



The Big Five

Community Packet

2019-20

*Immediate Action Emergency
Response for Schools*



Coalition for
Safe Schools &
Communities



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

STEERING COMMITTEE

COALITION FOR SAFE SCHOOLS AND COMMUNITIES STEERING COMMITTEE

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Police Chiefs and Sheriff Association	Ed Barberini	Association President; Chief of Police, San Bruno
San Mateo Consolidated Fire	Bill Euchner	Battalion Chief
San Mateo County Behavioral Health and Recovery Services	Toni Demarco	Deputy Director
San Mateo County Board of Supervisors	Chris Hunter	Chief of Staff, Don Horsley
San Mateo County Board of Supervisors, District 5	Ann Keighran	Legislative Aid, David Canepa
San Mateo County Community College District	Bill Woods	Director of Public Safety
San Mateo County Counsel	Claire Cunningham	Chief Deputy County Counsel
San Mateo County Counsel	Adam Ely	Deputy County Counsel
San Mateo County Office of Education	Nancy Magee	County Superintendent
San Mateo County Office of Education	Jeneé Littrell	Deputy Superintendent, Student Services
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FOREWORD

With 23 school districts and 20 law enforcement agencies across San Mateo County, it is essential to share a common language and understanding of immediate response protocols in the event of an emergency in our schools and communities. San Mateo County's Big Five protocol provides this shared understanding and has become the cornerstone of emergency response for our nearly 94,000 students across 20 municipalities and unincorporated areas.

Developed in 2014 after a year-long stakeholder engagement process involving professionals from education, law enforcement, fire, public health, government, and the community at large, the Big Five provides five immediate action responses in any given emergency. These include Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation.

The Big Five is under constant review by the Coalition for Safe Schools and Communities Steering Committee. The Steering Committee not only meets monthly, but also analyzes challenges as they arise and makes recommendations.

In addition to the Big Five, the Coalition for Safe Schools and Communities portfolio now includes the following countywide protocols: *Student Threat Assessment*, *Suicide Prevention Toolkit*, *Child Sexual Abuse Protocol*, and *CSEC and Human Trafficking Protocol for Educators*.

The Coalition's 2019 release features the newly developed *Emergency Management Resource Guide* which includes evidence-based practices in the four phases of emergency management: Mitigation/Prevention, Preparedness, Response, and Recovery.

By expanding these additional recommended practices and resources, the Coalition for Safe Schools and Communities continues to fulfill its vision to create and sustain safe and positive school and community environments so all youth in the county may thrive and succeed.

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DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety
- When pressed into disaster service, employees’ Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence their own families are well prepared to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school/work site.

CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is *not* available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for *every* call received
- Answer *all* questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.

DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities then increase to more complex and sophisticated drills and exercises. Use drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

STRATEGIES FOR TRAUMA-INFORMED DRILLS:

Use a **TRAUMA-INFORMED** and developmentally appropriate approach to drills. Children are sensitive to adult behavior, so during drills staff should exhibit confidence and remain calm.

- Always announce drills in advance and prepare all participants, since "surprise" drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Make sure your school is ready for the type of drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercise, but do not add unnecessary complications
- Adults should monitor students during the drill for signs of emotional distress and provide support accordingly
- Evaluate every exercise and conduct a debrief with staff and students

TYPES OF DRILLS AND EXERCISES:

- Orientation Seminar: Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- Drill: Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- Tabletop Exercises: Simulates an emergency situation in an informal, stress-free environment, elicits discussion and clarifying questions
- Functional Exercise: Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- Full-Scale Exercise: Tests an entire community's response capability, uses real equipment, takes place in "real time"

THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis situation, an individual will have to think on their feet to determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and training staff and students to act decisively and remain flexible with a "think on your feet" approach.

