

# **San Juan Island School District**

## **EMERGENCY PROCEDURES HANDBOOK**

**2019-20**



**San Juan Island School District**

**285 Blair Avenue**

**Friday Harbor, WA 98250**

# Contents

<b>PURPOSE</b>	<b>2</b>
<b>PRE-EMERGENCY PLANNING</b>	<b>2</b>
CHECKLISTS	2
EMERGENCY CONTACT SYSTEMS	3
PRESS COMMUNICATIONS	4
EMERGENCY TEAMS	4
<b>STANDARD RESPONSE PROTOCOLS FOR EMERGENCIES</b>	<b>6</b>
LOCKOUT PROCEDURES – <b>CODE BLUE</b>	7
LOCKDOWN PROCEDURES – <b>CODE RED</b>	8
WEAPONS ON SCHOOL PREMISES – <b>CODE BLACK</b>	9
ACTIVE SHOOTER – <b>CODE BLACK</b>	10
HOSTAGE SITUATION – <b>CODE BLACK</b>	11
BOMB THREAT- <b>CODE BLACK</b>	12
EARTHQUAKE – <b>CODE YELLOW</b>	13
FIRE IN SCHOOL BUILDING – <b>CODE GREEN</b>	14
TSUNAMI – <b>CODE GREEN</b>	16
TOXIC CHEMICAL EVENT & HAZARDOUS MATERIAL SPILLS	16
POWER OUTAGES	17
COMMUNICATIONS FAILURE	17
INCLEMENT WEATHER/EMERGENCIES	18
ACCIDENTAL INJURY TO STUDENTS/STAFF/VISITORS	18
SEXUAL ABUSE/ASSAULT	19
ASSAULT/PHYSICAL VIOLENCE	20
CRIMINAL ACTIVITIES	21
APPENDIX I: RIGHTS OF DIVORCED/ESTRANGED PARENTS	23
APPENDIX II: FIRST AID GUIDELINES	25
APPENDIX III: STUDENT ACCIDENT / INCIDENT REPORT	30
APPENDIX IV: EMPLOYEE INCIDENT/ACCIDENT REPORT	32
APPENDIX V: NON-STAFF ACCIDENT/INCIDENT REPORT	35
APPENDIX VI: SJISD DISTRICT NUMBERS	37
APPENDIX VII: LOCAL EMERGENCY PHONE NUMBERS	38
APPENDIX VIII: BOMB THREAT INFORMATION SHEET	39
APPENDIX IX: EXPOSURE CONTROL PLAN	41

## PURPOSE

The purpose of the San Juan Island School District Emergency Procedures Handbook is to identify and respond to incidents by outlining the responsibilities and duties of SJISD and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the district has established guidelines and procedures to respond to incidents/hazards in an effective way.

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## PRE-EMERGENCY PLANNING

### CHECKLISTS

#### **EMERGENCY EQUIPMENT**

##### **OFFICE KIT:**

- Description of the Chain of Contact - List of who to call under what circumstances, and who to call if there is no answer
  - Administrators
  - Office Managers
  - Custodians
  - Maintenance
  - Transportation
  - Nurse
- Small hand held fire extinguisher
- Powered radio (that will work) cranking
- Particle Masks - dust mask
- Duct Tape
- Zip Ties
- Gloves - surgical and work
- Garbage Bags
- Bull Horn (1)
- Mylar Blankets (10)

##### **GO BOX:**

- Designated first aid kit
- List of phone numbers: students and staff K-12 - all administrators should have the same list) - needed for immediate contact and reunification
- Emergency Health Plans
- Office Manager/Principal Laptop
- Flashlight
- Student Medication (including Epi-pen)
- Sharpies
- TP and Wet Wipes
- Sunscreen
- Batteries

**CLASS BACKPACKS:**

- Class lists
- Sign in and out sheets
- Red & Green cards for communicating if there are missing students or not

**PRINCIPAL'S BACKPACK:**

- Extra work clothes - shoes
- 12+ hour personal needs
- K-12 staff/student phone list and emergency health plans

**EXTRA STORED KIT (at each site):**

- |  |  |
|--|--|
| <input type="checkbox"/> Stretches                   | <input type="checkbox"/> Crutches/Wheelchair |
| <input type="checkbox"/> Water                       | <input type="checkbox"/> Toilet Paper        |
| <input type="checkbox"/> Food (Central Kitchen only) | <input type="checkbox"/> Shovel              |
| <input type="checkbox"/> Emergency Lighting          | <input type="checkbox"/> Pop Up Tent         |

## EMERGENCY CONTACT SYSTEMS

**LOCAL EMERGENCY CONTACT NUMBERS**

<b>Service</b>	<b>EMERGENCY</b>	<b>Business #</b>
<b>FIRE Department</b>	911	378-5334
<b>CHILD PROTECTIVE SERVICES - Crisis response Services</b>		(866) 829-2153
<b>POLICE</b>	911	378-4151
<b>MEDICAL - PEACE ISLAND MEDICAL CENTER</b>	911	378-2141
<b>EMS</b>	911	378-5152
<b>POISON CONTROL CENTER</b>	911	(800) 222-1222
<b>ROCK ISLAND</b>		378-5884
<b>SAFE SAN JUANS</b>		378-2345
<b>SAN JUAN HEALTH CARE</b>		378-1338
<b>SAN JUAN ISLAND PUBLIC HEALTH</b>		378-4474
<b>SAN JUAN COUNTY EMERGENCY MANAGEMENT</b>		370-7612
<b>UTILITIES – OPALCO</b>		376-3500
<b>UTILITIES – CENTURYTEL</b>		(800) 483-2000
<b>NWRDC Student Information Systems</b>		(425) 349-6498

### Chain of Command (the decision making process)

- In an emergency affecting a single school building, directions will be given by the building principal/designee. All information and request for aid will be from the school site.
- In an emergency involving two or more buildings, the Superintendent/designee will give direction and/or coordination.
- In the absence of district direction, the building principal/designee is authorized to act as needed. Employees may be temporarily reassigned as necessary.

### Command Post

- In the building - Building Office
- Evacuating - On the Field
- Two or more buildings - District Office

## PRESS COMMUNICATIONS

The **Superintendent's Office** is the only authorized source of information for the press. Ensure that all press inquiries are redirected, accordingly.

## EMERGENCY TEAMS


	Elementary	Middle School	High School	District/GBS
<b>Leadership</b>	<b>Lead:</b> Caspar van Haalen <b>Members:</b> Susan Stehn Jill Peacock	<b>Lead:</b> Fred Woods <b>Members:</b> Rod Turnbull	<b>Lead:</b> Fred Woods <b>Members:</b> Rod Turnbull	<b>Lead:</b> Kari McVeigh <b>Members:</b> Becky Bell Cynthia McVeigh Jill Sandwith Jose Domenech Maude Cumming
<b>Facilities</b> (electrical, water turned off)	<b>Lead:</b> Greg Truesdale <b>Members:</b> Anthony Calandra	<b>Lead:</b> Brock Hauck <b>Members:</b> Rod Turnbull	<b>Lead:</b> Brock Hauck <b>Members:</b> Rod Turnbull	<b>Lead:</b> Jose Domenech <b>Members:</b> Cynthia McVeigh Jill Sandwith Maude Cumming
<b>Student Care</b>	<b>Lead:</b> Maurine Clark Alison Baker	<b>Lead:</b> Maurine Clark Amara Zee	<b>Lead:</b> Gordy Waite <b>Members:</b>	<b>Lead:</b> Maude Cumming <b>Members:</b>

