

# STILLWATER PUBLIC SCHOOLS



## CRITICAL INCIDENT MANAGEMENT PLAN

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# **STILLWATER PUBLIC SCHOOLS** **CRITICAL INCIDENT MANAGEMENT PLAN**

## **PREFACE**

The Stillwater Public School District is dedicated to providing a safe environment for students, staff members, and visitors while at our schools. The purpose of this critical incident management plan is to provide the information necessary to enable District personnel to ensure a safe environment during an emergency situation involving District students, personnel, visitors, and facilities during school sponsored classes, programs and activities. It is important to remember all school personnel, both certified and support, as well as district and appropriate community resources should be utilized in any comprehensive emergency response plan.

## **OVERVIEW**

This manual outlines and describes the Stillwater Public School District's procedures for responding to critical incidents which are most likely to occur on our campuses and district offices. Some examples of these emergencies would be:

- A natural or "man-made" disaster which has a traumatic impact on a large number of people;
- The death of a student or staff member
- An individual who becomes violent, aggressive, or otherwise causes a significant disruption during a school day or school event;
- A situation where a person presents an immediate threat to the physical safety of one or more people (but before a major incident occurs).

***This manual is designed as a working document. It is advisable after any critical incident to evaluate and critique the emergency response, updating and revising this plan as necessary.***

## **ADVANCED PLANNING:**

While the occurrence of a specific emergency cannot be predicted, advanced planning is essential to successful management of critical situations. Such planning increases the organization and efficiency of the response and reduces the disorder and emotionalism which can occur in times of emergency. Routine evacuation and secure in place drills with subsequent critiques, and site safety evaluations will ensure compliance with emergency procedures.

Identification of key personnel who will assist in management of emergency situations is, perhaps, one of the most important steps in advance planning. Personnel identified to have major roles in responding to emergency situations serve as members of the site Critical Incident Team.

Standard procedures for a variety of emergency situations, evacuation plans, relocation and reunification plans, and important phone numbers are included in other sections of this manual.

## **STANDARD PROCEDURES**

Stillwater Public Schools will follow the protocols and guidance from the Standard Response Protocol (SRP) and Standard Reunification Method (SRM) provided by the 'I Love U Guys' foundation.

### ***Standard Response Protocol (SRP)***

- **“HOLD”** - will be used for incidents that require students and staff to remain in the classroom and out of the hallways.
- **“SECURE”** - this directive will be given when there is a threat or hazard outside of a site / facility.
- **“LOCKDOWN”** - this is used when the threat or hazard is inside of a site / facility.
- **“EVACUATE”** - implemented when there is a need to move individuals from the current location to another for safety reasons.
- **“SHELTER”** - this announcement is made when specific protective actions are needed based on a threat or hazard.

### ***Standard Reunification Method (SRM)***

The Standard Reunification Method provides a framework for the development of a comprehensive district plan for student reunification.

Objectives of the SRM

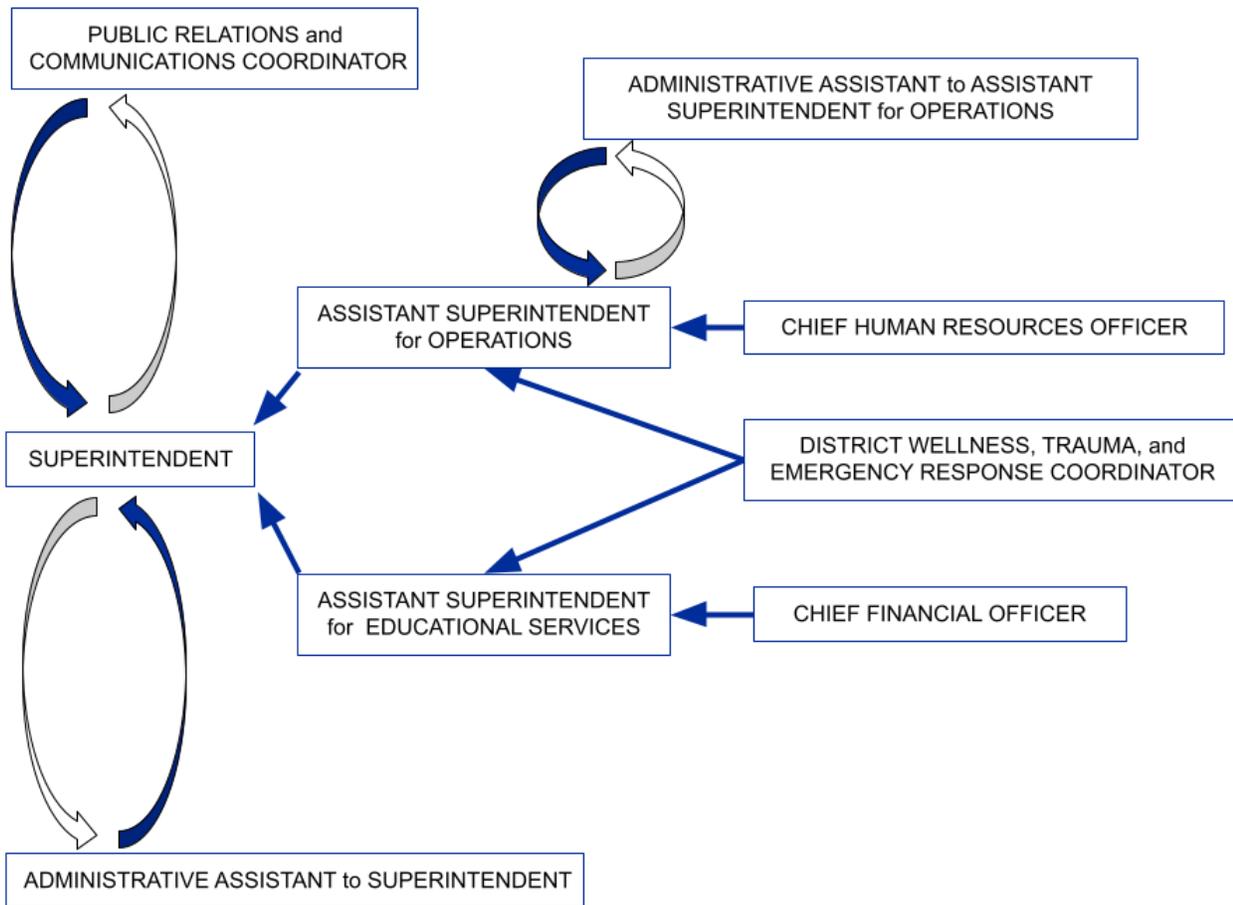
- Establish a reunification site.

- Establish relationships with community partners for the implementation of a reunification process; this includes but is not limited to police, fire, and emergency management.
- Establish a parent / guardian check-in process.
- Establish procedures for accountability of students.
- Establish procedures and methods of communication for staff and parents.
- Establish protocols and methods for student reunification, support services, and medical care.

### **RAVE PANIC BUTTON**

RAVE Panic Button system will be used by staff for notification of emergencies including but not limited to medical, fire, or active assailant. This system allows for immediate 9-1-1 notification to be sent to partner agencies including local police and county and state law enforcement agencies.

# DISTRICT ADMINISTRATION INCIDENT COMMAND STRUCTURE



## DISTRICT ADMINISTRATION RESPONSIBILITIES

### SUPERINTENDENT

- Serve as emergency response command leader (i.e. initiate emergency response, organize emergency response team, determine site status, direct site activities)
- Communicate directly with emergency response executive team during any event deemed as an emergency
- Communicate with site principals and Athletic Director, as needed
- Point of contact for emergency response executive team members
- Designate an emergency response command leader in their absence
- Assist with all emergency response executive team member duties, as needed

## **ASSISTANT SUPERINTENDENT - EDUCATIONAL SERVICES**

- Manage GroupMe message circulation among the principals
- Verify that the GroupMe messaging is coming through to the points of contact and that they are aware there is a situation
- Contact individual principals or assistant principals as needed
- Point of contact for Ed Services Dept
- Fill in for Asst Superintendent of Operations, or Superintendent

## **ASSISTANT SUPERINTENDENT - OPERATIONS**

- Communication with Transportation, Child Nutrition, Facilities, Technology Directors, School Resource Officers, Construction Management
- Point of contact for Stillwater Police Dept, Stillwater Fire Dept. SEMA, Stillwater Medical Center
- Document information as it is provided and share that information
- Assist with messaging, as needed
- Fill in for Asst Superintendent of Ed. Services, or Superintendent

## **PUBLIC RELATIONS AND COMMUNICATION COORDINATOR**

- Communicate to the public using district tools (Twitter, Facebook SchoolMessenger, Website, Channel 16) See this document for appropriate messaging levels (corresponds to policy CKAC-P1).
- Assist with message creation. See this doc for samples
- Resolve any communication issues
- Serve as Point of contact for outside media/reporters
- Fill in for Asst Superintendent of Operations, or Chief Financial Officer

## **CHIEF FINANCIAL OFFICER**

- Back up to Communications Coordinator for communications
  - Communicate to public using district tools (Twitter, Facebook SchoolMessenger, Website, Channel 16) See this document for appropriate messaging levels (corresponds to policy CKAC-P1)
  - Assist with message creation. See this doc for samples

- Fill in for PR/Communications Coordinator, or Chief Human Resources Officer

## **CHIEF HUMAN RESOURCE OFFICER**

- Communication with central office receptionist
- Point of contact for walk-in traffic and phone traffic
- Pay attention to weather reports as broadcast via TV service
- Assist with messaging, as needed
- Fill in for Chief Financial Officer

## **WELLNESS, TRAUMA, AND EMERGENCY RESPONSE COORD.**

- Coordinate trauma responsive practices
- Collaborate with site administrators on emergency response protocols.
- Serve as crisis management support coordination during a crisis.

## **RESPONSIBILITIES OF SCHOOL PERSONNEL**

### **PRINCIPAL**

The school principals are responsible for pre-emergency preparedness at their school, subject only to the directive and guidelines issued by the District Superintendent or designee. In the event of an emergency, they are the designated representatives who will assume overall direction of emergency procedures at the school.

In discharging this responsibility , the principal of each school shall:

### ***During Pre-Emergency Conditions***

- Appoint a designee who shall assume the duties of principal in his or her absence, and identify duty assignments of other school personnel.
- Utilize directives and guidelines established by the school district to;
  - Develop an emergency response and preparedness plan which will be kept operative at all times.
  - Ensure that all school personnel and students are properly instructed in the school Critical Incident Management Plan.

- Ensure that there is an adequate warning system available, and that the various alarm signals are known and understood by students and staff.
- Survey, with the school administrative team, the Assistant Superintendent of Operations Director of Facilities, the School Resource Officer, a representative from the Fire Marshal's office, and any designated consultants for the district, the physical and structural advantages and disadvantages of the school plant and select the areas of comparative safety for groups to use in any type of emergency.
- Plan with the school administrative team, the Fire Marshal and a School Resource Officer, primary and alternate traffic control plans for pedestrian and vehicular movements on the school campus.
- Arrange for instruction and training of students to ensure their safety.
- Maintain all emergency equipment and supplies in usable condition at all times and coordinate with the Director of Facilities routine inspections of safety equipment (fire suppression systems, fire alarms, etc.).
- Coordinate with the Director of Facilities to locate and identify utility "shut offs". Instruct at least one other person in the location and operation of the 'shut offs'.
- Communicate with students and parents the elements of the critical incident management plan **that are not confidential**.
- 
- Conduct regularly scheduled drills and maintain a record of these in your office. Copies of all safety drill documentation should be forwarded to the Assistant Superintendent of Operations.
- Provide substitutes with information regarding their responsibilities, evacuation routes and general procedures.
- Know how to demonstrate the use of emergency equipment utilized at your school.

***During Emergency and Post-Emergency Conditions:***

- Report the situation to the Superintendent or designee.
- Assume overall direction of school emergency management using established procedures for communication, evacuation, and relocation.
- When needed, direct evacuation of building(s), using fire evacuation procedures
- Issue instruction to teachers if students are to be released from the school.
- Stay calm; your attitude/actions will be mirrored by your staff and students.

## **TEACHERS**

Teachers will be responsible for the supervision of students. They will follow the instructions and safety guidelines of the district and their individual school as well as the specific instructions from the principal.

In discharging their responsibility, teachers shall:

### ***During Pre-Emergency Conditions:***

- Be knowledgeable of the hazardous effects of different emergencies and the survival techniques for each.
- Provide instruction and practice for students in the Standard Response Protocol (SRP).
- Keep personal information on each student accessible at all times (with strict regard to confidentiality).

### ***During Emergency and Post-Emergency Conditions:***

- Supervise the Standard Response Protocol (SRP) procedures and/or evacuation of students to designated assembly areas.
- Remain with and supervise students until relieved of responsibility by the school principal.
- Take roll when class relocates to designated assembly area as soon as possible.
- Report missing students to principal or designee. If there is reason to believe such students may be endangered in a school structure, rescue measures should only be attempted with available trained personnel.
- Render first aid, restore order, and assist other staff and students as needed.

## **NURSE**

The responsibility of the school nurse shall be:

### ***During Pre-Emergency Conditions:***

- Conduct or coordinate first aid and medical assistance training for designated school personnel as directed by the District Superintendent or school principal.
- Cooperate with the principal to designate qualified members of the school staff to coordinate and or perform first aid when the school nurse is not available.
- Assist the principal with developing plans for caring of injured persons within the school, including:
  - Plan methods of solving potential health and sanitation problems.
  - Setting up/coordinating first aid response teams
  - Establishing first aid stations and triage areas
  - Ensure that current medical information is on file for the entire student body.

### ***During Emergency and Post-Emergency Conditions:***

- Follow directives provided by the Superintendent or designee or by first responders
- Locate, categorize, and identify victims.
- Administer first aid, as appropriate.
- Supervise administration of first aid by those with first aid training.
- Organize distribution and use of first aid and medical supplies.
- Work with Wellness, Trauma, and Emergency Response Coordinator to establish additional trauma supports for students, staff, and parents.
- Stay calm; your attitude and actions will be mirrored by staff and students.

## **CUSTODIAN**

The responsibility of the custodian shall be:

### ***During Pre-Emergency Conditions:***

- Report concerns regarding fire equipment to the Director of Facilities as soon as concerns arise.
- Coordinate with the Director of Facilities and principal to assure fire alarm and public address systems are in working order.
- Coordinate with the Director of Facilities and principal to assure all building security systems are in working order.
- Coordinate with the Director of Facilities and principal in maintaining a complete set of building maps and or blue prints to be made available for emergency personnel.
- Know how to quickly "shut off" utilities and HVAC systems.

### ***During Emergency and Post-Emergency Conditions:***

- Shut off utilities when directed to do so.
- Shut off HVAC systems when directed to do so.
- Conduct damage control to limit damage to school facilities.
- Survey and report damage to the Director of Facilities and principal.

## **SUBSTITUTE EMPLOYEES**

The responsibility of a substitute employee shall be:

### ***During Pre-Emergency Conditions:***

- Become familiar with the district critical incident management plan.
- Become familiar with the evacuation routes and the general safety procedures at the school site.

### ***During Emergency and Post- Emergency Conditions***

- Perform the duties of the person for whom they are substituting.
- Account for all students in their attendance
- Assist where directed to do so.

## PARENTS AND STUDENTS

The responsibility of the parents and students shall be:

- Students should familiarize themselves with preset evacuation routes and general school safety procedures.
- Students **must** follow school staff directions without any hesitation.
- Parents must be informed of the current critical incident management plan.
- Parents must provide the school with emergency contact numbers where they can be contacted at any time during school hours.
- Parents should ensure that all necessary student medical information is on file with the school nurse or designee

## **BUS DRIVERS**

The responsibility of bus drivers shall be:

### ***During Pre-Emergency Conditions:***

- Become familiar with the district's critical incident management plan.
- Ensure that students transported in buses receive instructions in safe riding practices and participate in emergency evacuation drills.
- Establish a voice communication code in which drivers may communicate an unsafe situation to their transportation base supervisor. This code should include language to indicate if the situation is threatening or an actual attack is occurring.
- Drivers should be constantly reminded of the importance of thoroughly conducting a daily inspection of their bus. This inspection should include a visual inspection of the underside of the bus for vandalism or foreign objects attached to the bus.
- Drivers should be alert at all bus stops and traffic stops for strangers approaching the bus.
- All school bus drivers should immediately report to the supervisor of transportation any noticeable change in behavior of students. Any rumors concerning possible weapons violations or threats of violence should be immediately reported to the transportation supervisor.

### ***During Emergency and Post Emergency Situations:***

- During a critical incident on a bus, and if the situation presents itself, the driver shall make every attempt to keep the communication device "open" such as leaving a cellular phone in the talk mode or a radio microphone "keyed up".
- Law enforcement authorities should be immediately notified of any possibility of violence.
- Suspicion or actual weapon on the bus:
  - The driver should notify the school by voice communication.
  - If possible , all students except the suspect should be evacuated from the bus.
  - If evacuation is not possible, the driver should attempt to negotiate with the suspect in a calm voice. The use of non-verbal communication techniques is further recommended to calm the suspect.

- While dealing with an armed individual, it struck all passengers to remain quiet and stay seated.
- In the event of a hostage situation or unauthorized entry into the bus by violent parties the same procedure should be followed.
- Stay calm; your attitude/actions will be mirrored by students.

## THE CRITICAL INCIDENT MANAGEMENT TEAM

The purpose of the critical incident management team is to effectively respond to a variety of emergency situations. This will be accomplished in the following ways:

- Assist the principal with developing a specific plan to respond to an emergency.
- Consult with and provide support on an as-needed basis to the affected school's staff in reacting to and dealing with the critical incident.
- Provide direct support services to staff and students in distress.
- Make referrals to community resources for those needing follow-up counseling/support.
- Monitor the situation after the emergency has subsided and provide other follow-up services.

The Critical Incident Management Team will be made up of two components: The **Emergency Response Team** and the **Crisis Response Team**. The Emergency Response Team handles the immediate emergency, managing safety and communication until the initial emergency has passed and the situation is stabilized. The Crisis Response Team will be involved in the follow-up items that occur with emergencies such as providing counseling services or helping with emotional recovery.

Critical Incident Management Team members play an essential role in effective management of emergency situations. Preferred characteristics of Critical Incident Team members include:

- An ability to anticipate multiple consequences.
- A willingness to challenge an idea and then work cooperatively toward a solution.
- An ability to think clearly under stress.
- Flexibility.
- Familiarity with nuances of the site, its students and its community.
- Expertise in a variety of school functions.

## **EMERGENCY RESPONSE TEAM GUIDELINES**

The Emergency Response Team (ERT) will always be dealing with the immediate action issues of an emergency. This team will be the same people for every emergency at a school.

The ERT is a standing team which shall consist of the school principal or assistant principal, teachers or other certified personnel identified by the principal, and support staff identified by the principal. It is suggested the administrator chair the ERT and handle the immediate safety issues while a designee simultaneously handles the communication issues.

The ERT will:

- Manage immediate health and safety issues
- Ensure communication with local emergency response agencies and district office personnel
- Identify all staff members trained in CPR, First Aid and Automatic External Defibrillator
- Identify site personnel best suited to respond to specific emergency situations
- Delineate staff roles and responsibilities

## **CRISIS RESPONSE TEAM GUIDELINES**

The Crisis Response Team (HCRT) duties will vary depending upon the emergency.

Some of the responsibilities are listed below. These responsibilities will vary depending on the severity and duration of the critical incident and could include:

- Incident debriefing and follow up counseling
- Communications between the school and families
- Intra-school communication after the incident
- Providing and organizing assistance to faculty and staff
- Follow-up assistance to family
- Emotional First Aid
- Memorial service activities
- Work normalization issues
- Back to Work Assistance
- Outreach and Giving Programs

Counselors from across the Stillwater School District may serve on the Crisis Response Team. Information from OSDE through their Crisis Preparedness and Response resources may be implemented for additional support.

## **RECOMMENDATIONS FOR ESTABLISHING AN EMERGENCY RESPONSE TEAM**

Identify Emergency Response Team (Principal, Assistant Principal, School Resource Officer, Counselor, Department Head, Coach, Teacher)

In the event of an emergency or critical incident, the Emergency Response Team shall:

- Determine what happened.
- Assess consequences such as health, general safety, and emotional.
- Decide what needs to be done.
- Implement a plan.
- Assign responsibilities.

In the management of a school emergency , the following should be determined:

- Who is in charge in the principal' s absence?
- Who will cover classes/assignments for Emergency Response Team members?
- Which school resources need to be contacted? Which community resources need to be contacted? Police? Fire? Emergency Medical?
- Who calls the Superintendent? What does he/she need to know to handle media inquiries?
- How will phone calls be handled?
- What information is released to concerned parents or others calling on the phone?
- Who meets and briefs the school staff?
- How and when are students notified?
- Who and how will traffic be controlled?

***Other considerations:***

- Does a telephone network need to be established.
- Is there information that needs to be taken off the site or district web-site?
- Is there information that needs to be placed on the district web site?
- Is there information that can be placed on the district cable access channel?
- What information needs to be in the faculty handbook regarding the critical incident management plan?
- What information needs to be placed in the student handbook regarding the critical incident management plan?
- How will the entire certified and support staff be trained on utilizing the critical incident management plan?

A planning checklist and instructions for forming an Emergency Response Team follows.

## **EMERGENCY RESPONSE TEAM CHECKLIST**

This Emergency Response Team Planning Checklist ***MAY*** be used with emergencies or accidents which occur at school, or on school grounds. *It is intended as a guide.*

As a principal becomes aware of a critical incident that is severe in nature and may have long lasting emotional effects on the school community, the principal will call an emergency meeting to assess the incident and assign individuals to specific tasks

- Determine the level of assistance needed from the district. Fire, police, and emergency medical may already be on scene or arriving so quick actions may be necessary.
- When time permits, assign faculty members that are available , to assume positions at all exits and in each large area of the school.
- When time permits, decide what additional resources are needed; and who will request these resources.
- Decide where, when, and the format for notifying the staff of the incident. (Memo, PA, e-mail, faculty meeting).
- Decide who might need special support and assign members of the incident management team to assist.
- Notify the superintendent to establish an emergency coordination center. The superintendent will develop a consistent written statement for the media and assign an administrator or district spokesperson as the contact person. Notify all secretaries and receptionists of who the official contact person is and direct all media inquiries to this contact person. Assign other members of the critical incident management team to handle incoming calls.
- Assign a member of the incident management team to assist the faculty to deal with their own feelings as well as planning for how they will deal with the student body.
- Compile a list of high-risk students and have members of the incident management team monitor these students and if necessary take in these students for preventative counseling.
- Assign members of the crisis response team to several areas of the school for small group meetings for the grieving process for the first day.
- Conduct a debriefing and evaluation of the critical incident, and how it was handled. Revise the plan to improve the system once the evaluation process has been completed.

## **MEDICAL EMERGENCY BLOOD BORNE PATHOGEN/COMMUNICABLE DISEASE**

All procedures or other job related tasks which involve an inherent potential for mucous-membrane or skin contact with blood, body fluids, or tissues, or a potential for spills or splashes of fluids are to follow the established school district exposure control plan at all times. Use of appropriate personal protective measures and equipment are required for all employees engaged in these tasks.

### **UNIVERSAL PRECAUTIONS**

- Barrier Protection. All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include.
  - Gloves
  - Masks and protective eyewear.
  - Disposable aprons and shoe covers.
- Wash hands if they come into contact with blood or other body fluids.
- Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades, or other sharp materials. These types of materials should be picked up with tongs, or swept into a dustpan, and placed in a puncture-resistant container for disposal.
- Avoid direct mouth to mouth resuscitation. Use a protective mask.
- Decontaminate all surfaces and devices (disposal of devices that can not be re-used) after use.

### **PRE-EMERGENCY PROCEDURES**

- Awareness of State and County Health Department reporting criteria regarding various communicable diseases
- Established communication tree.

## **IMMEDIATE ACTION**

### ***Safety***

- Follow Payne County Health Department directives (each case will be different).
- Principal, School Nurse(s) notify medically fragile school community members on Superintendent's authority.
- Notify support services from the school district as needed.
- If non-school hours, initiate communication tree if appropriate.

### ***Communication***

- Notify the School Superintendent.
- Send a letter drafted by Superintendent, Principal and Nurse to parents and staff if appropriate.

## **FOLLOW UP**

- Follow Payne County Health Department Directives.
- Complete written report and forward to the Superintendent.

# **MEDICAL EMERGENCY SUDDEN CARDIAC ARREST**

Each public school in the state shall develop a sudden cardiac emergency response plan which shall be formulated by a school site administrator and presented to the school district board of education for approval.

## **UNIVERSAL PRECAUTIONS**

- Establish and provide membership of a sudden cardiac emergency response team, for each school site which shall include an site administrator.

## **PRE-EMERGENCY PROCEDURES**

- Implement automated external defibrillator (AED) placement and routine maintenance within the school
- Communicate and disseminate the Sudden Cardiac Emergency Response Plan throughout the school campus
- Periodic drills with response team
- Establish coordination with local emergency services providers

## **IMMEDIATE ACTION**

### ***Safety***

- Initiate the RAVE emergency notification, call 9-1-1
- Activate the team in response to a sudden cardiac arrest
- Start CPR, implement use of AED
- Transition to care to Emergency Responders

### ***Communication***

- Notify the School Superintendent.

## **FOLLOW UP**

- Complete written report and forward to the Superintendent.
- Complete debrief and an After Action Review

# **UTILITY OUTAGE**

## **PRE-EMERGENCY PROCEDURES**

- Maintain an up to date school evacuation plan.

## **IMMEDIATE ACTION**

### ***Safety***

- Administrator will assess the outage for safety risk.

### **Gas Line Odor/Break**

- Notify Assistant Superintendent of Operations and Director of Facilities
- Move to school evacuation plan if necessary.

### **Water Outage**

- Call Director of Facilities
- Notify Assistant Superintendent of Operations
- The Director of Facilities will provide an estimate on approximate repair time.
- Make a decision to postpone, delay, reschedule activities, lunch, etc. or dismiss classes for the day after consulting the Superintendent..

### **Electrical Outage**

- Call Director of Facilities
- Notify Assistant Superintendent of Operations
- Contact City Electrical Power Company to attempt to determine length and severity of the outage.
- Make a decision to postpone, delay, reschedule activities, lunch, etc. or dismiss classes for the day after consulting the Superintendent.

## **Communication**

- Contact Director of Facilities
- Notify Assistant Superintendent of Operations
- Notify the Transportation Coordinator if necessary.
- Contact utility companies.

## **FOLLOW UP**

- Network with appropriate staff to evaluate emergency procedures.
- Complete and forward a written report to the Superintendent.

# **BUS/SCHOOL VEHICLE ACCIDENT**

## **PRE-EMERGENCY PROCEDURES**

- Standardized bus/vehicle accident procedures.
- Written procedures provided to all drivers.
- Annual training for drivers on dealing with bus accidents.

