

Gateway Preparatory Academy

EMERGENCY RESPONSE PLAN

And Safety Handbook

INTRODUCTION

What is an Emergency?

- A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the school and may require the combined efforts of the State or other political subdivisions. Gateway Preparatory Academy facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
- B. Gateway Preparatory Academy emergencies can be small and easily managed, or they can be large and difficult to manage. Every Gateway Preparatory Academy emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help do that.

Purpose:

- A. To effectively handle an emergency, this Emergency Response Plan was developed by the Board and school administration to organize and train all staff members in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- B. Students and parents must also understand contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.
- C. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.
- D. Procedures will be developed to provide for disabled and non-English speaking students and staff.
- E. This plan shall be reviewed annually by the Board and administration and updated to maintain current procedures.
- F. Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.
- G. Each classroom will be supplied with a Classroom Emergency Response Guide that provides instructions on how to respond to specific events.
- H. Provisions for off campus emergencies will be addressed in this plan (e.g. bus accidents, field trips, off campus school activities...).
- I. A copy of this plan will be filed in the Gateway Preparatory Academy office.

BASIC PLAN

A. SITUATION AND ASSUMPTIONS

1. Situation

- a. The school is located at 201 E Thoroughbred Way, Enoch, UT 84721. The school consists of 1 building. There is an average onsite daily membership of 500 students and 109 staff members at Gateway each school day.
- b. The academy Director has the primary responsibility for developing and implementing the Emergency Response Plan. The Director has the responsibility of executing the policies developed by the Board.
- c. School personnel and/or local fire and law enforcement agencies handle most emergencies on school grounds.

2. Assumptions

- a. During an emergency, centralized direction and control is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the school to handle, school personnel will coordinate with local emergency response agencies. This may include having a staff member or members act as liaison with responding agencies.

B. COMMUNICATIONS

1. Emergency Communications

When an emergency condition exists, the Incident Commander (school director, assistant director, or school counselor) will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (***a.*** being the primary mode of communication followed by alternative modes). Notifications will be given in plain language. **Code words shall not be used.**

- a. Intercom/Walkie Talkies
- b. Telephone
- c. Runners

2. Media Relations

In the event media covers any school emergency, the school director shall deal with the media.

3. Emergency Contact Numbers

Public Safety Agencies	Number
General Emergency	911*
Police/Sheriff/Fire	911*
Poison Control	1-800-362-0101
Local Hospital	435-868-5000
School Contacts	Number
School phone number	435-867-5558
School Director - Andy Burt	435-590-4910
Other Administrators	435-867-5558
Aimee DiBrienza	435-327-0637
Dave Armour	435-327-0610
Jonada Munk	435-272-7646

C. SCHOOL ASSIGNMENTS AND STAGING AREAS

On School Locations and Staging Areas			
	Primary	Alternate	Alternate
On School Command Post	Andrew Burt	Aimee DiBrienza	Dave Armour
Student Care	Terie Simcox	Joni O'Hanlon	Aimee DiBrienza
First Aid	Terie Simcox	Joni O'Hanlon	Aimee DiBrienza
Student Request	Joni O'Hanlon	Terie Simcox	Andrew Burt
Student Release	Joni O'Hanlon	Terie Simcox	Andrew Burt
Media Staging	Andrew Burt	Aimee DiBrienza	Dave Armour
Law Enforcement Staging	Andrew Burt	Aimee DiBrienza	Dave Armour
Fire Staging	Roger Gibson	Andy Burt	Ada Munk
Public Works Staging	Roger Gibson	Ada Munk	Andy Burt
Utilities Staging	Roger Gibson	Ada Munk	Andy Burt
Student Relocation Center	Andrew Burt	Aimee DiBrienza	Dave Armour