	<b>Members:</b> Terra Holmgren Summer Clark	<b>Members:</b> tbd	Janet Scheffer	Becky Bell Jill Sandwith
<b>Communications</b>	<b>Lead:</b> Caspar van Haalen <b>Members:</b> Susan Stehn Shannon Danskine	<b>Lead:</b> Fred Woods <b>Members:</b> Binney Haenel	<b>Lead:</b> Fred Woods <b>Members:</b> Gordy Waite Jannet Ortiz	<b>Lead:</b> Kari McVeigh <b>Members:</b> Maude Cumming
<b>Accountability</b>	<b>Lead:</b> Jill Peacock <b>Members:</b> Susan Stehn Dan Lobue	<b>Lead:</b> Binney Haenel <b>Members:</b> Brock Hauck Rod Turnbull Fred Woods Amara Zee	<b>Lead:</b> Tammy Anderson <b>Members:</b> Brock Hauck Rod Turnbull Fred Woods Gordy Waite	<b>Lead:</b> Jose Domenech <b>Members:</b> Cynthia McVeigh

**After any emergency, enlist the School Mobilization Assistance Response Teams (SMART Teams) to assist the schools in handling the emotional impact of a crisis occurring at school or affecting the school population. The Superintendent acts as the SMART team Coordinator to begin the process of de-escalating and managing the crisis in the days and weeks following traumatic events.**

# STANDARD RESPONSE PROTOCOLS FOR EMERGENCIES



<b>Code Blue Lockout</b>	<b>Code Red Lockdown</b>	<b>Code Green Evacuate</b>	<b>Code Yellow Shelter</b>
Is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.	Is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.	Is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.	Is always followed by the hazard and a safety strategy and is the protocol for group and self-protection. Move to the identified space.
<b>Students:</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>
Maintain quiet. Move into a building.	Move away from sight. Maintain silence.	Leave Bags/Take coats (if time allows) Form a single file line. Be prepared for alternatives.	Move to identified space. Drop, cover and hold (earthquake). Maintain calm.
<b>Teachers:</b>	<b>Teachers:</b>	<b>Teachers:</b>	<b>Teachers:</b>
Move all students into a building. Close door. Maintain quiet class. Continue to use building communication systems. Take roll and account for students.	Close and lock door. Lights out. Move away from sight. Maintain silence. Wait for First Responder to open door. Do not rely on building communication systems (fire alarms). Take roll, account for students and e-mail office manager / principal.	Take emergency bag. Take class list. Lead students to evacuation location. Take roll and account for students.	Move to identified space. Maintain quiet class. Continue to use building communication systems. Take roll and account for students.
	<p><b>Code Black - Run, Hide, Fight</b> This is a response protocol to an active shooter/violent intruder on site. Utilize the OODA Loop - Observe - Orient - Decide - Act</p>		

## LOCKOUT PROCEDURES – CODE BLUE

A lockout is called when there is a threat or hazard **OUTSIDE** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal on the playground. Lockout uses the security of the physical facility to act as protection.

Contact the main office to report any perceived danger

Administrators or law enforcement will make the decision to move to a lock down if needed.

### Lockout Response – Code Blue

#### **RESPOND TO LOCKOUT ALERT: “OUR SCHOOL IS IN CODE BLUE”**

- Teachers with students in outdoor areas move indoors
- Direct any students in the hallway to return to class (do not leave building)
- Administrator LOCK perimeter doors - Post signs
- Teachers close classroom windows
- Instruct students to stay calm
- Continue classroom activities in an uninterrupted manner

#### **ASSESS SITUATION**

- Take roll of all students in your supervision/in your classroom at the time
- Communicate attendance/any missing students to office.

#### **CARE FOR THE STUDENTS IN YOUR SUPERVISION**

- Continue to teach class
- Reduce student movement out of classroom

#### **CAMPUS MOVEMENT**

- Students will not move from or to buildings without administrative direction or supervision
- Students will not change classes/rooms without administrative direction or supervision

**“ALL CLEAR” COMMUNICATION WILL OCCUR OVER THE INTERCOM**

### Recovery from Lockout

- RESUME NORMAL OPERATIONS as soon as possible
- Allow students time for physical activity and/or verbal stress relief
- Communicate only confirmed information to students (expect an email from administrators)



Provide feedback to administrators to improve, participate in debriefing

## LOCKDOWN PROCEDURES – **CODE RED**

A lockdown is initiated to isolate students and staff from immediate dangers which may include violent behaviors, suspicious trespassers, other dangers, or nearby police activity.

### Lockdown Response – **Code Red**

- Contact the main office to report any perceived danger
- Administration or law enforcement decides when to lock down the school.

#### **ANNOUNCEMENT FOR LOCKDOWN ALERT: “OUR SCHOOL IS IN CODE RED”**

- Teachers with students in outdoor areas move indoors *IF SAFE TO DO SO*
- SWEEP any students in the hallway into your room
- LOCK classroom doors
- CLOSE windows and blinds, COVER exposed windows, turn off lights
- Instruct students to stay calm, stay quiet, stay low, stay out of sight
- Do not open your door for any reason until “all clear” is received
- Fire alarm does not mean an all clear/evacuate (use best judgment)
- Do not use the telephone system to request information
- COMMUNICATE KNOWN THREATS to office by email (i.e. “intruder near library”)
- Report missing students, staff, or visitors to responding personnel to office

#### **ASSESS the SITUATION:**

- Inventory any injuries or other problems (panic, medical emergencies, intruders)
- Take a complete written roll of all students in your classroom
- Place a red card under your door and on the window if something is wrong
- Place a green card under your door and on the window if the room is safe
- Write your needs or problems on the card if possible (e.g. 2 minor injuries)

- **If no card is visible, law enforcement will assume the room is NOT safe and will enter**

**CARE FOR THE STUDENTS IN YOUR SUPERVISION:**

**Provide first aid. Calm and reassure upset students.**

**Use supplies in your emergency kit as needed and necessary**

**“ALL CLEAR” COMMUNICATION WILL OCCUR IN PERSON**

- Do not open the door or look out windows until “ALL CLEAR” is communicated in person (responders will have keys).
- Report any missing students, staff, or visitors to responding personnel and to the office

**Recovery**

- Assess the need for aftercare or counseling by students in your care
- Contact front office with names/numbers of students who need immediate counseling
- Allow students time for physical activity and/or verbal stress relief
- Communicate only confirmed information to students (expect an email from administrators)
- RESUME NORMAL OPERATIONS as soon as possible
- Provide feedback to administrators to improve, participate in debriefing

**WEAPONS ON SCHOOL PREMISES – CODE BLACK**

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities.

If staff observe anyone, student or otherwise, displaying or concealing a dangerous weapon on the school campus he/she MUST report it IMMEDIATELY to the Principal.

**Administrative Procedures:**

The Principal or other administrator will follow these steps in response to any report of dangerous weapons.

- Investigate the report
- If needed, INITIATE LOCKDOWN USING **CODE BLACK**
- Call 9-911
- Secure the situation
- Building Principal/designee to contact Superintendent

## ACTIVE SHOOTER – **CODE BLACK**

**Run, Hide, Fight!** This is a response protocol to an active shooter/violent intruder on site. OODA Loop - Observe - Orient - Decide - Act: Use your mental toolbox and think about what you would do!