## **IMMEDIATE ACTION---DRIVER**

- **Stop Immediately-Set brake and turn off engine.** Do not move vehicle, unless immediate danger exists. If there is no immediate danger and it is safe to do so, it is generally expected that vehicles will clear the roadway when possible.
- **Radio or phone transportation base dispatch immediately.** Give vehicle number, location and extent of injuries.
- **Assist injured-do not move injured persons unless there is imminent danger.**
- Speak only to law enforcement and school officials about the incident.
- Give name, license and insurance information to police.
- Obtain names, addresses, phone numbers, and DOB of all passengers.
- Obtain names and insurance information of other drivers involved, from the investigating police officer.
- Complete insurance and accident reports for the Transportation Department.
- Obtain Departmental Report Number from investigating police officers.

## **IMMEDIATE ACTION---TRANSPORTATION**

### ***Safety***

- **CALL 911** if the driver has not done so.
- Report to scene to assist and investigate.
- Notify Assistant Superintendent of Operations.

- Coordinate transportation of passengers once they are released by law enforcement

***Communication:***

- Notify site administrators.
- Notify District Public Relations / Communication Coordinator

**Follow Up**

- Prepare district vehicle accident report.
- Obtain a completed copy of the accident report from the police department records department.
- Forward information to district insurance carrier and Assistant Superintendent for Operations.

# **SEVERE WEATHER CONDITIONS - SCHOOL IN SESSION**

## **PRE-EMERGENCY CONDITIONS**

- Keep a list of local emergency numbers within easy access.
- Establish contacts at local emergency agencies.
- Maintain an up-to-date evacuation dismissal plan.
- Maintain an up-to-date relocation/reunification plan.
- Maintain and monitor your school's Informer Emergency Alert Receiver.
- Know which community officials and district officials have authority to access school property in emergency situations.

## **IMMEDIATE ACTION**

### ***Safety***

- Assign district staff to monitor weather conditions and establish communication with the local emergency management team if severe weather conditions are threatening the area.
- Restrict outdoor activities if severe weather conditions are threatening the area.
- Only dismiss school after obtaining Superintendent approval.
- If necessary, activate school emergency plans.

### ***Communication***

- Notify Superintendent
- The Superintendent or designee will maintain an active line of communication with local emergency management team
- Communicate with the Transportation Coordinator in anticipation of any special transportation needs.

# **SEVERE WEATHER CONDITIONS - NON-SCHOOL HOURS**

## **PRE-EMERGENCY PROCEDURES**

- Keep a list of local emergency agencies within easy access, and their phone numbers.
- Establish contacts at local emergency agencies.
- Know which community and school district officials have the authority to access school property in emergency situations.
- Staff and students should be advised to watch and listen to designated local and state media outlets for information on school closures and severe weather.
- All staff responsible for travel will check weather reports/forecasts for day of travel and timeframe of activity.

## **IMMEDIATE ACTION**

### ***Safety***

- The Transportation Coordinator and the Superintendent or designee monitors and determines the safety of roads and bridges.
- If weather forecasts indicate the possibility of severe weather Administrators will inform the Superintendent of any travel by district organizations at which time a decision will be made on whether the trip may be canceled or not.
- The Superintendent or designee will monitor all weather conditions and maintain communication with the local emergency management team.

### ***Communication***

- If school is to be closed, the Superintendent or designee will notify local media to announce school closures.

## **FOLLOW UP**

- Superintendent and principals reschedule school events and calendars if needed.

## **MISSING PERSON**

### **PRE-EMERGENCY PROCEDURES:**

- Review plan with faculty.

### **IMMEDIATE ACTION (MISSING CHILD)**

- If the parent reports the child as missing
  - Have the **parent** call the police or notify your School Resource Officer.
  - Get an accurate description of the child, including what the child was last seen wearing.
  - Attempt to find out who last saw the child and where.
  - Contact close friends of the missing student, to obtain possible information as to the student(s) whereabouts.
  - Check athletic fields, out buildings, and after school programs for the missing student.
  - Contact transportation to see if the student's driver has seen the individual.
  - Designate a school contact person to continue working with the parents/police if the child is not located.
- If the school notices the child missing
  - Verify information regarding the missing student. Student is not being tested? Student is not in the guidance office. Student is not in the restroom? Student is not receiving individual screening?
  - Who last observed the child?
  - Where is the child missing from?
  - Contact parent or legal guardian.
  - Designate a school contact person to continue working with the parents/police if the child is not located.

### ***Communication:***

- Contact School Resource Officer.
- Give police an accurate description of the student including clothing and a photograph if available.

- Contact parent.
- If unable to locate parents, use numbers on student emergency card.
- Interview missing student's friends for information as to the student(s) whereabouts.

### **IMMEDIATE ACTION: (MISSING ADULT)**

- Attempt phone contact.
- Contact the police or sheriff's office to do a welfare check.
- Contact personnel office for listing of relatives/friends to contact.
- Designate a school official to be liaison with police in case the person is not located.

### **FOLLOW UP**

- Consider merging selected class visits to speak as necessary to provide facts and to reduce rumors.
- Forward a written report to the Superintendent.

### ***CONFIDENTIALITY INFORMATION:***

#### **According to federal statutes:**

An educational institution or agency may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of this information is necessary to protect the health and safety of the student or individuals.

## **STRANDED / DISREGARDED CHILD**

Students that have been stranded at the end of the school day or following a district sponsored event or activity will be categorized as STRANDED OR DISREGARDED and the following protocols shall be implemented.

### **IMMEDIATE ACTION**

#### ***COMMUNICATION***

- Contact family by phone if possible.
- Contact emergency telephone references.
- Contact School Resource Officer
- If contact cannot be made with the parent, and a School Resource Officer is not available, call the police department for an officer to respond.

### **FOLLOW UP**

- Make written documentation for records regarding the circumstances surrounding the incident.
- If situation reoccurs, strong consideration should be made to notifying child welfare in the Department of Human Services (DHS). There already may be a social worker assigned to the family or an on-going investigation with the family.

### **CONFIDENTIALITY INFORMATION**

According to federal statute:

- An educational agency or institution may disclose personal information from an educational record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

What does this mean for Law Enforcement and Medical Personnel

- If a law enforcement officer or medical personnel need information to protect the health and safety of a student, the school will provide whatever information is needed.

Media

- The media should be referred to the Superintendent or his/her designee.

# **PHYSICAL ASSAULT**

## **IMMEDIATE ACTION**

**Note:** *If weapons are involved, call 911 immediately.*

- Notify the office (via radio or telephone) of location and number of students involved.
- Do not try to break up a fight by yourself.
- Obtain additional help.

## ***ANALYZE THE ALTERCATION:***

- Is the fight staged?
- Are weapons involved?
- How many people are involved?
- Who is the aggressor(s)?

## ***CONTROLLING THE ALTERCATION***

- Use your presence and voice to alert combatants of your presence.
- Call out participants by name if possible.
- Give immediate directions to the participants.
- When help arrives, separate combatants and disperse onlookers.

## **FOLLOW UP:**

- Obtain medical assistance.
- Notify the School Resource Officer or call the police.
- Obtain names of witnesses, and have them complete written statements.
- Allow for a cooling off period. This may involve students being sent home with parents or parent involvement or if the situation warrants, being removed by the police.
- Ascertain the cause.

- Preserve the crime scene for evidence if required.

# **SUSPICIOUS PERSON**

## **PRE-EMERGENCY PROCEDURES**

- Two way communication with all classrooms.
- Administration and security staff equipped with two-way communication with office staff.
- Students should be informed regularly about appropriate ways to respond to strangers, while going to, coming from, or at school.
- Students, parents, and school personnel should be encouraged to report to the school administration any incidents involving strangers.
- Understanding of visual screening techniques.

## **IMMEDIATE ACTION**

### ***Safety:***

- Staff and students may report suspicious individuals to administration
- Administrator in charge determines the validity of the threat.
- Notify security/SRO of description and location of subject(s) and follow SRP procedures for securing staff and students if needed.

If the suspicious person(s) appear to be unarmed...using visual screening techniques...

- Question as to the reason for being on campus.
- If legitimate... advise them to check in at the office. Inform the office and verify that they arrive if you do not escort them.
- If there is no valid reason for the person to be on campus give trespass warning verbally and have SRO follow up later with written warning to residence or work.
- If appropriate and without endangering your personal safety... escort off campus with directions not to return.

If the suspicious person(s) appear to be armed... using visual screen techniques...

- Activate RAVE app or notify office to call 911
- Immediately secure staff and students following SRP procedures.

- Monitor individuals from a distance until law enforcement arrives.
- Brief and assist law enforcement as necessary.

***Communication:***

- Activate the RAVE app or Call 911
- Notify the Superintendent.

**FOLLOW UP**

- Have Critical Incident Management Team members review the incident for improvement if needed.

# **FIRE**

## **PRE-EMERGENCY PROCEDURES**

- School fire evacuation plan explained and posted in each classroom and office area.
- Fire alarm system should be tested periodically to ensure that it is functioning properly.
- Check monthly to assure that all fire extinguishers are fully charged and up to date. Dry powder extinguishers should be shook up side down monthly to lessen compaction of powder.
- Fire drills must be completed within the first fifteen (15) days of each semester. Each fire drill shall include the sounding of a distinctive audible signal designated as the fire alarm signal. All drills must be reported to the Oklahoma State Department of Education - Office of School Safety and Security.

## **IMMEDIATE ACTION**

### ***Safety***

- Sound Fire Alarm
- Activate the RAVE app or Call 911
- Follow evacuation plan with school personnel/students. Locate students at least 500 feet away from building and fire fighting equipment and away from any possible smoke.
- Check all rooms and areas of the buildings that you can safely do so to ensure that everyone is out of the building.
- If conditions permit, teachers should close all doors and windows before leaving their assigned areas.
- Keep access roads and fire lanes open for emergency vehicles.
- Station personnel to prevent unauthorized entrance of students or other staff members back into the building.

### ***Communication***

- Call 911. The fire department must be notified of the location of all fires, including those put out by school personnel.
- Have designee assist arriving emergency personnel, with location of fire in school by pointing to nearest entrance to fire.
- Notify Superintendent or designee

## **FOLLOW UP**

- Students/staff will remain outside of the building until fire department officials have declared the building safe and the all clear signal is sounded.
- Contact the Superintendent.
- Evaluate your buildings fire systems and procedures.
- Notify the district facilities coordinator if water damage from sprinkler system is extensive.

# **INTRUDER - ARMED OR UNARMED**

## **PRE-EMERGENCY**

- School evacuation plan.
- School shelter in place plan.
- School secure in place plan.
- Two way communication with all classrooms.
- Administration has two way communications with security and police.
- Be prepared to switch bells from automatic to manual.

## **IMMEDIATE ACTION**

### ***Safety:***

- Activate RAVE app notification system
- Implement SRP procedures for lock-down
- Notify Administration and Security personnel (SRO/ Safe School Coordinator if they are on site) of location and description of subjects(s).

### ***Communication:***

- Activate RAVE app notification system or Call 911.
- Notify the Superintendent.

## **FOLLOW UP:**

- Have the Emergency Management Team review and evaluate the school's response.
- Complete written report to Superintendent.

# **WEAPONS NOT SURRENDERED**

## **PRE-EMERGENCY PROCEDURES**

- School Evacuation Plan.
- School personnel should remain alert and aware of their surroundings.
- School staff should remember and practice visual screening techniques.
- Two way communication with all classrooms.
- Administration and security equipped with two-way communication with office staff.

## **IMMEDIATE ACTION**

### ***Safety***

- Administrator in charge assesses validity.
- Activate RAVE app notification system or call 911
- Implement SRP procedures for lock-down
- Secure immediate area-no access.
- Determine if a weapon is an immediate threat to life safety.
- Brief and assist law enforcement as directed.

### ***Communication***

- Activate RAVE app notification system or Call 911.
- Notify the Superintendent.

## **FOLLOW UP:**

- Critical Incident Management Team reviews and evaluates actions taken
- Complete written report to Superintendent.

# **HAZARDOUS MATERIALS CHEMICAL ACCIDENTS**

*Chemical accidents of disaster magnitude could include tank or truck accidents involving large or small quantities of toxic gasses, or harmful chemicals.*

## **PRE-EMERGENCY PROCEDURES**

- An inventory of all hazardous materials on campus should be completed annually. A copy of this chemical inventory list (CIL) must be on file in the front office, head custodian office at each building, and the central office of the school district.
- Materials Safety Data Sheets (MSDS) need to be in school buildings in areas where chemicals are used.
- Read MSDS and label containers that are not labeled prior to using chemicals. MSDS will provide specific information needed for emergency procedures, i.e., evacuations, chemical containment, first aid procedures, personal protective equipment needed for working with chemicals, storage, and disposal.

## **IMMEDIATE ACTION**

### ***Safety***

- Take appropriate action in accordance with MSDS and product label, on handling and emergency procedures.
- Determine the need to implement SRP procedures to evacuate (if there is an inside incident) or shelter (if there is an external or outside chemical accident).
- Render first aid if needed.

### ***Communication***

- Contact building administration immediately.
- Call 911 if assistance is needed for injuries, decontamination , containment, clean up and disposal.
- Notify the Superintendent.

## **FOLLOW UP**

- Students and staff should not return to the building until the appropriate officials have declared the area safe.
- Take attendance and account for all students if school was evacuated.

- Contact facilities coordinator if cleanup help is needed beyond what custodial staff can do.
- Estimate damage.
- Complete a written report and forward to the Superintendent.

*Have the Critical Incident Management Team review and evaluate the incident response measures taken by the school.*

## **BOMB THREAT**

*Bomb threats are usually made by a telephone call and sometimes with a note. The majority of these threats are pranks, whose purpose is to disrupt school function. However, all threats must be taken seriously, and handled quickly and efficiently to ensure safety to the students and staff.*

### **PRE-EMERGENCY PROCEDURES**

- Know your school evacuation plan.
- Telephone bomb threat checklist should be by all phones that receive incoming calls.
- Awareness of surrounding physical conditions should be maintained by all school personnel.

### **IMMEDIATE ACTION**

- Keep the caller on line as long as possible.
- Complete bomb threat checklist.
- Notify administrators who will assess the validity of the threat.
- Call 911 using a landline. Cease all use of radios and cell phones.
- Activate the school district bomb threat response team by contacting the Supt.
- If the threat is determined to be valid by the bomb threat response team, the team will start procedures based on the specifics of the threat.
- If building evacuation is warranted, it shall be accomplished through the implementation of the Standard Response Protocol and the Standard Reunification Method established by the district.

*NOTE: Teachers and administrative personnel will give their immediate work areas a quick visual inspection as they leave their assigned areas. Do not touch or move any item which looks suspicious. If a bomb is found try to safely mark its location and report.*

### **Communication**

- Call 911
- Notify the Superintendent who will activate the bomb threat response team.

## **FOLLOW UP:**

- If the threat is not valid or no bomb is found, the bomb threat response team will allow the normal day to resume.
- If bomb explodes:
  - Call 911.
  - Evacuate all buildings to secure locations in case of secondary devices.
  - Secure the integrity of the scene.
  - Establish an information center and command post.
  - Arrange for transportation to relocation/reunification site.
  - Assist emergency responders with casualty determination.
- If bomb threat is received by written message:
  - Handle the message no more than necessary.
  - Notify the police.
  - Protect the original message by placing it inside a plastic bag or envelope so fingerprints or other identifying marks can be preserved.
  - Turn a written threat over to the police.

### ***Prevention Methods:***

- Place student use phones where they are supervised by staff.
- Utilize caller identification to main school lines.
- Identify all strangers on campus.

# **SUICIDE**

## **PRE-EMERGENCY PROCEDURES**

- Establish and train Emergency and Humanitarian Response Teams.
- Establish a school communication tree for teachers and staff.
- Maintain a list and telephone numbers of referral services.

## **IMMEDIATE ACTION**

- Verify information regarding circumstances of death.
- Assist police in their investigation if needed.

### ***Communication:***

- Activate Humanitarian Response Team
- Notify Superintendent

## **FOLLOW UP**

### ***Family***

- Contact family personally and offer support if appropriate.
- Establish a family support committee if appropriate.
- Obtain information regarding funeral visitation, home visits, and family wishes .
- Stop any disciplinary, scholarship, testing or attendance notifications which may be inadvertently sent to the family.

### ***School Plan of Action: Announcing the loss***

- Notify faculty of the death through a faculty meeting.
- Announce the death to the entire school via home room/classroom teachers. Provide facts to reduce rumors. Extend home room study hour if necessary.
- Arrange for selected class visits to speak to the students.
- Follow-up with a short faculty meeting to review facts of the incident and role of

faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions.

### ***Faculty Response***

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting.
- Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity.
- Provide an opportunity for students to discuss the loss and what they have learned.
- If students are restless, get them active and focused on a project for the family if appropriate.
- Discuss the funeral to prepare students who will be attending to know what to expect.

### ***Counseling Responsibilities***

- Establish an area for counseling (individual or group).
- Reschedule day' s activities depending upon the needs of the school.
- Request additional counselors from within the district or the Oklahoma Critical Incident Response Network.
- Maintain a list of students counseled.
- Make follow-up calls to students in distress and make recommendations for the parents to provide support.

### ***Administrative Responsibilities:***

- Keep staff updated on events and circumstances.
- Identify faculty/staff that are in need of mental health support services.
- Utilize district office, community counseling, if needed.
- Emphasize the need to provide hard facts in reducing rumors.
- Be highly visible to show presence, support, and control of the situation.

- Provide hope and refocus perceptions toward the future.
- Make arrangements for rescheduling any canceled activities.
- Make arrangements for excused absences for students wishing to attend the funeral

***Responding to the Community:***

- Develop a written statement with the superintendent to release to the community.
- Divert phone calls of concern and questions to appropriate staff.
- Provide a meeting for concerned parents and others to provide input or suggestions.
- Provide a written summary of the situation and plans to parents.
- Provide an area for staff and students who do not wish to attend services.
- Remove personal items of the deceased from locker and desks.
- Rearrange seating in the classroom of a deceased student.

*Encourage students and staff to resume as normal a schedule as soon as reasonable. No memorial page in yearbook for a suicide victim. Do not allow anyone to describe suicide as a heroic act.*

## **DEATH AT SCHOOL**

When traumatic events in a school, school district, or community occur there is an immediate need for effective services to respond to the emotional pain which accompanies loss or distress. The death of a student or faculty member is much like death in a family. Suicide is especially significant due to the intensity and variety of the feelings which accompany such a tragedy. The school system has many similarities to the family system and like the family, has opportunities to provide a support response.

### **PRE-EMERGENCY PROCEDURES**

- Establish, train and maintain a Humanitarian Response Team.
- Create an individual death plan for your school that centers on the diverse religious, economic, social, cultural, developmental, and maturity background of your school community.
- Establish a school telephone or other communication tree for teachers and staff.

### **IMMEDIATE ACTION**

- Call 911 if the death occurs at school.
- Keep students in classes, away from the incident area.
- Remove students in the immediate incident area.
- Activate the Critical Incident Management Team.
- Secure Area-until police arrive.
- Make a mental note of the circumstances.
- Notify the Superintendent.
  - *Who observed the occurrence?*
  - *Who reported the occurrence?*
  - *What vehicle(s) were involved?*
  - *Approximate time of the incident, when emergency vehicles arrive, what was done for the victim?*
  - *Write down your observations when time allows?*

## ***Communication***

- Verify information.
- Notify the Superintendent of any additional details.

## **FOLLOW UP:**

- At the appropriate time (depending on the circumstances of the death) contact the family and offer support.
- Establish a family support committee (if appropriate)
- Obtain information regarding funeral visitation, home visits, and family wishes
- Stop any disciplinary, scholarship, testing, or special placement notifications which may be inadvertently sent to the family.

## ***School plan of action - Announcing the loss***

- Notify faculty of the death through a written message or faculty meeting.
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary.
- Arrange for selected class visits to speak to the students.
- Follow-up with a short faculty meeting to review facts of the incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions.

## ***Faculty Response:***

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting.
- Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity.
- Provide an opportunity for students to discuss the loss and what they have learned.
- If students are restless, get them active and focused on a project for the family if appropriate.

- Discuss the funeral to prepare students who will be attending to know what to expect.

### ***Counseling/Psychology Responsibilities:***

- Establish an area for counseling (individual or group).
- Reschedule the day's activities depending on the needs of the school.
- Request additional counselors from the district humanitarian response team or from the Oklahoma Critical Incident Response Network.
- Maintain a list of students counseled. Make follow-up calls to parents of students in distress and make recommendations for the parent to provide support.

### ***Administrative Responsibilities:***

- Keep staff updated on events and circumstances.
- Identify faculty/staff that are in need of mental health support services.
- Utilize counseling, psychology, district office, community counseling and Oklahoma Critical Incident Response Network.
- Emphasize the need to provide hard facts in reducing rumors.
- Be highly visible to show presence, support, and control of the situation.
- Provide hope and refocus perceptions toward the future.
- Make arrangements for rescheduling canceled activities.
- Make arrangements for excused absences for students wishing to attend the funeral.
- Develop a written statement or news release in cooperation with the district office.
- Provide a meeting for concerned parents and others to provide input or suggestions to help students.
- Provide a written summary of the situation and plans to parents if requested or needed.
- Remove personal items of the deceased from lockers, desks, etc. Rearrange seating in the classroom when appropriate.

# **MEDICAL EMERGENCY-SERIOUS ACCIDENT MASS CASUALTY INCIDENT**

## **PRE-EMERGENCY PROCEDURES**

- Identify and Establish an Emergency Response Team-those who are trained in CPR, AED, First Aid, Disaster Triage, and Light Search and Rescue Techniques.
- Develop a school communications tree.
- Have comprehensive first aid kits available in strategic and accessible locations throughout the building.
- Have "Go Bags" with emergency supplies in each classroom.

## **IMMEDIATE ACTION**

### ***Safety:***

- Identify type of accident, (i.e. chemical, vehicle, fire, etc.) number of victims and extent of their injuries if known.
- Call 911
- Activate Emergency Response Team to begin responder first aid and triage.
- Secure scene/area of incident.
- Keep uninjured students away from the incident location.
- Do not move injured victims unless immediate danger exists.
- Attempt to obtain names, addresses and phone numbers of the injured, and turn this information over to responding EMS personnel.

### ***Communication:***

- **Call 911.**
- Notify the Superintendent.
- Notify parents/family of injured as appropriate.
- Notify and alert the Humanitarian Response Team.

## **FOLLOW UP:**

- File student accident reports.
- File staff accident report.
- For personnel exposed to blood, follow the district Exposure Control Plan.
- File a written report and forward it to the Superintendent.

### ***Family***

*Contact family personally and offer support.*

- Establish a family support committee through the Humanitarian Response Team.
- Obtain information regarding hospital visitation, and home visits.
- Stop any disciplinary, attendance, scholarships, testing or special placement notifications which may inadvertently be sent to the families.

### ***School Plan of Action-Announcing the Accident***

- Notify faculty of the accident through a faculty meeting.
- Announce the accident to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary.
- Arrange for the Humanitarian Response Team to begin selected class visits to speak to the students as necessary.
- Follow up with school faculty meeting to review facts of incident and role of faculty in assisting with the accident. Allow faculty an opportunity to share their experiences and suggestions.

### ***Faculty Response***

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting.
- Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity.
- Provide an opportunity for students to discuss the accident and what they have learned.
- If students are restless, get them active and focused on a project for the families

if appropriate.

- Acknowledge emotions through discussion and involvement in constructive activities in the classroom.

### ***Counseling Responsibilities***

- Establish an area for counseling.
- Work with the principal on rescheduling school activities depending upon the needs of the school.
- Request additional counselors from the Oklahoma Critical Incident Response Network if needed.
- Maintain a list of students counseled. Make follow-up calls to parents of students in distress and make recommendations for the parent to provide support.

### ***Administrative Responsibilities***

- Keep staff updated on events and circumstances.
- Identify faculty/staff that are in need of mental health support services.
- Utilize counseling, district office, community counseling , and Oklahoma Critical Incident Response Network.
- Emphasize the need to provide hard facts in reducing rumors.
- Be highly visible to show presence, support, and control of the situation.
- Provide hope and refocus perceptions toward the future.
- Develop a written statement or news release in cooperation with the Superintendent.
- Work with the Superintendent to set limits for media/time locations. Provide handouts of planned school activities to handle the critical incident. Emphasize the positive actions being taken.
- Divert phone calls of concern and questions to appropriate staff.
- Provide a meeting for concerned parents and others to provide input or suggestions to help students.
- Provide a written summary of the situation and plans to parents.

## **CAMPUS DISORDER/CIVIL DISTURBANCE**

*Civil disturbances may occur within districts or in or around individual schools, or may be precipitated by forces outside the school. Campus disorders may be avoided by maintaining effective movement and control of students and unauthorized persons.*

### **PRE-EMERGENCY PROCEDURES**

- Develop procedures for the enhancement of student supervision on school grounds before school, during passing periods, during lunch and during school dismissal. Arrangements and plans for supervision at school activities after school hours should also be a priority.

### **IMMEDIATE ACTION**

#### ***Safety:***

- Administrator will assess the situation, number of students, nature of disturbance, and assistance needed.
- If outside assistance is needed
  - Notify police and Superintendent.
  - Turn off the passing system and or instruct teachers to hold classes.
  - Instruct teachers to close and lock classroom doors using the SRP protocols.

#### ***Administrators:***

- Brief law enforcement on
  - Number of participants involved
  - Number and type of weapons involved
  - Outsiders or non-students involved
  - Identifiable gangs involved
- Assist law enforcement as needed, make announcements to inform staff regarding when and if to release classes, and instruct classroom teaches to account for all students

#### ***Communication***

- Update Superintendent as needed.

### **FOLLOW UP:**

- Send a letter to parents, communicating what occurred and how safety was established.
- Debrief faculty as appropriate.
- Complete written report and forward to the Superintendent.

# **HOSTAGE**

## **PRE-EMERGENCY PROCEDURES**

- School evacuation plans should be in place.
- School relocation and reunification plans should be in place.
- School "shelter in place" plan should be in place.
- School "secure in place" plan should be in place.
- School personnel should remain alert and aware of their surroundings.
- Schools should have two-way communication with all classrooms.
- Administration should have two way communications with security and police.

## **IMMEDIATE ACTION**

### ***Safety:***

- Administrator in charge will assess the validity of the situation. If a hostage situation exists-secure immediate area-no access Switch bells from automatic to manual.
- Make a decision to evacuate; or implement secure in place procedures. Attempt to obtain from witnesses
  - Number of hostage takers. Number of hostages.
  - Weapons.
  - Any injuries.
  - Possible identity of perpetrators.
- Brief and assist law enforcement as directed. Establish a command post.
- Teachers should account for all students under their control.
- Dismiss, evacuate, relocate and or reunify students with parents as appropriate.

### ***Communication***

- Call 911.
- Notify Superintendent

**FOLLOW UP:**

- Have the Emergency Management Team review and evaluate schools' response measures.
- Forward report to Superintendent.

# **FLOOD**

## **PRE-EMERGENCY PROCEDURES**

- School evacuation plan/dismissal plan.
- Keep a list of local emergency agencies, their phone numbers, and the names of public officials you may need to contact.
- In cases of severe weather, have access to television, radios, or National Weather
- Service Information Updates.

## **IMMEDIATE ACTION**

### ***Safety***

- Discuss the need for evacuation with school district officials and representatives of the Emergency Operations Center with the City of Stillwater.
- Provide care and reassurance to students and parents.