d. Staff Emergency Assignments

POSITION	1ST (Primary)	2ND(Alt)	3rd (Alt)
Incident Commander	Andrew Burt	Aimee DiBrienza	Dave Armour
Safety & Security	Roger Gibson	Andrew Burt	Jonada Munk
Information Officer	Andrew Burt	Aimee DiBrienza	Jonada Munk
Search & Rescue	Dave Armour	Andrew Burt	Aimee DiBrienza
Medical/First Aid	Joni O’Hanlon	Terie Simcox	Dave Armour
Student Supervision	Aimee DiBrienza	Dave Armour	Level Leaders
Student Request	Joni O’Hanlon	Terie Simcox	Andrew Burt
Student Release	Joni O’Hanlon	Terie Simcox	Andrew Burt
Runners	Andrew Burt	Dave Armour	Terie Simcox

Notes:

EVACUATION CHECKLIST

1. Evacuation

- Incident Commander (IC) initiates evacuation procedures.
- IC determines if students and staff should be evacuated outside of building or to the emergency relocation center. Contact Bus Garage.
- Incident Commander notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Describe how disabled and non-English speaking students and staff will be provided for.
- Lock doors.

2. Teachers:

Direct students to follow normal evacuation drill procedures unless IC alters route.

- Take classroom roster and attendance signal card.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Incident Commander immediately of missing student(s) using attendance signal card.
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

3. Relocation Centers

List primary and secondary student relocation centers:

Primary Relocation Center

Secondary Relocation Center

Baseball Field South of School

Enoch West stake center

LOCKDOWN/SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- Incident Commander (IC) will issue lock-down order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Incident Commander gives the all-clear signal.

e. REVERSE EVACUATION

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

- Identify safe areas in each school building.
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in the safe area.
- Office personnel must contact each teacher/classroom for a headcount.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

ANIMAL ATTACK

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Disaster Team Members section).
- Notify Incident Commander. Incident Commander assembles Disaster Team Members.
- Seal off area if animal(s) still present.
- Incident Commander notifies Board President and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

ASSAULT/FIGHTS

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- Notify Incident Commander. Incident Commander assembles Crisis Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Incident Commander notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (This includes touching of sensitive areas covered by clothing).
- Incident Commander notifies parents of students involved in assault.
- Document all activities. Ask victim(s)/witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

BOMB THREAT

Upon receiving a message that a bomb has been planted in school:

- Use bomb threat checklist. (Page 35 of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately record number from Caller ID.
- Notify Incident Commander or designee.
- Incident Commander orders evacuation of all persons inside school building(s).
- Incident Commander notifies police (call 911) and Board President. Incident Commander or person who received threat must report incident to police.

Evacuation procedures:

- Incident Commander warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of school building(s). Incident Commander may move students to Relocation Center if weather is inclement or building is damaged.

(500 feet is general rule. Consult with local bomb disposal unit)

- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

BUS/CARPOOL INCIDENT

Bus/Car Driver/Monitor

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify Incident Commander. Incident Commander assembles Crisis Team Members.

School Personnel

- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.
- Incident Commander notifies Board President and parents of students involved.
- Identify location(s) where injured are taken.

FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police (call 911) and Board President. Incident Commander must report incident to Fire Marshal.
- Teachers take roll after being evacuated and report attendance to administration using the attendance signal card.
- Incident Commander may move students to Relocation Center if weather is inclement or building is damaged.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police and fire (call 911) and Board President.
- Teachers take roll after being evacuated and report attendance to administration using the attendance signal card.
- Incident Commander may move students to Relocation Center if weather is inclement or building is damaged.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Incident Commander notifies police and fire department (call 911) and Board President. Incident Commander must report incident to Fire Marshal.
- Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision. Incident Commander may move students to Relocation Center if weather is inclement or building is damaged.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

GENERAL EMERGENCY

- Notify 911 (if necessary) and the Incident Commander. Incident Commander notifies Board President.
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in Crisis Team Members section.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to director or designated spokesperson.

