



**School Name**  
**Safety/Crisis**  
**Manual**

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**2014-2015**



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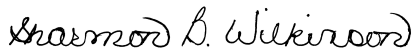
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## Introduction to the Crisis Intervention Plan

The safety and security of its students, staff and visitors is of paramount importance to the School District of Clayton. The District takes seriously the responsibility of ensuring that all School District of Clayton facilities are safe places to learn and work. The District has identified best practices in school safety and security and has trained its staff members on how best to respond in emergency situations. This manual contains valuable information that will optimize the District's ability to respond effectively in emergency and crisis situations. The District Safety Team and the respective building safety teams have been empowered with the responsibility to lead the safety efforts throughout the District.

The School District of Clayton, along with the larger Clayton community, will continue to work together to use the resources necessary to provide a positive and safe school environment. Thank you for taking time to read this manual and understand your responsibility in keeping our schools safe. Thank you for all you do for the School District of Clayton!

Sincerely,



Sharmon B. Wilkinson, Ed.D.  
Superintendent



Greg Batenhorst Ed.D.  
Assistant Superintendent of Student Services

**Reference Sources: Numerous sources have been used as reference sources in developing this manual, including the following:**

- *Emergency Procedures Manual* developed by Facility Solutions
- *When Crisis Visits School* (book and accompanying resources) by Dr. John Dudley
- *First Aid Manual* of the American Red Cross
- *Crisis Intervention Manual* from Wildwood Middle School (Rockwood School District)

# School District of Clayton Emergency Telephone Numbers

## **Administration**

#2 Mark Twain Circle, Clayton, MO 63105  
(314) 854-6000

## **Dr. Sharmon B. Wilkinson, Superintendent**

Work: (314) 854-6002  
Home: (636) 448-7604  
Cell: (636) 448-7604

## **Dr. Greg Batenhorst, Assistant Superintendent of Student Services**

Work: (314) 854-6013  
Home: (636) 675-1523  
Cell: (314) 917-4727

## **Dr. Milena Garganigo, Assistant Superintendent of Teaching and Learning**

Work: (314) 854-6004  
Home: (314) 353-2227  
Cell: (314) 960-4207

## **Chris Tennill, Chief Communications Officer**

Work: (314) 854-6015  
Home: (636) 936-8374  
Cell: (314) 803-8268

## **Chief Information Officer (TBA)**

## **Mary Jo Gruber, Chief Financial Officer**

Work: (314) 854-6011  
Home: (618) 667-3984  
Cell: (314) 917-2943

## **Dr. Sean Doherty, Assistant Superintendent of Human Resources**

Work: (314) 854-6012  
Cell: (314) 541-6154

# School District of Clayton Emergency Telephone Numbers cont.

## Facility Services

305 North Gay, Clayton, MO 63105  
(314) 854-6950

### Tim Wonish, Director of Facility Services

Work: (314) 854-6952  
Cell: (314) 280-4505

### Wayne Bauer, Assistant Director of Buildings

Work: (314) 854-6961  
Home: (314) 426-1542  
Cell: (314) 280-4506

### Bob Breite, Assistant Director of Grounds

Work: (314) 854-6960  
Home: (636) 379-8642  
Cell: (314) 280-4508

## Emergency Contact Numbers

Clayton Police Department:	(314) 645-3000
Missouri Highway Patrol:	(314) 340-4000
School Resource Officer (CHS):	(314) 854-6611
School Resource Officer (WMS):	(314) 854-6466
Clayton Fire Department:	(314) 290-8485
Fire Chief:	(314) 290-8486
Assistant Fire Chief:	(314) 290-8487

School Name \_\_\_\_\_

Year \_\_\_\_\_

## School Safety/Crisis Intervention Planning Checklist

**Note: One copy of this form is to be kept in this manual, while another is to be forwarded each year to the Office of Student Services.**

\_\_\_\_\_ Designate a building Crisis Intervention Coordinator. The coordinator is in charge of implementing crisis intervention procedures (this is usually the building principal).

Name: \_\_\_\_\_ Title: \_\_\_\_\_

District Cell Phone: \_\_\_\_\_ Personal Cell Phone: \_\_\_\_\_

\_\_\_\_\_ Designate an alternate to serve in the coordinator's absence (usually an assistant principal or instructional coordinator).