### ***Communication***

- If an emergency exists, call 911.
- Notify the school superintendent.
- Alert transportation for possible assistance in moving students.
- In cases where dismissal is indicated, activate communication with the district office.

## **FOLLOW UP:**

- Reschedule school events and school calendar with the Superintendent.

# **EXPLOSION OR THREAT OF EXPLOSION**

## **PRE-EMERGENCY PROCEDURES**

- School shelter in place plan.
- School evacuation plan.
- School relocation/ reunification plan.
- On-going inspection of potentially explosive hazards should be conducted.
- Inventory of all potentially explosive hazards.

## **IMMEDIATE ACTION**

### ***Safety***

- If an explosion occurs within the building, evacuate the building by sounding a fire alarm.  
Smoke or dust from the explosion will probably trigger the fire alarm automatically.
- If an odor of leaking gas exists, do not use electrically operated devices which might cause a spark and ignite an explosion.
- Have pre-designated persons(s) check restrooms, vacant classrooms, to assure all school personnel and students have left the building.
- If an explosion occurs outside the building, students and staff will remain in classrooms away from windows, and wait for further instructions from school authorities, fire department officials or law enforcement.
- Render first aid and care for fragile students.
- Account for all students.

### ***Communication***

- Call 911
- Notify the Superintendent.

## **FOLLOW UP:**

- Students and staff will remain outside of buildings until emergency officials declare the area safe and secure.
- The Emergency Response Team will activate and assess the situation.
- Principal will complete a written report and forward it to the Superintendent.

# **DRIVE BY SHOOTING**

## **PRE-EMERGENCY PROCEDURES**

- School shelter in place plan.
- School evacuation plan.
- Two way communication with all classrooms.
- Administration and security equipped with two way communications with the office.

## **IMMEDIATE ACTION**

### ***Safety***

- Administrator or supervising staff immediately assesses the validity of threat.
- If confirmed that shots are being fired, shout instructions that everybody drop to the ground and lie flat.
- Allow no one to move around or stand up unless absolutely necessary.
- Administer first aid to anyone injured.
- Stay calm; your attitude/actions will be monitored by students.
- Remain on the floor until a recognizable school authority or a uniformed law enforcement officer directs you to do otherwise.
- Brief and assist law enforcement as directed.
- Teachers should account for all students under their control.
- Dismissal of students if appropriate.

### ***Communication***

- **CALL 911**
- Notify the Superintendent.
- Activate Critical Incident Management Team

## **FOLLOW-UP:**

- Emergency Response Team and Humanitarian Response Team assess school community' s needs.
- Principal forwards a completed report to the Superintendent.

# **EARTHQUAKE**

## **IMMEDIATE ACTION**

### ***Safety-Inside School Building***

- Direct students/staff to stand against the wall away from windows, or get under desks and tables.
- Move away from heavy ceiling fixtures.
- Evacuate buildings when the earthquake is over. Use extreme caution as parts of the building still may be falling.

### ***Safety-On School Grounds***

- Move away from buildings, trees, and exposed wires.
- The safest place in the open is down on the ground.
- Do not run.

### ***Safety-General***

- Do not return to the building for any reason until it is declared safe.
- Post security a safe distance from all building entrances to see that no one re-enters the building.
- Take roll.
- Render first aid if necessary.
- Avoid touching electrical wires which may have fallen.
- Do not light any fires

### ***Communication***

- Notify utility companies of any utility line break, or suspected break.
- Notify the Superintendent.

## **FOLLOW UP:**

- Superintendent and principal determine the advisability of closing the school. If necessary, procure the advice of a competent authority about the structural safety of the building.

# **BRUSH FIRE / WILDFIRE**

## **PRE-EMERGENCY PROCEDURES**

- School evacuation/relocation plan in order and updated annually.
- List of local emergency numbers within easy access.
- Plan updated by principal and reviewed by custodial staff for shutting down HVAC units.

## **IMMEDIATE ACTION**

- Restrict outdoor activities if fire or smoke is threatening the area.
- Discuss the need for evacuation with appropriate fire officials, Superintendent, and Safe Schools Coordinator.
- Principal in conjunction with district officials and fire officials will determine the need to evacuate.
- Follow directions of fire officials.
- Activate relocation/reunification plan if the evacuation is for the remainder of the day.

## ***Communication***

- Maintain communication with fire department command authority for updated information.
- Utilize SRO for updated law enforcement information and to bring other law enforcement personnel to assist with evacuation and or relocation/reunification if needed.
- Maintain communication with the Superintendent or designee.
- Contact Facilities Coordinator to assist the fire department at the evacuated school site.

## **FOLLOW UP:**

- Network with police and fire officials to evaluate the extent to which emergency procedures were complied with.
- Prepare a written report and forward to the Superintendent.

## **FALLEN / DISABLED AIRCRAFT**

### **IMMEDIATE ACTION**

#### ***Safety***

- Move students and staff to a safe distance away from the direction of smoke, and allowing for possible explosion.
- Where necessary, teachers will take immediate action to ensure the safety of students without waiting for directions from the principal or designee.
- Render first aid to students if needed.

#### ***Communication***

- Call 911.
- Notify the Superintendent.

### **FOLLOW UP:**

- Work with fire officials, law enforcement, aviation officials, and district personnel in assessing damage.
- Superintendent and principal will assess any short term and long term damage and develop plan for resuming classes

# **SNIPER**

## **PRE-EMERGENCY PROCEDURES**

- School Evacuation Plan.
- School personnel should remain alert and aware of their surroundings.
- Two-way communication with all classrooms.
- Administration and security staff equipped with two-way communication with the office.
- Copy of building(s) blue prints, floor plan and or 3D Mapping.
- Understanding the difference between cover and concealment.

## **IMMEDIATE ACTION**

### ***Safety***

- Administrator in charge assesses validity.
- Determine possible location of the sniper.
- Secure immediate threat area. Allow no access.
- Consider lines of fire and physical barriers... cover and concealment.
- Make a decision to evacuate/not evacuate jointly with first responding law enforcement.
- If a decision is made to evacuate, lock all classroom and office doors as emptied.
- Brief and assist law enforcement as directed.
- Establish a command post in a safe location.
- Teachers should account for all students under their control.
- Begin relocation/reunification if appropriate.

### ***Communication***

- CALL 911
- Notify the Superintendent.

### **FOLLOW-UP:**

- Critical Incident Management Team Activated
- Forward complete report to Superintendent.

# **TERRORISM/CBRNE**

## **PRE-EMERGENCY PROCEDURES**

- School - wide "Secure in Place" Plan
- School-wide "Shelter in Place" Plan
- Training from law enforcement on hostage and assault situations.
- 3D Video Mapping with copies in police, fire and emergency management offices.
- School personnel SHOULD ALWAYS remain alert and aware of their surroundings.
- Two-way communication with all classrooms.
- Administration and security equipped with two-way communication with office staff.

## **IMMEDIATE ACTION**

### ***Safety***

- Administrator in charge will assess validity.
- Secure immediate area-no access.
- Switch bells from automatic to manual.
- Make a decision to evacuate; shelter in place, or secure in place.
- Attempt to obtain from witnesses;
  - Number of terrorist
  - Number of hostages.
  - Weapons.
  - Any injuries.
  - Possible identity

- Brief and assist law enforcement as directed.
- Establish a command post at a safe distance.
- Teachers account for all students under their control.
- Relocate students and reunify with parents when appropriate following the reunification process.

**Communication:**

- Call 911
- Notify the Superintendent.

**\*CBRNE-Chemical, Biological, Radiological, Nuclear, or Explosive Event.**

*Stay calm. Close, lock and shut doors and windows. Place a coat or other cloth item over HVAC Vents. Be prepared for HVAC units to be shut down. Have students move into the most secure part of the room away from windows. Care for emotionally, medically fragile students. Do not allow anyone out of the room. Remain in CBRNE-Shelter Mode until a recognizable school staff person directs you to do otherwise. If ordered to evacuate, direct students to an uphill, upwind location to await relocation.*

**FOLLOW UP:**

- Activate the Critical Incident Management Team ... Emergency Response Team and the Humanitarian Response Team.
- Forward report to Superintendent

**APPENDIX A**  
**STILLWATER PUBLIC SCHOOLS**  
**SUDDEN CARDIAC EMERGENCY RESPONSE PLAN**

(Adapted from Project ADAM National resources; for additional drill resources please visit [www.projectadam.com/Heartsafeschools](http://www.projectadam.com/Heartsafeschools))

**SITE:** \_\_\_\_\_

This Cardiac Emergency Response Plan is adopted by \_\_\_\_\_ effective \_\_\_\_\_.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

1. Not moving, unresponsive or unconscious, or
2. Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all),  
or
3. Seizure or convulsion-like activity.

*Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.*

The Cardiac Emergency Response Plan of Stillwater Public Schools, \_\_\_\_\_ shall be as follows:

1. Developing a Cardiac Emergency Response Team
  - a. The Cardiac Emergency Response Team shall be composed of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
  - b. Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
  - c. All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
  - d. As many other staff members as reasonably practicable shall receive training.
2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency
  - a. The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
  - b. The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. Automated external defibrillators (AEDs) – placement and maintenance
  - a. Minimum recommended number of AEDs for (insert name of school/school district):
    - i. Inside the school building – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
    - ii. Outside the school building on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
    - iii. Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
  - b. (insert name of school/school district) will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
  - c. Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
  - d. AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
  - e. AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.
4. Communication of this Plan throughout the school campus
  - a. The Cardiac Emergency Response Protocol shall be posted as follows:
    - i. In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
    - ii. Adjacent to each AED.
    - iii. Adjacent to each school telephone.
    - iv. In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
    - v. At other strategic school campus locations, including outdoor physical education and athletic areas.
    - vi. Attached to all portable AEDs.
  - b. The Cardiac Emergency Response Protocol shall be distributed to:
    - i. All staff and administrators at the start of each school year, with updates distributed as made.
    - ii. All Health Services staff including the school nurse, health room assistants and self-care assistants.
    - iii. All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.

- c. Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
  - d. A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
- a. Staff Training:
    - i. In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable (insert name of school/school district) to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
    - ii. Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
    - iii. Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.
  - b. Cardiac Emergency Response Drills:
    - i. Cardiac Emergency Response Drills are an essential component of this Plan. (Insert name of school) shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. (Insert name of school/school district) shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)
6. Local Emergency Medical Services (EMS) integration with the school/school district’s plan
- a. (insert name of school/school district) shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
  - b. The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
  - c. (Insert name of school/school district) shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response systems of the number and location of on-site AEDs.

## 7. Annual review and evaluation of the Plan

(insert name of school/school district) shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- a. A post-event review following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
- b. Post-event documentation and action shall include the following:
  - i. A contact list of individuals to be notified in case of a cardiac emergency.
  - ii. Determine the procedures for the release of information regarding the cardiac emergency.
  - iii. Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
  - iv. The identification of the person(s) who responded to the emergency.
  - v. The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
  - vi. An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
  - vii. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- c. A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- d. A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

### **Develop a Cardiac Emergency Response Team (CERT)**

#### What is a Cardiac Emergency Response Team?

The Cardiac Emergency Response Team is a group of school staff members who have current CPR/AED training and are designated to respond to and provide basic life support during a cardiac emergency.

The Cardiac Emergency Response Team should be established prior to the start of each school year to plan, implement, and evaluate the school's adopted Cardiac Emergency Response Plan (CERP).

### Who are potential members of a Cardiac Emergency Response Team?

Potential team members include:

1. Staff members with current CPR and AED training.

Include at least one staff member in each section of the building(s) or location(s)

1. Medical professionals such as an on-site nurse
2. Organization administrators or management
3. Health and physical educators
4. Athletic directors or trainers
5. Coaches or after-school event advisors
6. Representatives of organization(s) using shared space

### What are the roles of a Cardiac Emergency Response Team?

Roles of the team include:

1. Communicate with organization administrators or management annually to receive the outcome of the medical and legal counsel review of the plan to ensure that the adopted Cardiac Emergency Response Plan is consistent with local, state, and federal law.

Read the Cardiac Emergency Response Plan to implement action steps in the following categories:

1. Automated external defibrillators (AEDs)
2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency
3. Communication of the plan throughout the building or location
4. Training plan for AED use and cardiopulmonary resuscitation (CPR)
5. Local Emergency Medical Services (EMS) integration
6. Annual review and evaluation of the plan
7. Protocol for All Cardiac Emergency Response Responders (Staff, Faculty, Cardiac Emergency Response Team etc.)

*Meet monthly to plan, implement, and evaluate the Cardiac Emergency Response Plan*

*Monitor the implementation of the Cardiac Emergency Response Plan monthly with the CERP Timeline*

*Evaluate the Cardiac Emergency Response Plan annually and provide feedback & data.*

*Update the CERP Sample Action Steps regarding the Cardiac Emergency Response Plan annually.*

## CARDIAC EMERGENCY RESPONSE TEAM

Year: \_\_\_\_\_

The following people compose the Cardiac Emergency Response Team. All members shall have current CPR and AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency. Those closest to the emergency shall be contacted first.

Team Member Name	CPR/AED Training Expiration	LOCATION Room or Location	LOCATION #2 Alternate Location	During Normal Hours Phone/Extension	After-Hours Phone/Extension

\_\_\_\_\_

Organization Leader

\_\_\_\_\_

Date

Note: Other students, staff or volunteers not listed here may initiate a response and provide basic life support as needed if Team Members are not immediately available.

## Protocol for Cardiac Emergency Response Team

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
  - a. The person is not moving, unresponsive, or unconscious.
  - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
  - c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.
  - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
2. Facilitate immediate access to professional medical help:
  - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the building or location address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort the victim.
  - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your organization's designated communication system (i.e. walkie talkies, overhead page, phones).
  - c. Give the exact location of the emergency (office or room number, cafeteria, etc.). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
  - d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
  - e. The closest team member should retrieve the automated external defibrillator (AED) in route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.
3. Start CPR
  - a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.
    - i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
    - ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.
4. Use the nearest AED:
  - a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.

Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.

- i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
    - b. Minimize interruptions of compressions when placing AED pads to the patient's bare chest.
    - c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.
  5. Transition care to EMS.
    - a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
    - b. Team focus should now be on assisting EMS safely out of the building or location.
    - c. Provide EMS a copy of the patient's emergency information sheet.
  6. Action to be taken by administrative staff:
    - a. Confirm the exact location and the condition of the patient.
    - b. Activate the Cardiac Emergency Response Team and give the exact location.
    - c. Confirm that the Cardiac Emergency Response Team has responded.
    - d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
    - e. Assign a staff member to direct EMS to the scene.
    - f. Perform "Crowd Control" – directing others away from the scene.
    - g. Notify other staff: safety director, safety manager, or leadership, etc.
    - h. Consider medical coverage to continue to be provided at the athletic event if continued after the event.
    - i. Consider having people in the location stay in place (i.e. delaying area traffic, services provided in the area, or other changes) to facilitate CPR and EMS functions.
    - j. Designate people to cover the duties of the CPR responders.
    - k. Copy the patient's emergency information for EMS.
    - l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).
    - m. Notify staff, volunteers, members, clients, and other individuals in the location when to return to the normal schedule or services.
    - n. Contact organization leadership, human resources, or other management.
  7. Debrief
    - a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
    - b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
    - c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

### **How to Plan and Execute Cardiac Emergency Response (or AED) Drills**

Doing regular AED drills is the best way to test your Cardiac Emergency Response Plan, your communication system and your response team's readiness. Use the steps below to execute a basic school-based AED drill. Utilize the AED Drill Checklist for an objective post-drill review. Drills should be performed at least once per school year to assure optimal performance during an actual emergency. However, you should consider multiple drills.

## **Planning the Drill:**

**When:** Inform your team that you will be doing an AED drill in the next few weeks so they have time to review the Cardiac Emergency Response Plan in advance. Do NOT tell them exactly when you will do the drill. Ensure that the team member who would normally communicate with EMS does NOT call 911 unless pre-arranged, and be sure it is clearly communicated that this is only a drill.

The team's first few drills can take place at a time when students are not present to build confidence. A few examples of times are before or after school or on a staff in-service day. Once the team is comfortable, it is recommended a drill take place during the school day to make for a more realistic situation.

**Who:** The drill will involve your School Site Coordinator, Cardiac Emergency Response Team, office staff and a recorder (to record times on the Drill Summary Checklist during the drill). Project ADAM recommends a Site Coordinator be identified at each school to set up the drills. It is important that the recorder is present on scene and next to where the manikin and AED Training Unit are placed so they can accurately complete the checklist as the drill occurs. Determine the manner in which classrooms will be covered during a drill or true cardiac emergency if classroom teachers are on the Cardiac Emergency Response Team. All other team members should be responsible for making sure CPR and the AED are initiated promptly.

### **What you will need:**

1. Manikin – If your school does not have access to this equipment, consider reaching out to your local EMS/Fire organization, hospital or other community partners to see if a loaner is available.
2. Radio/walkie talkie/other communication devices for team members and office staff
3. AED Training Unit (compatible with manikin) – If your school does not have access to this equipment, consider reaching out to your local EMS/Fire organization, hospital or other community partners to see if a loaner is available.
4. AED Drill Checklist – preferably on a clipboard with a pen or pencil
5. Stopwatch or cell phone to track time

**Where:** Drills can be anywhere on campus so all staff can practice and identify what they will be looking for (unresponsiveness and abnormal or no breathing) and what they will do. If students are on campus, be sure they are informed beforehand about what the drill may look like and that it is only a drill.

**Establish a Code:** This code name will be used to initiate a response to a cardiac emergency by activating the Cardiac Emergency Response Team. The code should be communicated on the drill day and in a real cardiac emergency as defined in your communication plan. Encourage team members to be descriptive in addition to a code name and state there is a medical emergency in room #, teacher's name and geographic location. For example, Code AED, Room 320, Ms. Jones' room, English hallway or Medical Emergency Response Team to Room 103. Some ideas to consider include putting an AED symbol on your evacuation plan showing AED locations and the code to activate your school's emergency response plan, making a condensed version of your plan for the back of staff ID badges or to place on/near each classroom phone. Additional examples can be found here: [www.projectadam.com/Heartsafeschools](http://www.projectadam.com/Heartsafeschools).

**Establish a Communication System:** How will the Cardiac Emergency Response Team know the drill has been initiated? Choose a method of mass communication to the team (i.e. overhead announcements, intercoms, walkie-talkies, cell phones, etc.). Consider dead zones for cell phones in the event service is unavailable in certain parts of your building.

## The Day of the Drill:

Who will participate?

1. School Site Coordinator
2. Recorder (to record times on the Drill Summary Checklist during the drill)
3. Cardiac Emergency Response Team
4. Finder (pick someone that isn't on the team to find the manikin)

The School Site Coordinator should place a manikin on the floor along with the AED Training Unit with the recorder standing next to the manikin, checklist and pen in hand. Have the finder call the front office advising them that this is only a drill. Tell them you have an unresponsive victim and give the location. Your plan now goes into effect. The school's Cardiac Emergency Response Team should be notified using the established Code (i.e. Code Blue, Code AED, Medical Emergency Response Team, etc.) using the team's established communication system (i.e. overhead announcements, intercoms, walkie-talkies, cell phones, etc.). Your Recorder should document each step as it happens using the AED Drill Checklist. As part of the drill, a team member will arrive with a school AED(s). Place the school AED(s) to the side as the AED Training Unit will be used for the drill. **Never apply the real school AED pads for a drill.** Proceed as if this was a real cardiac arrest situation.

## AED Drill Checklist

Date/Time: \_\_\_\_\_ School: \_\_\_\_\_  
 \_\_\_\_\_

Drill Location:

Participants/ Cardiac Emergency Response Team Members who attended the drill:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

RESPONSE ACTION	YES	NO	Time
Victim unresponsiveness was determined	YES	NO	
Office was notified	YES	NO	
Cardiac Emergency Response Team was notified	YES	NO	
EMS/911 was called	YES	NO	
Cardiac Emergency Response Team arrived	YES	NO	
Possible SCA identified and CPR was started immediately	YES	NO	
AED arrived at the scene	YES	NO	

AED pads were placed appropriately and immediately on the victim’s bare chest	YES	NO	
Team followed all prompts from the AED	YES	NO	
Team used proper CPR body mechanics throughout response	Yes	NO	
Use of school’s chosen CPR barrier device	YES	NO	
Someone met and directed EMS	YES	NO	
Crowd control took place	Yes	NO	
Office obtained necessary information for EMS call			
<b>Drill was completed in our goal time of under 3 minutes</b> “Completed” meaning AED was applied and used within 3 minutes. The drill can continue through cycles of AED use & compressions to practice switching roles.	YES	NO	
<b>If drill was not completed within the goal time of under 3 minutes, please document completion time.</b>			

### Evaluating Your Program

After each drill, the team should debrief; use the following questions to guide you:

1. What went well during this drill? Were some components easier than others?
2. What could have gone better? How can these issues be addressed by the team or school/district leadership?
  - a. Some things to consider:
    - i. Were there barriers to delivery of the AED to the scene quickly?
    - ii. Is there additional learning or training that the team needs?

After drills, the CERP can be reviewed and updated based on the experience and feedback from the team. We recommend schools review all drill checklists and post arrest reviews when reviewing the CERP annually.

## APPENDIX B

### Standard Response Protocol ([I Love U Guys Foundation](#))

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazmat  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

## **APPENDIX C**

### **Standard Reunification Method** **[\(I Love U Guys Foundation\)](#)**

#### **THE STANDARD REUNIFICATION METHOD**

#### **REUNIFY**

A Practical Method to Unite Students with Parents  
After an Evacuation or Crisis. The “I Love U Guys”  
Foundation

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**SRM Version 3.0 | 2023-03-27**

## **PEACE**

**It does not mean to be in a place where  
there is no noise, trouble, or hard work.**

**It means to be in the midst of those  
things and still be calm in your heart.**

## SRM V3 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	0.9.0	2011-09-17	Preliminary Draft
John-Michael Keyes	0.9.1	2011-10-01	First Final Contest Revision
Ellen Stoddard-Keyes	0.9.2	2011-10-16	Preliminary Edits
Lee Shaughnessy	0.9.3	2011-10-26	Preliminary Edits
Joseph <u>Maisak</u>	1.0	2011-11-16	Continuity and Final Edits
John-Michael Keyes	1.1	2016-06-08	Additional Content
John-Michael Keyes Will <u>Schwall</u> Michelle Brady Russ <u>Deffner</u> Carolyn Mears	2.0	2017-03-02	<u>Reunifier</u> replaces Runner Additional Content Edits
Kevin <u>Burd</u> Ellen Stoddard-Keyes Allyson Jones Melissa A. Reeves, <u>Ph.D.</u> NCSP, LCMHC	3.0	2023-03-27	Updates and Edits Update ICS / HSEEP Compatibility Update Communication Recommendations NASP Guidance

## **DEDICATION**

The “I Love U Guys” Foundation dedicates this book to the many people who have invested time, knowledge and caring toward the art of safely and responsibly re-uniting students, guardians and families when daily routines are disrupted.

## **FORWARD**

The concept for the Standard Reunification Method (SRM) isn’t new. There are many resources available to design a well-run reunification, however few have all the parts in one place. The SRM is a synthesis of common practices in use at a number of districts, departments, and agencies, as well as guidance provided by a variety of federal governmental agencies.

The evolution of SRM has included reviews, comments, and suggestions from a number of practitioners. As of 2023, the SRM has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

## **ACKNOWLEDGMENTS**

The “I Love U Guys” Foundation is primarily grateful to Will Schwall, Emergency Manager, Hays County Sheriff’s Office, San Marcos, Texas, for the structure and organization of the materials, and Michelle Brady, Emergency Planning Coordinator, Hillsboro School District, Hillsboro, Oregon, for inspiring the job action sheets.

## **STAFF**

At the time of this version release, The “I Love U Guys” employs eight people full time, all of whom bring unique skills, curiosity and intelligence to these materials.

Allyson Jones, Communications Manager, Andy Arnold, Instructor/Explorer, Brooke Weeber, Directors’ Assistant, Carly Posey, Mission Director, Emily Pisqui, Administrative Assistant, Ellen Stoddard-Keyes, Operations Director, and John-Michael Keyes, Executive Director.

## **BOARD OF DIRECTORS**

Whereas many nonprofits have a combative relationship with their Boards, we have always treasured ours for their input, dedication and wisdom.

Chris Zimmerman, Craig Straw, Dave Bauer, Frank DeAngelis, Heilit Biehl, James Englert, Louis S. Gonzalez, Murphy Robinson, and Pat Hamilton.

## **INPUT AND GUIDANCE**

We are grateful to the following people who helped with additional, indirect guidance for the Standard Reunification Method:

Pat Hamilton – Chief Operating Officer, Adams 12 Five Star Schools, Adams County, CO

Bill Godfrey - C3 Pathways <https://www.c3pathways.com>

Kevin Burd, Priority of Life Training and Consulting <https://priorityoflife.org>

### **ADJUNCT INSTRUCTORS**

The Foundation has a growing pool of skilled and trained instructors who conduct trainings around the country on a part time basis, bringing their expertise and knowledge to the table. They bring back information, and we work together to stay current and improve the programs.

### **CONTACT INFORMATION**

The “I Love U Guys” Foundation can be reached online at <https://iloveguys.org>.

Email: [srp@iloveguys.org](mailto:srp@iloveguys.org)

The “I Love U Guys” Foundation

P.O. Box 489, Placitas, NM 87043

### **REQUEST FOR COMMENT**

The Standard Reunification Method is a synthesis of common practices in use at a number of districts, departments, and agencies, as well as guidance provided by a variety of federal governmental agencies.

The evolution of SRM has included reviews, comments, and suggestions from a number of practitioners. As of 2023, the SRM has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at [srm\\_rfc@iloveguys.org](mailto:srm_rfc@iloveguys.org). Please include contact information, district, department, or agency, including daytime phone.

**“Recovery starts before the crisis begins.”**

**“Reunification is the first step in the recovery process.”**

– John McDonald, Executive Director of Safety and Emergency Planning, JeffcoR1, Colorado

## **MISSION**

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations, and government entities.

## **THE “I LOVE U GUYS” FOUNDATION**

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage, and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation.

## **COMMITMENT**

There are several things we are committed to. The most important thing we can do is offer our materials at no cost to schools, districts, departments, agencies, and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love [www.iloveguys.org](http://www.iloveguys.org)). The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

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## **ABOUT THIS BOOK**

In 2012, The “I Love U Guys” Foundation introduced the Standard Reunification Method. At the time, we saw a void in school safety planning regarding student/parent reunification after an incident. We were certain this was a true need, but few schools or districts actually had reunification plans and practices in place. Fewer still had actually drilled or practiced.

Was it truly a need? The answer lies in the widespread adoption of the SRM. Since 2012, thousands of schools in the US and Canada have implemented the Standard Reunification

Method as a means to safely reunite students and families after a crisis. Recovery starts before the crisis begins. Reunification is one step in that recovery.

This is Version 3.0 of the Standard Reunification Method. But notice, we use the word method. Not protocol. Not procedure. Method.

What that means is that we provide you with some tactics. Things we know. But the incident, your reunification site, and your environment, will ultimately dictate what you do.

Please, in your planning, if you see something here that doesn't seem to work in your environment, figure out what does. Let us know.