HAZARDOUS MATERIALS EVENT

Incident occurred in school:

- Call 911.
- Notify Incident Commander.
- Incident Commander notifies Board President.
- Seal off area of leak/spill.
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- Fire or police will notify director.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

INTRUDER/HOSTAGE

Intruder- An unauthorized person who enters school property:

- Notify Incident Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Incident Commander notifies Superintendent and may issue lock-down procedures (see Lock-Down Procedures section).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 9-911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify Incident Commander.
- Incident Commander notifies Superintendent.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

MEDIA

All staff must refer media to director or designated spokesperson.

Gateway Preparatory Academy, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Academy Director serves as school spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information.
- Establish a media information center away from school.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

RADIOLOGICAL EVENT

Sheltering Notification:

- Bring all persons inside building(s).
- Lock all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation Notification:

- Incident Commander contacts Board President and informs him/her that evacuation is taking place.
- Incident Commander notifies students, staff and relocation center.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Lock doors.

Teacher responsibilities during evacuation:

- Return to homeroom or keep classes intact.
- Take roll.
- Explain procedures to students. Instruct students to take belongings.
- Wait in classroom until Incident Commander or designee informs teachers that buses have arrived.
- Take class roster.
- Take roll again after arriving at the relocation center.

SERIOUS INJURY/DEATH

If incident occurred in school:

- Call 911.
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- If possible, isolate affected student/staff member.
- Notify Incident Commander.
- Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to director or designated spokesperson

If incident occurred outside of school:

- Activate school crisis team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to director or designated spokesperson

Post-crisis intervention:

- Meet with school counseling staff and School Director to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

EARTHQUAKE PROCEDURES

In case of an earthquake all students are to remain with their teacher (s) and be evacuated to the nearest, strongest and safest location. It is not recommended to have students sit under desks, in stairways or in a doorway. If anything from the upper levels or ceiling falls it can have the potential to crush anything under the desks or in the stairways and doorways. Any location next to a desk or anything heavy that will withstand weight children and adults should sit or lay next to. By doing so, it will create a safe pocket (triangle) for the student and/or adult to place themselves until help arrives.

- Notify Incident Commander.
- Call 911 (if necessary).
- Notify Board President
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Evacuate students and staff if necessary.
- Refer media to school spokesperson (or designee).
- Convene crisis team and implement crisis response procedures.
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.
- Identify safe areas in each school building/level.
- Teachers take class roster.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each school building/level.
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- If advised, seal doors, windows, and vents with plastic sheets and duct tape.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

STAFF RESPONSIBILITIES

Incident Commander or designee:

- Verify information.
- Identify Command Post.
- Call 911 (if necessary).
- Seal off high-risk area.
- Convene crisis team and implement crisis response procedures.
- Notify Board President.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to school spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Teachers:

- Verify information.
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster.
- Refer media to school spokesperson (or designee).
- Keep detailed notes of crisis event.

STUDENT UNREST

- Notify police, if necessary.
- Ensure the safety of students and staff first.
- Contain unrest. Seal off area of disturbance.
- Notify Incident Commander.
- Incident Commander notifies Board President.
- Warn staff. Incident Commander may issue lock-down (see Lock-Down Procedures section).
- Move students involved in disturbance to an isolated area.
- Meet with student representatives to address issues.
- Document incidents with cassette recorder or take detailed notes.

Teachers:

- Keep students calm.
- Lock classroom doors.
- Do not allow students to leave the classroom until you receive an all-clear signal from Incident Commander.
- Make a list of students that are absent from classroom. Document all incidents.

SUICIDE

Suicide Attempt in School:

- Verify information.
- Call 911.
- Notify Incident Commander and or school nurse
- Incident Commander notifies director and parent(s) or guardian(s) if suicidal person is student. Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until counselor/suicide intervention arrives. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.
- Activate school crisis team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death/Serious Injury:

- Verify information.
- Activate school crisis team.
- Incident Commander notifies Superintendent.
- Notify staff in advance of next school day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention “suicide” or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with school counseling staff and School Director to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other “highly stressed” students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.