Name: \_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Designate a media liaison. The liaison is responsible for collecting information and referring the media to the Chief Communications Officer or his designees.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Designate an alternate to serve as media liaison in the liaison's absence.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Designate a Building Safety/Crisis Response Team representative of a cross section of groups in the building.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

## School Safety/Crisis Intervention Planning Checklist cont.

\_\_\_\_\_ Complete the following plan with assignments:

- |  |                         |
|--|-------------------------|
| Will call 911 or other authorities                     | Name: _____             |
| Will call Superintendent's Office                      | Name: _____             |
| Will call Assistant Superintendent of Student Services | Name: _____             |
| Will direct emergency personnel upon arrival           | Name: _____             |
| Will be responsible for student/staff attendance       | Name: _____             |
| Will serve as communication contact                    | Name: _____             |
| Will have information on utility shut-off locations    | Name: _____             |
| On-campus evacuation site                              | Evacuation site: _____  |
| Off-campus alternate evacuation site                   | Evacuation site: _____  |
| Location of back-up records for all students           | Records location: _____ |

**Please submit this plan to the Office of Student Services upon completion.**





# **Safety and Crisis Response**

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# Intruder Situations

## Immediate Response:

In the event an intruder or unidentified person enters the building, the staff member making the observation should contact the office immediately by phone and email. Any email response should be marked: **URGENT: INTRUDER IN BUILDING** (add location as well).

## Step-By-Step Response:

- The building principal or other available administrator will announce over the intercom that there is an intruder in the building and will give the last known location of the intruder. Building lockdown procedures will go into effect at that time.
- If you are located in a portion of the building that is away from the location of the intruder, you may use judgment to determine if you and your students may exit the building safely. If exiting the building, you should proceed to the off campus location your building has identified as its safe haven in emergency situations.
- Simultaneously with the announcement a building office employee will call 911 and inform the dispatcher there is an intruder in the building.
- The teachers and staff members are to hold all students and lock all doors.
- The teachers and staff members are to turn off all lights in the room and move students away from doors and windows, remaining out of the line of sight as much as possible. The blinds in the room should be closed, and all students should be instructed to remain quiet.
- The teacher is to take attendance and report it by email to the building principal. The teacher should identify attendance by stating that all is OK (all students are present) or that students are missing (list missing students). If a teacher has extra students, they should be identified as well.
- If individual teachers or staff members are able to determine they are in a location that is not in close proximity to the intruder, the option to exit the building is appropriate. The closest exit should be utilized, with students and adults heading to the building's designated alternative location in case of emergency.
- The students and staff are to remain in lockdown mode until an "all clear" has been given by a building administrator or law enforcement official.
- The building's designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

# Procedures for Hostage Situations

**If a hostage situation appears to be taking place, the following steps should be followed:**

- Remain calm.
- Contact the office immediately to identify the location of the hostage situation, and inform the office to call the police immediately.
- Evaluate the situation to determine if the person can be approached safely and to determine if the person is in possession of any form of weapon. It is important to determine the overall demeanor of the hostage taker to determine if negotiation may be an option.
- Attempt to isolate the hostage taker in an area that lessens the chance of bystanders or other victims becoming involved.
- Secure the perimeter so as not to allow any unauthorized people into the area.
- Evacuate the area.
- Keep the blinds or windows open in the area where the hostage situation is taking place in order to assist law enforcement.
- Engage the hostage taker in non-threatening conversation to determine what they may want. This will buy time for law enforcement and administration to arrive to assist.
- Keep a safe distance and do not attempt to play the role of hero and take on the hostage taker on your own.
- Law enforcement and the administration will determine when an “all clear” determination has been made.
- All individuals not in close proximity of the hostage situation will follow administration and law enforcement directions to either exit the building and move to the off campus safe haven identified for your building, or you will be instructed to institute lockdown procedures.
- The building’s designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

## Fire Emergency Procedures

- A fire emergency will be noted by the sounding of the designated bell or alarm (see Appendix for more detailed information).
- Teachers are expected to have their emergency folder and class rosters with them during the emergency.
- Teachers and students are to proceed quietly to the designated safe area (see building evacuation plan in Appendix).
- The teacher is the last person to leave the room. The teacher should turn off all classroom lights and close the door.
- Once outside, the students will process to the designated safe area where the teacher will take attendance.
- No one is allowed to re-enter the building until an “all clear” signal has been given by a building administrator.
- If a fire was to take place during lunch, an assembly or during passing time, the students and staff members should exit the building via the closest exit available. Students should then report to the areas designated for their grade level. Staff members will also move toward designated areas and assist with taking attendance.
- If the location of a fire makes it impossible for a group to use the normal evacuation route, the nearest clear exit should be utilized to exit the building. At that point, the students and staff members should report to the area designated for their grade level.
- The building’s designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