### Run, Hide, Fight – *Code Black*

#### **RESPOND TO SOUNDS OR REPORTS OF VIOLENCE or to alert for **CODE BLACK****

**RUN** - Run away from the sound quickly

- Find a secure location
- Work back to the reunification site

**HIDE** - Find a place to hide

- Out of sight - behind things
- LOCK doors
- CLOSE windows and blinds, COVER exposed windows
- Turn off lights
- Instruct students to stay calm, stay quiet, stay low, stay out of sight
- Silence Cell Phones - not even vibrate
- BARRICADE the entry way
- Do not open your door for any reason. A first responder/administrator will unlock the door.
- Fire alarm does not mean an all clear/evacuate (use best judgment)
- Do not use the telephone system to request information

**FIGHT - This is the last resort**

- Use whatever you can use as a weapon and FIGHT
- Do not stop - Fight for your life

- Make a decision and go with it!
- What can you throw?
- What can you use? Pen? Fire Extinguisher? Chair?
- Do not seek out the shooter/violent intruder

### **ASSESS SITUATION**

- Inventory any injuries or other problems (panic, medical emergencies, intruders)
- Take roll of all students in your supervision/in your classroom at the time
- Communicate attendance, injuries, and known threats to office manager/principal by email.

### **CARE FOR THE STUDENTS IN YOUR SUPERVISION**

**Provide first aid. Calm and reassure upset students.**

### **“ALL CLEAR” COMMUNICATION WILL OCCUR IN PERSON**

**Do not open your door for any reason.**

**A first responder/administrator will unlock the door (responders will have keys).**

## HOSTAGE SITUATION – **CODE BLACK**

**A Hostage Situation** occurs when one or more individuals use a weapon, the threat of a weapon, or the threat of violence to hold or move persons against their will.

### **If you are NOT a hostage:**

- If you are outside, move students away from the building to the assembly area and be prepared to move off-site if necessary.
- Implement Lockdown or Evacuation as appropriate.
- If you have a safe means to do so, notify the administrator and call 911. Provide as much information as possible.
- Try to keep students calm and quiet.
- Follow directions given by the administrator and responding public safety officials.

- If you are instructed to follow Lockdown procedures, be prepared to Evacuate when instructed to do so by public safety officials. Public safety officials will enter your room/office area with a master key.

**If you ARE a hostage:**

- Do not attempt to negotiate with a hostage-taker.
- Do not make suggestions to a hostage-taker. You may be blamed for resulting problems.
- It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
- Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
- Try not to make any unexpected or sudden movements.
- Follow instructions given by responding public safety officials.
- Do not point out law enforcement officers if you become aware of their presence.
- If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
- Remember, most people who are taken hostage survive; and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.

## BOMB THREAT- **CODE BLACK**

Treat every bomb threat as a potential danger to human life. **Document every threat. Use the [Bomb Threat Checklist](#) (Appendix VIII).**

**Prior Planning:**

Be certain school office personnel understand procedures to be followed. Keep *Bomb Threat Checklist* (next page) near telephone and ready for use.

Middle school and high school students who answer phones **MUST** be trained by office personnel to know what questions to ask; in the event a staff person is not available. (Use *Bomb Threat Checklist*)

**In the Event of a Threat: **CODE BLACK****

- Don't hang up the telephone. Try to keep the caller on the line and obtain as much information as possible. **Use Bomb Threat Checklist (see last page).**
- Advise Building Principal/designee or Superintendent immediately.
- Building Principal/designee IMMEDIATELY phone 911.
- Notify Superintendent. 378-4133
- Building Principal/designee and law enforcement officers decide whether or not the building should be evacuated.
- If building is evacuated, use normal fire drill procedures. Do not announce that the evacuation is due to a bomb threat. Every precaution should be taken to avoid any panic, which could bring injury to students.
- Turn over scene to law enforcement/fire department for investigation.

**If a Bomb or Suspicious Device is Found: CODE BLACK**

- Do not touch the device in any way.
- Evacuate and seal off the area.
- If outside, Shelter-in-Place as far away from the suspected device as possible or evacuate the grounds.
- Call the Sheriff's Office (911), indicate that a device has been found.
- Wait for a trained squad to examine and dispose of the device.

## EARTHQUAKE – CODE YELLOW

### During the Shaking

- If **indoors** – **STAY indoors** until the shaking stops. Stay away from windows and glass.
- **Drop** under or next to sturdy furniture, **Cover** your head and **Hold** on to the furniture. If possible, move against an inside wall, without windows.
- Students and staff in hallways and gym should take cover by crouching along the wall and covering their heads with their hand and arms
- **If outdoors, STAY in the open.** Move away from buildings, trees and electrical wires or anything that may fall on you.
- Do not run through or near buildings where debris could fall on you.

### After The Shaking

- Check for injuries. Do not attempt to move the seriously injured unless they are in immediate danger of further injury.
- Evacuate the building only when directed to do so by administrators or emergency services personnel.
- Students should take coats (if available) and immediately exit the classroom and evacuate the building following the fire evacuation plan as outlined above for fire with the following exceptions:
  1. Use alternative routes if main route is blocked
  2. Be cautious of falling debris as leaving the building
  3. Be cautious of walking under the covered play area and through the evergreen trees
  4. Upon arrival at the field please take roll and notify administrator of missing or unaccounted for students.
  5. Write down names of the missing to hand to admin
- Keep students calm and grouped together. Stay out of the building until the principal/designee indicates it is safe to re-enter. Be prepared for after-shocks. They often occur within a short time of the initial shocks
- Site Admin/Office Staff: Notify administration via radio.
- The Building Principal/designee will determine if the building is to be permanently evacuated. If the building is weakened in any respect, classes one at a time carefully through exits judged safest.
- A designee will shut off all utilities. Notify Building Principal/designee of any potential danger such as electrical, gas, water leak.

## FIRE IN SCHOOL BUILDING – **CODE GREEN**

The alarms will be activated by smoke and heat. The alarm may also be activated by pull stations if you suspect or discover a fire. Site Admin/Office Staff: Notify administration and Superintendent's Office 378-4133.

**Evacuate the area IMMEDIATELY – move upwind.**

**Classroom Teacher:** Have students grab coats if they are easily accessible and immediately exit the building following your classes prescribed evacuation route.

Students should move in a single file line as a class. Stop to allow classes ahead to exit before your class. All classes should be brought to the athletic field in an orderly manner.

- Designate a LEAD student to exit the class out of the room (If there are two adults one leads and one follows)
- If one adult the teacher should be the last person exiting the room
- LEAD student grabs clipboard and emergency backpack
- Ensure that all students have left the room, door closed, unlocked
- Upon arrival at the field please take roll and notify office manager of missing or unaccounted for students
- Teachers without students (prep period teachers, OASIS teachers), help check common spaces, evacuate the building and assist office staff at field.
- Keep students lined up on the field until the all clear signal or other directions are given

### **Support and Specialist Teachers**

- Evacuate with any students in under your supervision
- Reunite with classroom teacher for roll (if a pull out situation)
- If teacher has no students provide assistance to office staff
- Paraprofessional and other support staff (including those not assigned to a student)
- Remain with assigned student or class or report to office staff to provide assistance
- Building Principal/designee accounts for students and staff outside building.
- Building Principal/designee meets fire department and directs them to fire.
- No re-entry into building until authorized by Principal/ designee.