- Refer media to Director. Do not let media question students or staff.
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: nuclear, biological, chemical, and conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to interior hallways.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the school should:

- Reverse-evacuate all people into school buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into school buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- Move students and staff to interior hallways.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover, and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the school is the target:

- Evacuate to pre-designated off school location(s)

WEAPONS

- Call police if a weapon is suspected to be in school.
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Inform suspect of his/her rights and why you are conducting search.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

WEATHER

Severe Weather Watch has been issued in an area near school

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review **drop, cover and hold** procedures with students.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- Shut off gas.
- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

Appendix: Forms

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks:

Notice of First Aid Care

DATE: _____

SCHOOL: _____

Dear Parent:

_____ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on school) _____

Transporting Agency: (if not presently on school) _____

Time: _____

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

PARENT'S SIGNATURE

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

Annex D – Pandemics

I. SITUATION

- A. A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. During the 20th century, there were three influenza pandemics:
1. The 1918 pandemic caused at least 500,000 deaths in the U.S. and up to 40 million deaths worldwide.
 2. The 1957 pandemic caused at least 70,000 deaths in the U.S. and 1 to 2 million deaths worldwide.
 3. The 1968 pandemic caused about 34,000 deaths in the U.S. and 700,000 deaths worldwide.
- B. When a pandemic influenza virus emerges, its global spread is considered inevitable. Its spread can be delayed through measures such as border closures and travel restrictions, but it cannot be stopped. Because the strain of the virus emerges so rapidly, it is highly unlikely that a vaccine will be available for a pandemic flu outbreak.
- C. Gateway Preparatory Academy could be severely affected by a pandemic. It is estimated that 20% to 30% of the staff and students is likely to be directly affected by a disease, and additional staff are likely to need to stay home to care of sick family members. At the height of a pandemic, up to 40% of the workforce may be unavailable. In addition, the delivery of such basic commodities as fuel, groceries, etc. is likely to be severely disrupted.
- D. The World Health Organization has developed a Global Influenza Preparedness Plan that breaks the pandemic threat down into several phases:
1. Inter-pandemic period (phases 1 and 2). No new influenza strains have been detected in humans, but virus strains in animals pose a risk to humans that may be low (phase 1) or substantial (phase 2).
 2. Pandemic alert period (phases 3, 4, and 5). New influenza strains have caused humans infections. Human-to-human spread is non-existent or limited to rare instances of close contact (phase 3), highly localized in small clusters (phase 4), or localized in larger clusters (phase 5). At phase 5, the virus is becoming increasingly adapted to humans, and there is a substantial pandemic risk.
 3. Pandemic period (phase 6). Increased and sustained human-to-human transmission in the general population.
 4. Post-pandemic period. Return to the inter-pandemic period (phase 1).
- E. Several governmental organizations conduct pandemic surveillance on a routine basis and provide information about how to recognize, prepare for, and deal with a pandemic.

Federal level - Centers for Disease Control and Prevention (CDC) and its parent

organization, the Department of Health and Human Services (DHHS).

State level – Utah Department of Health Services (UDHS).

County level – Local Iron County Public Health Department.

- F. In the United States, the pandemic phases are based on the global phases. The Secretary of the U.S. Department of Health and Human Services will determine if the nation is in the pandemic period (phase 6) when sustained human-to-human transmission is observed anywhere in the world.

II. MISSION

To establish a program that will educate the school workforce and the student population and their families about how to cope with a pandemic and enable school operations to continue to provide essential services to our students, staff and community.

III. EXECUTION

A. Concept of Operations

1. When a phase 3 pandemic alert has been declared by the World Health Organization, the Public Information Office will issue news releases to inform both the school workforce students and their families about how to deal with its effects. These efforts will be intensified and more specifically targeted when a pandemic appears likely to develop (phase 5 or 6 as defined above). These news releases will be coordinated with local emergency management and the public health department releases.
2. All school departments will implement actions to deal with the pandemic and its effects. These actions will focus on two primary areas:
 - a. Protecting the health of employees, students and their families.
 - b. Ensuring their ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to their operations.
3. There are four essential steps employees, students and their families can take to reduce the spread of the disease:
 - a. Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
 - b. Wash your hands frequently with warm water.
 - c. Use alcohol-based hand sanitizers when soap and warm water are unavailable.
 - d. Stay home when you are sick.
 - e. Increase your social distance (avoid crowds and mass gatherings).