# Earthquake Procedures

**In the event of an earthquake, students and staff should take the following actions:**

- Remain calm and in place during the earthquake.
- Take cover underneath a heavy desk or table and assume a “Duck and Cover” position, protecting the head with the arms.
- Stay as far away as possible from glass, windows and any objects that could fall.
- Once the earthquake appears to have subsided, remain in place for several minutes in anticipation of aftershocks.
- Check for any injuries and administer first aid as needed.
- Once it has been determined that the building may be exited in a safe manner, follow the same exit protocols as outlined for fire procedures.
- Do not re-enter the building once safely outside. If outside when the earthquake begins, remain outside and as far away from structures as possible.
- The building’s designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

## Tornado Procedures

- Each building should monitor severe weather through the use of an approved weather radio. A tornado watch means tornadoes and severe weather are possible. A tornado warning means a tornado has been spotted and potentially poses a danger to the school. Should a tornado warning go into effect, all students and staff should move to the safest area possible. The alert for a tornado will be signaled by the following announcement:

**This is a tornado alert; follow tornado procedures accordingly.**

- With this announcement, staff members will move students to the designated safe areas as outlined in the Appendix. Once in the safe areas, students are to remain quiet, and attendance will be taken and reported to the office. Students are to assume the “Duck and Cover” position, covering their heads with their arms. Teachers should have their emergency folders with them at all times.
- If students and staff are outside when a tornado alert is announced, they are to report inside as soon as possible and assume the “Duck and Cover” position in a safe area.
- All students and staff are to remain in place until an “All Clear” message is given by a building administrator. If the electricity is out during a severe storm, members of the office staff will deliver messages to the safe areas as soon as possible.
- The building’s designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

## Procedures in Case of Loss of Utilities Including Water

- Proceed with the regular school day and lesson as much as possible until receiving further instructions.
- Keep all students in the classrooms until notice is given that it is OK to change classes or leave the room for other reasons.
- The office will remain in regular communication with staff members as needed.
- The Administration will communicate with Central Office and utility companies to evaluate the situation and determine if school is to continue.
- The building’s designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

## Bomb Threat Procedures

Bomb threats are usually received via telephone, via email or in writing. It is impossible to determine immediately if a bomb threat is real or a hoax, so all such threats must be taken seriously. **The following steps should be taken if a bomb threat occurs:**

- Remain calm if speaking to the person making the threat.
- Get as much information from the person as possible, using the Bomb Threat Report found in the Appendix of this manual.
- If notified of a bomb in the building, the principal should review the information and use judgment in determining the legitimacy of the threat. The principal will then collaborate with Central Office administration and law enforcement as soon as possible to determine a plan of action. The first step of this plan is to determine if the building should be evacuated. For any such evacuation the evacuation plan for fire emergencies should be followed unless an alternative plan is needed to avoid an area where a bomb has reported to have been planted. Students will be evacuated to the designated alternate evacuation site if necessary.
- The building administration, in collaboration with law enforcement, will determine if a search of the building is necessary. The building will remain evacuated until a search has been completed or it has been determined a search is not necessary.
- The building's designated communications contact will collaborate with the Chief Communications Officer to determine the communications response for the event.

## Procedures for Receipt of Suspicious Mail

**The following signs are typical of suspicious mail or packages:**

- There is no return address.
- The address is handwritten or poorly typed.
- The item is of excessive weight or a powdery substance is evident.

**If a letter or package seems suspicious:**

- Do not open the letter or package.
- Contact administration who will work with law enforcement to remove the letter or package.
- Wash your hands thoroughly if you have come in contact with the letter or package.



# **First Aid Information**

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## Keys to Prevention of Illness and Injury

1. Provide adequate supervision in all setting.
2. Practice effective hand washing among all students and staff.
3. Remain calm while determining the severity of an illness or injury.
4. Do not hesitate to contact building nurses and call 911 when necessary.

