the individual collecting accountability data. Use the red front cover of the Guidelines to indicate one or more students are missing or injured, or that you picked up an extra student who belongs with another classroom. Use the green back cover of the Guidelines to indicate that all students are accounted for and no one is injured.
3. One of the two “buddy room” teachers should be released to their assigned response team when the student roll has been taken and reported. The other teacher assumes responsibility for supervising both classes in the shelter.
 4. After the storm passes, check the roll and check shelter occupants for injuries. Get medical assistance from the First Aid Team as necessary. Report on student accountability.
 5. Await further instructions. Do not return to the classroom until instructed to do so by the principal or designee. Be prepared to evacuate the building.

TRAUMATIC INJURY OR DEATH OF A STUDENT OR STAFF MEMBER

- **Call the office for help**
- **Perform life-saving procedures if qualified**
- **Check with building administration for reliable information.**
- **Secure property of the deceased that happens to be under your control.**
- **Be prepared to refer traumatized students.**
- **Continue classroom operations as normal.**
- **Pass prepared statements along to students.**
- **Await instructions.**

1. If the incident occurs on campus or at a school event:
 - a. Contact the office or building nurse for immediate assistance. If no one is available at the school office, call 911.
 - b. Perform life-saving procedures (CPR, stop the bleeding, treat for shock, etc.) if qualified. Protect yourself and others against blood borne pathogens.
 - c. Have other adults take charge of students who may have witnessed the incident and have them moved away from the area. Their eye witness accounts will be obtained later.
2. If the incident occurred off campus and not as part of a school event, check with the building administration for reliable information about reports of traumatic injury or death (resulting from an accident, sickness, homicide, suicide, or other cause) of students or staff members.
3. Determine from school data if students in the class are related to any of the injured or deceased.
4. Confirm with the school counselor what procedures will be followed to refer students for assistance who are traumatized by the loss. Know what resources are available.
5. If the injured or deceased student is from your classroom, secure all personal items that may be in the classroom. Check with the school administration on securing personal items in lockers and elsewhere in the school.

6. Pass to students the prepared statements from the school administration regarding the death(s), memorial services, and funeral arrangements.
7. Ask students to deliver to their homes any correspondence prepared by the school administration.
8. Contact with the family of the deceased will only be made by the school administration. Delete the deceased's name from mailing lists so that correspondence is not inadvertently sent to the home of the deceased.
9. If asked by students, explain that the Federal Flag Code only provides for flying the flag at half mast for deaths of principal government figures.
10. Attend scheduled school debriefings.
11. Refer all media contacts to the principal.

UTILITY FAILURES

- **Move Away from the Hazard**
- **Notify the Office**
- **Call 911**

Electrical Power Failure:

Report a power failure to the building administrator, who will contact the Light and Power Company at XXX-XXXX then notify the District Administration Office at XXX-XXXX. Shut off electrical equipment until the power returns.

Gas Leaks:

Gas leaks are dealt with utilizing HAZMAT procedures. Do not use electrical devices such as the public address (PA) system, bells, telephones, cellular telephones, and light switches in the presence of gas. Move upwind (wind in your face) and uphill from gas leaks. When safely away from the gas, notify 911, then Missouri Gas at XXX-XXX and the District Administration Office.

Water Line Break:

Report broken water lines to the building administrator, who will direct the building custodian to shut off the main water valve, then will notify the Water Company at XXX-XXXX and the District Administration Office. Do not handle electrical equipment while standing in water.

**This Copy of the Emergency Standard Operating Guidelines for
Classrooms Belongs To:**

Enter Teacher Name and Classroom Number in this Box

The Assigned Buddy Rooms Are:

Enter Teacher Name(s) and Classroom Number(s) of Assigned Buddy Room(s) in this Box

The front cover is on red paper and will be used to signal that one or more persons are missing or injured, or that you picked up an extra student who belongs with another classroom.

This cover is on green paper and will be used to signal that all persons are present or accounted for and no one is injured.