B. Tasks.

1. Governing Board – At phase 5 of the pandemic alert period, make policy decisions regarding the following areas:
 - a. Increased used of telecommuting and/or paid administrative leave by school departments.
 - b. Liberalized use of Family and Medical Leave Act (FMLA) time by school employees to encourage them to stay away from the workplace when feeling sick.
2. All school departments
 - a. Determine which functions of the department are critical, and conduct adequate cross-training of employees in these functions to ensure that critical tasks can be accomplished when a large percentage of the workforce is unavailable.
 - b. Identify supplies and services essential to continued operations and, when necessary, identify backup means of ensuring them.
 - c. Encourage school employees and their families to develop a family emergency plan and emergency kit capable of sustaining them for a minimum of 72 hours without outside assistance. www.ready.gov is a good source of information for the plan and kit.
 - d. Consider the procurement of supplies to prevent the spread of disease in the workplace – surgical masks, hand sanitizer bottles, etc.
 - e. At phase 5 of the pandemic alert period:
 1. Mandate or encourage increased use of telecommuting (pending school governing board direction).
 2. Encourage employees to stay home when they feel sick. Send employees home if they appear to be sick.
 3. Consider implementing policies that limit face-to-face contact among students and staff as well as between staff and the public.
 - f. During the pandemic period (phase 6):
 1. Cut less essential services as required when the school workforce and students are reduced by the effects of the pandemic.
 2. Implement backup means of maintaining the educational process and ensuring essential supplies and services.
 3. In coordination with the county health department, determine if schools should be closed.

3. Public Information Office

- a. At phase 3 of the pandemic alert period, initiate an education campaign for the school's staff, students and families, emphasizing (1) steps they can take to prevent the spread of disease, and (2) the need to develop family disaster plans and kits that will enable them to sustain themselves if essential public services (food, water, sanitation, etc.) are lost for several days at a time. The education campaign will be coordinated with the education campaigns of cities and towns within the school boundaries and will emphasize reaching out to the Spanish-speaking component of the community.
- b. At phase 5 of the pandemic alert period and during the pandemic period (phase 6):
 1. Intensify the education campaign for the public, emphasizing the same items as during phase 3. In addition, alert the public to potential changes in services provided by the school as a result of personnel shortages caused by the pandemic.
 2. Assist the governing board and superintendents' office in the dissemination of policy guidance regarding special steps to be taken by school personnel in response to the pandemic.

C. Support.

1. The U.S. Department of Health and Human Services has a pandemic influenza plan and planning guidelines for state and local governments, individuals, businesses, and schools. This information can be accessed at www.PandemicFlu.gov.
2. The Utah Department of Health Services has a pandemic plan and additional guidance on pandemic planning available at www.udhs.gov/pandemicflu.

Public Information Release

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- Police [(are here) or (are on the way) or (are not available to us)].
- Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
_____ [(are here) or (are on the way) or (are not available to us)].
- Communication center(s) for parents (is/are) being set up at _____
to answer questions about individual students.
- Communication center(s) for families (is/are) being set up at _____
to answer questions about individual employees.
- Injuries have been reported at _____ and are being treated at the school by
(staff/professional medical responders). (#) _____ reported injured.
- Students have been taken to a safe area, and are with [(classroom teachers/staff) or ()].
- (#) Students have been taken to the local emergency room for treatment of serious injury.
- Parents of injured students should go to the emergency room at _____.
- (#) Confirmed deaths have been reported at _____.
- **Names cannot be released until families have been notified.**
- Structural damage has been reported at the following schools: .