LOOK, LISTEN AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is an additional skill important to address when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather.	Isolate students and staff from the outdoor environment. Go inside immediately and close doors, windows, and air vents. Shut down air conditioning/heating units.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris.	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/or police activity off-campus but nearby.	Close and lock all classrooms/office doors. All students and staff remain locked inside until otherwise directed. Continue instruction as planned.
LOCKDOWN/ BARRICADE	Violent intruder on campus.	Go inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification.	Lead students and school staff from school buildings to a predetermined location.

For more information about specific hazards, see *Emergency Management Resource Guide*.

SHELTER IN PLACE



SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside

A Shelter-in-Place response because of air contamination requires that the HVAC systems be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and ventilation systems may need to be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices



DROP, COVER, AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

SECURE CAMPUS



SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside *through the duration of the event*. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed to do so by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander.

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

LOCKDOWN / BARRICADE



THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action.

These actions would likely include:

ESCAPE / GET OFF CAMPUS:

- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

HIDE / LOCKDOWN / BARRICADE:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cellphones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus



LOCKDOWN / BARRICADE

THINK ON YOUR FEET (*continued*)

FIGHT:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

LOOK, LISTEN, AND LEAVE: FIRE ALARM

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

EVACUATION



EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a “**DROP, COVER, and HOLD ON**” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all



EVACUATION

EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

TO ALERT VISUALLY IMPAIRED INDIVIDUALS:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

TO ALERT INDIVIDUALS WITH HEARING LIMITATIONS:

- Turn lights on/off to gain person's attention *or*
- Indicate directions with gestures *or*
- Write a note with evacuation directions

TO EVACUATE INDIVIDUALS USING CRUTCHES, CANES, OR WALKERS:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible, *or*
- Use a sturdy chair (or one with wheels) to move person, *or*
- Help carry individual to safety

TO EVACUATE WHEELCHAIR-USING INDIVIDUALS:

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

EVACUATION



STUDENT RELEASE AND REUNIFICATION:

After an evacuation, it may be necessary to have parents and guardians pick up their children at a different time and/or location. The student release and reunification process is designed to ensure that students rejoin their parents or guardians in a way that is both efficient and safe. School staff practice the special release and reunification process throughout the school year in order to be ready. Parents and guardians can also take steps to help ensure the student release and reunification process runs smoothly:

- Make sure information on your child's school emergency card is up-to-date, this includes the names of people authorized to pick up your child as well as the best phone number and email address to use to reach you. If you cannot pick up your child, school staff will release your child only to individuals already listed on the emergency card on file at the school.
- Bring your photo ID to pick up your child.
- Be sure to let the individuals authorized to pick up your child know that they must bring a photo ID to show school staff before they will release your child to them.
- Follow the direction of school staff or law enforcement personnel who are involved in the student release process.
- Be patient – this process can take a long time.
- Make sure you are familiar with the Big Five Emergency Response Protocols and discuss them at home with your child.

In some cases, exceptions to the student release and reunification may be made. These can vary by school and situation. For example, in some situations, students could be released to an off-site after school program in which they are already enrolled, or high school students may be released to transport themselves home. Depending on the situation, members of law enforcement may be on campus to conduct an investigation. Also, counselors may be on hand to offer support to students, staff, and parents or guardians.

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE:

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call **911** immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