## TSUNAMI – **CODE GREEN**



## TOXIC CHEMICAL EVENT & HAZARDOUS MATERIAL SPILLS

**CODE YELLOW**, **Shelter-in-Place** Protects students and staff by keeping them **inside the school building** while preventing toxic or hazardous chemicals from entering. During this procedure, roles and responsibilities for staff and students are clearly defined below.

### **Shelter-in-Place Procedures:**

- Everyone reports to his or her assigned classroom as quickly as possible.
- Close and lock all classroom doors and windows.
- Students not in the room are to report to the alternate shelter site.
- Tape around doors, windows, and vents or place wet towels at bottom of door.

- Turn off pilot lights, air conditioners, and exhaust fans.
- Close drapes/blinds and stay away from windows.
- Take roll, IMMEDIATELY inform office if you are missing or have extra students.
- Do NOT allow ANYONE to leave the classroom.
- Wait for further instructions.
- Do NOT open doors or windows until “all-clear signal/announcement is given.
- Do NOT evacuate the room until told to do so by principal/designee.
- When you evacuate, OPEN all windows and doors to air out the room.

## POWER OUTAGES

- Turn off and unplug all electronics. Do not start until power has been fully restored.
- The building principal should contact the District Office for anticipated length of the outage and other information. (The District Office will contact necessary agencies.)
- Wait to hear from administration regarding next steps
- Phone Tree may be activated for parental notification and student pick up
- Unless a power outage is designated as an emergency, students will only be released to their primary and secondary contact. (NOT emergency contacts)
- Place e-lanterns in restrooms and any darkened hallways.

In case of power outages or other conditions that make early release necessary, children will **NOT** be released until positive contact has been made with parents.

## COMMUNICATIONS FAILURE

A communication failure is caused by an event or disaster that precludes normal on-going communication either for 9-1-1 emergencies, district-wide, locally or globally. The purpose of this guide is to enable people to communicate as quickly as possible with other district personnel to ensure the safety of staff, students and community members at school sites.

- If telecommunications fail completely, building principal/designee will assign a “runner” from the staff to send information.
- Staff may use their cell phones as a potential back up plan.
- Radios in the school office and on the busses will be utilized.

- A 9-1-1 check is done as part of the monthly Fire Drill.

## INCLEMENT WEATHER/EMERGENCIES

### **SNOW OR OTHER INCLEMENT WEATHER (WINDSTORMS, ICE STORMS, ETC.)**

- If inclement weather conditions occur during the night, an established district plan goes into effect to determine if school scheduling will be affected.
- If school operation is affected, district administrators will be called early in the morning using the phone tree.
- Television and radio stations will be notified by transportation staff utilizing (See Emergency Information sheet)
- If weather conditions worsen during the day, the Superintendent/designee will decide whether to dismiss early. Closures of this type are infrequent.
- In case of windstorms, power outages or other conditions that make early release of children necessary, it is the standard practice of the San Juan Island School District that children will NOT be released until positive contact has been made with parents.

### **OTHER SPECIAL CONDITIONS ON AN INDIVIDUAL SCHOOL BASIS (SCHOOL HEATING FAILS TO FUNCTION PROPERLY; LOSS OF POWER/LIGHT TO INDIVIDUAL SCHOOL; FLOODING OR DAMAGE TO ALL OR PART OF INDIVIDUAL SCHOOL; NATURAL GAS BUILD-UP, ETC.)**

- Notify the building principal or designee. The administrator notifies Maintenance.
- Maintenance will examine the particular situation and make contact with OPALCO, San Juan Island Fire and rescue, etc.
- Superintendent/designee will make decision whether to open or close. Building principals inform staff/students of accommodations or arrangements.

## ACCIDENTAL INJURY TO STUDENTS/STAFF/VISITORS

The first adult on the scene should take responsibility for following these procedures until the building administrator, school nurse and/or 911 assistance arrive.

### **BUILDING PRINCIPAL/DESIGNEE WILL:**

- If appropriate, call 911.
- Phone parent/guardian of student, supervisor and spouse/relative of employee or injured visitor.

- After the injury is contained, ensure all necessary forms are completed (See Appendix v. Forms)

#### **FOR INJURIES AFFECTING MULTIPLE PEOPLE**

- Immediately phone aid car (911) if necessary. Be able to answer the following:
  - Number of people injured;
  - Number with minor injuries, who can be tended by first aid on site;
  - Number with serious injuries who will need on-site treatment beyond abilities of first aid trained personnel;
  - Number with serious injuries who will need transportation to hospital;
  - Number of employees on site with current first aid training.
- Stay at scene and provide information to emergency services personnel
- Assign employees trained in first aid to be available for emergency specialists;
- Report to building principal/designee.
- After the situation is contained, ensure all necessary forms are completed (See Appendix v. Forms)

## **SEXUAL ABUSE/ASSAULT**

#### **SEXUAL ASSAULT – ASSAULT ON OR NEAR SCHOOL GROUNDS**

- Notify building principal immediately. Building principal or designee should accompany victim to safe place at school and remain with victim.
- Protect evidence of sexual assault:
  - DO NOT DESTROY EVIDENCE OF RAPE
  - DO NOT WASH clothes or victim's body or underwear;
  - DO NOT ALLOW victim to wash or wipe body;
  - STAY with the victim and reassure him/her of safety.
- Building principal or designee shall notify police (911), Counselor, Child Protective Services (866-829-2153) and the superintendent without delay.
- Document all facts. (Follow District Policy)

#### **SEXUAL ABUSE (SUSPICION OF PAST SEXUAL INCIDENTS)**

- Notify building principal immediately;
- Building principal/designee shall notify Child Protective Services, (866-829-2153) and describe evidence. DO NOT notify family – it is the responsibility of Child Protective Services to notify appropriate parties.

- Document all facts. (Follow District Policy)

#### **SUSPECTED PHYSICAL ABUSE OR SIGNIFICANT NEGLECT**

- Notify building principal immediately.
- Building principal may notify school nurse and/or counselor.
- Building principal or designee shall determine whether further action is warranted.
- Follow District Policy. Forward a copy to DSHS/CPS within 48 hours.

**REMEMBER:** Failure to report even **SUSPECTED** child abuse within 48 hours is now a gross misdemeanor. Protect the victim and protect yourself.

Call Child Protective Services (866-829-2153).

## ASSAULT/PHYSICAL VIOLENCE

#### **SERIOUS ASSAULT AT SCHOOL OR NEARBY**

School personnel should adhere to the following:

- Render first aid to the victim, if needed;
- Call 911
- Notify building administrator/designee;
- Building administrator will notify parent/guardian or emergency contact person.
- Building administrator/designee must sequester primary witnesses to complete all related data in writing on Incident Report.
- Obtain as much information as possible regarding the assailant and incident (including location of attack, color of assailant's clothing, and witnesses).
- Notify the Superintendent's office of the incident (378-4133).

#### **GUIDELINES FOR INTERVIEW OF CHILD BY CHILD PROTECTIVE SERVICES (CPS) OR LAW ENFORCEMENT AT SCHOOL**

- The CPS caseworker or law enforcement officer must contact the principal/designee and present identification;
- The CPS caseworker or law enforcement officer will make known to the principal/designee the name of the child to be interviewed;
- The interview must take place in a private setting. (A non-threatening setting in which the child feels comfortable.);

- The CPS caseworker or law enforcement officer will conduct the interview;

#### **PROCEDURES FOR REMOVING A CHILD FROM SCHOOL**

In the event a law enforcement officer decides to remove the child from school, follow the following procedures for the child's protection.