### **ABOUT SRM V3**

Version 3 contains expanded guidance, closer adherence to FEMA Incident Command System, and compatibility with HSEEP (Homeland Security Exercise and Evaluation Program) 2020.

Although SRM Version 2 is still valid, The I Love U Guys Foundation recommends updating to the newer version when possible

### **THE "I LOVE U GUYS" FOUNDATION MOU**

Some schools, districts, departments, and agencies may also desire a formalized Memorandum of Understanding (MOU) with The "I Love U Guys" Foundation. For a current version of the MOU, please visit <https://iloveuguy.org>.

The purpose of this MOU is to define the responsibilities of each party and provide scope, and clarity of expectations. It affirms the agreement of stated protocol by schools, districts, departments, and agencies. It also confirms the online availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

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  - 2.2 Memorandum of Understanding
3. The following modification to the parent handouts and reunification cards are allowable:
  - 3.1 Localization

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*"Cops own the crime.*

*Fire owns the flames.*

*Schools own the kids."*

*"But Paramedics own the patient."*

And that may be an area of conflict during an incident.  
Your reunification plans and methods must be communicated with  
first responders prior to an incident.

## **REUNIFICATION**

The nation has experienced high-profile acts of school violence. In response to this and the everyday types of crises, The “I Love U Guys” Foundation develops programs to help districts, departments and agencies respond.

One critical aspect of crisis response is accountable re-unification of students with their parents or guardians in the event a controlled release is necessary. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification. Keep in mind though, that this is an evolving process. While there is a smattering of science in these methods, there is certainly more art. Site-specific considerations will dictate how these practices can be integrated into school and district safety plans. Successful planning and implementation will also demand partnerships with all responding agencies participating in a crisis response.

### **ADAMS 12, FIVE STAR SCHOOLS METHOD**

The methods detailed in the first version of the Standard Reunification Method are based on the practices developed at the Adams 12, Five Star School District, Thornton, Colorado, by Pat Hamilton, Chief Operating Officer, and also at Jefferson County School District, Golden, Colorado, by John McDonald, Executive Director of Security and Emergency Planning. Since its introduction in 2012, other districts and agencies have also contributed. The core concept of the Adams 12 Reunification Method rests on accountability achieved through a process based on managing the physical location of students, staff, and incoming parents. The process also uses perforated cards. These cards are completed by parents or guardians at the reunification site. The cards are separated at the perforation, and a reunifier retrieves the child.

### **OBJECTIVES**

The objective of this manual is to help districts develop, train, and mobilize a district reunification team, and implement tangible, on-site, and off-site reunification plans. Inherent in this objective is creating or strengthening partnerships with responding agencies – police, fire, and medical. By having school and district personnel build a well-designed draft plan, it becomes easier to engage the responders and other key participants in the planning process. During this process, a core philosophy is essential:

Cops own the crime. Fire owns the flames. Schools own the kids.

Paramedics own the patient.

Additionally, performing a successful reunification is much more likely when drills are conducted in advance of an event. Tabletop exercises and live exercises should be scheduled and performed.

### **WHAT DOES IT COST?**

Implementing the Standard Reunification Method concepts and planning stages take a certain amount of time. But in the grand scheme of school safety, the level of effort is modest. There will be some staff hours committed to the planning, training, and practice of these concepts. There will be some cost in printing, and in creating both the ROK boxes (Reunification Operation Kits) and the classroom “go kits” necessary for successful reunification. “Go kits” are the bags or folders that teachers need in their classrooms during any type of event. They often include class rosters, tissues, space blankets, candy for low blood sugar, and other items specific to the location and students. ROK Boxes are typically maintained at

the district level and contain everything necessary for the reunification team to function. Visit <https://iloveguys.org/> to find links for all materials found in the ROK box. Since some of this activity is happening at the district level, the cost of the kits can be spread among all of the schools in the district.

### **WHEN TO INITIATE A REUNIFICATION**

Initiating a reunification can be a result of anything abnormal at the school that renders it unsafe to stay in, or something in the area such as a power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school.

In some cases, it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school. In other instances, reunification of the entire student population may be necessary for things such as a gas leak in the school or a violent event.

### **WHY BOTHER?**

Crisis recovery starts before the crisis, not after. Simply “winging it” when reuniting ignores not only the mental health demands that accompany a crisis, but the responsibility of the school and the district to maintain the chain of custody for every student.

No school is immune to stuff hitting the proverbial fan. Wild land or structural fires, hazardous materials, floods, tornados, blizzards, power outages, tsunamis, bomb threats, acts of violence, acts of terror... these just start the list of events that may necessitate a controlled reunification and release for a school or district.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what may already be a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help prevent emotions from escalating at the site. There is a hidden side effect of implementing the Standard Reunification Method. Going through the planning and training process may help strengthen district relationships with first responders. Often law enforcement is active in partnering with schools and districts. Less often is the fire department. The SRM may be a vector for strengthening relationships with fire agencies as well.

### **THE PROCESS IN A NUTSHELL**

The materials in this manual provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity.

- Establish a parent/guardian check-in location.
- Deliver the students to an assembly area or a transportation area beyond the field of vision of parents/guardians.
- Conduct accountability, or attendance, of who is at the assembly area (student and staff).
- Once students are on-site, notify parents/guardians of the location.
- “Greeters” hand parents/guardians a Reunification Card, and help them understand the process.
- The parent/guardian completes the card and brings it to the check-in area. The procedure allows parents/guardians to self-sort during check-in, streamlining the process.
- Parent/guardian identification is verified. The card is split at the perforation, and the

parent/guardian receives the bottom portion.

- Parent/guardian brings that to an area outside the student assembly area and hands it to a “Reunifier.”
- The “Reunifier” recovers a student from the assembly area and delivers them to the parent/guardian.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with less drama and anxiety.
- Medical, notification or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- In the end, successful reunification is about managing the student and parent experience.

## COMMON QUESTIONS

Who is allowed to pick up students?

This comes down to a local school or district policy. Some schools allow anyone on the emergency contact form to pick up the child. Others limit it to only primary guardians if the reunification is due to a violent event. Your organization will have to think through the process and develop a local policy.

What about kids with multiple guardians, homes, or from multiple families?

It will be essential for schools to communicate with all guardians who may pick up a child. This becomes complicated when kids live in different homes depending on the day. You will also run into a situation where one guardian arrives before the other, picks up the child, and never communicates with the other guardians. The school will have to notify the later arriving guardians once they get to the check-in area that the child has already been picked up.

## WHY USE CARDS?

Many schools use electronic rosters or campus information systems. Wouldn’t that be easier? The reality is a little different. First and foremost is access to data. Foundation research indicates that in any high profile incident, and even many local ones, internet, and cell service become intermittent or even unresponsive. Often school WiFi is impacted as well.

## THE CARD

**Reunification Information**  
Have photo identification out and ready to show school district personnel.

Student Name .....  
Student Grade ..... Student Cell Phone Number .....

Name of person picking up student .....

Signature .....

Phone number of [parent](#) picking up student .....

Relationship to student being picked up .....

**School personnel complete:**  
Photo  correct  not matches name of person picking up student?  
Yes or No .....

**Parent/Guardian complete:**  
Print Student Name Again ..... Student Grade .....

Teacher .....  
Student Birthday .....

**School personnel complete upon release of student**  
SAR ..... OTHER .....

The Reunification Card does a ton of work. Its primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. It gives the parent/guardian something to do while they are waiting in line. The card is perforated and gives parents a sense of progress as they go through the process. The main objective is to keep parents/guardians calm and organized while they wait. Let the card do this work for you.

### **A LITTLE SOCIAL ENGINEERING**

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents /guardians are trying to function at elevated stress levels; staff, their families, and other first responders also feel the strain.

By having a defined process with signage, cards, branding, procedures, and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating, and practicing a “known” procedure, the school removes some of that uncertainty.

The cards also bring anxiety down a notch. Asking a parent/guardian to complete the form is a familiar activity and will demand they slow down and perform a cognitive action, “Here, read the instructions on the back, and we’ll get things started,” might be the first step in lowering blood pressure.

### **ACCOUNTABILITY: THE ONE NON-NEGOTIABLE**

The entire process of reunification, much like any other crisis response method that is based on the National Incident Management System (NIMS) and uses the Incident Command System (ICS), can and should be modified to fit the needs of your local organization. Names and titles can be changed based on what works for you. Ensure all responding agencies understand and are aware of the terminology.

The one thing that cannot be modified is the need for 100% accountability of your students and staff. You absolutely must know who is at the reunification site and who is not. Understand that you may not know the exact location of everyone. This is especially true in a violent event where many will self-evacuate. However, by identifying who is at the impacted site, who evacuated via transportation, and who arrived at the reunification site, you will be able to determine who is present at the reunification site and who is missing.

The accountability process could look like this: During the evacuation phase of an incident, teachers take attendance of their students. This attendance is collected to include staff members, and gives you the number of staff and students you have at the impacted site. If you started the day with 300 total students and staff and you account for 278 during an evacuation, you now know that you need to locate 22 individuals. You should also be able to identify who those missing individuals are. Remember, just because they are not present does not mean they are injured or deceased, as many people will self-evacuate. You will now know that you must maintain the accountability of 278 individuals as they are transported from the impacted site to the reunification site. This information must be communicated to the incident commander at the reunification site and passed along to the student assembly supervisor. Once the students and staff begin to arrive at the reunification site, they will be accounted for by their student assembly supervisor or an accountant assigned to them. If it was not already done, a name-by-name roster should be developed at this point. You absolutely must know the name of each person who has arrived at the reunification site. Once all 278 individuals arrive, you now know that no more transportation is coming from the impacted site. Be sure to confirm this with the impacted site transport team. The name-by-name roster can then be duplicated, one copy stays with the assembly area supervisor, and a second copy goes to the accountant at the parent check-in area. By using this process, you will now know if a student is at the reunification site when their

parent or guardian checks in.

### **NOT SO WEIRD ADVICE**

At first blush, this bit of advice may sound weird to educators: “Check out FEMA. Go to <http://training.fema.gov> and complete the online training for IS-100.C Introduction to Incident Command System.” The course takes about an hour and a half to complete and introduces some basic emergency response principles.

Here’s why this advice isn’t as weird as it sounds. Every responding agency that partners with schools uses “Incident Command” during a crisis. The Incident Command System (ICS) is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.

District and school safety teams need this shared vocabulary when interacting with first responders during a crisis. Equally important is that, when meeting with first responders, having the concepts and vocabulary of ICS removes some of the language barriers. It also shows a commitment to success that departments and agencies will appreciate.

Finally, understanding ICS concepts allows school or district leadership to become a part of the response structure rather than victims or unused assets. It opens the door to a true unified command where school or district leaders can operate shoulder to shoulder with fire, police, EMS, and other public safety leaders.

#### **INCIDENT COMMAND SYSTEM**

Whether it is a man-made or natural crisis, or an act of violence in the school, law enforcement, fire, and medical teams will be involved in the reunification process. Learning to understand and speak a common language as well as being familiar with their procedures is imperative to a successful outcome. With that in mind, district and school safety teams must understand and use the Incident Command System.

The Incident Command System can also be used for pre-planned, non-emergency occasions such as sporting events or large gatherings. All the tasks that need to be completed before and during the event can be put into the ICS structure. The structure provides a way to better organize tasks and personnel.

### **PRIORITIES, OBJECTIVES, STRATEGIES, AND TACTICS**

A valuable FEMA resource is the Incident Action Planning Guide, and it’s a good start in understanding how first responders manage an incident.

From a school or district perspective, it’s important to understand that the Incident Commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command.

If the school or district personnel don’t exhibit any knowledge of the process, their input may be marginalized.

### **ARTICULATE YOUR P.O.S.T.**

The first step in incident management is defining the priorities, objectives, strategies, and tactics that will be used during the incident. While each one will be unique, there are considerations that can be addressed in advance.

Priorities:

- Student and staff safety and well-being.
- Student and staff whereabouts and condition.
- Starting the recovery process.

Objectives:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school’s control is reunited with their parent or guardian.

Strategies:

- The Standard Reunification Method

Tactics:

- Tactics will vary based on the event and the environment but look at the typical reunification life cycles on page 16 for a jumpstart.

The next pages describe the structure of the Incident Command System and how it functions in schools and districts.

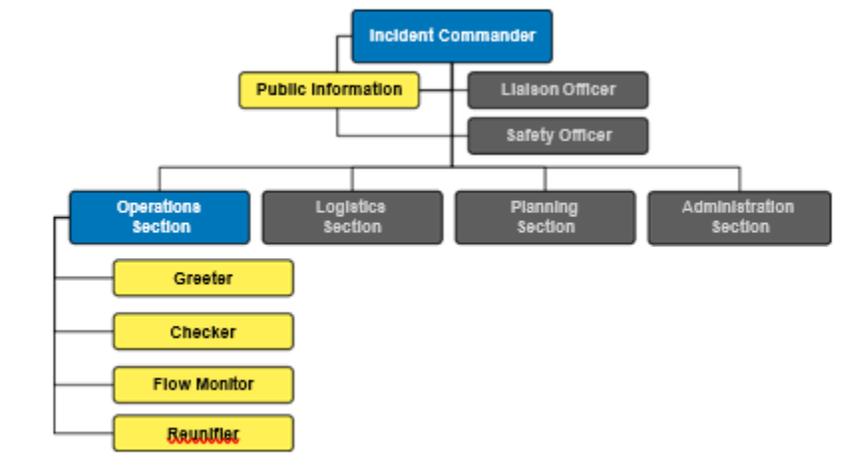
Following that, there are examples of what the roles might look like during different types of reunifications. Please refer to the Resources and References page at the back of this book for clarification of some of the terms used.

### INCIDENT COMMAND ROLES

These are the different roles people will take during a reunification. On the following pages, various types of reunifications are described. There are explanations of unique considerations for each type of reunification, and how the groups can be activated and used.

#### Incident Commander

A school Principal is very likely to be the initial Incident Commander. When something unexpected happens (call it an incident) which changes the daily routine, they assess the situation and determine what actions need to be taken. When it will require a responsible reunification of students with parents or guardians, a number of steps are taken.



The Incident Commander coordinates Priorities, Objectives, Strategies, and Tactics for an

accountable and organized reunification of students with parents/guardians. They decide which key staff stakeholders will be needed, and ensure that notification has been made to them for activation. They will establish security measures for everyone in the school. However, they do not do it alone. While the Incident Commander is the central point of contact they are eventually surrounded by a team of support. As people arrive to assist, they assign them to manage specific areas as necessary based on the type of incident. They will assign command staff, who fill very specific roles, as well as section chiefs. The typical sections of the incident command system are Operations, Planning, Logistics, and Administration.

## Command Staff

The command staff assists the incident commander with communications, safety oversight (to make sure you do not end up with another incident within your incident), and a liaison to ensure integration with other organizations.

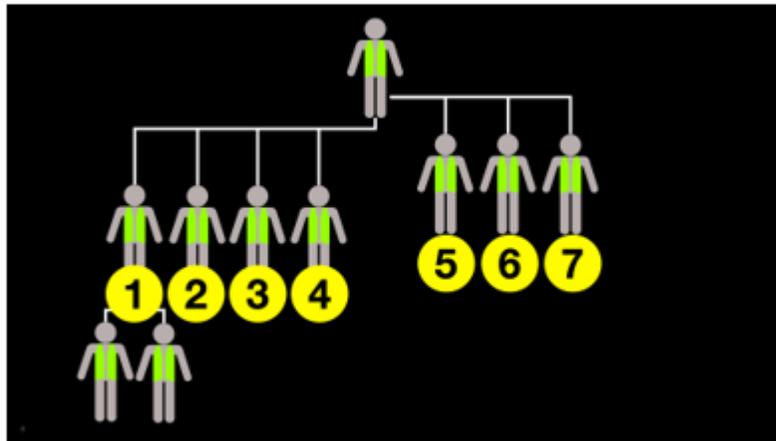
## Section Chiefs

Section Chiefs, often referred to as the General Staff, report directly to the Incident Commander. They subdivide the incident and assign additional personnel as needed to achieve their objectives. Some, such as Finance/Administration, won't need to be staffed at all during a school-based incident.

Example: In an on-site reunification for a non-violent incident, the Incident Commander assigns an Operations Section Chief who oversees the people conducting the reunification. The reunification team provides Section Chiefs with status and resource information, who in turn report to the Incident Commander. The number of subordinates a school needs will depend on how many students they need to reunite. In a large reunification, the Operations Chief may assign Leads for each group, and the Leads will report to the Chief. This example assumes that the students are in the main assembly area with their classes, and supervised by their teacher. The decision to engage in Logistics or Planning is made by the Incident Commander. If they see a need to acquire or provide supplies such as water or snacks, they might assign someone to Logistics to handle that. In non-violent events, these roles can usually be filled by school staff or may not be needed.

## Span of Control

The term "span of control" refers to how many people a single individual can supervise. The recommended span of control is one person supervising no more than seven people, with two to five being the ideal number.



People in various roles will report to the person who is assigned as their commander/supervisor. This keeps communication clear and allows for accurate responses.

It is important to note that the ICS structure is not set in stone. It is adaptable and jobs, names, and section responsibilities can be adjusted to fit the needs of your organization and location. It is imperative, however, that if changes are made to the traditional model they are articulated to other local authorities and you practice regularly with them to ensure everyone is on the same page.

### **COMMUNICATION**

In any type of event, clear and well-planned communication is essential to providing the right information while mitigating the stress of the situation. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people. Communication with parents and guardians is critical to the reunification process. Once students and staff are at the reunification site and you are ready to begin the reunification process, a multi-channel message is sent to parents and/or guardians regarding where reunification will take place and what they need to bring with them.

### **PUBLIC INFORMATION OFFICER (PIO)**

The role of Public Information Officer is filled by a staff member who usually handles outward communication. No matter how small the incident, the fact that a school day has been disrupted means they are obligated to keep parents and the public informed of the status of the situation. It is critical for the school and district to ask parents and guardians to update their contact information routinely.

Parents and/or guardians are contacted using the communication method that's best for their school community. Use a push method (text, email, phone) and a passive method such as posting on social media.

Throughout the year, routinely ask parents to update their contact information, and ask them to appoint a trusted friend or neighbor as a backup contact. That is especially important when parents might have a job that restricts their ability to leave, be available by phone, or requires a long commute.

#### **Joint Information Center**

The physical location of the JIC will be determined by the Incident Commander in consultation with the Lead PIO. It is common to locate the JIC away from the crisis site to ensure access to reliable utilities (power, phone, Internet, etc.) and help minimize press congregating at the crisis site.

This can be busy and focused. It will include a few resources who will be working together to deliver clear and consistent messaging as approved by the Incident Commander. Unless a backup plan for internet service is in place at the crisis site, the internet will fail quickly. This affects security cameras and phones if they are VoIP (Voice over Internet Protocol) based.

### **CHANNELS**

Decide which methods of communication are the best fit for your community. This depends on your community's internet bandwidth, cell phone service, and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of community members quickly. Document who on the Communication Team has access to update each channel.

Also, think about which channels are used regularly for day-to-day messaging, like emails. When sending out messages regarding reunification, consider using alternative methods such as text and phone, which may not be used as frequently. Doing so will alert the recipients that this is not the regular, daily email but something more important.

### **SCHOOL-BASED MENTAL HEALTH PROFESSIONALS**

Many schools have mental health professionals as part of their team, and they can be an incredible asset during any type of reunification. An evacuation and reunification can cause stress or anxiety regardless of the reason it was conducted. Therefore, it is important that mental health professionals are on-site and ready to assist.

During a larger reunification, and especially for those occurring due to a violent event, a district-level mental health supervisor should be put in place to oversee mental health services at the reunification site. This Supervisor should work with the incident command staff to ensure mental health services are available for students and staff. Oftentimes those can be placed in or near the student assembly area. Additionally, mental health professionals need to be made available for parents/guardians who are waiting in line. Finally, they should also be at the check-in area to assist families who are notified their student is not at the reunification site.

### **PREPARATION**

A tabletop exercise is a great start; basically, it's a brainstorming session. Your Communication Team talks through possible scenarios and formulates messaging accordingly. They must think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

Use the 27/9/3 rule during message preparation. This is a very basic recommendation and suggests using a total of 27 words, which can be spoken in about nine seconds, containing three or fewer key points.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

### **THE DISTRICT REUNIFICATION TEAM**

Reunification will take place for a variety of reasons. It's a good bet that at some point today a school somewhere is having to conduct a reunification of students with their appropriate caregivers. Most often, reunification will be needed for non-traumatic, non-violent events, such as a power outage, heating loss, or a weather-related event. In these cases, the school typically

handles the reunification duties on their own with little to no outside support. However, during larger, more complex incidents district support will be needed to assist the schools.

Offsite reunification on the other hand will most likely require District resources and it is a good practice to have a central Reunification Team staffed by District personnel. There are several reasons for this:

- Training can be more readily coordinated.
- Experienced teams are more proficient.
- School-based teams may initially be unavailable.

Smaller districts may recruit from various school administrators to populate the team. Extremely small districts may recruit volunteers from the community to staff the Reunification Team. A good rule of thumb for team size is five people, plus one per 100 students.

Once the staff is at the reunification site, there are roles they will assume for setup, breakdown, and the actual reunification.

### **REUNIFICATION ROLES AND DUTIES**

The following outlines the roles and duties of the Reunification Team. Not all these roles need to be filled for every reunification. For detailed tasks see the Job Action Sheets found at <https://iloveguys.org/The-Standard-Reunification-Method.html>

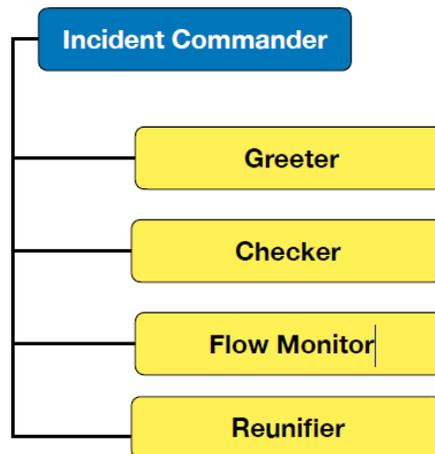
- Accountant Assemble rosters of who is on site and assist in identifying missing students or staff. In a very small reunification, one person can fill the role of Accountant and Checker.
- Checkers Verify ID and that the person is on the emergency contact roster. Direct parents to the accountant or the Reunification Area.
- Check-in Area Supervisor Establishes and manages the check-in process. Supervises checkers and accountants.
- Class Leaders Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.
- Communications Facilitate radio and other communication needs. May be combined with the PIO.
- Exit Accountant Collects bottom slip of reunification card and checks students out once reunified. Can be combined with the Exit Director role.
- Exit Director The final person the students and parent/guardian see during the reunification process. They are available to answer any questions. Their most important role is to be a friendly face who offers a wave or hug. Often the school principal likes to fill this role. Can be combined with an exit accountant.
- Facilities Coordinate any physical plant needs.
- Finance/Administration Chief Establish and manage administrative staff.
- Flow Monitor Assist with guiding traffic flow and assisting parents/guardians as needed.
- Greeters Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID. Your most friendly staff members are good in this role.
- Greeter Supervisor Establishes and manages the greeting area, Supervises greeters.
- Liaison Officer Communicate with Fire, Medical or Law Enforcement.
- Logistics Chief Establish and manage logistical staff.
- Medical Staff Nurses or EMS personnel on-site
- Mental Health Supervisor Oversees the coordination of mental health practitioners from a variety of agencies.

- Nutrition Services Provide snacks and water.
- Operations Chief Establish and manage operational staff.
- Planning Chief Establish and manage planning staff.
- Public Information Officer Communicate with parents and press, if appropriate. Coordinate use of mass calls or text messages. May be combined with the communications role.
- Reunification Incident Commander Coordinates Priorities, Objectives, Strategies, and Tactics for an accountable, easy reunification of students with parents.
- Reunifier Take the bottom of the Reunification Card to the Assembly Area, locate the student and bring them to the Reunification Area. Ask the student, “Are you okay going home with this person?” There’s a lot of walking involved, so consider that when assigning people to this role.
- Reunification Area Supervisor Establishes and manages the reunification area. Supervises reunions.
- Safety Officer Observe site and remedy safety concerns.
- Scribe Document events. A yellow pad is sufficient.
- Student Assembly Supervisor Establish and manage the Student Assembly Area.
- Supervisor For span of control, some groups may need Supervisors.
- Transportation Directs transportation needs. May become a supervisor position.
- Victim Advocates/Mental Health Professionals
- Standby unless needed.

### ON-SITE PARTIAL REUNIFICATION

#### Incident Command Structure

This chart is an example of the organizational structure that might be used to conduct an On-site Partial Reunification.



Partial reunification is conducted when only part of the student body will need to be reunited, and very often results from a school being in Secure Protocol. It may be needed at the conclusion of a school day when there is an ongoing hazardous condition outside the school or in the area.

It may be due to criminal activity in the area, or a local hazard that makes it unsafe for the students who usually walk home to do so.

Students who ride the bus home would still do so. If there is criminal activity in the area, the bus loading area will require elevated situational awareness and extra staff.

In some rural communities this might only involve a few students, whereas in many urban schools it might be the majority of the student population in which case the number of roles as described on page 17 would be expanded.

Schools and districts should conduct a tabletop exercise in advance to talk through the potential hazards and discuss how to manage them.

## Student Drivers

The age of the students will play a big role in how the school handles this. High school-age students will be able to manage much more independently than the younger students. Make a plan to address those who drive to and from school, and any students who carpool with them.

## Workflow

A partial reunification can typically be successfully completed quickly with the school staff. However, there may be increased law enforcement nearby, and they may be available to assist. The minimum number of recommended roles is five people, plus one per 100 students. to conduct this.

Students may either stay in a room with their teacher or be brought to an assembly area. In the assembly area, students remain with their teacher and classmates to maintain accountability. Discuss this in advance to decide what works best for your school.

We recommend parents and guardians show identification when they arrive at a check-in location. This ensures the correct person is picking up the student. Additionally, it displays an organized, thought-out process that will help maintain order and control in a potentially uncertain situation.

It's not uncommon to have a few students left if all parents cannot be located. It is the schools' and districts' responsibility to plan for this.