### Call 911 if the victim:

Is or becomes unconscious	Has an anaphylactic reaction
Is not breathing or is having difficulty breathing	Has a seizure, severe headache or slurred speech
Is choking (cannot speak or cough)	Has absorbed, inhaled, ingested or injected a poisonous substance
Is vomiting or passing blood	Has a suspected head, back or neck injury
Has no pulse	Has a severe injury to muscles, bones or joints
Has severe bleeding	Has serious burns or burns covering a large area
Has chest pain or pressure	
Has pressure or pain in the abdomen	

### What to do in an emergency:

1. Check the scene for safety to determine what happened and what actions are in order.
2. Call 911.
3. Check the victim's ABCs (Airway, Breathing, Circulation).
4. Stop any severe bleeding.
5. Treat for shock.
6. Do not move the victim unless he is in danger.

**Accompanying this manual is an updated First Aid manual developed by the American Red Cross.**

# Allergic Reaction

Allergic reactions to certain foods, bee stings and bug bites may cause restrictive breathing, blockage of air passages and swelling of the face. Other symptoms include rash, hives and a runny nose. Severe reactions known as anaphylaxis may be life threatening and require immediate intervention.

## Signs of an Allergic Reaction:

1. Trouble breathing
2. Feeling of tightness in the chest and throat
3. Swelling of the face, neck and tongue
4. Rash, hives, dizziness or confusion

## What to do:

1. Check the scene to make sure it is safe.
2. Check carefully for swelling and breathing problems.
3. Send someone to call 911 if breathing problems persist.

# Asthma

## Signs of Asthma:

1. Wheezing
2. Chest feels tight
3. Coughing
4. Difficulty breathing

## What to do:

1. Have the person sit down.
2. Talk to the person in a calm, reassuring tone.
3. If the person has an inhaler, have him use it.
4. Contact the nurse or physician of the person for assistance if needed.

# Bites and Puncture Wounds

## Signs of Bites and Puncture Wounds:

1. Hives
2. Itching or swelling of the skin
3. Person appears pale
4. Abdominal pain
5. Wheezing
6. Weakness, dizziness, headache and/or fainting
7. Nausea, vomiting and/or diarrhea

## What to do:

1. Clean with soap and water.
2. Apply pressure to stop any bleeding.
3. Remove the splinter or small object and cover the area with a sterile dressing.
4. If the bite or wound is severe, call 911.
5. Call Animal Control when appropriate.
6. Report all human and animal bites to the Health Department.
7. Call 911 if the bite is a human or animal bite.

# Bleeding

## What to do:

1. Apply direct pressure, using a barrier between your skin and the blood.
2. Elevate extremity above the heart.
3. Apply pressure bandage.
4. Use pressure points, applying pressure to a nearby artery if the bleeding does not stop.
5. Never use a tourniquet.
6. Clean cuts and abrasions with soap and water and cover with a Band-Aid or sterile dressing.
7. Call 911 if bleeding cannot be stopped and if muscle and bones are exposed.
8. Call 911 if the bleeding is a result of a human or animal bite.

## Burns

Three variables contribute to the seriousness of a burn: size, location and depth of the burn.

### What to do:

1. Remove the victim from the cause of the burn if possible.
2. Cool the burn with cool water applied gently on the skin, but do not apply ointment, lotion, butter, baking soda or ice on the burn.
3. Remove clothing if it is not stuck to the skin.
4. Apply a dry sterile dressing.
5. All burns should be assessed carefully for possible need of calling 911.
6. Call 911 if the victim is having difficulty breathing and/or the burns cover more than one part of the body.

## Cardiac and Respiratory Arrest

### What to do:

1. Don't move the victim unless the area is unsafe.
2. Look for chest movement and feel and listen for breathing for five seconds.
3. Call 911 before performing CPR on an adult, but attempt CPR for one minute on a child or infant prior to calling 911.
4. Using the index and middle finger, sweep the victim's mouth.
5. Open the victim's airway by gently tilting back the victim's head and lifting the chin.
6. Look, listen and feel for breathing.
7. If the victim is not breathing, pinch the victim's nose closed. If the victim is an infant or small child, cover his nose and mouth with your mouth and give two breaths.
8. For adults, if there are no signs of life or circulation, find your hand position by locating the notch where the lower rib meets the breastbone. Place your index and middle fingers where the notch begins and place the heel of your hand on the breastbone next to your index finger. Place your other hand on top and your shoulders over your hand. Compress the chest about two inches. Give cycles of 15 chest compressions followed by two slow breaths. Pump at the rate of 100 pumps per minute. Repeat this series until the victim begins to breathe on his own.