- Contact the school principal/designee
- Ensure that the Officer presents appropriate identification to the principal/designee
- Share appropriate information and facts concerning the alleged abuse
- Law enforcement officers may remove students from school without a court order. CPS workers must have a court order.
- Sign Protective Custody Statement before leaving the building with abuse victim. This form is to be provided by the removing agency.
- CPS or law enforcement official shall notify the parent. An effort should be made by school personnel to verify that such notification has been made. Refer the parents or guardian to the agency responsible for the child's removal if questions arise.
- The principal shall send the signed Protective Custody Statement with the CPS report to the school nurse. DO NOT place the Protective Custody Statement in a child's cumulative record.

## **CRIMINAL ACTIVITIES**

#### **ARSON SUSPECTED**

- Notify building principal/designee;
- Call the Sheriff's Office (911);
- Do not clean up the arson area or make repairs until authorized by the building principal/designee;
- Re-route all personnel around the arson area;
- Write down the names of anyone who may have information.

#### **ARSON IN PROGRESS**

- Assess situation – if action is required, sound fire alarm (for smoke or fire).
- Write down all available information:
  - Physical description of perpetrator
  - Vehicle description
  - License number of vehicle (if appropriate)

- Call the Sheriff's Office (911) and notify building principal/designee.

### **BURGLARY IN PROGRESS**

Do not attempt to apprehend the burglar(s). If possible, do not allow the burglar(s) to become aware that you have seen them.

- Call the Sheriff's Office (911).
  - Write down all available information:
  - Physical description of perpetrator
  - Vehicle description
  - License number of vehicle (if appropriate)
- Notify building principal/designee.

### **VANDALISM IN PROGRESS**

- If students are involved, attempt to stop or prevent further vandalism. Call 911. Get help if necessary.
- If adults are involved, do not attempt to apprehend them. Call 911.
- Do not clean up the area or make repairs until authorized by the building principal/designee.
- Re-route personnel around the vandalized area.
- Write down the names of anyone having information.

### **THEFT OF EQUIPMENT OR BUILDING KEYS**

- Notify the building principal/designee immediately of item(s) missing.
- Prepare a list with the following information:
  - What is missing? Include model #, serial #, etc.
  - When last seen?
  - When item first discovered missing? Who discovered the loss?
- If keys are stolen or lost, list the following additional information:
  - To whom were the keys issued?
  - What rooms or areas did the keys control?
  - What, if anything, identifies the key ring and/or keys?

## APPENDIX I: RIGHTS OF DIVORCED/ESTRANGED PARENTS

**IF SITUATION IS VOLATILE, CALL 911**

### **VISITING/RELEASE TO THE NON-CUSTODIAL PARENT**

The student is not permitted to visit or be released to anyone, including the non-custodial parent during school hours, without the approval of the custodial parent/ guardian, or an appropriate public authority and/or clear legal documentation.

**Parents are encouraged to make sure that legal issues are resolved and non-custodial parents are informed if their access is limited at school.**

When in doubt as to custodial rights, school information/enrollment records must be relied upon as the parents/ guardians have the burden of furnishing schools with accurate, up-to-date information, including clear administrative or court documents prohibiting a visit/release.

Under board policy (Follow District Policy), the custodial parent is given the responsibility to authorize visits at school and/or release of the student. If the custodial parent wishes the non-custodial parent to have equal responsibility, the school needs to be so informed. The custodial parent is responsible for providing the school with current information on the *student information card*. When administrative or court action denies access and/or visitation rights to a parent or individual, the custodial parent is expected to notify and provide clear documentation of that denial to the school.

In the absence of directions on the information card, or other documented verbal or written directions permitting a school visit/release, the school should attempt to contact the custodial parent and/or the emergency contact for the child and seek direction for the visit/release.

In the event of a dispute between the custodial and non-custodial parent the steps below will be followed:

1. The building principal or designee shall explain to the non-custodial parent that the custodial parent has denied permission for the visit and/or provided clear legal documentation that denies the non-custodial parent access to the child at school. The individual should be referred to the custodial parent and/or law enforcement to resolve the dispute.



2. The building principal or designee shall allow the non-custodial parent visit/release rights when:
  - a. The custodial parent agrees to the visit/release and/or comes to the school and has the child brought to the office for the visit/release, or;
  - b. The non-custodial parent provides the school with a legal document that clearly indicates to the building principal or designee that the non-custodial parent has the right to visit at school or have the child released. The custodial parent should be advised of the new documentation.
  - c. If the right of the non-custodial parent is not clear, refer the situation to a law enforcement officer to resolve.

To facilitate a visit during school hours, request that the child come to the office. Do not send the parent to the classroom. Explain to the child how the visit will be handled, emphasizing that you will return the child to class when the visit is finished. Provide a place for the visit that can be observed by office staff. Escort the child back to class after the visit.

## APPENDIX II: FIRST AID GUIDELINES

### CPR - CARDIOPULMONARY RESUSCITATION

#### **Think C-A-B: Compressions-Airway-Breathing**

- Start compressions within 10 seconds of cardiac arrest.
- Push fast & push hard: 100/min with a depth of 2 inches for children/adults & 1 1/2 inches for infants.
- Allow complete chest recoil after each compression.
- Give effective breaths that make the chest rise.
- YOUR PRIMARY FOCUS is on effective chest compressions not on breathing.
- Keep up compressions until additional help arrives. Try to switch with a second rescuer every two minutes.

<b>CHOKING</b>	<b>UNCONSCIOUS CHILD (Not Breathing)</b>	<b>UNCONSCIOUS ADULT (Not Breathing)</b>
<p>If person cannot breathe, cough, talk, or is blue:</p> <p>Give abdominal thrusts and continue until object is expelled.</p> <p>If person becomes unconscious, call 911.</p> <p>Perform CPR until response or EMS arrives</p>	<p>CPR is needed: If you are alone, do a series of 5 sets of 30 compressions and 2 breaths, then call 911.</p> <p>Use an AED if available.</p> <p>Perform CPR until response/EMS arrives.</p>	<p>Call 911, then perform CPR by doing 30 compressions &amp; 2 breaths until an AED is available.</p> <p>Perform CPR until response/EMS arrives.</p>
<b>SHOCK</b>	<b>SIGNS OF A HEART ATTACK</b>	<b>STROKE</b>
<p>If person feels weak, faint, dizzy, nauseous, thirsty, is pale or grayish, acts restless, agitated, or confused, is cold &amp; clammy to touch:</p> <p>Lie person on back. Cover with a blanket and call 911.</p> <p>Do not give anything to drink.</p> <p>Turn on side if nausea/vomiting.</p>	<p>If person has discomfort/pain in chest, arms, back, neck, jaw, shoulder, or abdomen, shortness of breath, cold sweat, nausea or lightheadedness:</p> <p>Keep person calm as possible and resting. They should chew an aspirin if no stroke.</p> <p>Have someone call 911 &amp; be ready to do CPR/AED.</p>	<p>If sudden numbness, confusion, headache weakness of face/arm/leg, trouble speaking, seeing, walking, dizziness, loss of coordination:</p> <p>Keep person calm and resting.</p> <p>Note time started and call 911.</p> <p>Get person to hospital as soon as possible.</p> <p>Be ready to do CPR/AED if needed.</p>
<b>ASTHMA</b>	<b>DIABETIC SEVERE HYPOGLYCEMIA</b>	

If person is having the following symptoms: coughing, wheezing, difficulty breathing, chest tightness, shallow or fast breathing, retraction when breathing:

Quick relief medication (inhaler) as appropriate

If no relief & symptoms are getting more severe, call 911 and Parent.