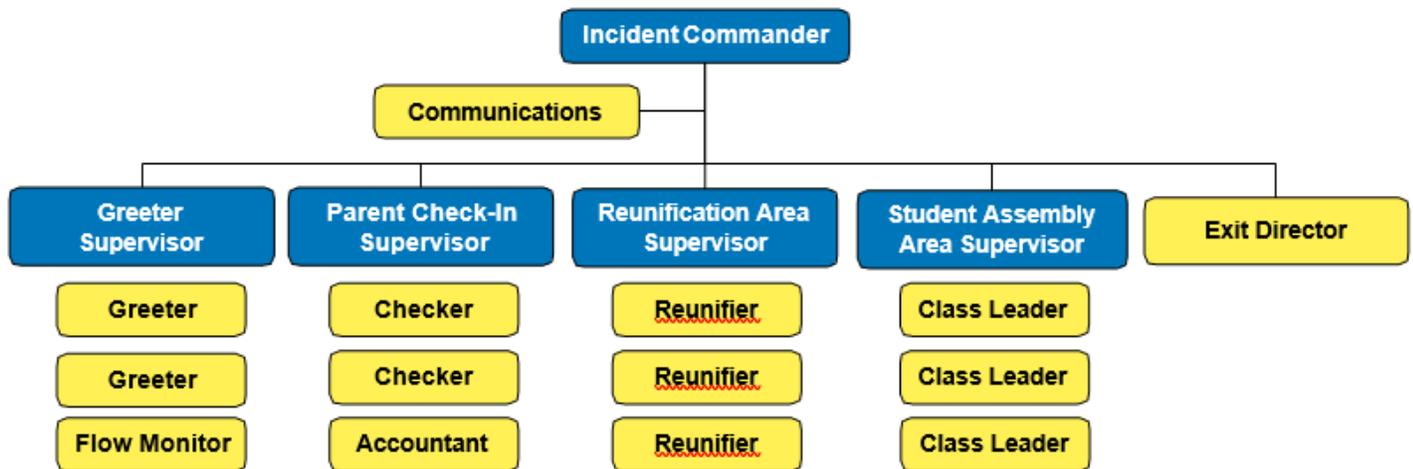
## Communication

Notification of danger outside the school is usually received by the school from local public safety partners. If this is the case, keep lines of communication open throughout the duration of the incident to monitor events. If the situation is not resolved or minimized by the normal release time, students may be held until it's safe enough to release the buses and for parents to pick up the students who normally walk home.

Contact parents as soon as the problem is identified, let them know the students are safe inside, and the day will proceed as usual except that activities normally held outdoors will be held indoors. Set expectations as clearly as possible to keep stress levels down. This includes telling students what is happening and why you're using the Secure action.

If there is ongoing criminal activity in the area, parents and volunteers are discouraged from coming to the school, as that would put them in harm's way. If the situation becomes more manageable, the school might allow for monitored entry and controlled release. Communicate this to parents. There will be instances when a parent has arranged to pick up their child for an appointment during the day. Depending on what's going on and the information available, the school will have to decide how to handle that.

### ON-SITE FULL REUNIFICATION



#### Incident Command Structure

The chart above is an example of the organizational structure that might be used to conduct an On-site Full Reunification. Remember, the minimum recommendation is five people, plus one per 100 students. The additional personnel per 100 students will typically fill more checker, greeter, reunifier, or flow monitor roles as needed. If available, the exit director role can also be filled.

The above chart shows the Incident Commander, a communications individual, and all of the Operations Section roles. In this example, the Incident Commander oversees the Operations Section directly. There is no Planning, Finance, or Logistics section. If these roles became necessary, the Incident Commander could assign them as needed.

An on-site reunification is for an event such as a power outage, water system or mechanical failure, which disrupts school operations. The event is small enough that the school isn't in danger but significant enough that it's not safe to continue operations for the remainder of the school day, and students will leave at an unusual time.

Sending students home on buses may not be a good plan because they could be arriving at locked and empty houses.

As with partial reunification, be sure to develop a plan for students who drive and those who ride with them.

#### Workflow

A full on-site reunification can often be completed by school staff but they may request assistance from the District. Again, students may either stay in a room with their teacher or be brought to an assembly area. In the assembly area, students remain with their teacher and classmates to maintain accountability. Discuss this in advance to decide what works best for your school.

Utilize the same parent/guardian identification method recommended for partial on-site reunification. Nothing changes in the process between the two types of reunifications, but it does expand with more support staff and more students to reunite.

## Communication

Parent/guardian notification for an on-site reunification can most often be handled by the affected school staff. If needed, district personnel should be available to support.

Once it is determined that an unplanned dismissal will be occurring, the school initiates the preplanned communication protocol. Typically this involves phone calls, email, and text messages to parents and guardians. Inform them of the issue and why the change in dismissal time is occurring. It is important to inform them of the reason to avoid any unnecessary confusion or panic.

Even though the incident may not seem like a big event, be prepared for the media to arrive. Oftentimes a story involving a school will fit nicely in the day's news cycle. Ensure staff is properly trained and briefed on what to say. Things like "we were well trained to conduct the reunification and are following our plan" will sound much better than "we were caught off guard but we are figuring it out." Having a well thought out and practiced plan will make everyone more at ease and that mindset will show during any media coverage.

## OFF-SITE REUNIFICATION OVERVIEW

During an offsite reunification, as described on the following pages, there will be two separate teams. The district reunification team will deploy to the reunification site while a second team will go to the impacted school. This second team will facilitate transportation and initiate accountability processing. They are responsible for the safe evacuation and transportation of students, teachers, and staff to the reunification site whether it's a walking or driving location. During a non-traumatic event, school staff may be able to serve as the impacted site team. After a traumatic event, however, they may not be able to fill those roles so it's recommended that the district sets up and trains the two-team method. Law enforcement should also be included in this training as district teams may not be able to get to the scene and it is imperative that accountability and transportation occur in an orderly and normalized process.

### ***NASP Online: Reunification Following School Evacuation***

***Ideally, the reunification site should be within walking distance so that the school is not dependent on other means of transportation as arranging for buses in the immediate aftermath of a crisis or disaster that requires evacuation can be very challenging. However, in some situations it may be best to evacuate students further away from the site, thus coordination must occur with district and/or community transportation***

**personnel to plan for the use of district transportation in emergency situations. Transportation to and from the reunification site must include explicit consideration of students with disabilities and special needs. For some of these students, an individual evacuation plan may be necessary.**

### **TEACHERS: STAY WITH YOUR STUDENTS**

Interviews with safety directors directly impacted by the crisis reveal a common thread. Often teachers will group together in the immediate aftermath, or assume their job is done when the police arrive on the scene. It’s important to emphasize that teachers remain with their students, and aren’t done until all of the students have been re-united with their families.

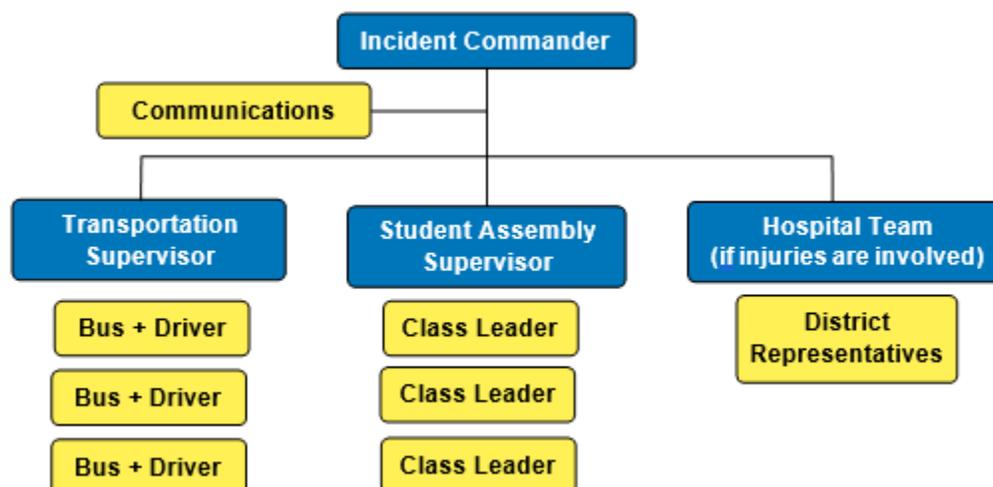
If possible, have teachers fill the roles of class leaders. This will assist with accountability as the teachers can remain with their students throughout the evacuation and reunification process. If the teachers are unable to fill that role, a pool of additional staff such as teaching assistants should be ready to step in. Teachers may be unable for a variety of reasons. They themselves could be parents and need to retrieve their own children. Additionally, the stress of an evacuation and reunification may impact their abilities to fill the role. Sometimes they will only require a short break, while at other times they need some extended attention.

Be sure to include teachers in the process and training. Inform them of counseling resources beforehand and have mental health professionals available as a part of your reunification team.

### **IMPACTED SCHOOL: TRANSPORT TEAM**

The team at the impacted school has these priorities:

- Assemble a master student roster, teacher roster, and guest roster
- Identify and notify the reunification site
- Provide safe transport of students and staff to the reunification site
  
- Assign District personnel to go to the receiving health facilities if there are injuries, in coordination with Incident Command.



### **TRANSPORT ROLES AND DUTIES**

The following outlines the roles and duties of the Transportation Unit. For detailed

tasks see the Job Action Sheets.

#### Transportation Supervisor:

Whether the district runs its own buses or the service is contracted out, the Transportation Supervisor should be involved in all planning, drilling, and training for reunification.

In combination with the Student Assembly Supervisor, coordinate resources (people and vehicles) to execute the safe and accountable movement of students and staff from an impacted site to the reunification site whether it's a walking or driving location. Supervise an orderly movement of people from the impacted site to the reunification site, and maintain communication with the reunification site about arrivals. Depending on the incident, you may want to keep the bus loading area secure and as uncrowded as possible. After a violent incident, securing the bus loading area will most likely be managed by Law Enforcement personnel.

#### Class Leaders at the Impacted Site:

Report to the Student Assembly Supervisor. Communicate via radio to get students to the transportation area. Most often the Class Leader role is filled by teachers who will remain with the class during evacuation and at the reunification site to maintain accountability and continuity.

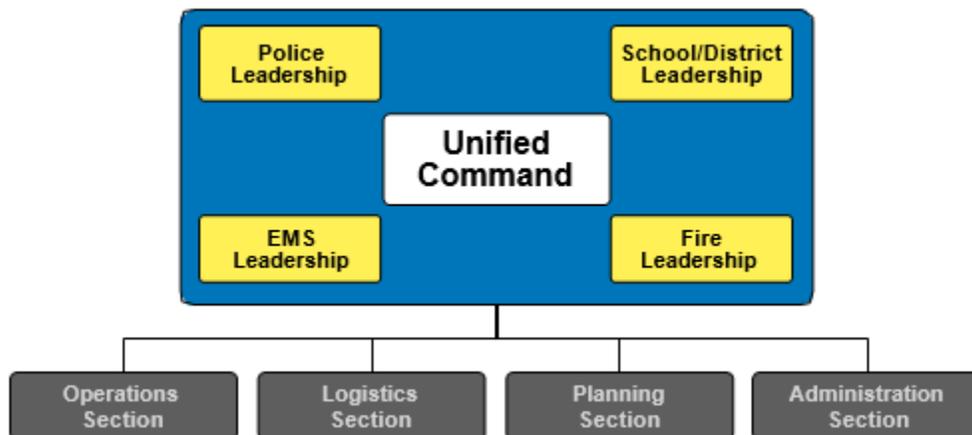
#### Scribe:

Document the events. This includes all activities, updates, and actions and the time those took place.

### UNIFIED COMMAND OVERVIEW

Unified Command is activated when there are multiple entities with legal authority to be in charge of an incident. For example, law enforcement will have authority in a school violence event, but schools and districts still remain responsible for students and staff (in loco parentis). Unified Command is sometimes used to include key incident stakeholders in decision-making and coordination. The school or district may or may not be viewed as a resource unless prior interaction and training has occurred with public safety partners.

With multiple organizations responding, Leadership of each entity with legal authority communicate with each other and channel information to the Unified Incident Commander.



## **PUBLIC INFORMATION OFFICER (PIO) OR JOINT INFORMATION CENTER (JIC)?**

Clear communication, both internal and external, is essential when daily routines are disrupted. Minimally, in non-violent events, external communication is handled by the school or district personnel who usually manage public messaging and social media. This person is your PIO. If the media has a presence, your PIO should be communicating with them to make sure the messaging is agreed upon and consistent.

In larger incidents, and especially when there has been violence, Unified Command is activated, and there will be a Joint Information Center. It will include Law Enforcement and/or Fire PIOs, and often an Investigator alongside the school/district PIO.

The JIC is managed by the Lead Public Information Officer (PIO). As information is obtained, the PIO brings it to Incident Command, and messaging is formulated and delivered.

## **INCLUDING FIRST RESPONDERS**

It is absolutely imperative that as the reunification plan is developed, first responders are brought into the process. Meeting with command staff, including PIOs, both law enforcement and Fire/EMS will generate two outcomes. First, they will look at your plan from their perspective. Second, they have suggestions you might not have thought of.

In the example chart above, police, fire, EMS, and school leadership will sit together and make decisions as a single unit. The decisions will be sent out to the subordinate sections to ensure unified objectives.

## **LAW ENFORCEMENT SUPPORT**

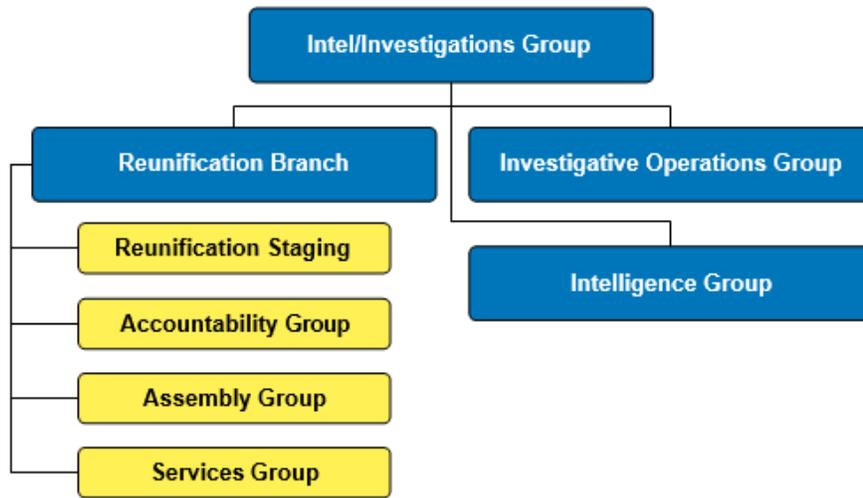
Depending on the type of event, the school may receive an influx of law enforcement officers. During a violent incident, the response might be overwhelming at the impacted site. Ensure that in training prior to an incident, the school, district, and law enforcement leadership is aware of additional need for law enforcement support at the reunification site.

At the reunification site, law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

## **LOOKING AT REUNIFICATION FROM A LAW ENFORCEMENT PERSPECTIVE**

SRM V3 presents a number of organizational structures from a school or district perspective. In the face of an active assailant, when Law Enforcement takes the lead in Unified Command, they may implement an ICS structure supporting the needs of witness interviews, evidence retention and other legal responsibilities.



Source: C3Pathways, ASIM - <https://c3.cm/asc>

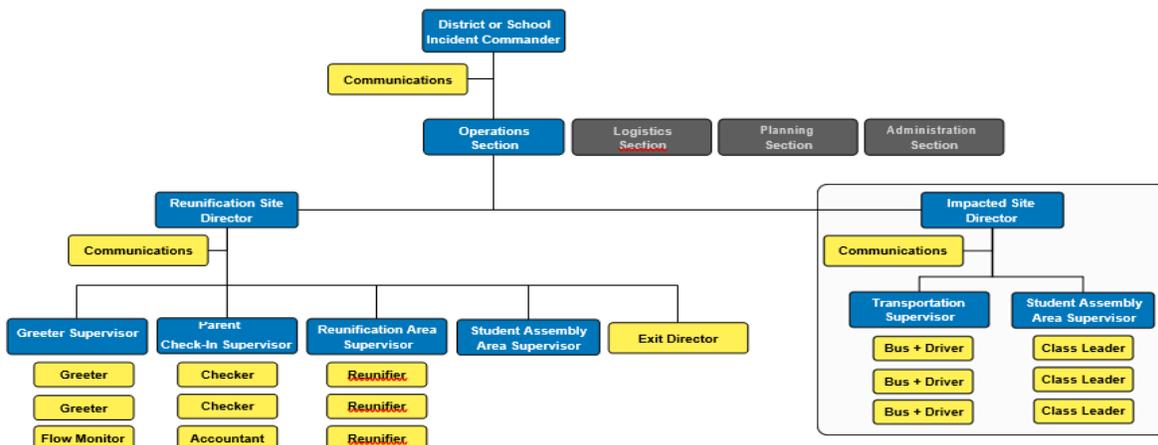
### WHO ARE VICTIM ADVOCATES?

Many law enforcement agencies, district attorneys, and prosecutors have victim advocates on staff and a cadre of trained volunteers. In many states and counties, they are charged to protect and promote the rights of victims. They often deploy when there is a crisis. Very often they are trained in Psychological First Aid and can be helpful with crisis counseling, if needed, during a reunification. Get to know these community partners.

### PARTNERSHIPS

During one Standard Reunification Method workshop conducted by The Foundation, a fire chief requested the training for every fire station in his city. When questioned why, he replied, “We are going to be on the scene. If we’re not actively engaged in fire or EMS, we can help with the reunification process.” This is a perfect example of a community that is ready to work as a team instead of as separate entities.

### OFF-SITE REUNIFICATION - NON-VIOLENT EVENT



## Offsite Non-Violent Event

An off-site reunification is conducted when something happens which makes it unsafe or unhealthy to remain in the building or even a specific area. This could be a gas leak, fire, potential flooding, or something similar.

Transporting students to a different location creates a very different dynamic for parents and families.

The chart above shows an example of the organizational structure that might be used to conduct an evacuation and reunification of the entire student population during a non-violent event.

### Workflow

An offsite reunification requires more people simply because there are more moving parts. The minimum recommendation is five people, plus one per 100 students.

While waiting to evacuate, students may either stay in a room with their teacher or be brought to an assembly area. In the assembly area, students remain with their teacher and classmates to maintain accountability. Alternatively, you may choose to move people directly to buses, one classroom at a time.

At the reunification site, we recommend parents and guardians show identification when they arrive to pick up their child. This ensures the correct adult is picking up the student and it displays an organized, thought-out process that will help maintain order and control in a potentially chaotic situation.

It's not uncommon to have a few students left whose parents/guardians cannot make it to the site. It is the schools' and districts' responsibility to have a plan in place to address that.

### Communication

Let parents know as soon as possible, and tell them exactly what is going on and when they might be able to pick up their child. If students will be transported off-site, it's advisable not to immediately tell parents where the site is as parents may cause traffic problems before students and staff arrive.

### Preparation

Create relationships in advance with other schools and community partners for reunification sites. It is advisable to create a Memorandum of Understanding with them in order to set expectations and understand responsibilities.

Plan in advance to have a site within walking distance as well as a transport site farther away. The time of day and weather conditions are some of the factors determining which site will be used.

Create classroom go-bags and have them packed with items that your student population requires.

Plan for the accommodations that your students and staff with disabilities may require, making sure to include people with temporary mobility injuries.

Have a plan in place in advance to address high school students who drive to school and/or carpool.

Law Enforcement may be available to assist with safety and traffic control.

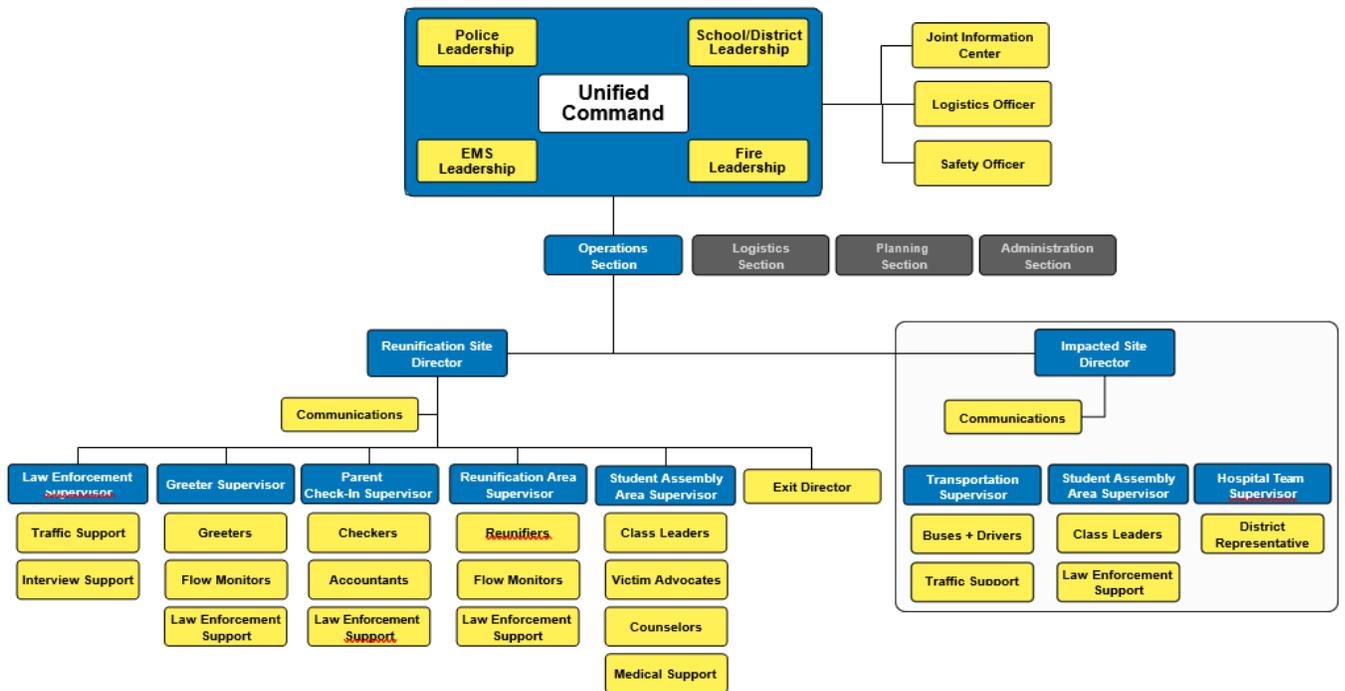
### Communication Between the Reunification Site and Impacted Site

During a non-violent event requiring evacuation and reunification, the school and district will be responsible for most of the activities. A transport team will be required at the impacted site and

a reunification team will be needed at the reunification site.

The District Incident Commander could be located at the reunification site or the impacted school site. It is recommended to go to the reunification site since that location will be operating for the longer period of time.

## OFF-SITE REUNIFICATION - VIOLENT EVENT



Off-site Violent Event

In the event of violence on campus or in a school, the school must be evacuated because it is now a crime scene. A number of additional resources will arrive, the command structure is adjusted, and extra precautions and actions are necessary.

The chart above shows an example of the organizational structure you may see during a large-scale violent event. What is not shown is the law enforcement, fire, and EMS coordination that will be occurring simultaneously. We only illustrate the reunification specific roles. However, there will be an entire operations section, group, or branch dedicated to tactical response, medical first aid, and evacuation.

This information is here so school safety teams understand this will happen. Acknowledge it and plan for it.

Law Enforcement will arrive and assume command of the impacted site. It is important for both groups to acknowledge that, at this point in time, there are most likely two separate incident command structures which are operating independently. The first is the one initiated by the school in response to the threat or hazard. That structure will be in place prior to the arrival of public safety officials. Once those responders arrive they will initiate their own command structure. As quickly as possible these structures need to be linked up. Eventually, it is likely a Unified Command will be set up. It is crucial that district leadership is a part of the Unified Command.

## Workflow

A reunification following a violent event is going to require district support as the impacted school staff may be unavailable. The district reunification team should report to the reunification site and establish communications with incident command.

The school district should be responsible for deciding when it's time to announce the reunification site. Depending on the situation, they may decide to announce it quickly in order to keep parents from arriving at the impacted school.

## Evacuation

This discussion assumes that the school is in Lockdown. Law Enforcement most likely will be clearing the classrooms. School personnel should be prepared to assist law enforcement with maps, keys, and information regarding alternative exit pathways to avoid bringing students through, or within sight of, the crime scene(s).

Classrooms can be cleared either to an interior or exterior Assembly Area or directly to a bus if Transportation has been able to get buses there. Either way, every effort should be made to keep the evacuees away from the site of the violence. This could mean bringing some classes to an exit they would not normally use and around the building to the destination.

If body searches are being conducted, if possible find a way for these to occur out of the public's sight.

Move students and staff off-site as quickly as possible while maintaining safety measures. They may arrive at the reunification site before it's set up, in which case they can stay on the buses.

## SRP LIFECYCLE WITH:



### EXAMPLE 1: SECURE

Scenario: Criminal activity in the area has resulted in the school going into the Secure protocol. Students were brought into the building. Business as usual inside, but no one is let in or out.

Law enforcement has indicated that school can be released at the normal time even though the situation outside isn't completely resolved.

Considerations: With criminal activity in the area of the school, it's decided that students who walk home should have their parents/guardians pick them up.

Incident Command: Because there was no criminal or safety issue in the school, Incident Command would be led by the school safety team. Coordination with Law Enforcement Incident Command about the status of the criminal activity would be necessary.

Public Information Officer: Because the school was not directly involved in criminal activity, the school or district would lead public information within the school community. The District and Law Enforcement PIOs work with the Incident Commander to develop media messaging.

Notifications: Depending on the situation, parents/guardians and media will be notified of what is occurring and the status of student reunification. Additional notification will be made to parents who would need to pick up their students.

Police Role in Reunification: With criminal activity in the area, but not directly near the school, officers may be asked to assist with reunification. Some duties might include assisting with parent/guardian identification (for the parents without ID), traffic control, or simply uniformed presence. Patrol resources may also be relocated near the school.

### SECURE LIFECYCLE

- School is placed in Secure Protocol.
- Parents/guardians are notified.
- Business goes on as usual within the school as much as possible.
- Law enforcement presence around the school may be increased.
- At release time, if the situation hasn't been resolved, the Standard Reunification Method is utilized for the students who walk home at the end of the school day.



## EXAMPLE 2: LOCKDOWN

**Scenario:** An armed intruder is seen in the school building by a staff member who announces a Lockdown and calls 911. Students and staff immediately take action to avoid injury. The intruder causes damage to the building prior to Law Enforcement arriving.

**Considerations:** Because it is an active law enforcement response and investigation, the decision is made to transport students to a nearby community center for reunification.

**Unified Command:** Because it is an active crime scene, law enforcement would establish a unified command with school officials.

**Reunification Incident Command:** At the reunification site, a command structure is established to manage the reunification.

**Joint Information Center:** Because it is an active crime scene, the law enforcement PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

**Notifications:** Parents/guardians and media are notified that the school has been placed in Lockdown. Additional notifications are made to parents/guardians about the location of the reunification site once students are en route or at the site.

**Police Role in Reunification:** While the school has become an active crime scene, some officers will be assigned to the reunification site. Depending on the site, police may decide to sweep the area prior to students arriving. In addition to the duties outlined in the Secure example, detectives may be on scene for witness interviews and statements.

## LOCKDOWN LIFECYCLE

- School is placed in Lockdown Protocol.
- Multiple law enforcement agencies arrive on scene.
- Parents/guardians begin to arrive outside of the police perimeter.
- Media arrives on scene.
- Internet, WiFi, and cell services become intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents/guardians are notified of location.
- The Standard Reunification Method is utilized.



### EXAMPLE 3: EVACUATE

**Scenario:** An unknown cause has resulted in thick smoke in a school. Students successfully evacuate to the football field.

**Considerations:** Because it is still an active fire response and investigation, and the area is experiencing inclement weather, a decision is made to transport students to a nearby high school for reunification.

**Unified Command:** Because it is an active fire event, the fire department would establish unified command with school officials.

**Reunification Incident Command:** At the reunification site, a command structure is established to manage the reunification.