## Choking

### What to do:

1. Ask the victim, "Are you choking?" If the victim can speak, do not do anything other than encourage the person to continue to try to "cough up" the item causing the choking. If the victim is choking, the Heimlich Maneuver may be necessary. Have someone call 911 while the Heimlich Maneuver is performed.
2. Heimlich Maneuver: Stand behind the victim, place your foot between the victim's legs for support, and wrap your arms around the victim's waist. Place the thumb side of your fist against the middle of the victim's abdomen just above the navel. Give quick inward and upward thrusts. Repeat this procedure until the object is coughed up and the person is breathing on his own or until the person becomes unconscious.

## Dehydration

### What to do:

1. Move the victim into the shade or a cool area.
2. Replace lost fluids and body chemicals by giving the victim an electrolyte replacement drink, flavored gelatin in liquid form, or clear broth. Avoid low-sodium broth and caffeinated beverages.
3. Call 911 if vomiting, seizures, fast breathing or a weak pulse are evident.

## Dental Injuries

### What to do:

1. Rinse mouth with warm water.
2. If bleeding, have the victim bite on a folded gauze pad for several minutes.
3. If the tooth has been knocked out, save the tooth and get the victim to a dentist as soon as possible.

# Diabetes

A diabetic reaction may be in response to low blood sugar (hypoglycemia) or high blood sugar (hyperglycemia).

## Signs of a Diabetic Reaction:

1. Dry, warm and flushed skin
2. Increased urination
3. Nausea and vomiting
4. Drowsiness
5. Hunger
6. Changes in vision
7. Increased thirst
8. Fruity breath odor
9. Heavy breathing

## What to do:

1. If the victim is conscious and a known diabetic, give sugar (fruit juices, candy, non-diet drinks or table sugar).
2. Follow any diabetes action plan that has been established for the victim.
3. If the victim is unconscious, do not give the victim anything to eat or drink.
4. Call 911 and continue to check breathing and pulse.

# Eye Emergencies

## What to do:

1. Cover an abrasion with a clean dressing.
2. Apply cool pack to an eye that has been injured by a blow to the eye.
3. Irrigate an eye with a large amount of water for 20 minutes if the eye has been subject to a chemical spill.
4. Only remove a foreign object from an eye if the object is easy to locate and can be washed out with water or removed with moist cotton.
5. Refer the victim to a physician.

## Fainting

Fainting is a temporary loss of consciousness and may indicate a more serious medical condition.

### What to do:

1. Elevate the victim's legs 8-12 inches unless an injury is suspected.
2. Loosen any tight clothing.
3. Check breathing and pulse.
4. Do not give anything to eat or drink.
5. Report the incident to the school nurse for further assessment.

## Fever

Temperature readings over 100 degrees indicate the presence of a fever and possible infection.

### What to do:

1. Encourage liquids and rest.
2. Refer to a physician.
3. Students with a fever of 101 degrees and above will be directed to go home until the fever breaks.

## Fractures and Spinal Injuries

### Signs of Fractures:

1. Pain and tenderness
2. Swelling
3. Deformity
4. Loss of use
5. Bruising or discoloration
6. Open wound with bone visible

### What to do:

1. Move the victim only if leaving him in the same place is dangerous or if the victim is not breathing.
2. For a fracture, immobilize the area with soft padding.
3. Apply ice wrapped in a cloth.
4. Call 911 if an open wound is evident and if the injury is to the head, neck or back.

# Head and Spinal Injuries

## Signs of Head or Spinal Injuries:

1. Changes in consciousness, loss of balance, seizures
2. Severe pain or pressure in the head, neck or back
3. Tingling or loss of sensation in the hands, fingers, feet or toes
4. Partial or complete loss of movement of any body part
5. Unusual bumps or depressions on the head or over the spine
6. Blood or other fluids draining from the ear or nose
7. Heavy external bleeding from the head, neck or back
8. Impaired breathing or vision as a result of an injury
9. Nausea, vomiting or persistent headache
10. Bruising of the head, especially around the eyes and behind the ears

## What to do:

1. Check the scene to determine it is safe.
2. Send someone to call 911.
3. Keep the victim calm and completely still.
4. Check the victim's ABCs (Airway, Breathing, Circulation) and begin CPR if necessary.
5. Keep the person from getting too hot or too cold.
6. Don't move the person unless it is absolutely necessary.

# Hyperthermia/Heat Exhaustion/Heat Stroke

## Signs of Hyperthermia:

1. Painful muscle spasms, usually in the legs and abdomen

## What to do:

1. Have the victim rest in a cool place.
2. Give cool water or a commercial sports drink.
3. Lightly stretch and gently massage the muscle.
4. Do not give salt tablets.



# Heat Illness

## Signs of Heat Illness:

1. Cool, moist, pale or flush skin
2. Headache, nausea, dizziness
3. Weakness, Exhaustion
4. Heavy sweating
5. Red, hot and dry skin
6. Changes in level of consciousness
7. Vomiting

## What to do:

1. Move the victim to a cool place.
2. Loosen tight clothing.
3. Remove perspiration-soaked clothing.
4. Apply cool wet clothes to the skin.
5. Fan the person.
6. If conscious, give the person cool water to drink.
7. Call 911, and check for a pulse if the person loses consciousness.

# Hypothermia

## Signs of Hypothermia

1. Shivering, numbness, glassy stare
2. Apathy, weakness, impaired judgment
3. Loss of consciousness

## What to do:

1. Move the victim to a warm place if possible.
2. Check for breathing and a pulse.
3. Remove any wet clothing and dry the person.
4. Warm person slowly by wrapping in a blanket or putting dry clothes on the person.

## Nosebleeds

### What to do:

1. Apply firm pressure by pinching the end of the nose shut.
2. The person should be in a sitting position and given time to rest after the bleeding stops.

## Poisoning

### Important Numbers:

Poison Control of St. Louis: (314) 772-5200

Out of Area: (800) 366-6888

### Signs of Poisoning:

1. Breathing difficulty
2. Nausea, vomiting, diarrhea
3. Chest or abdominal pain
4. Sweating, changes in consciousness, seizures
5. Burns around the lips, tongue, or on the skin
6. Open or spilled containers; open medicine cabinet
7. Unusual odors, flames, smoke

### What to do:

1. Check the scene to make sure it is safe to approach and investigate.
2. Check the victim's level of consciousness, breathing and pulse.
3. Send someone to call 911 and Poison Control.
4. Look for any containers and share information with emergency personnel.
5. Try to determine what poison may have been ingested and how much was ingested.
6. Never give anything to eat or drink unless directed to do so by a medical expert or the Poison Control Center.
7. If the victim vomits, position him on his side. Save a sample of the vomit if the poison is unknown.

## Seizures

### What to do:

1. Remain calm, as victims will usually not injure themselves during a seizure.
2. Help the person to the ground if he knows a seizure is going to take place.
3. Clear the area to prevent injury.
4. Loosen restrictive clothing, especially around the neck.
5. Position the victim on his side with his head turned to the side so the mucous can drain.
6. Allow the victim to rest after completion of a seizure.

## Shock

### Signs of Shock:

1. Pale skin color
2. Cool, moist skin
3. Rapid, weak pulse
4. Nausea
5. Dizziness
6. Thirstiness

### What to do:

1. Check for breathing and pulse.
2. Control any severe external bleeding.
3. Put the victim in shock position – flat on his back with his feet elevated 8-10 inches; keep the victim in the original position found if there is evidence of suspicion of a spinal injury.
4. Give nothing to eat or drink.
5. Preserve body heat – use a blanket or other covering to prevent heat loss.
6. Call 911.

## Universal Precautions

Universal precautions is an approach to infection control in which all human blood and certain human body fluids are treated as if known to be infectious for human immunodeficiency virus (HIV), hepatitis B virus (HBV) and other blood borne pathogens.

### Principles of Universal Precautions

1. Barrier – Use appropriate barrier precautions (gloves, masks, goggles) to prevent skin and mucous membrane exposure to infectious body fluids.
2. Wash hands – Do so immediately and thoroughly.
3. Prevent injuries – Put used needles and sharp instruments directly into puncture-resistant containers.
4. Clean up – Clean contaminated surfaces promptly with 1 part bleach to 100 parts water.
5. Disposal – Follow pertinent federal, state and local regulations.