If person is shaky, sweating, dizzy, anxious, hungry, extremely weak or fatigued, irritable, or has a fast heartbeat, or blurry vision:

Give quick acting sugar source of 15 Gm of carbohydrate:

3-4 glucose tablets, 4 oz of juice, 6 oz of regular soda, or 3 tbsp glucose gel

Wait 15 minutes then repeat sugar source if blood glucose is less than 80 or symptoms persist.

If person loses consciousness, has a seizure or is not able to swallow:

Administer glucagon if you have been trained. Have someone call 911 and Parent.

SMALL CUTS	LARGE, DEEP, GAPING CUTS	HEAVY BLEEDING
<p>Rinse the cut with water.</p> <p>Use direct pressure with gauze or a clean cloth.</p> <p>Apply antibiotic ointment.</p> <p>Cover with a band-aid.</p> <p>Call the Parent to inform of actions taken.</p>	<p>Apply direct pressure to the wound with gauze or a clean cloth until bleeding stops.</p> <p>Cover with a bandage.</p> <p>Call Parent and inform that an evaluation should be done by a Doctor for stitches.</p>	<p>Have someone call 911 while you apply pressure with several pieces of gauze or a clean cloth. Add more gauze as needed.</p> <p>Wrap an elastic bandage firmly over the gauze and continue with direct pressure until the EMS arrives.</p>
SCRAPES	SPLINTERS	PUNCTURE WOUNDS
<p>Rinse with clean, running tap water for 5 minutes to remove dirt and germs.</p> <p>Apply antibiotic ointment.</p> <p>Apply a bandage that won't stick to the wound then call parent.</p>	<p>Remove small splinters with tweezers or splinter-out tool.</p> <p>Wash and apply a bandage.</p> <p>If you cannot remove the splinter completely, inform parent of needed evaluation by Doctor.</p>	<p>Do not remove large objects (such as a knife or stick) but dress the wound to reduce blood flow so long as it does not move the object or damage the tissue further.</p> <p>Call parent/911 for treatment by Doctor.</p>

EYE INJURIES	NOSEBLEEDS	TEETH
<p>If a chemical is splashed in the child's eye: flush gently with water for 15 minutes and call Poison Control or Doctor.</p> <p>If object is stuck in the child's eye <b>call 911.</b></p> <p>Do not touch, rub, apply medicine or remove the object, but cover with a paper cup or eye shield until EMS arrives</p>	<p>Person should be in a sitting position with head tilted slightly forward.</p> <p>They should apply firm pressure just past the nasal ridge on the nostrils for 10 minutes.</p> <p>Call the Parent.</p> <p>If bleeding continues, or is very heavy, and the Parent has not arrived, call 911.</p>	<p>If permanent teeth are knocked out or broken</p> <p>Apply gauze to control the bleeding.</p> <p>Handle tooth by the top- not the root, and rinse tooth/fragments gently with cold water.</p> <p>Place in water or milk.</p> <p>Transport with child to dentist or with the EMS, ASAP.</p>
FRACTURES & SPRAINS	FAINTING	SEIZURES
<p>If an injured area is painful, swollen, or deformed, or if motion causes pain, the person will need to see a Doctor via EMS or Parent.</p> <p>Wrap in a towel or soft cloth. Use cardboard to make a splint to hold the arm or leg in place.</p> <p>Apply ice or a cold compress wrapped in thin cloth for not more than 20 minutes.</p> <p>If there is a break in the skin or you see the bone, cover area with a clean bandage.</p>	<p>A student may have an Emergency Care Plan for this condition at school.</p> <p>Have person remain lying down until he/she feels normal.</p> <p>Look for injuries caused by the fall and treat them.</p> <p>If the person doesn't improve or stops responding, phone your <b>phone 911</b>/Parent</p> <p>Be prepared to do CPR/AED if needed.</p>	<p>A student may have an Emergency Care Plan for this condition at school.</p> <p>Remove all objects out of the way. Make person as comfortable as possible.</p> <p>Do not put anything in the person's mouth.</p> <p>Loosen any tight clothing.</p> <p>Call 911 for a seizure over 5 minutes.</p> <p><b>AFTER SEIZURE ENDS:</b> If they are not breathing or blue start CPR/AED.</p> <p>If person is vomiting turn to their side.</p>

ELECTRICAL BURNS	GENERAL TREATMENT OF BURNS	
<p>Make sure the scene is safe</p> <p>Get the First Aid Kit and AED.</p> <p>Call 911.</p> <p>Turn off the main power switch.</p> <p>Stay clear of the injured person as long as he/she is in contact with power source.</p> <p>When it is safe to touch the injured person be prepared to do CPR/AED.</p>	<p><b>IF BURN AREA IS SMALL:</b></p> <p>Cool it immediately with cold, but not ice-water. Run cold water on the burn until it doesn't hurt.</p> <p>You may cover the burn with a dry, nonstick sterile or clean dressing.</p> <p><b>IF THERE IS A FIRE OR A LARGE BURN:</b></p> <p>Make sure the scene is safe and Call 911.</p> <p>If the person is on fire, put the fire out.</p> <p>Remove jewelry and clothing that is not stuck to the skin.</p> <p>Cover the person with a dry blanket.</p> <p>Check for signs of shock and be ready to do CPR/AED if needed.</p>	
HEAD INJURIES	HEAT EXHAUSTION / STROKE	ALLERGY - STINGING INSECTS
<p><b>DO NOT MOVE</b> a person who may have a serious head, neck and/or back injury.</p> <p><b>Call 911</b> for loss of consciousness or a seizure. Evaluation from a Doctor is needed if this person:</p> <ul style="list-style-type: none"> <li>• Is drowsy or has difficulty being awakened</li> <li>• Has a persistent headache or is vomiting,</li> <li>• Is clumsy or unable to move a body part</li> <li>• Has blood or fluid oozing from ears or nose</li> <li>• Has abnormal speech or behavior.</li> </ul>	<p><b>HEAT EXHAUSTION:</b> The person will have pale, moist, clammy skin, with pupils that are dilated, subnormal temperature.</p> <p><b>HEAT STROKE:</b> This is a medical emergency! <b>Call 911.</b> They will have red, dry, hot skin, with pupils that are constricted and a high body temperature.</p> <p>Move to a cooler location, loosen clothing.</p> <p>Cool with water spray or place damp cloth on neck, armpit and groin area.</p> <p>If they can drink provide juice, a sports drinks or water if the others are not available.</p>	<p>A student may have an Allergy Emergency Care Plan for this condition at school.</p> <p>Remove the stinger as soon as possible with a scraping motion using a firm item (like the edge of a credit card).</p> <p>Use cold compress to relieve pain.</p> <p>If the child has hives, nausea or vomiting, trouble breathing, fainting, or extreme swelling, call 911, or follow their medical plan.</p> <p><b>ANAPHYLAXIS (food or insect)</b> Call 911 immediately for an Anaphylaxis Emergency Make person as comfortable as possible.</p> <p>If there is a prescribed EpiPen then assist with administration If permission on medical plan, then assist with administration of Antihistamine/Benadryl</p>

	Turn them on their side if there is nausea or vomiting.	Loosen any tight clothing.
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## APPENDIX III: STUDENT ACCIDENT / INCIDENT REPORT

San Juan Island School District #149  
**STUDENT REPORT for ACCIDENTS / INCIDENTS**

Describe the accident in sufficient detail to show the conditions that existed at the time of the accident. Any unsafe acts or conditions should be noted.