**Joint Information Center:** Because it is an active fire event, the fire department PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

**Notifications:** Parents/guardians and media are notified that the school has been evacuated. Additional notifications are made to parents/guardians about the location of the reunification site once students are en route or at the site.

**Police Role in Reunification:** While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.

### EVACUATE LIFECYCLE

- Parents/guardians begin to arrive outside the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents/guardians are notified of site location.
- The Standard Reunification Method is utilized.



#### EXAMPLE 4: SHELTER

Scenario: A tornado has unexpectedly touched down in a neighborhood. The local elementary school has gone into the Shelter Protocol with all students and staff taking refuge in appropriate locations.

Considerations: The tornado blew down trees and power lines. Roads are closed and there is no access to the school at this time. The school was not damaged but students will need to remain on-site until the roads are cleared and their parents/ guardians can arrive.

Unified Command: School officials will be working with the district, local emergency management, law enforcement, public works, and utility companies to clear the roads and get access to the school.

Reunification Incident Command: The school is serving as the reunification site. Since the school was not damaged there was no need for an evacuation. The school staff will serve as the reunification team.

Joint Information Center: The district PIO will work with the town officials to handle communications and notifications.

Notifications: Parents and media are notified that the school was undamaged and all students and staff are safe at this time. Parents will be notified once the roads are cleared and they can pick up their children.

Police Role in Reunification: Law Enforcement will be used to ensure the safety of the tree clearance teams. They may be requested to help with traffic flow in and around the school once the roads are clear.

#### SHELTER LIFECYCLE

- Shelter Protocol is enacted, students and staff take shelter.
- Shelter is lifted once it is safe
- Notification goes out to parents
- School ensures the safety of the students, and prepares for a reunification
- Routes are cleared
- Parents begin to arrive
- The Standard Reunification Method is utilized.

# SRM Staging the

## STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



**Priorities:** Student and staff safety and wellbeing  
Student and staff whereabouts and condition  
Assemble affected school command staff  
Integrate with Unified Command  
Joint Information Center established

**Objectives:** Safe transport of students and staff to reunification site

**Strategy:** The Standard Reunification Method

**Tactics:** Will be determined by the environment

## STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

### SPECIAL NEEDS POPULATIONS

The Individuals with Disabilities Act mandates additional supports for students with special education needs in school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



# SRM Actions and

## COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



## REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

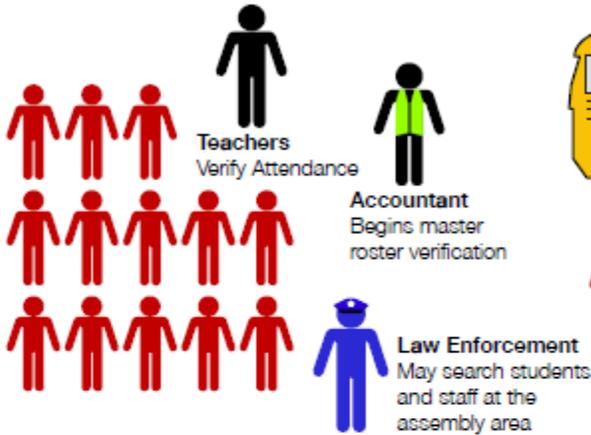
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



# School for Transport

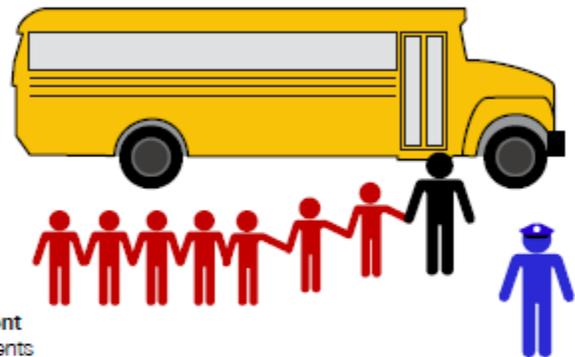
## STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



## STEP 4 STUDENT AND STAFF TRANSPORT

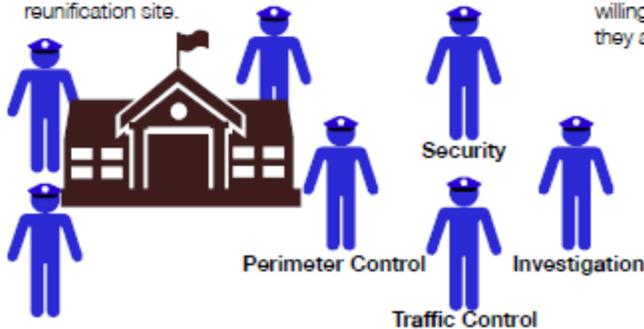
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



# Considerations

## LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



## FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



# SRM Staging the

## ASSEMBLY AREA

### STUDENTS ENTER OUT OF PARENTAL VIEW

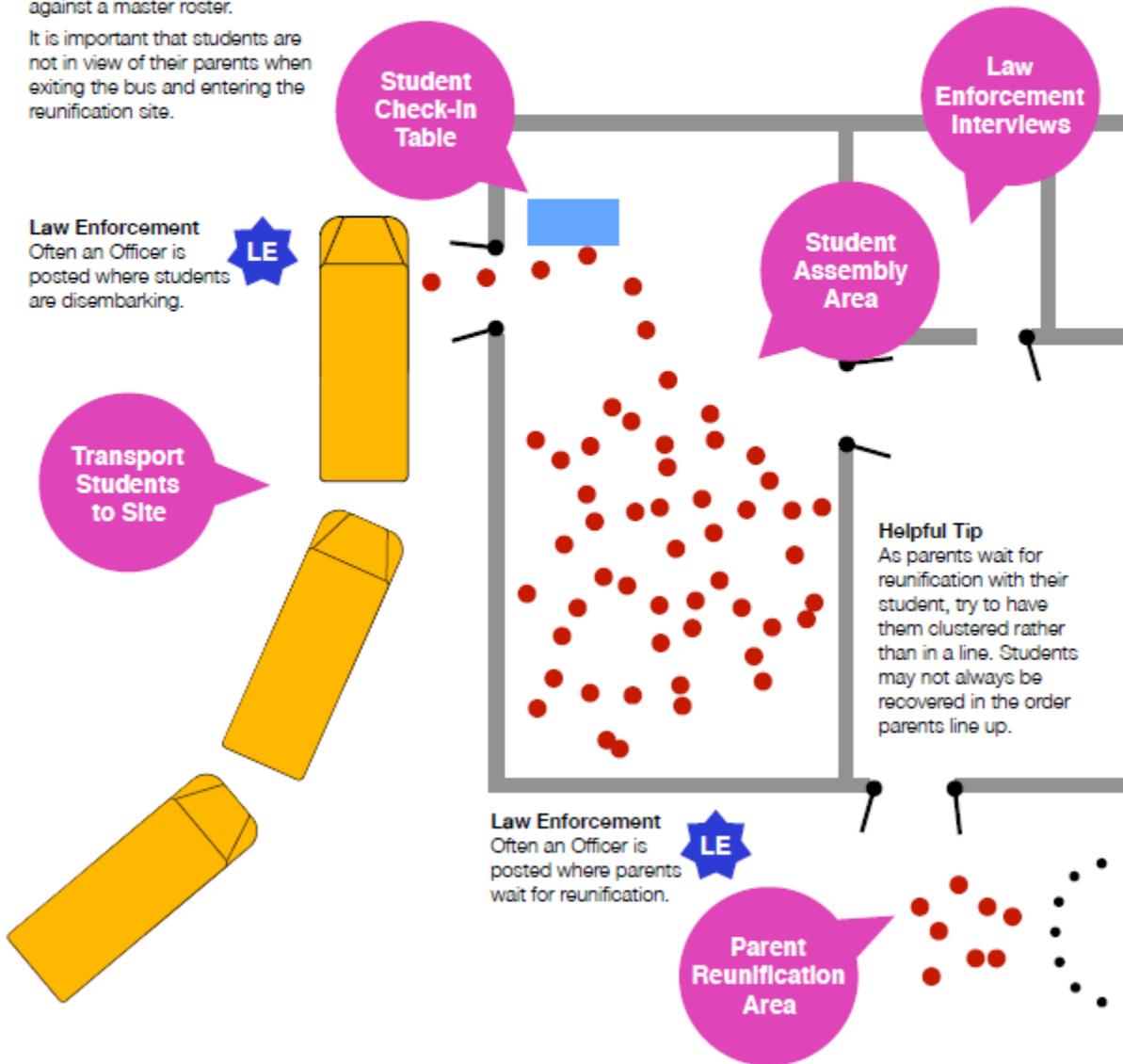
Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

It is important that students are not in view of their parents when exiting the bus and entering the reunification site.

## GREETING AREA

### PARENTS ARE MET HERE

As parents arrive, signage directs them to Parent Check-in Table. Greeters begin the process by asking parents to complete the Reunification Card.



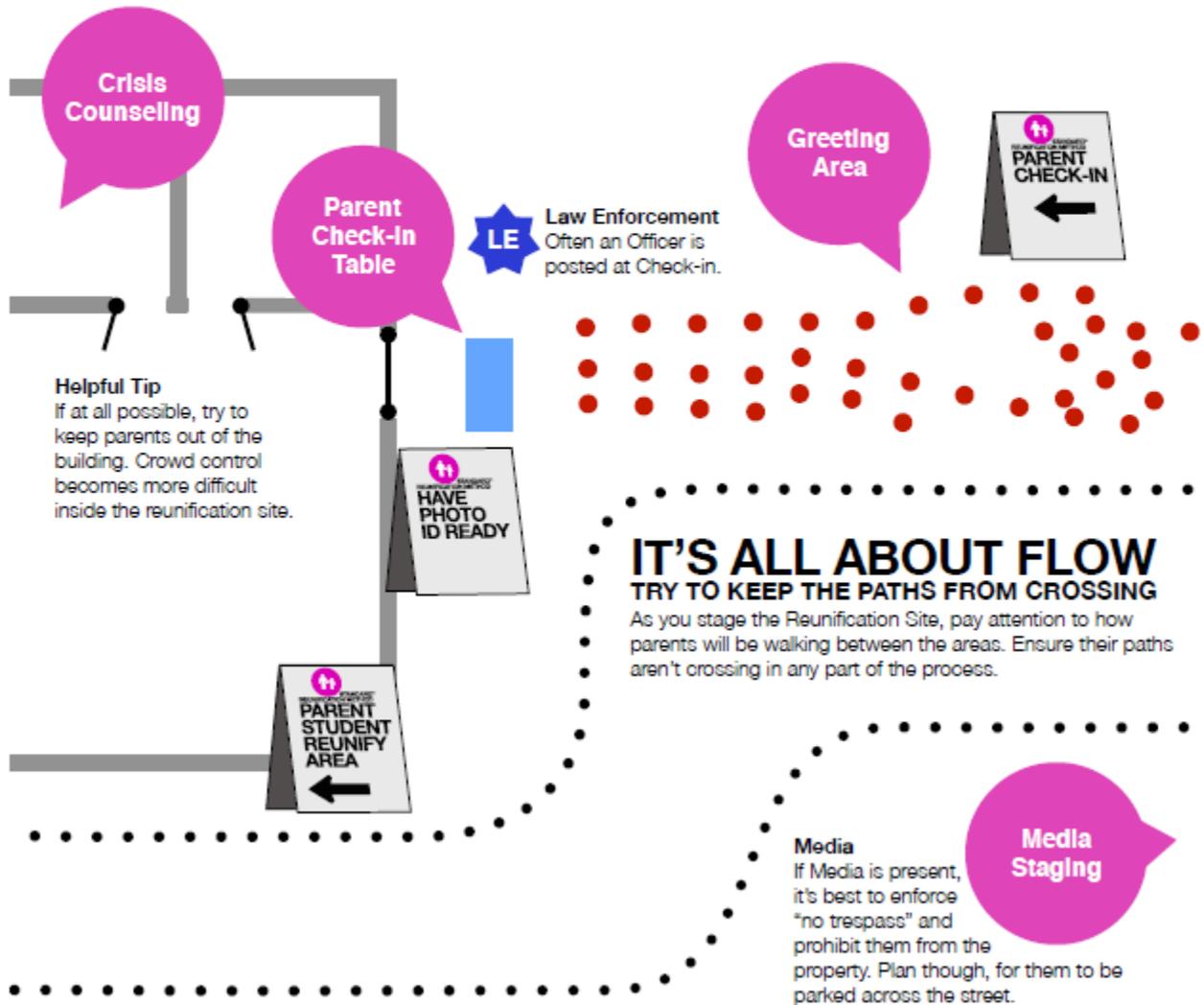
# Reunification Site

## CHECK-IN TABLE SET UP MULTIPLE LINES

Establish parallel check-in lines based on first initial of last name. Checkers verify ID and custody.

## REUNIFICATION AREA PARENT STUDENT REUNIFICATION

As their tasks are completed, Greeters and Checkers can be reassigned as Reunifiers.



# SRM The Process

## Step 1

### Greetings

As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.

## Step 2

### Parents fill out card

Parents complete the information requested on the card, and begin to self sort into lines.

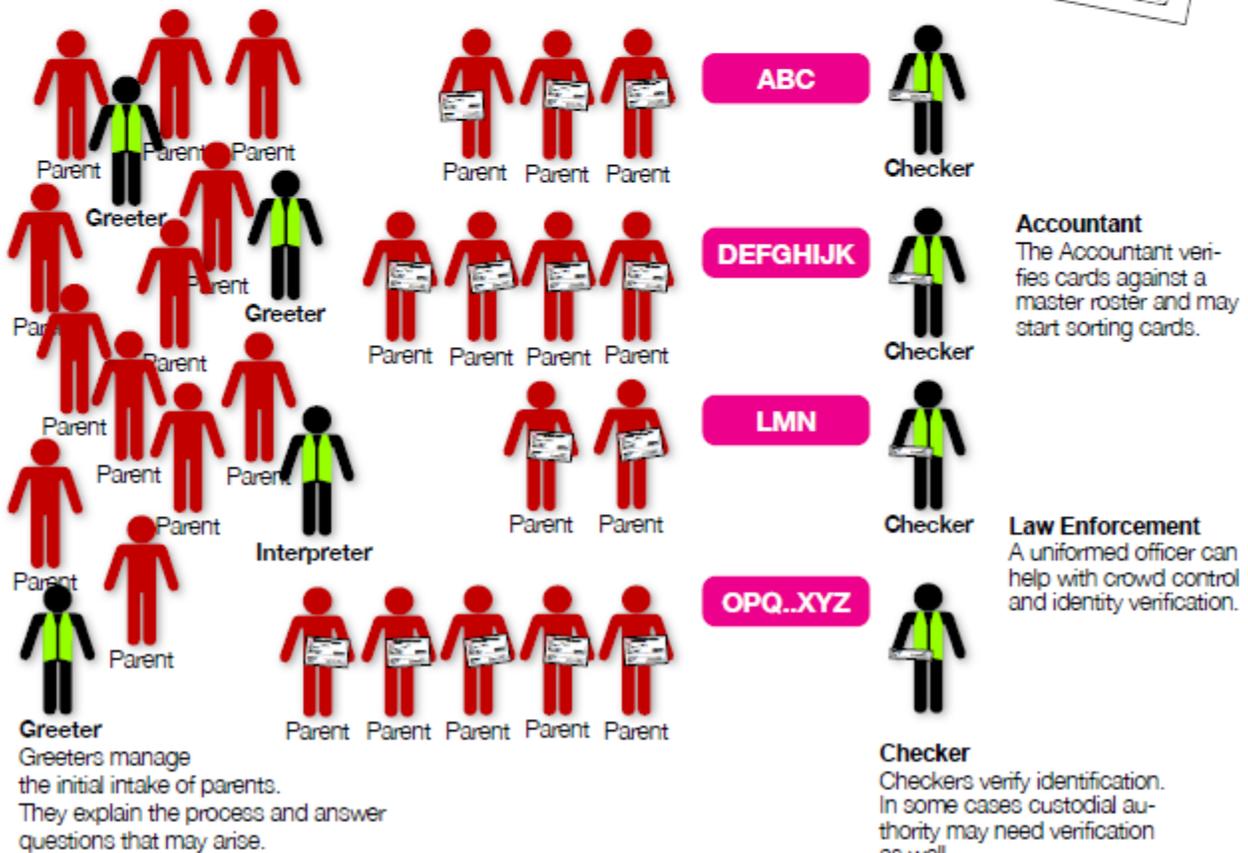
## Step 3

### Checkers Verify ID

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.

**Reunification Information**  
 Student Name: \_\_\_\_\_ Student Cell Phone Number: \_\_\_\_\_  
 Student Grade: \_\_\_\_\_ Student Cell Phone Number: \_\_\_\_\_  
 Name of parent/guardian of student: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Home number of parent/guardian of student: \_\_\_\_\_  
 Readability of student being asked to: \_\_\_\_\_

**Reunification Information**  
 Student Name: Sarah Smith Student Cell Phone Number: 708-554-1030  
 Student Grade: 5th Student Cell Phone Number: 708-554-1030  
 Name of parent/guardian of student: John Smith  
 Address: 214-554-763  
 Home number of parent/guardian of student: 708-554-763  
 Readability of student being asked to: 214-554-763



# in 6 easy steps

## Step 4

### Reunification Area

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to recover the student.

Parent/Teacher completion:	Student Name:	Student Grade:
Parent/Teacher Name:	Parent/Teacher Phone:	Parent/Teacher Email:
Parent/Teacher Address:	Parent/Teacher City:	Parent/Teacher State:
Parent/Teacher Zip:	Parent/Teacher Date:	Parent/Teacher Time:

## Step 5

### Student Reunification

The Reunifier returns the student to their parents asking the student if they feel comfortable leaving with that adult. They then note the time, and initial the bottom of the card.

Parent/Teacher completion:	Student Name:	Student Grade:
Parent/Teacher Name:	Parent/Teacher Phone:	Parent/Teacher Email:
Parent/Teacher Address:	Parent/Teacher City:	Parent/Teacher State:
Parent/Teacher Zip:	Parent/Teacher Date:	Parent/Teacher Time:
Parent/Teacher Initials:	Parent/Teacher Signature:	Parent/Teacher Date:

## Step 6

### Accountability

The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting the cards.

Parent/Teacher completion:	Student Name:	Student Grade:
Parent/Teacher Name:	Parent/Teacher Phone:	Parent/Teacher Email:
Parent/Teacher Address:	Parent/Teacher City:	Parent/Teacher State:
Parent/Teacher Zip:	Parent/Teacher Date:	Parent/Teacher Time:
Parent/Teacher Initials:	Parent/Teacher Signature:	Parent/Teacher Date:



### Principal

It may be beneficial to have the school principal in the area where students and parents are reunited.

## What If?

### the student isn't there?

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.

Parent/Teacher completion:	Student Name:	Student Grade:
Parent/Teacher Name:	Parent/Teacher Phone:	Parent/Teacher Email:
Parent/Teacher Address:	Parent/Teacher City:	Parent/Teacher State:
Parent/Teacher Zip:	Parent/Teacher Date:	Parent/Teacher Time:

## Separate

### the parent from the line

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and brings them to a private location.



### Law Enforcement

A uniformed officer can help with crowd control and keep the peace.



## **SRM THE CARD**

### **REUNIFICATION INFORMATION CARDS**

The Standard Reunification Method was created to manage not just the students, but the parental experience of reunification as well. The Reunification Card is an essential element of the method.

Some might initially protest, “What! More Paperwork?” And the answer is “Yes. Precisely.” Beyond providing a mechanism for accountability, the card demonstrates to parents that there is a process for this. It shows that the school or district has a plan and a method.

The psychology behind the process begins to offer the parent some measure of order in what might be a stressful time. Filling the card out, then separating the top from the bottom, handing the card to the Reunifier, gives the parent feedback, demonstrating progress in the process. The bottom of the card also provides proxy identification for the parent, removing the need to ID them at every phase.

Send it home in advance?

A question often comes up about whether the school should send the cards home in advance and request parents fill out and return them. Certainly an option, but it creates unnecessary work in collecting the cards and diminishes the parent experience. One alternative is to send the cards home, with the handout, and ask parents to complete the card and put it in their car. This gives parents an expectation of the process and some parents will complete the request.

### **AVAILABLE IN SPANISH**

The Reunification Card is also available in Spanish. Check the website for new translations.



## Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name .....

Student Grade ..... Student Cell Phone Number .....

Name of person picking up student .....

Signature .....

Phone number of person picking up student .....

Relationship to student being picked up .....

**School personnel completes:**  
 Photo identification matches name of person picking up student?  
 Yes or No .....

**Parent/Guardian completes:**

Print Student Name Again..... Student Grade .....

Teacher .....

Student Birthday .....

**School personnel completes upon release of student**

DATE..... INITIALS..... OTHER.....

### Reunificación

Primero, queremos agradecerle su paciencia durante esta reunificación. Compartimos la misma meta durante este proceso: Reunir a Ud. y a su estudiante lo más rápido posible. La razón por la cual estamos haciendo esto es que un acontecimiento ha ocurrido en la escuela que nos manda a juntarse personalmente con su niño.

### Instrucciones

1. Por favor complete la información del otro lado de esta tarjeta.
2. Prepare su identificación (si usted no tiene identificación con usted, por favor muévase al lado de la línea/fila, puede tomar un poco verificar su identidad.)
3. Seleccione la fila de registro basada en apellido del estudiante o grado del estudiante.
4. Después del registro, el personal abrirá esta tarjeta en dos y un controlador será enviado para traer a su estudiante. Por favor camine hacia la ubicación de reunificación.
5. Si ha habido una lesión u otras preocupaciones, puede pedirse reunirse con un consejero.
6. Por favor no le quite al personal de la escuela o del distrito. Completaremos esto lo más rápido posible.

### Firma del Padre o Tutor

He leído y entiendo estas instrucciones.

Imprima su Nombre..... Fecha .....

Firma.....

## PRESS READY ARTWORK

The Reunification Cards are press ready for your printer. The artwork is set up for Work and Tumble<sup>1</sup> on 8 1/2" x 11" index card stock. Ask your printer for a strong perforation. There is little worse than a "bad perf" on reunification day.

<sup>1</sup> "In prepress and printing, an imposition or layout in which one plate contains all the images (pages) to be printed on both sides of a sheet. When one side of a job has been printed, the pile of printed sheets is turned over, the edge of the sheet that was the gripper edge for the first side becoming the back edge for the second side. After printing, the sheet is cut in half, yielding two identical units."

<sup>1</sup>Source: *PrintWiki – the Free Encyclopedia of Print*, <http://printwiki.org>

# **STANDARD REUNIFICATION METHOD**

## **STUDENT/PARENT REUNIFICATION**

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat event, danger outside the school or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

## **NOTIFICATION**

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: "The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID. "

## **PARENT/GUARDIAN EXPECTATIONS**

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient.

Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

## **WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?**

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

## **WHAT IF THE STUDENT DROVE TO SCHOOL?**

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

## **HOW IT WORKS**

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

## **REUNIFICATION CARDS**

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their student’s last name. While in line, parents are asked to fill out a reunification card.

This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

## **BRING ID TO CHECK IN**

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

## **INTERVIEWS AND COUNSELING**

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information

**APPENDIX D**

**Stillwater Public Schools'  
Athletic Emergency Action Plan**

# Stillwater Public Schools' Athletic Emergency Action Plan



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## Emergency Action Plan

Emergency situations may arise anytime during athletic events. Expedient action must be taken in order to provide the best possible care to the sport participant in emergencies and/or life threatening conditions. The development and implementation of an emergency action plan will help ensure that the best care will be provided.

As emergencies could occur at any time during an activity, the sports medicine department and athletic staff must be prepared. Athletic Organizations have a duty to develop an emergency plan that may be implemented immediately when necessary and to provide appropriate standards of emergency care to all sports participants. This preparation involves formulation of an emergency action plan, proper coverage of events, maintenance of appropriate medical emergency equipment and supplies, utilization of appropriate medical emergency personnel, and continuing education in the area of emergency medicine and planning. Hopefully, through careful pre-participation physical screenings, adequate medical coverage, safe practice and training techniques, and other safety avenues, some potential emergencies may be averted. However, accidents and injuries are inherent with sports participation. But, with proper preparation on the part of the Sports Medicine Team, each emergency situation should be managed appropriately.

### Components of the Emergency Action Plan

1. Emergency Personnel
2. Roles of First Responders
  - a) Activating Emergency System
3. Emergency Communication
4. Emergency Equipment
5. Emergency Transportation
6. Venue Directions with Map
7. Individual Sports/Facility's EAP
  - a) Babcock Park
  - b) Colvin Recreation Center
  - c) Couch Park Baseball Field
  - d) Couch Park Softball Field
  - e) Couch Park Tennis Courts
  - f) Junior High Auxiliary Gymnasium
  - g) Junior High Basketball Gymnasium
  - h) Junior High Football Field
  - i) Lakeside Memorial Golf Course
  - j) Links at Stillwater
  - k) "Old Gymnasium"
  - l) Pioneer Fieldhouse Gymnasium
  - m) Pioneer Stadium
  - n) Stillwater Country Club Golf Course
  - o) Stillwater Middle School
  - p) Stillwater YMCA
  - q) Sunset Park
  - r) Weight Room
  - s) West Gymnasium
8. On-Field Emergency Protocol
9. Emergency Action Plan Checklist for non-medical emergencies

### Emergency Action Plan Personnel

During athletic practice or competition, the first responder to an emergency is typically a member of the sports medicine staff. Most commonly this staff member is a certified athletic trainer, but may also be a coach, administrator, or physician. A team physician may not always be present at every organized practice or competition though. The type and degree of sports medicine coverage for an athletic event may vary widely based on such factors as the sport or activity, the setting, the type of training, or competition.

### **Roles of First Responders**

The development of an emergency action plan cannot be complete without the formation of an emergency team. The emergency team may consist of a number of healthcare providers including physicians, emergency medical technicians, certified athletic trainers, student athletic trainers, coaches, managers, and possibly bystanders. Roles of these individuals within the emergency team may vary depending on various factors such as the number of members of the team, the athletic venue itself, or the preference of the Head Athletic Trainer. There are four basic roles within the emergency medical team.

1. The first and most important role is establishing safety of the scene and immediate care of the athlete. Acute care (immediate care) should be provided by the most qualified individual on the scene. Individuals with lower credentials should yield to those with more appropriate training.
2. EMS activation may be necessary in situations where emergency transportation is not already present at the sporting event. This should be done as soon as the situation is deemed an emergency or a life-threatening event. Time is the most critical factor under emergency conditions. Activating the EMS system may be done by anyone on the team. However, the person chosen for this duty should be someone who is calm under pressure and who communicates well over the telephone. This person should also be familiar with the location and address of the sporting event.

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### **Activating the EMS System**

#### **Making the Call:**

- Notify emergency personnel at 911

#### **Providing Information**

- Name, address, telephone number of caller
- Nature of emergency, whether medical or non-medical
- Number of athletes injured
- Condition of athletes (breathing, not breathing, pulse, no pulse, bleeding, conscious, unconscious)
- First Aid treatment initiated by first responder (blood control, CPR, etc.)
- Specific directions as needed to location of injured athlete (see individual sport EAP)
- Other information requested by dispatcher

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3. Equipment retrieval may be done by anyone on the emergency team who is familiar with the types and locations of the specific equipment needed. Student athletic trainer aides, managers, and coaches are good choices for this role.
  4. Directing EMS to the scene is the fourth role. One member of the team should be responsible for meeting emergency medical personnel as they arrive at the site of the emergency. Depending on the ease of access, this person should have keys to any locked gates or doors that may slow the arrival of the medical personnel. An administrator, the athletic director or coach may be appropriate for this role.