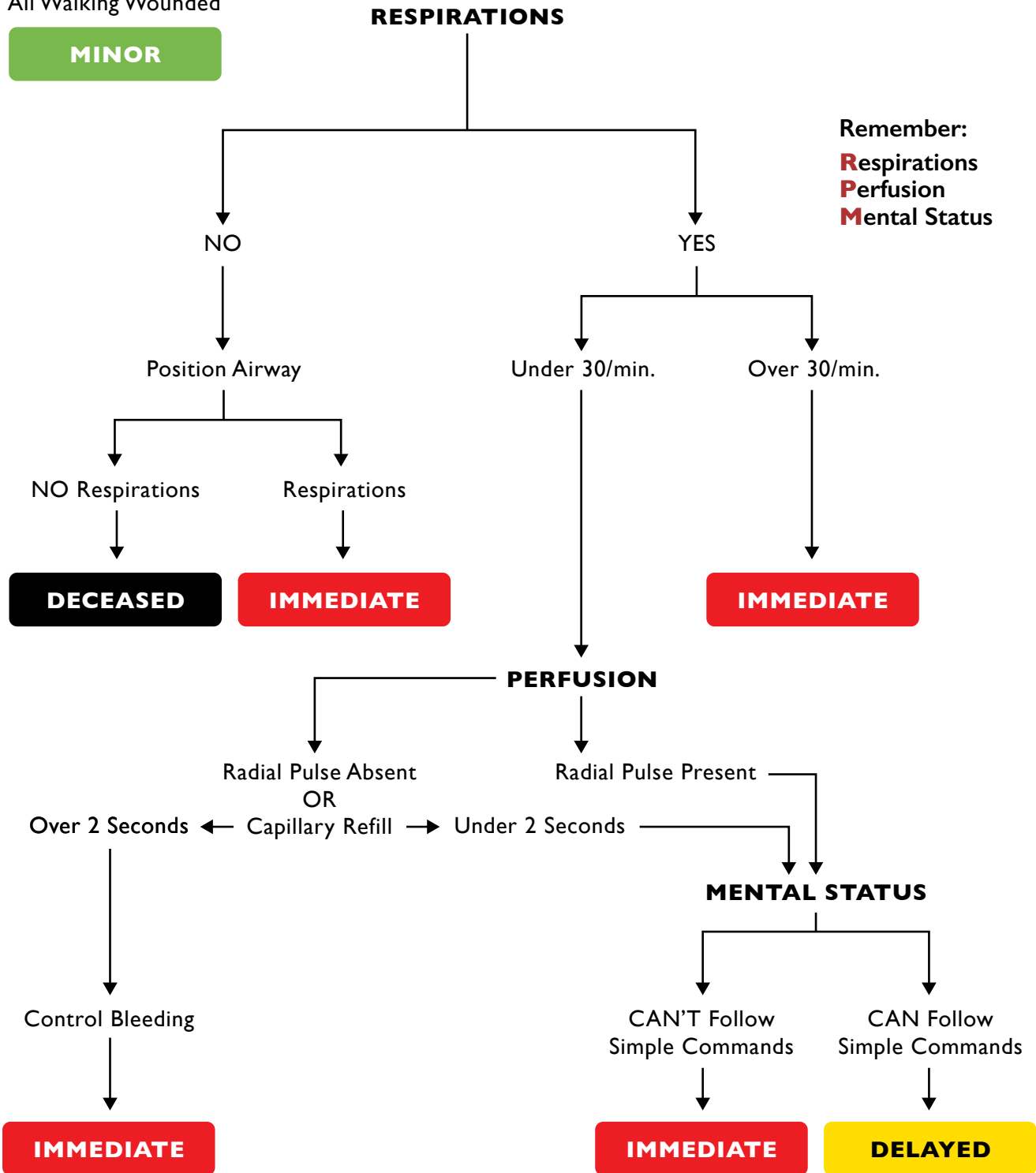
1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton-tipped applicators, individually packaged
11. Assorted Band-Aids (1" x 3")
12. Gauze squares (2" x 2"; 4" x 4"), individually packaged
13. Adhesive tape (1" width)
14. Gauze bandage (2" and 4" widths) rolls
15. Ace bandage (2" and 4" widths)
16. Splints (long and short)
17. Cold packs
18. Triangular bandages for sling and safety pins
19. Tongue blades
20. Disposable facial tissues, paper towels, sanitary napkins
21. One flashlight with spare bulb and batteries

FIRST AID: TRIAGE

In **TRIAGE**, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.

All Walking Wounded

MINOR



SCHOOL INCIDENT COMMAND CHART