**\*\*\* Please file in school office \*\*\***

### ***Person Involved***

Student Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Phone: \_\_\_\_\_

Home address: \_\_\_\_\_

### ***Accident / Incident Details***

Date of Accident / Incident: \_\_\_\_\_ Time: \_\_\_\_\_ # School Days Lost: \_\_\_\_\_

Check location: \_\_\_\_\_ in bldg \_\_\_\_\_ grounds \_\_\_\_\_ to/from school \_\_\_\_\_ off campus

Specific location of Accident / Incident: \_\_\_\_\_

Description of Accident / Incident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Nature of injury, include specific area of body: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Damage to property: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Note any existing unsafe acts or conditions: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Witnesses**

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

**Supervision**

Supervising staff when Accident / Incident occurred: Name: \_\_\_\_\_

Present at scene? (yes/no): \_\_\_\_\_ Title: \_\_\_\_\_

Additional notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Action / Response**

Immediate action taken: \_\_\_\_\_

First Aid given by: \_\_\_\_\_

Describe Aid: \_\_\_\_\_

Check action: Sent to office \_\_\_ Sent home \_\_\_ 911 called \_\_\_ Sent to Dr. / hospital \_\_\_

**Notification**

Check family member/guardian notified: Mother \_\_\_ Father \_\_\_ Guardian \_\_\_

Other (include description of relationship) \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Responded to scene? (yes/no) \_\_\_\_\_

When notified? \_\_\_\_\_ By whom? \_\_\_\_\_

Insurance: \_\_\_\_\_

Person preparing report: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please FAX immediately to the District Office, 378-6276.**

Revised 11/21/2008



# APPENDIX IV: EMPLOYEE INCIDENT/ACCIDENT REPORT

## San Juan School District #149 Employee Incident/Accident Report

Describe the accident in sufficient detail to show the conditions that existed at the time of the accident. Any unsafe acts or conditions should be noted.

**\*\*\* Please FAX immediately to the District Office, 378-6276 \*\*\***

All incidents/accidents must be reported to the staff supervisor within 24 hours from the date of incident. Please note that any accident or incident that causes in-patient hospitalization of one or more employees must be reported to L&I within 8 hours. Please note that L&I claims are processed by your medical provider. **Report all work-related injuries or accidents to your medical provider to begin the process for Labor and Industries (L&I) claims.**

### Employee to complete this portion of the report

Employee Name: \_\_\_\_\_ Date of Incident/Injury: \_\_\_\_\_

Location: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Incident Description: \_\_\_\_\_ Time of Injury: \_\_\_\_\_ (a.m./p.m.)

Incident Was Reported to: \_\_\_\_\_ Time Shift Began: \_\_\_\_\_ (a.m./p.m.)

Incident/Accident Location: \_\_\_\_\_

Describe in Detail the nature of incident/accident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Description of Injury: (include body part(s) affected and nature of injury): \_\_\_\_\_

\_\_\_\_\_

First Aid provided (Internal):  Yes  No Medical Treatment Needed:  Yes  No

Type of Treatment and name of Medical Facility: \_\_\_\_\_

Requested, did you request the medical provider file an L&I Claim?  Yes  No

Questions/Comments on ways this incident/accident may have been prevented: \_\_\_\_\_

\_\_\_\_\_

Witnesses and Contact Numbers: \_\_\_\_\_

\_\_\_\_\_

Supervisor Signature

### Supervisor to complete this portion of the report

#### Employee Information:

Address & Phone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Date of Hire: \_\_\_\_\_ Work Schedule/Hours: \_\_\_\_\_ Wages: \_\_\_\_\_

Describe in detail your understanding of the incident claimed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Specific comments, recommendations or action necessary to prevent reoccurrence of this incident (i.e. use of PPE's, personal factors, mechanical defects): Was an unsafe act committed? If so, give details. \_\_\_\_\_

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Do you question the validity of the incident as described by the employee? If yes, please specify: \_\_\_\_\_

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Supervisor Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_

***Witnesses***

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

***Supervision***

Supervising staff when Accident / Incident occurred: Name: \_\_\_\_\_

Present at scene? (yes/no): \_\_\_\_\_ Title: \_\_\_\_\_

Additional notes:

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***Action / Response***

Immediate action taken:

First Aid given by: \_\_\_\_\_

Describe Aid: \_\_\_\_\_

Check action: Sent to office \_\_\_\_\_ Sent home \_\_\_\_\_ 911 called \_\_\_\_\_ Sent to Dr. / hospital \_\_\_\_\_

***Notification***

Family member/guardian notified:

Other (include description of relationship)

Contact phone number: \_\_\_\_\_ Responded to scene? (yes/no) \_\_\_\_\_

When notified? \_\_\_\_\_ By whom? \_\_\_\_\_

Insurance:

Person preparing report: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please FAX immediately to the District Office, 378-6276.**

## APPENDIX V: NON-STAFF ACCIDENT/INCIDENT REPORT

San Juan Island School District #149

### **GUEST / VISITOR / NON-STAFF** REPORT for ACCIDENTS / INCIDENTS

Describe the accident in sufficient detail to show the conditions that existed at the time of the accident. Any unsafe acts or conditions should be noted.

**\*\*\* Please FAX immediately to the District Office, 378-6276 \*\*\***

#### **Person Involved**

Name (circle one): \_\_\_\_\_

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Phone: \_\_\_\_\_

Home address: \_\_\_\_\_

Reason for visit to campus \_\_\_\_\_

\_\_\_\_\_

#### **Accident / Incident Details**

Date of Accident / Incident: \_\_\_\_\_ Time: \_\_\_\_\_ # School Days Lost: \_\_\_\_\_

Check location: \_\_\_\_\_ in bldg \_\_\_\_\_ grounds \_\_\_\_\_ to/from school \_\_\_\_\_ off campus

Specific location of Accident / Incident: \_\_\_\_\_

Description of Accident / Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nature of injury, include specific area of body: \_\_\_\_\_

\_\_\_\_\_

Damage to property: \_\_\_\_\_

\_\_\_\_\_

Note any existing unsafe acts or conditions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Witnesses**

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

**Supervision**

Supervising staff when Accident / Incident occurred: Name: \_\_\_\_\_

Present at scene? (yes/no): \_\_\_\_\_ Title: \_\_\_\_\_

Additional notes: \_\_\_\_\_

**Action / Response**

Immediate action taken: \_\_\_\_\_

First Aid given by: \_\_\_\_\_

Describe Aid: \_\_\_\_\_

Check action: Sent to office \_\_\_ Sent home \_\_\_ 911 called \_\_\_ Sent to Dr. / hospital \_\_\_

**Notification**

Check family member/guardian notified: Mother \_\_\_\_\_ Father \_\_\_\_\_ Guardian \_\_\_\_\_

Other (include description of relationship) \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Responded to scene? (yes/no) \_\_\_\_\_

When notified? \_\_\_\_\_ By whom? \_\_\_\_\_

Insurance: \_\_\_\_\_

Person preparing report: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please FAX immediately to the District Office, 378-6276.**

## APPENDIX VI: SJISD DISTRICT NUMBERS

<b>NAME</b>	<b>OFFICE</b>	<b>CELL</b>
<b>DISTRICT OFFICE</b>	<b>(360) 378-4311</b>	
Kari McVeigh, Superintendent	(360) 370-7905	(360) 298-8848
Maude Cumming, Executive Assistant	(360) 370-7901	(360) 298-1568
Cynthia Luna McVeigh, Human Resources	(360) 370-7904	
<b>FRIDAY HARBOR HIGH SCHOOL</b>	<b>(360) 378-5215</b>	
Fred Wood, Principal	(360) 370-7199	(360) 298-4197
Rod Turnbull, Assistant Principal	(360) 370-7205	(360) 317-6168
Brock Hauck, Custodian	(360) 370-7105	(909) 322-0022
<b>FRIDAY HARBOR MIDDLE SCHOOL</b>	<b>(360) 378-5214</b>	
Fred Wood, Principal	(370)-7199	(360) 298-4197
Rod Turnbull, Assistant Principal	370-7205	(360) 317-6168
Brock Hauck, Custodian	370-7105	(909) 322-0022
<b>FRIDAY HARBOR ELEMENTARY SCHOOL</b>	<b>378-5209</b>	
Caspar van Haalen, ES Principal	(360) 370-7301	(360) 298-4216
Greg Truesdale, Building Engineer	(360) 370-7334	(360) 622-6567
<b>GRIFFIN BAY SCHOOL</b>	<b>378-3292</b>	
Kari McVeigh, Principal	(360) 370-7905	(360) 298-8848
<b>DISTRICT LIBRARIAN</b> , Lisa Salisbury	(360) 370-7138	
<b>DISTRICT NURSE</b> , Maureen Clark	(360) 370-7108	
<b>CAFETERIA/KITCHEN</b> , Liz Varvaro	(360) 370-7601	
<b>FACILITIES MANAGER</b> , Brock Hauck	(360) 370-7902	(909) 322-0022
<b>TRANSPORTATION</b> , Kraig Hansen	(360) 622-6157	

## APPENDIX VII: LOCAL EMERGENCY PHONE NUMBERS

<b>Service</b>	<b>EMERGENCY</b>	<b>Business #</b>
<b>FIRE Department</b>	911	378-5334
<b>CHILD PROTECTIVE SERVICES - Crisis response Services</b>		(866) 829-2153
<b>POLICE</b>	911	378-4151
<b>MEDICAL - PEACE ISLAND MEDICAL CENTER</b>	911	378-2141
<b>EMS</b>	911	378-5152
<b>POISON CONTROL CENTER</b>	911	(800) 222-1222
<b>ROCK ISLAND</b>		378-5884
<b>SAFE SAN JUANS</b>		378-2345
<b>SAN JUAN HEALTH CARE</b>		378-1338
<b>SAN JUAN ISLAND PUBLIC HEALTH</b>		378-4474
<b>SAN JUAN COUNTY EMERGENCY MANAGEMENT</b>		370-7612
<b>UTILITIES – OPALCO</b>		376-3500
<b>UTILITIES – CENTURYTEL</b>		(800) 483-2000
<b>NWRDC Student Information Systems</b>		(425) 349-6498

## APPENDIX VIII: BOMB THREAT INFORMATION SHEET

Obtain as much detail as possible about the bomb and its location – legitimate callers usually wish to avoid injury or death. **Ask for more information to save lives.**

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

Questions to ask the person reporting the threat:

- When is the bomb going to explode?
- Where is it located?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why did you place the bomb?
- What is your address?
- What is your name?

**Record the exact wording of the threat (record on paper as soon as possible)**

**USE PAGE 2 OF THIS FORM**

**Caller's Voice (check applicable boxes):**

- |                                  |                                       |  |   |
|----------------------------------|---------------------------------------|--|---|
| <input type="checkbox"/> Male    | <input type="checkbox"/> Female       | <input type="checkbox"/> Adult           | <input type="checkbox"/> Child          |
| <input type="checkbox"/> Calm    | <input type="checkbox"/> Slurred      | <input type="checkbox"/> Normal          | <input type="checkbox"/> Loud           |
| <input type="checkbox"/> Angry   | <input type="checkbox"/> Nasal        | <input type="checkbox"/> Sincere         | <input type="checkbox"/> Accent _____   |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Stutter      | <input type="checkbox"/> Deep            | <input type="checkbox"/> Excited        |
| <input type="checkbox"/> Slow    | <input type="checkbox"/> High Pitched | <input type="checkbox"/> Ragged          | <input type="checkbox"/> Disguised      |
| <input type="checkbox"/> Rapid   | <input type="checkbox"/> Laughter     | <input type="checkbox"/> Clearing Throat | <input type="checkbox"/> Lisp           |
| <input type="checkbox"/> Soft    | <input type="checkbox"/> Whisper      | <input type="checkbox"/> Deep breathing  | <input type="checkbox"/> Raspy          |
| <input type="checkbox"/> Loud    | <input type="checkbox"/> Distinct     | <input type="checkbox"/> Familiar        | <input type="checkbox"/> Creaking voice |



**Describe any background noise:**

- |  |   |                                 |  |
|--|---|---------------------------------|--|
| <input type="checkbox"/> Office machinery  | <input type="checkbox"/> PA system        | <input type="checkbox"/> Clear  | <input type="checkbox"/> Street noises |
| <input type="checkbox"/> Factory machinery | <input type="checkbox"/> Music            | <input type="checkbox"/> Static | <input type="checkbox"/> Engine        |
| <input type="checkbox"/> Local             | <input type="checkbox"/> Long distance    | <input type="checkbox"/> Voices | <input type="checkbox"/> Animal noises |
| <input type="checkbox"/> Airplanes         | <input type="checkbox"/> Party atmosphere | <input type="checkbox"/> Other  |  |
- impressions: \_\_\_\_\_

**Threat Language:**

- |   |  |
|---|--|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Message read by threatmaker |
| <input type="checkbox"/> foul language          | <input type="checkbox"/> Incoherent                  |
| <input type="checkbox"/> Irrational             | <input type="checkbox"/> Taped                       |
- Language spoken \_\_\_\_\_  Other impressions
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Additional notes:**

**PLEASE RECORD EXACT WORDING OF THREAT IF POSSIBLE**

**Name of Note Taker** \_\_\_\_\_

## APPENDIX IX: EXPOSURE CONTROL PLAN

The San Juan Island School District Exposure Control Plan is available online on the SJISD website at the following URL: <https://www.sjisd.wednet.edu/domain/554>.

Hard copies of the Exposure Control Plan are available at the main office of each building.

### DOCUMENT HISTORY

Date	Name	Description
August, 2018	M. Cumming C. McVeigh	<ul style="list-style-type: none"><li>• Created document.</li></ul>
September 24, 2019	C. Cumming	<ul style="list-style-type: none"><li>• Updated Emergency Teams and District phone numbers lists.</li></ul>
November 5, 2019	C. McVeigh	<ul style="list-style-type: none"><li>• Added link to Exposure Control Plan to Appendices.</li><li>• Updated Appendices; created active hyperlinks to them from TOC.</li></ul>