### **Emergency Communication**

Communication is key to quick emergency response. Athletic trainers and emergency medical personnel must work together to provide the best emergency response capable and should have contact information established as part of pre-planning for emergency situations. Communication prior to the event is a good way to establish boundaries and to build rapport between both groups of professionals. If emergency medical transportation is not available on site during a particular sporting event, then direct communication with the emergency medical system at the time of the injury or illness is necessary.

Access to a working telephone or other telecommunication device, whether fixed or mobile, should be assured. The communications system should be checked prior to each practice or competition to ensure proper working order. A back-up communication plan should be in effect should there be failure of the primary communication system. A cellular phone is preferred if available. At any athletic venue, whether home or away, it is important to know the location of a workable telephone. Pre-arranged access to the phone should be established if not easily accessible.

### **EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

### **SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

### **ATHLETIC OFFICE STAFF**

- **High School Athletic Office-(405) 533-6338**
- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**

### **Emergency Equipment**

All necessary emergency equipment should be at the site and quickly accessible. An automated external defibrillator (AED) should be present during all athletic practices and competitions. During regular after school practices, the AED may be located wherever a certified athletic trainer is present, which is in the Athletic Training Room or on the football field. During home events, it will be located on the sideline, court, or dugout depending upon the sporting event that is taking place. If there are multiple sports taking place at the same time, the certified athletic trainer will use his/her discretion as to the location of the AED. Every venue has an AED nearby. Personnel should be familiar with the function and operation of each type of emergency equipment. Equipment should be in good operating condition and personnel must be trained in advance to use it properly. Emergency equipment available should be appropriate for the level of training of the emergency medical staff. Creating an equipment inspection log book for continued inspection throughout the year is strongly recommended. It is also recommended that a few members of the emergency team be trained and responsible for the care of the equipment.

It is important to know the proper way to care for and store the equipment. Equipment should be stored in a clean and environmentally controlled area. It should be readily available when emergency situations arise.

### **Medical Emergency Transportation**

In the medical emergency evaluation, the primary survey assists the emergency care provider in identifying emergencies requiring critical intervention and in determining transport decisions. In an emergency situation, the athlete should be transported by ambulance where the necessary staff and equipment is available to deliver appropriate medical care. Emergency care providers should refrain from transporting unstable athletes in inappropriate vehicles. Care must be taken to ensure that the activity areas are supervised should the emergency care provider leave the site in transporting the athlete. Any emergency situations where there is impairment in level of consciousness (LOC), airway, breathing, or circulation (ABC) or there is neurovascular compromise should be considered a “load and go” situation with emphasis placed on rapid evaluation, treatment and transportation. In order to provide the best possible care for Stillwater Public Schools’ Athletics, all athletes should be transported to a local hospital of the parent’s choice.

### **Non-Medical Emergencies**

For the following non-medical emergencies; fires, bomb threats, severe weather and violent or criminal behavior, refer to the emergency action plan checklist for the particular sport and follow the instructions.

## EMERGENCY ACTION PLAN

### BABCOCK PARK

**Address: 19th Ave & Western Rd., Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to what field you are on at Babcock Park. Directions for Lifenet are: When heading to Babcock Park take a left onto N Boomer Rd then a right on Duck St, right on Hall of Fame and follow the curve to take you down towards 6th Ave. The road changes into Western Rd. Take Western Rd down past 12th Ave. and go over the bridge that crosses over Stillwater Creek and then take a right into the second driveway entrance to the parking lot for the fields at Babcock Park. Continue onto the field.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the field to their respective vehicles . All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock

down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

**EMERGENCY PHONE NUMBERS:**

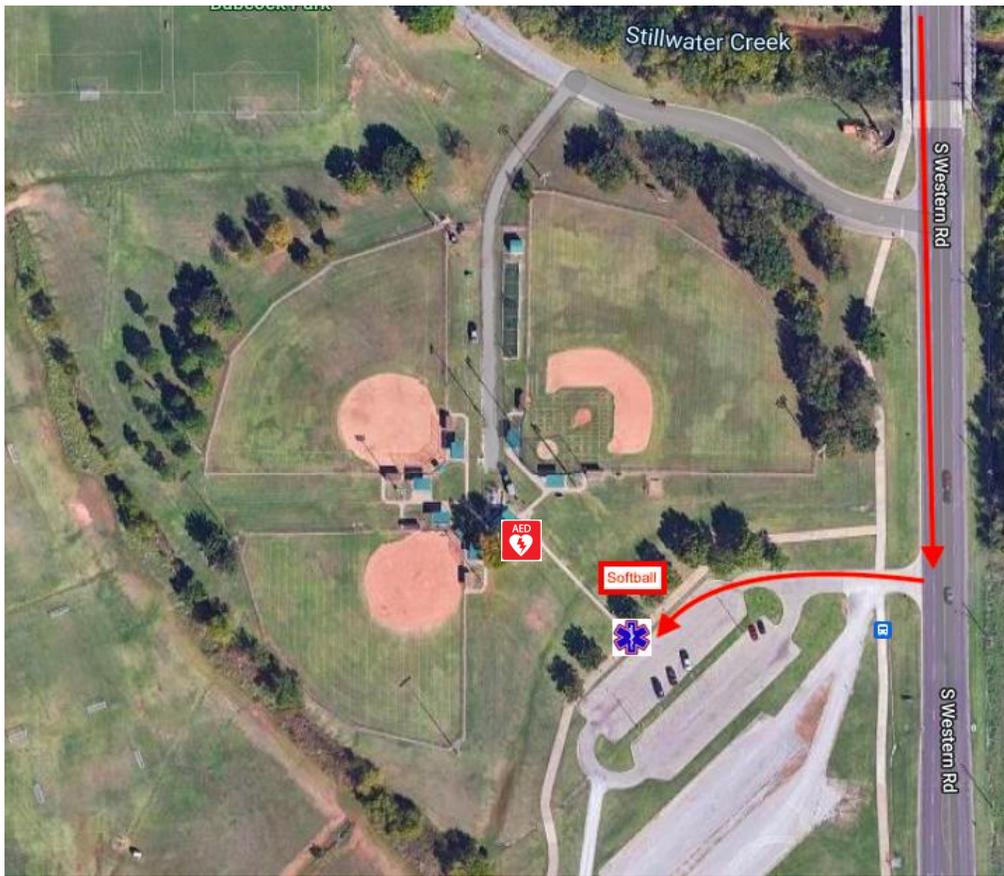
- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

**ATHLETIC OFFICE STAFF**

- **High School Athletic Office-(405) 533-6338**
- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**COLVIN RECREATION CENTER**

**Address: 1651 W Hall of Fame Ave., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Colvin Recreation Center. Directions for Lifenet are: Go South on Washington St and stay on that road until you hit Hall of Fame Ave. Take a right onto Hall of Fame Ave. and then a left onto Cleveland St. For the tennis courts and the Colvin Center Annex take a right onto Farm Rd.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the courts to their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

## EMERGENCY PHONE NUMBERS:

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

## SPORTS MEDICINE STAFF

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- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**COUCH PARK BASEBALL FIELD**

**Address: 800 E 12th Ave, Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) may be located in the dugout during all practices and games.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Couch Park Baseball Field. Directions for Lifenet are: go South on N Boomer Rd. until you reach McElroy Rd. Turn left onto McElroy Rd and take that road East until Perkins Rd. (N 3340 Rd.). Turn right onto Perkins Rd. and go South until you get to E 12<sup>th</sup> Ave. Turn left onto E 12<sup>th</sup> Ave. and go over the railroad tracks. Then turn right onto E Alcott Ave. past the parking lot for the public swimming pool. The baseball field will be on your left. After turning left off of E Alcott Ave, the field will be the one on the left and not the right. Continue onto the field.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the field to their respective locker rooms. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for**

counting the players and making sure that everyone is accounted for. In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

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- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
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- **Athletic Training Room-(405) 707-5359**
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- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**COUCH PARK SOFTBALL FIELD**

**Address: 800 E 12th Ave, Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) may be located in the dugout during all practices and games.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency)
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Couch Park Softball Field. Directions for Lifenet are: go South on N Boomer Rd. until you reach McElroy Rd. Turn left onto McElroy Rd and take that road East until Perkins Rd. (N 3340 Rd.). Turn right onto Perkins Rd. and go South until you get to E 12<sup>th</sup> Ave. Turn left onto E 12<sup>th</sup> Ave. and go over the railroad tracks. Then turn right onto E Alcott Ave. past the parking lot for the public swimming pool. The softball field will be on your left. After turning left off of E Alcott Ave, the field will be the one on the right and not the left. Continue onto the field.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the field to their respective locker rooms. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for**



## COUCH PARK TENNIS COURTS

**Address: 800 E 12th Ave, Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the tennis courts. Directions for Lifenet are: go South on N Boomer Rd. until you reach McElroy Rd. Turn left onto McElroy Rd and take that road East until Perkins Rd. (N 3340 Rd.). Turn right onto Perkins Rd. and go South until you get to E 12<sup>th</sup> Ave. Turn left onto E 12<sup>th</sup> Ave. and go past the public swimming pool. The courts will be on your right. Turn into the parking lot. Continue onto the courts.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the courts to their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the courts by exiting the courts into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

**EMERGENCY PHONE NUMBERS:**

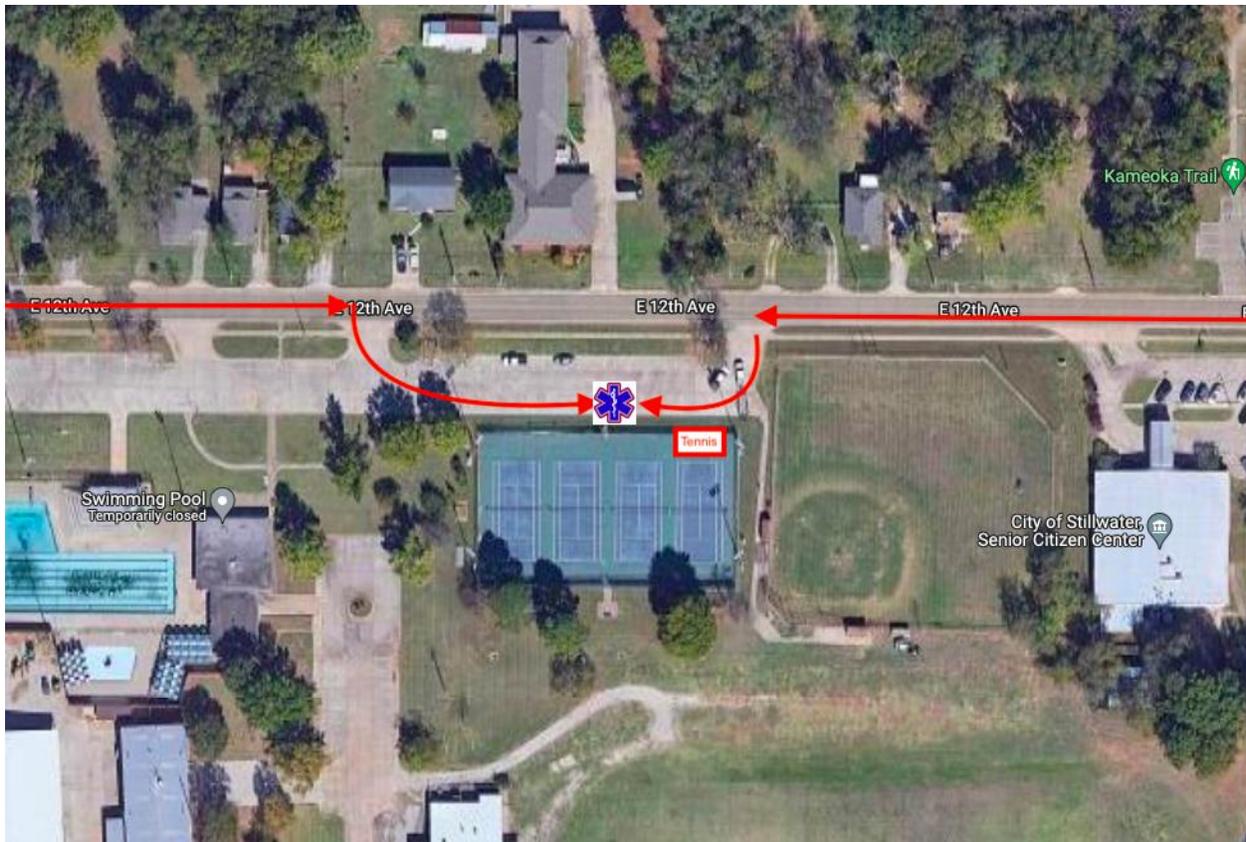
- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

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**ATHLETIC OFFICE STAFF**

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- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**JUNIOR HIGH AUXILIARY GYMNASIUM**

**Address: 1900 N Skyline St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) is located in the main office and in the hallway outside of the Junior High Basketball Gymnasium.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Junior High Basketball Gymnasium. Directions for Lifenet are: go North on N Boomer Rd. and turn on to W Lakeview Rd. Take E Lakeview Rd. past the Goodwill. Turn right onto N Benjamin St. and follow the road onto E Dell Ave. which turns into N Grandview St. after a sharp turn. Then take a left onto Kraye Ave. After another sharp turn, Kraye Ave. turns into N Skyline St. The Junior High will be on your right. Turn into the large parking lot off of N Skyline St. Then continue into the Gymnasium through the East doors.
  - h. Open appropriate doors.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the courts to their respective locker rooms. All spectators and fans will be encouraged to move into the locker rooms. In the event of a fire or bomb threat, the teams/players should vacate the court into their respected locker rooms. **The coaches will be responsible for counting the players**

and making sure that everyone is accounted for. In the event of a campus lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

**ATHLETIC OFFICE STAFF**

- **High School Athletic Office-(405) 533-6338**
- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### JUNIOR HIGH BASKETBALL GYMNASIUM

**Address: 1900 N Skyline St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) is located in the hallway right outside the gymnasium during all practices and games.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Junior High Basketball Gymnasium. Directions for Lifenet are: go North on N Boomer Rd. and turn on to W Lakeview Rd. Take E Lakeview Rd. past the Goodwill. Turn right onto N Benjamin St. and follow the road onto E Dell Ave. which turns into N Grandview St. after a sharp turn. Then take a left onto Kraye Ave. After another sharp turn, Kraye Ave. turns into N Skyline St. The Junior High will be on your right. Turn into the large parking lot off of N Skyline St. Then continue into the Gymnasium through the South doors.
  - h. Open appropriate doors.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes to their respective locker rooms. All spectators and fans will be encouraged to move into the hallway right outside the gymnasium or the locker rooms. In the event of a fire or bomb threat, the teams/players should vacate the court by exiting into their respected locker rooms. **The coaches**

will be responsible for counting the players and making sure that everyone is accounted for. In the event of a campus lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

**ATHLETIC OFFICE STAFF**

- **High School Athletic Office-(405) 533-6338**
- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**JUNIOR HIGH FOOTBALL FIELD**

**Address: 1900 N Skyline St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) is located in the main office and in the hallway outside of the Junior High Basketball Gymnasium.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Pioneer Stadium. Directions for Lifenet are: go North on N Boomer Rd. and turn on to W Lakeview Rd. Take E Lakeview Rd. past the Goodwill. Turn right onto N Benjamin St. and follow the road onto E Dell Ave. which turns into N Grandview St. after a sharp turn. Then take a left onto Kraye Ave. After another sharp turn, Kraye Ave. turns into N Skyline St. The Junior High will be on your right. Turn into the large parking lot off of N Skyline St. Continue straight onto field/track.
  - h. Open appropriate gates (gates located on the Southeast corner of the stadium).
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the field/track to their respective locker rooms. All spectators and fans will be encouraged to move to the locker rooms. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for**

counting the players and making sure that everyone is accounted for. In the event of a campus lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
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- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

**ATHLETIC OFFICE STAFF**

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- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### LAKESIDE MEMORIAL GOLF COURSE

**Address: 5201 N Washington St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Lakeside Memorial Golf Course. Directions for Lifenet are: Go North on Washington St. and turn right at the entrance of Lakeside Memorial Golf Course and follow the parking lot to the clubhouse which will be on the Northeast side of the parking lot.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the course to the clubhouse or their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

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- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### LINKS AT STILLWATER

**Address: 4599 N Washington St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Links at Stillwater. Directions for Lifenet are: Go North on Washington St and turn right at the entrance of The Links and follow that road to the club house.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the course to the clubhouse or to their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

## **EMERGENCY PHONE NUMBERS:**

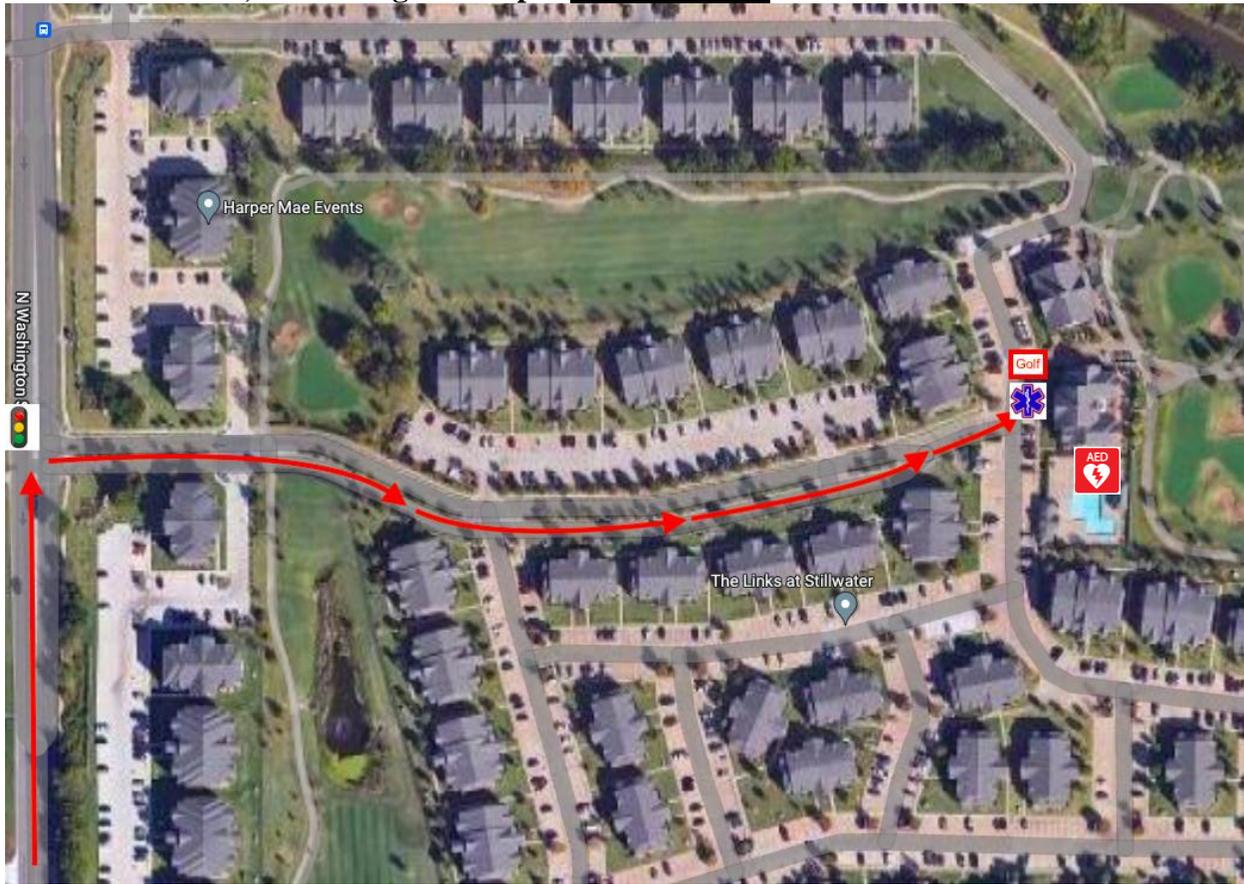
- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

## **SPORTS MEDICINE STAFF**

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- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

## **ATHLETIC OFFICE STAFF**

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- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### “OLD GYMNASIUM”

**Address: 1224 N Husband St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer’s kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) is located in the Northwest corner of the Field House in the Athletic Training room.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency)
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Pioneer Field House Gymnasium. Directions for Lifenet are: enter off of N Husband St. and continue through the parking lot. Come through the Southeast doors leading to the Gymnasium which are just North of the Pioneer Field House Gymnasium.
  - h. Open appropriate doors (doors located on Southeast side of building).
  - i. Assign an individual to “flag down” EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of severe weather (tornadoes, hail storms, etc.) move all individuals into the locker rooms. In the event of a fire, have all athletes exit in accordance with coach’s instructions to the exterior of the building until the scene is safe. Have all spectators exit through the nearest exit and wait until the scene is safe. **The coaches are responsible for counting the student athletes to make sure that all are accounted for.** In the event of a bomb threat, all athletes are to exit the building in accordance with coach’s instructions and wait until an all clear signal is obtained and authorities have allowed re-entry into the building. In the event of a campus lock

down due to criminal activity, all athletes are to report to their locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

### **EMERGENCY PHONE NUMBERS:**

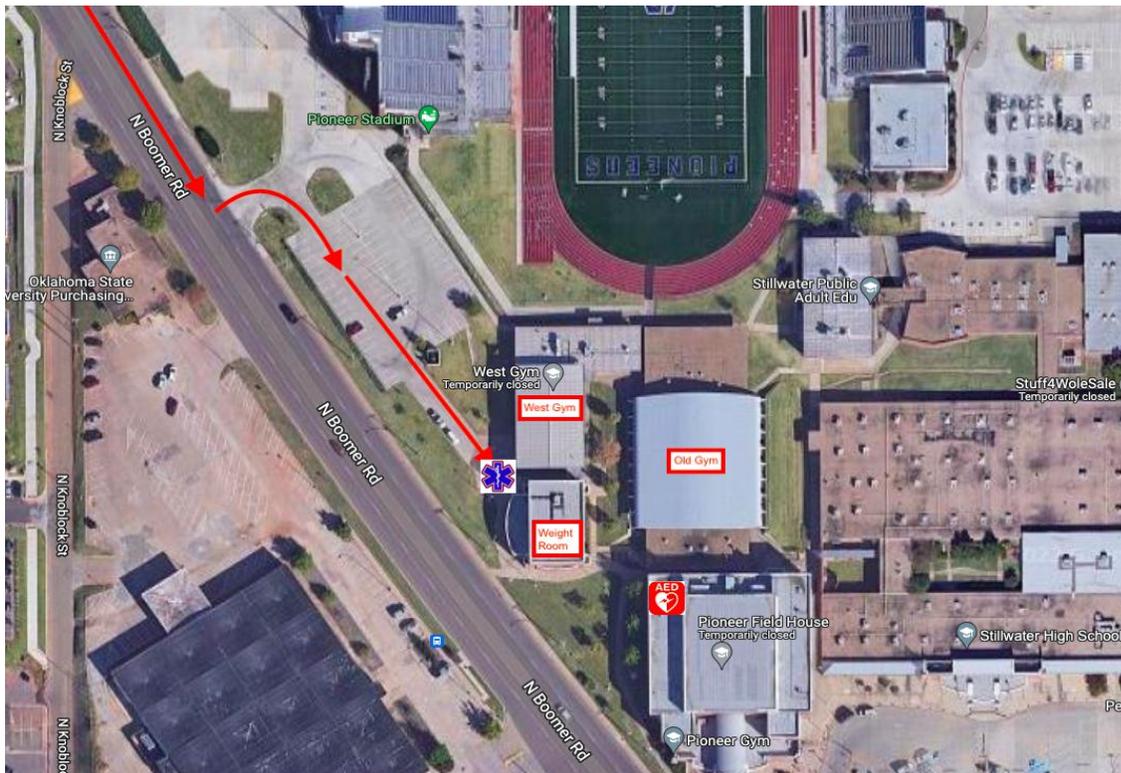
- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

### **SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

### **ATHLETIC OFFICE STAFF**

- **High School Athletic Office-(405) 533-6338**
- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**PIONEER FIELDHOUSE GYMNASIUM**

**Address: 1224 N Husband St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) may be located on the sideline and in the hallway near the court.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency)
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Pioneer Field House Gymnasium. Directions for Lifenet are: enter off of N Husband St. and continue through the parking lot. Come through the South doors leading to the Gymnasium.
  - h. Open appropriate doors (doors located on the South side of the building).
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of severe weather (tornadoes, hail storms, etc.) move all individuals into the locker rooms or hallways. In the event of a fire, have all athletes exit in accordance with coach's instructions to the exterior of the building until the scene is safe. Have all spectators exit through the nearest exit and wait until the scene is safe. **The coaches are responsible for counting the student athletes to make sure that all are accounted for.** In the event of a bomb threat, all athletes are to exit the building in accordance with coach's instructions and wait until an all clear signal is obtained and authorities have allowed re-entry into the building. In the event of a campus lock down due to criminal activity, all athletes are to report to their locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

**EMERGENCY PHONE NUMBERS:**

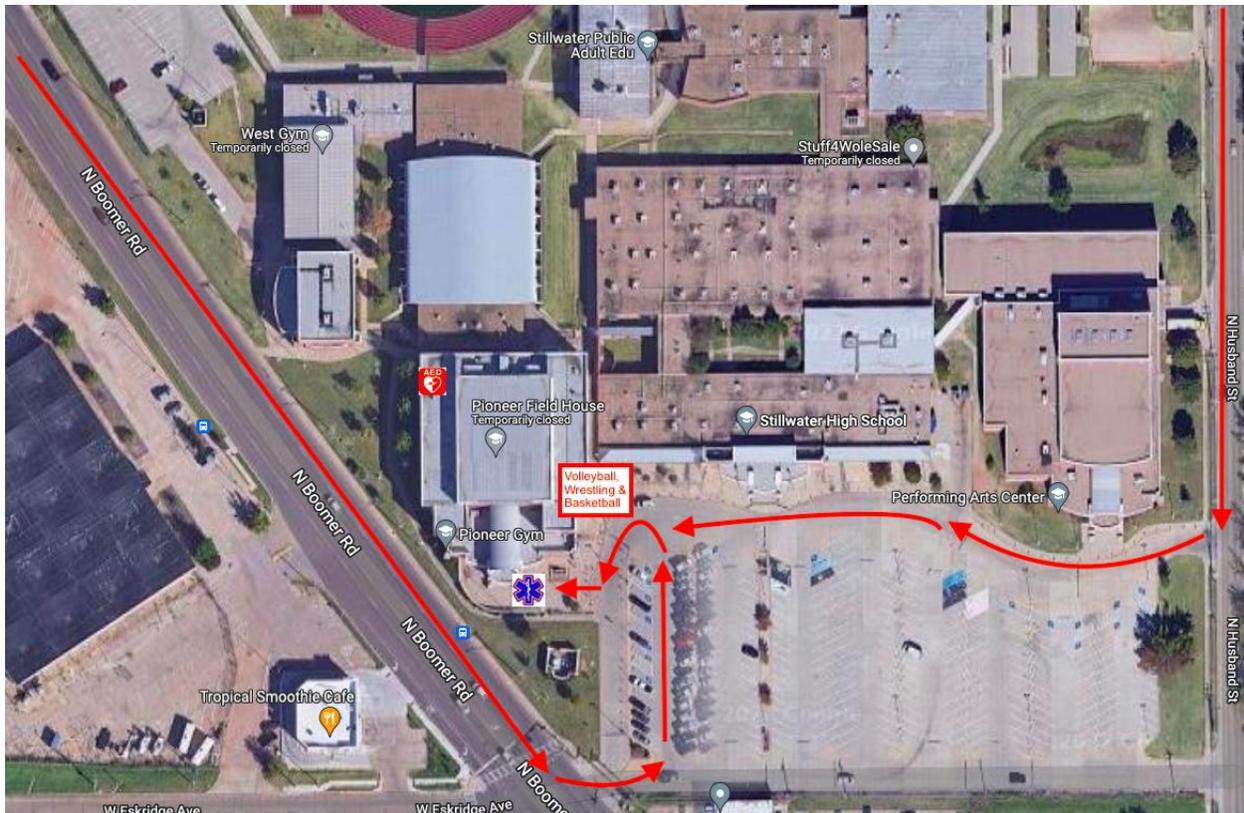
- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

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- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### PIONEER STADIUM

**Address: 1224 N Husband St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) may be located on the football field during all practices and games/meets, the football locker room, and the first aid station on the home side.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Pioneer Stadium. Directions for Lifenet are: enter off of N Husband St. and turn into the parking lot. Continue straight onto the field/track.
  - h. Open appropriate gates (gates located on the Southeast corner of the stadium).
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the field/track to their respective locker rooms. All spectators and fans will be encouraged to move underneath the bleachers or to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a campus lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

## EMERGENCY PHONE NUMBERS:

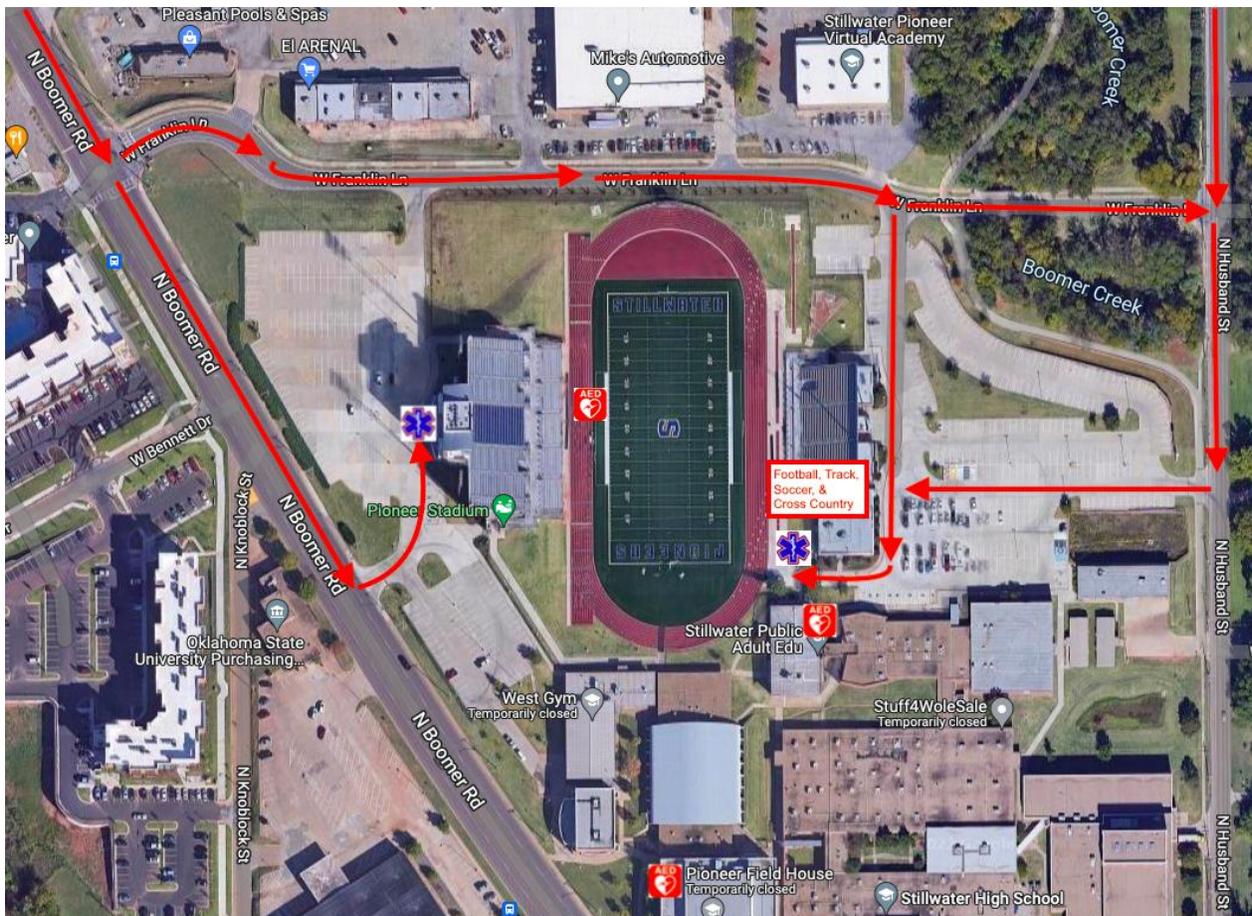
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  - **OFFICE: (405) 707-5120**

## SPORTS MEDICINE STAFF

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- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### STILLWATER COUNTRY CLUB GOLF COURSE

**Address: 5215 W Country Club Dr., Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Stillwater Country Club Golf Course. Directions for Lifenet are: Go West on Lakeview Rd and then take a left on Country Club Rd. Follow that road down to Country Club Dr. and then the clubhouse will be on the left side of the road.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the course to the clubhouse or to their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

## **EMERGENCY PHONE NUMBERS:**

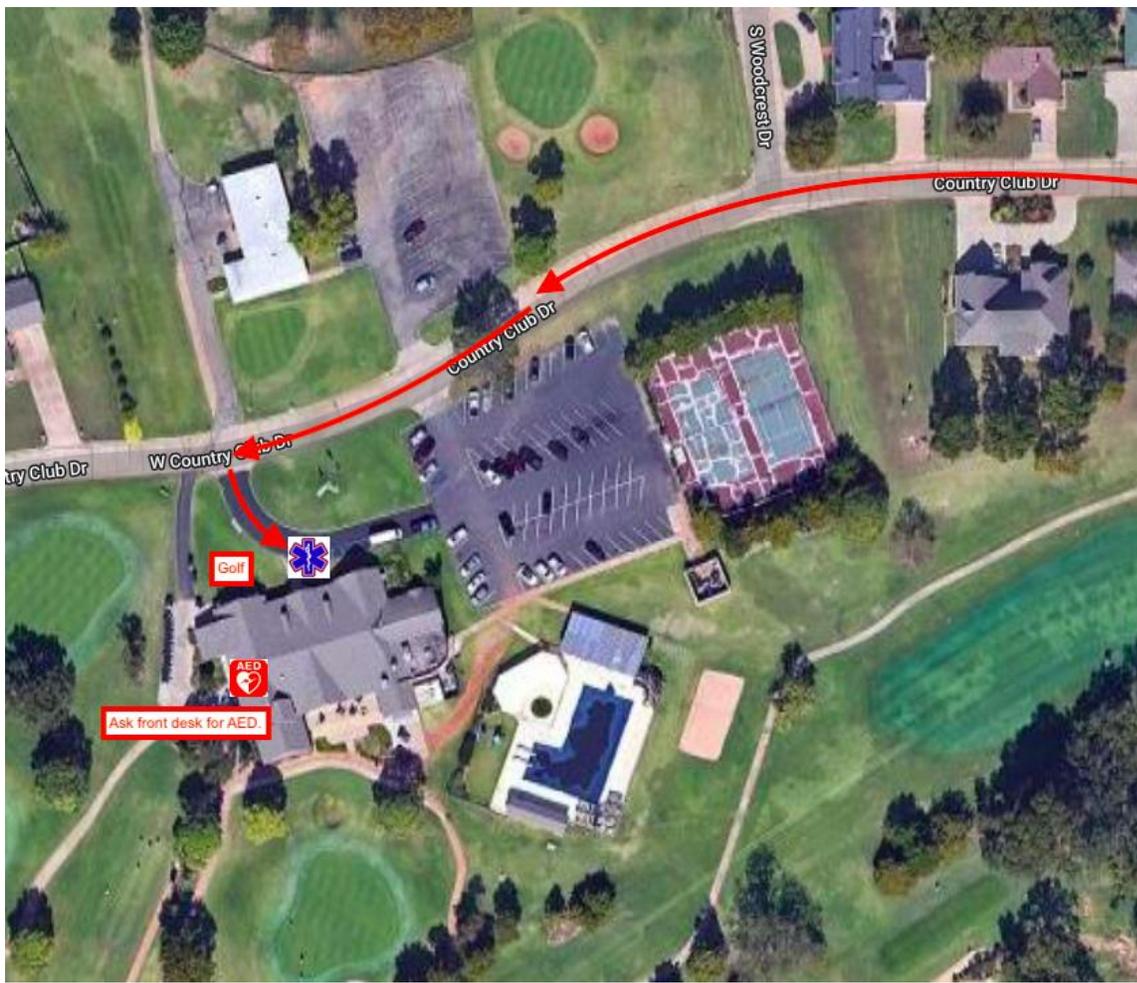
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  - **OFFICE: (405) 707-5120**

## **SPORTS MEDICINE STAFF**

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## **ATHLETIC OFFICE STAFF**

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- **Jim Vestal, Junior High Principal-(918) 852-5884**



**EMERGENCY ACTION PLAN**  
**STILLWATER MIDDLE SCHOOL**

**Address: 2200 S Sangre Rd., Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) may be located in the hallway right outside of the gymnasium for all practices and games.

**ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Stillwater Middle School. Directions for Lifenet are: Go South onto N Boomer Rd then a right on Duck St, right on Hall of Fame and follow the curve to take you down towards 6th Ave. Take a slight turn to the right onto 6th Ave and then take a left onto Sangre Rd. Follow Sangre Rd. down to the middle school and turn into the parking lot.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

**SAFETY LOCATIONS:**

In the event of severe weather (tornadoes, hail storms, etc.) move all individuals into the locker rooms. In the event of a fire, have all athletes exit in accordance with coach's instructions to the exterior of the building until the scene is safe. Have all spectators exit through the nearest exit and wait until the scene is safe. **The coaches are responsible for counting the student athletes to make sure that all are accounted for.** In the event of a bomb threat, all athletes are to exit the building in accordance with coach's instructions and wait until an all clear signal is

obtained and authorities have allowed re-entry into the building. In the event of a campus lock down due to criminal activity, all athletes are to report to their locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

- **Aaron Harmon, Head Athletic Trainer-(405) 880-4263**
- **Brionna Belcher, Assistant Athletic Trainer - (918) 688-8850**
- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

**ATHLETIC OFFICE STAFF**

- **High School Athletic Office-(405) 533-6338**
- **Brian Warwick, High School Athletic Director-(405) 714-8146**
- **Chad Cawood, Assistant Athletic Director-(405) 762-6181**
- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### STILLWATER YMCA

**Address: 204 S Duck St., Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) may be located in the pool area and in the hallway right outside the pool area for all practices and games.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Stillwater YMCA. Directions for Lifenet are: Go South onto Washington St and then merge onto N Boomer Rd, then take a right onto Duck St. Stay on Duck St. until you reach the YMCA, it will be on the right side of the road between Maple St. and 3rd Ave. There is a circle drive on the East side of the building or a parking lot on the South side of the building.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the pool to the commons area or their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a

lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

**EMERGENCY PHONE NUMBERS:**

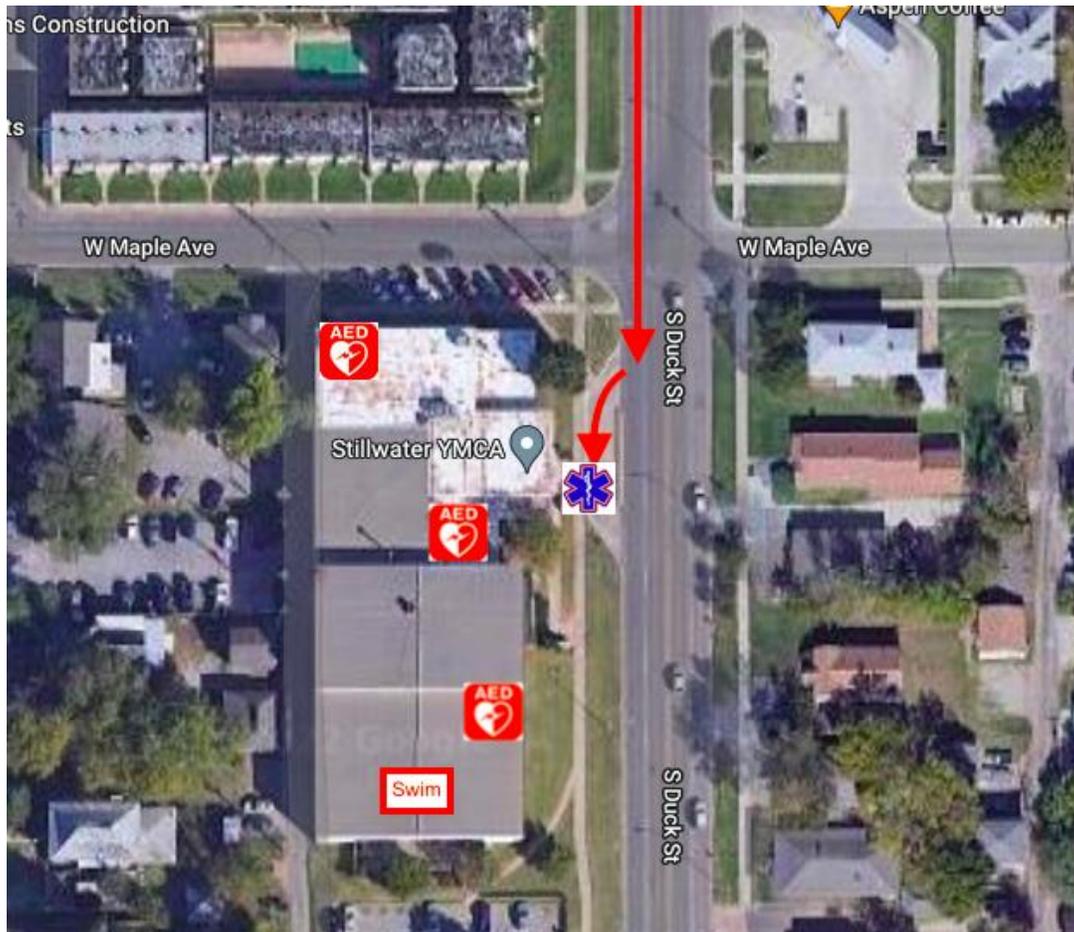
- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

**SPORTS MEDICINE STAFF**

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- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

**ATHLETIC OFFICE STAFF**

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- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### SUNSET PARK

**Address: 701 S Washington St., Stillwater, OK 74074**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Sunset Park. Directions for Lifenet are: Go South onto Washington St and then merge onto N Boomer Rd, then take a right onto Duck St. and stay on that until 8th Ave. Take a right at 8th Ave. and then the tennis courts will be on your right side at the corner of 8th Ave. and Washington St.  
**ALTERNATE ROUTE:** Go South onto Washington St and then merge onto N Boomer Rd, then take a right onto Duck St. Take a right onto 6th Ave and then a left onto S Washington St.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the courts to their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock

down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

**EMERGENCY PHONE NUMBERS:**

- **EMERGENCY NUMBER: 911**
- **Jeremy Hooten, OFFICER: (405) 762-1413**
  - **OFFICE: (405) 707-5120**

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- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### WEIGHT ROOM

**Address: 1224 N Husband St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) is located in the Northwest corner of the Field House in the Athletic Training room.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency)
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the Pioneer Field House Gymnasium. Directions for Lifenet are: enter off of N Husband St. and continue through the parking lot. Come through the South doors which are located just Northwest of the Pioneer Field House Gymnasium.
  - h. Open appropriate doors (doors located on South side of building).
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of severe weather (tornadoes, hail storms, etc.) move all individuals into the locker rooms. In the event of a fire, have all athletes exit in accordance with coach's instructions to the exterior of the building until the scene is safe. Have all spectators exit through the nearest exit and wait until the scene is safe. **The coaches are responsible for counting the student athletes to make sure that all are accounted for.** In the event of a bomb threat, all athletes are to exit the building in accordance with coach's instructions and wait until an all clear signal is obtained and authorities have allowed re-entry into the building. In the event of a campus lock

down due to criminal activity, all athletes are to report to their locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

### **EMERGENCY PHONE NUMBERS:**

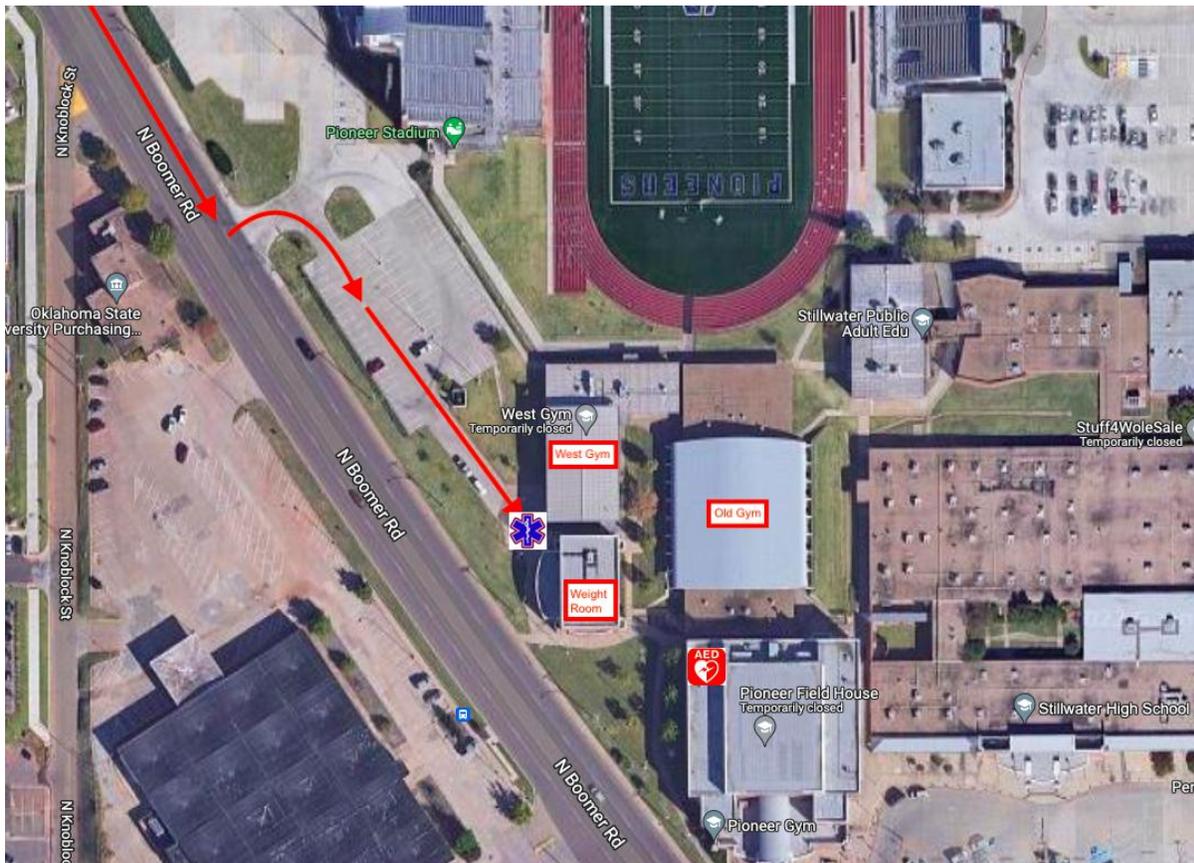
- **EMERGENCY NUMBER: 911**
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  - **OFFICE: (405) 707-5120**

### **SPORTS MEDICINE STAFF**

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- **Athletic Training Room-(405) 707-5359**
- **Ortho Oklahoma-(405) 707-0900**

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- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### WEST GYMNASIUM

**Address: 1224 N Husband St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. The automatic external defibrillator(AED) is located in the Northwest corner of the Field House in the Athletic Training room.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency)
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to the West Gymnasium. Directions for Lifenet are: enter off of N Husband St. and continue through the parking lot. Come through the South doors which are just West of the "Old Gymnasium".
  - h. Open appropriate doors (doors located on the Southeast side of the building).
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of severe weather (tornadoes, hail storms, etc.) move all individuals into the locker rooms. In the event of a fire, have all athletes exit in accordance with coach's instructions to the exterior of the building until the scene is safe. Have all spectators exit through the nearest exit and wait until the scene is safe. **The coaches are responsible for counting the student athletes to make sure that all are accounted for.** In the event of a bomb threat, all athletes are to exit the building in accordance with coach's instructions and wait until an all clear signal is obtained and authorities have allowed re-entry into the building. In the event of a campus lock

down due to criminal activity, all athletes are to report to their locker rooms, if safe to do so, until the all clear signal is given by campus security or another high school official.

**EMERGENCY PHONE NUMBERS:**

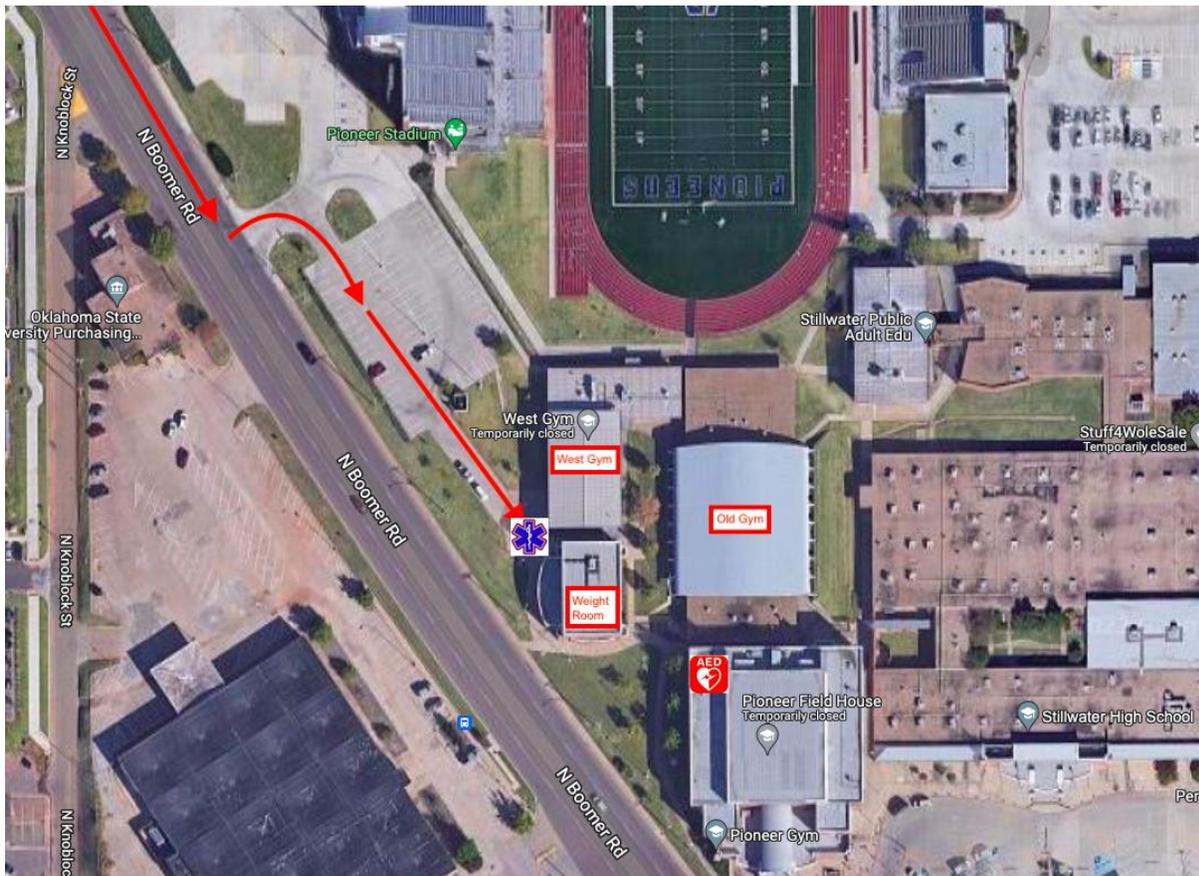
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- **Jim Vestal, Junior High Principal-(918) 852-5884**



## EMERGENCY ACTION PLAN

### WHITTENBERG PARK

**Address: 5500 N Washington St., Stillwater, OK 74075**

**EMERGENCY PERSONNEL:** A certified athletic trainer may be on-site for all practices and competitive events. Student athletic trainer aides may be present when supervised by a certified athletic trainer.

**EMERGENCY COMMUNICATION:** Cell phone of the certified athletic trainers, coaches or person making the emergency call will be used.

**EMERGENCY EQUIPMENT:** First aid supplies (athletic trainer's kit, biohazard bags, splints, crutches, and braces). The crutches, braces, and immobilizers can be found in the athletic training room located in the Pioneer Field House Gymnasium. An automatic external defibrillator(AED) may be onsite for all practices and games if one is available.

#### **ROLES OF EMERGENCY CARE TEAM MEMBERS:**

1. Immediate care/assessment of injured/ill student-athlete.
2. Emergency equipment retrieval (appropriate for the emergency).
3. Activate the emergency medical system by calling 911.
  - a. Identify yourself and your role in the emergency.
  - b. Specify the location and telephone number you are calling from.
  - c. Give name of injured individual and approximate age.
  - d. Give the condition of the victim.
  - e. Give an approximate time of the incident/accident.
  - f. Tell the care that is being provided.
  - g. Give specific directions to Whittenberg Park. Directions for Lifenet are: Go North on Washington St. and turn left at the entrance of Whittenberg park and go through the parking lot to get to the fields.
  - h. Open appropriate gates.
  - i. Assign an individual to "flag down" EMS and direct them to the scene (an administrator, the athletic director or coach may be appropriate for this role).

#### **SAFETY LOCATIONS:**

In the event of lightning or severe thunderstorm warnings, move all athletes from the field to their respective vehicles. All spectators and fans will be encouraged to move to their vehicles. In the event of a fire or bomb threat, the teams/players should vacate the field by exiting the field into their respected locker rooms. **The coaches will be responsible for counting the players and making sure that everyone is accounted for.** In the event of a lock down due to criminal activity, all athletes are to report to their respective locker rooms, if safe to do so, until the all clear signal is given by security or another high school official.

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  - **OFFICE: (405) 707-5120**

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