Release restrictions ___ No ___ Yes

If yes, what?

Released to the public as Public Information Release # _____

Date/Time: _____

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, Gateway Preparatory Academy is built to meet stringent construction standards and may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at Gateway Preparatory Academy. Gateway Preparatory Academy has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their school until they are picked up by an identified, responsible adult who has been identified as such on a Gateway Preparatory Academy emergency release form which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Listen to the radio for emergency announcements. If students are to be kept at school, radio stations will be notified.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the emergency release form. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-area or state contact on the emergency release form, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time students are being transported, students will be kept on in their perspective car pool vehicles and the driver will ask for assistance through radio contact with the school and school personnel. Any child who is home waiting for the bus/carpool parent will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the car pool driver will make every attempt to continue delivering the students to their homes

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Andrew Burt
Gateway Preparatory Director

Search and Rescue Teams

SEARCH AND RESCUE (S & R) TEAM LEADER _____

Note: Number of teams will vary depending on size of campus.

		NAMES	Radio	Keys	Hard Hat	Goggles	Bucket	Vest	Clipboard	Backpack
S & R TEAM #1 NOTES:	1									
	2									
S & R TEAM #2 NOTES:	1									
	2									
S & R TEAM #3 NOTES:	1									
	2									
S & R TEAM #4 NOTES:	1									
	2									
S & R TEAM #5 NOTES:	1									
	2									

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving Command Post (CP); include radio check. Advise teams of known injuries.
- Remain at Command Post table.
- Be attentive to all S&R related communications.
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 20 would be recorded as "S/2 = RM 20" in box under team #3.
- Utilize manpower pool to aid S&R (i.e., request for backboard and carryout or request for rescue equipment).

School Status Report

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SCHOOL: _____

Message via: 2-way Radio ___ Telephone Messenger _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# Sent to Hosp./med	Dead	Missing	Unaccounted for (Away from school)	# Released To parents	# Being supervised
Students								
School Staff								
Others								

STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

Check ✓	Damage/Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Staff Skills Survey & Inventory

Name & School _____ / _____ Room _____
Name School

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident. These will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO, WHERE APPROPRIATE.

- First Aid (current card yes/no) CPR (current yes/no) Triage Firefighting
- Construction (electrical, plumbing, carpentry, etc.) Running/Jogging
- Emergency Planning Emergency Management Search & Rescue
- Law Enforcement Bi/Multi-lingual (what language (s)) _____
- Mechanical Ability Structural Engineering Bus/Truck Driver
(Class 1 or 2 license yes/no)
- Shelter Management Survival Training & Techniques Food Preparation
- Ham Radio Operator CB Radio Journalism
- Camping Waste Disposal Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ in your car? _____ in your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YCHARTER ACADEMY SCHOOL THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO

PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

Student Release Form

(To be taken by Runner)

Please Print

Student's Name _____

Teacher _____ Grade _____

Requested By _____

To be filled in by Request Gate staff

Proof of I.D. _____ Name on Emergency Release Form _____
(yes) (no)

Student's Status
To be filled in by teacher

Sent with Runner _____ Absent _____ First Aid _____ Missing _____

To be filled in by Request Gate staff

Proof of I.D. _____ Name on Emergency release form _____
(yes) (no)

To be filled in by Requester
At Release Gate

Requester Signature _____

Destination: _____

Date: _____

Time: _____

Notes:

Annual School Plan Review

Each school emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each school year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Schools should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Utah minimum requirements.
<input type="checkbox"/>	Review ICS assignments and responsibilities, update as needed.
<input type="checkbox"/>	Ensure National Approach to Incident Management (NIMS) compliance for all personnel assigned responsibilities in the ICS structure.
<input type="checkbox"/>	Review on and off school assignments and staging areas. Make contact with any identified off school locations to ensure permission to use those locations is still in affect.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards/threats? Have new hazards/threats developed that you must plan for?

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer: