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PROVO CITY SCHOOL DISTRICT EMERGENCY OPERATIONS PLAN

School _____ Date _____
Principal _____ Phone _____

A. School Safety Committee

Personnel: (Each school determines the number of people to be on the committee. Include a variety of people: administration, faculty, custodian, PTA)

1. _____ Position: _____
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. _____ Position: _____
6. _____ Position: _____

Responsibilities:

The Safety Committee functions continuously throughout the school year to develop safety and emergency policies, ensures that proper safety procedures are observed and hazard mitigation strategies at the school are implemented. They annually review and update the school plan.

Equipment/Supplies:

School district's emergency plan book.

B. School Crisis Team

Personnel: Include principal, counselor, secretary, custodian, teacher, and police officer.

1. _____ Position: _____
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. _____ Position: _____
6. _____ Position: _____

School Crisis Team Responsibilities:

1. Assesses the need for crisis intervention services as a result of a particular crisis situation.
2. Initiating the school's Emergency Operations Plan.
3. Works with Community Crisis Team.
4. Provides direct intervention services to faculty, staff and students.
5. Develop useful recreational and educational activities that can be used to maintain order.

Equipment/Supplies:

1. Staff roster
2. Necessary psychological first aid
3. School information map
4. Log book

C. Command Post (near the emergency assembly area)

Location: _____

Personnel:

1. Principal
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____

Others:

Responsibilities of the Command Post Administrator:

1. Directs evacuation of the building according to type of emergency
2. Accounts for the presence of all students and staff
3. Implements and coordinates emergency operations
4. Coordinates emergency activities with public safety officials
5. Prepares reports for superintendent

Equipment/Supplies:

Emergency roster and map showing location of each teacher/staff station at the Emergency Assembly Area (EAA). Bullhorn and battery-operated AM radio.

Clipboard containing:

1. Teacher/Staff location at EAA
2. Staff roster
3. Emergency assignment list (contained in this operations plan)
4. School information map
5. Blank paper for notes

D. Search and Rescue Team

Search Team Personnel
Team 1

1. _____
2. _____

Rescue Team Personnel
Team 1

1. _____
2. _____
3. _____
4. _____

Search Team Personnel
Team 1

1. _____
2. _____

Rescue Team Personnel
Team 1

1. _____
2. _____
3. _____
4. _____

Responsibilities:

Proceeds in an orderly and pre-established sweep pattern, checking each shop, office, classroom, storage room, auditorium, etc., visually, vocally, physically, and marking each room. After locating the injured, the Search Team applies first aid, and prioritizes victims. The Rescue Team transfers the victims to the First Aid/Mass Care Center.

Equipment/Supplies:

Master keys, fire extinguishers, bolt cutter, shovels, ropes, leather gloves, goggles, flashlight, first aid kits, extra batteries, etc.

E. First Aid/Mass Care Team

Location: _____

Personnel:

1. School Nurse
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. Student assistants

First Aid Team Responsibilities:

Administers first aid and records information on extent of injuries and first aid provided. Determines need for medical assistance. Ensures that first aid supplies, emergency papers and health papers are at the First Aid/Mass Care Center.

Equipment/Supplies:

What is necessary for your school population: stretchers; blankets; wheelchair; and first aid supplies.

Clipboard with the following:

1. Teacher/staff location
2. Staff roster
3. Emergency assignment list
4. School information map
5. Log book - record who is treated and for what injuries, and who is sent to the hospital or home with parents.

F. Student/Staff Accounting Team

Personnel:

All classroom teachers and staff.

Responsibilities:

1. Respond to the specific emergency as prescribed and direct students in appropriate safety procedures.
2. Ascertain the extent of the injuries and capabilities for class/staff evacuation.
3. Determines the need for assistance to neighboring teachers/staff (buddy system).
4. Buddy system responsibilities:
 - a. Check with neighboring (buddy) teacher for injured students.
 - b. One teacher should remain with injured students. (The one with the most first aid training.)
 - c. Alert neighboring teacher of closed exits.
5. Takes classroom emergency kit and release forms to the EAA.
6. Takes roll and reports class/group status to the command post via student runner.
7. If not on classroom duty with pupils, report at once to pre-assigned station or to the command post.

Equipment/Supplies:

Classroom emergency kit and release forms.

G. Utility Survey Team

Personnel:

1. Custodian
2. Food Services Personnel
3. _____
4. _____

Responsibilities:

1. Checks utilities and takes appropriate action to minimize damage to school (shut off utilities).
2. Inventories resources that are available for immediate school use (water, food, power, radio, telephone, and sanitary supplies).
3. Surveys the extent of damage to the school and reports findings to the command post.

H. Parent/Student Reunion Team

Location: _____

Personnel:

1. _____ Secretary
2. _____
3. _____
4. _____
5. Student Messengers

Responsibilities:

1. Receives parents and/or designees.
2. Begins the process of reuniting students with their parents or authorized person by referring to the Emergency Release Forms.
3. Dispatches student messengers to secure students and escort them to the Reunion Site.
4. Confirms that the individual is authorized to pick up the student. Confirms that the student recognizes the individual and feels secure in his/her custody. Requires that the individual sign for the student/s. Ensures that all records are kept on students leaving campus.

Equipment/Supplies:

Map of EAA stations, Emergency Release Forms, class rosters, computer printouts and record keeping material.

Clipboard with the following items:

1. Teacher/staff location
2. Staff roster
3. Emergency assignment list
4. School information map
5. Log book

I. School Map

Add a school map with this section that includes the following information:

1. Location and lay out of the student/staff Emergency Assembly Area (EAA)
2. Emergency student/staff evacuation routes
3. Utility shut-off locations
4. Location of fire extinguishes
5. Location of first aid kits and emergency supplies

J. Conduct a community hazard assessment

It is incumbent upon school administrators to know where potential hazards are located near their school. The school may be located in a flood plain or near potential man-made hazards such as power lines, underground gas pipes, chemical storage tanks, airports, railroads, manufacturing plants, waste disposal sites, etc.

The school crisis committee shall conduct a community hazard survey within a one mile radius of the school to determine if potentially dangerous hazards exist. For assistance, contact the fire department at 852-6302. Firefighters have an excellent knowledge of the hazards within their jurisdiction. List the identified hazards below.

K. Develop an evacuation plan

In the event of a natural or man-made disaster, it is important to have a planned evacuation route to a site such as another school, church, or large park area.

Your evacuation plan should include the walking or driving route and the location of the evacuation site so that the public can be notified where children can be reunited with their parents. If possible, avoid overpasses and underpasses on your walking route. The school evacuation plan is as follows: (Contact police or fire department for assistance.)

Pre-Crisis/Disaster Responsibilities & Checklist:

Superintendent will:

- _____ Be knowledgeable about responsibilities for disaster preparedness.
- _____ Organize a chain of command for the district staff.
- _____ Order a site and building hazard survey that would include recommendations on how to determine the safety of buildings after a disaster. Update hazard survey when necessary.
- _____ See that principals and staff are trained to determine safety of buildings after a disaster.
- _____ Require all staff to annually review disaster procedures and check preparations for their own offices or classrooms.
- _____ See that all schools carry out drills and disaster education programs for both students and staff.
- _____ Recommend that all teachers receive first aid training.
- _____ See that bus drivers receive disaster and first aid training.
- _____ Encourage all staff to prepare family disaster plans.
- _____ Appoint a district preparedness coordinator.
- _____ Cooperate with district preparedness coordinator to see that the preparedness plan is carried out.
- _____ Make sure police and fire departments have a copy of the district's Emergency Preparedness Plan, including Emergency Operations Plans from each school.
- _____ Keep parents informed of district policies and plans relating to disasters.
- _____ In the Spring, prepare an annual report to the Board of Education on disaster preparedness including updating procedures, expenses and recommendations for the following year.

Principals will:

- _____ Organize a school Crisis Team and a Safety Committee.
- _____ Chair or designate a chair for the school's Crisis and Safety Committees.
- _____ Organize and assign school faculty and staff responsibilities outlined in the Emergency Operations Plan.

Principals will cont.:

- _____ Be familiar with the disaster procedures outlined in the district's Emergency Plan and in their school's Emergency Operations Plan.
- _____ Provide the district office with a copy of their school's Emergency Operations Plan.
- _____ See that each member of the faculty and staff has a copy of the Emergency Operations Plan and understands his/her responsibilities.
- _____ Annually review and update their school's Emergency Operations Plan.
- _____ Inform parents about emergency procedures.
- _____ Set up procedures to protect essential records.
- _____ Care for and monitor all warning systems to keep them functional.
- _____ Order, participate in, and monitor all drills.
- _____ Encourage teachers and staff to be trained in first aid.
- _____ See that teachers and staff know alternate routes from each classroom and office to the emergency assembly area.
- _____ Plan for traffic control during a disaster and designate a lead and backup personnel who can direct traffic until police arrive.
- _____ Receive from each teacher an annual hazard survey report on classroom conditions; take necessary actions to correct hazards.

Teachers will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Participate in emergency preparedness in-service training and school drills.
- _____ Integrate emergency preparedness data into regular learning instruction.
- _____ Receive first aid training.
- _____ Provide ongoing leadership training and activities which encourage student confidence in their abilities to care for themselves and be of help to others during an emergency.

Teachers will cont.:

- _____ Be prepared to assist students and staff who have disabilities. Teach students to assist with and know how to use the chair carry. **(Use only when directed by the teacher.)**
- _____ Know of special medical needs or medication required by their students.
- _____ At the beginning of each school year check the emergency classroom backpack. Submit list of needed supplies to the principal. Add new class roster, replace water, add current student release forms, and any necessary emergency medications for students.
- _____ Develop a disaster plan for their families.
- _____ Conduct an annual hazard survey of their classroom and report findings to the principal.

Custodians will:

- _____ Participate on their school's Safety Committee.
- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Participate in emergency preparedness in-service training and school drills.
- _____ Develop a disaster plan for their families.
- _____ Receive first aid training.
- _____ Report structural defects and safety hazards to the principal.
- _____ Assume responsibility for the inspection and maintenance of fire-fighting equipment. Annually have the fire extinguishers re-charged.
- _____ Identify on a school map the location of shutoff valves and switches for gas, water, and electricity. Inform faculty and staff where the shutoff valves are and how to shut them off.
- _____ Maintain an inventory of tools and equipment.
- _____ Advise the school Safety Committee of hazardous and protected areas of the school, available emergency equipment, supplies, and alternate power sources.
- _____ If school has a generator: monthly check the diesel fuel in the generator. Annually rotate the fuel.

Custodians will cont.:

- _____ Maintain adequate toiletry supplies for emergency use.
- _____ Check exits daily to make sure they are clear and that doors function properly. All exits should be unlocked, obvious, maintained, and clear of obstructions.

Secretaries will:

- _____ Participate on their school's Safety Committee.
- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Be familiar with the district's emergency plan.
- _____ Develop a disaster plan for their families.
- _____ Maintain an emergency backpack to be taken to the command post during an emergency or drill. Annually check supplies, especially batteries. (See Supplies section)
- _____ Maintain supply of first aid equipment.
- _____ Know how to monitor telephone lines in order to keep free during an emergency.

Food Service Personnel will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Keep a current list of food supplies on hand.
- _____ Maintain the facilities and equipment for the preparation and distribution of food and water.

General Responsibilities During and Following a Crisis/ Disaster:

Superintendent will:

- Check status of the schools, the district office, and with the busses.
- Evacuate the district office if necessary and set up a command post.
- Confer with police, fire, and city officials regarding the situation at the school/s and in the community.
- Assemble community crisis team if necessary.
- Determine a plan for continuing school following a crisis.
- Notify the principal/s and radio station/s so that parents are informed of the situation at the school/s and of what the school plans are.
- Set up a media briefing room and assist the principal/s with the media.
- Release principal/s when all the students and teachers have been released.
- Debrief with all involved (principal, crisis teams, etc.).
- Make necessary adjustments to crisis plan.

Principal will:

- Call 911 first then the district office.
- If necessary, initiate the Emergency Operations Plan. Set up a command post.
- Assemble the school crisis team and district crisis team if needed.
- Be visible, available, and supportive.
- Dispel rumors by giving everyone the facts.
- Appoint guards to see that no unauthorized person goes back into the building/s or into the area until it is safe.
- Adjust the bell schedule to ensure safety.
- Post traffic control to keep parking lot free for emergency vehicles.
- Receive information from teachers of student's conditions and first aid needs.
- Assess the school's situation and inform the district office.
- See that parents and guardians are notified as soon as possible of any serious injury to students;
if necessary, send injured students to emergency centers.
- Release students according to the district office's directive.
- Release teachers.
- Conduct a faculty meeting.
- Chair parent meetings.
- Debrief with the crisis team and evaluate the school's crisis management actions.
- Continue intervention and follow-up or terminate crisis management services.
- Document decisions.
- Contact family(ies) of deceased.
- Provide updated information to all concerned.
- If necessary, revise the school's crisis plan.

School Crisis Team will:

- Arrange for counseling rooms.
- Triage students to individual or group counseling.
- Check on all students identified as vulnerable or deeply affected.
- Provide individual counseling.
- Facilitate support groups.
- Visit classrooms.
- Meet teachers informally and in groups.
- Make home visits, deliver sympathy cards or donations.
- Attend the funeral/s or memorial/s.
- Monitor student's adjustment.
- Coordinate re-entry plans for hospitalized students.
- Provide follow-up support or counseling.
- Consult with a resource person regarding cultural differences.
- Debrief with principal, teachers, etc.

Teachers will:

- Remain with their class/group, or report to the emergency assembly area if they do not have a class group.
- Teachers are in charge of all first aid for their students in their class group until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by a teacher; children with minor injuries are to be cared for after evacuation.
- When evacuating classrooms, take the emergency kit and class roster.
- Check with buddy teacher and nearby classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.
- Take roll when assembled outside. Send notice to the command post immediately of any student who is not with the class group, noting possible whereabouts, i.e., at the library, absent from school, etc. Take roll periodically throughout the crisis period
- Assist with emergency operations plan as assigned.
- Note on class roster in emergency kit the name of anyone who for any reason leaves the class group: to go to the first aid center, home, or home of authorized person.
- Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions. Talking it out is absolutely essential in psychological adjustment to the disaster.
- Provide accurate information to the students. Dispel rumors.
- As the time period extends, reassure students. Fill in the time with games, songs, stories, exercise and rest periods.
- Report to the principal when all students have been released.
- Identify students who need counseling.
- Set aside curriculum as needed.
- Discuss funeral procedures including customs and etiquette.
- Participate in debriefing.

Nurse will (if at the school):

- Assist the injured.
- Help set up and staff the first aid center.
- Brief emergency personnel upon arrival and indicate which students are most seriously injured.
- Arrange for someone to travel with students to the hospital.
- Complete a referral form to accompany any injured student to be moved.
- Participate in debriefing.

Secretarial Staff will:

- Assist principal with fact sheets, letters, phone calls, and any other needs.
- Assist in setting up the emergency operations plan.
- Monitor radio emergency broadcasts.
- Participate in debriefing.

Custodians will:

- Check water, gas and electricity and turn off utilities and intake valve on the water heater if needed.
- Assist in setting up the emergency operations plan.
- Assist in any fire-fighting or recovery activities.
- Assist the principal in establishing controls to prevent the use of contaminated water.
- Help set up emergency sanitation facilities if needed.
- Participate in debriefing.

Food Services Staff will:

- Oversee conservation and distribution of food.
- Assist outside agencies (i.e. American Red Cross).

Throughout this plan all key persons have been designated by role. It is assumed that each of these persons will have one or two people trained to carry out their responsibilities in their place if necessary.

BOMB THREAT

Make sure a complete set of keys is kept in the office and is readily available.

Prevention:

1. The school's faculty and staff will maintain an awareness of the contents of their rooms or offices. Any suspicious containers or changes should be reported immediately to the principal.
2. Teachers will lock their rooms whenever they are not in use.
3. Cabinets and closets should be locked when not in use.
4. Custodians should lock each room after cleaning it.
5. During evening occupancy of the building, the public will be limited to those areas set aside for their use.
6. Supply areas, boiler rooms, and fan rooms shall be kept locked and secure at all times.
7. All people entering the building who are neither staff nor students must check in at the main office before going anywhere else in the building.

ALL BOMB THREATS SHOULD BE TAKEN SERIOUSLY!

(False threats are sometimes used to throw people off guard.)

Reporting:

1. The person receiving the threat should remain calm and write down the message as accurately as possible. Use the bomb threat checklist, page 4 of this section, asking all the questions in a relaxed manner.
2. As soon as the threat has been received, notify the principal and call 911.
3. **To trace the call, hang up and dial *57 on the same line the call was received. US West will record the number and the origin of the call.**
4. The person who received the threat will then go to the main office and wait for the authorities to arrive.

District Office will:

1. The superintendent will consult with the police and the principal to decide if students should :
 1. Remain in class
 2. Evacuated to the Emergency Assembly Area (EAA)
 3. Evacuated to another location
 4. Sent home
 5. Returned to the building
2. To insure the release of appropriate information, only the designated spokesperson (Assistant Superintendent) should release information to the news media and others seeking information. The district's media spokesperson will set up a media briefing room at the district office.
3. Assemble the Community Crisis Team.

Principal will:

1. Call 911 to notify the police. Notify the district office, Greg Hudnall, Student Services Director (374-4814).
2. The decision to evacuate will rest with the principal, the district office, and law enforcement personnel. The FBI offers the following guidelines:

If 4 of the 6 are present evacuation is recommended.

 1. The threat is received by news medium or police.
 2. The caller appears to be an adult.
 3. A time element for the explosion is given.
 4. The location of the bomb is given.
 5. A warning to evacuate to avoid injury is given.
 6. A cause or reason for the bombing is stated.
3. If the decision is to evacuate, give code "**Mrs. Boom report to the office**" over the PA and sound the alarm as if a fire drill. This code will alert the teachers and staff to do a quick search of their rooms and work areas before evacuating.
4. If it is determined that the **threat is real** and the **building should not be evacuated**:
 - a. Inform the faculty, staff and students that they are not to leave their room or area until told to do so;
 - b. No one should be allowed in the halls except as authorized by the principal, district personnel, or law enforcement personnel.
 - c. The principal and custodial staff will search out the general areas of the building for the possible location of any foreign object.
 - d. After a careful search of the building, if no bomb or foreign objects are found school will continue as usual.
5. In the event any such objects are discovered:
 - a. Isolate the area, and immediate plans for evacuation would go into effect.
 - b. Re-enter the building only after being advised to do so by the police.
 - c. Provide a fact sheet to help answer questions.

Principal will cont.:

6. If the threat is judged to be a hoax, a quiet search of the facilities should still be made.
7. Be prepared to receive additional threatening calls. The individual placing the call and making the threat often calls back with additional information or demands.
8. Follow the directions of the law enforcement Incident Scene Commander once the police arrive.
9. Prepare a fact sheet to answer calls from parents, including the location of evacuated students.
10. Notify the district office about the outcome of the bomb threat.

Teachers will:

1. After hearing code “**Mrs. Boom report to the office**” and the alarm, evacuate the students.
2. While evacuating, quickly check classrooms for any unfamiliar objects, parcels, etc. Any unfamiliar object should be reported immediately to the principal. Take the classroom emergency kit to the assembly area.
3. Check buddy teacher while evacuating.
4. Have students go to the assembly area and account for all students. Send a student runner to the principal’s command post, to report if all students were evacuated or if any are missing.
5. Reassure and calm students.

Staff will:

1. Check their own offices and immediate locations of responsibility. Any unfamiliar object should be reported to the principal.
2. Custodians will check their work areas such as the boiler room, fan rooms, roof, tunnels, and around the outside of the building.
3. Lunchroom personnel will quickly check their own offices, kitchen, and food storage area, and then evacuate the building.
4. Secretaries will check the office area for unfamiliar objects, secure the cash, and take release forms to assembly area.
5. Report to the assembly area, and assume responsibilities given in the Emergency Operations Plan as directed by the principal.

Bomb Threat Checklist

Questions to ask:

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

Exact wording of the threat:

Number at which call was received: _____ Time: _____ Date: _____

Caller was: (Circle answers) Male Female Adult Juvenile

Caller's voice:

Loud	Deep	Persistent	Raspy	Soft	Lisp	Slow
Fast	Distinct	Stutter	Distorted	Nasal	Angry	Crying
Laughter	Calm	Slurred	Angry	Emotional	Profane	Obscene
Irrational	Rational	Coherent	Deliberate	Incoherent	Emotional	Laughing

Other:

Caller's accent:

Local Latino Asian Foreign Other:

Background sounds:

Factory	Music	Machines	Animal	Planes	Machinery
PA System	Motor	Street noises	Long distance	Local Voices	Office equip. Other

Name of person taking call : _____ **Position:** _____

CHEMICALS & HAZARDOUS MATERIALS SPILLS

Accident in the school:

All chemicals in the building are to be identified and securely stored in case of an earthquake. (See Part B Earthquake Section) Information on the type and location of the chemicals should be specified on a school map, filed in this binder and updated as changes are made. All personnel using the chemicals are to be trained in their proper use.

Principal will:

1. Be aware of the chemicals stored and used at the school
2. If a spill occurs, gather pertinent information and call 911. Notify the district office, Greg Hudnall, Student Services Director (374-4814).
3. Evaluate the danger of the spill and determine the safest action to take:
 - a. Evacuate the building
 - b. Evacuate the area
 - c. Remain in the building under "IN-PLACE SHELTERING."
4. Await instructions from the fire department.
5. If necessary to evacuate, alert the school population using the PA system. Once evacuated set up the Emergency Operations Plan.

IN-PLACE SHELTERING Procedure:

1. Close all external doors and windows.
2. Turn off heaters and air conditioners, and close all vents.
3. Seal gaps around windows and vents with duct tape.
4. Don't operate electrical equipment or switches.
5. Observe all students and staff members for signs of adverse reactions or illness.
6. Maintain communication with the district office and emergency services.
7. Remain in place until notified by the fire department that all is clear.

Teachers and staff will:

1. Keep students calm.
2. Follow instructions from the principal.
3. If ordered to evacuate, take the classroom emergency kit and if winter, have students take their coats to the assembly area. Check buddy teacher while evacuating. Account for all students and send a student runner to the principal's command post, reporting on the status of the students.
4. Assume responsibilities in the Emergency Operations Plan, as directed by the principal.
5. Help implement In-Place Sheltering if needed.

Accident outside of the school:

Schools may be affected by an accident involving a hazardous material carrier. Warning of a hazardous material incident is usually received from the fire department, police department, or emergency management agency officials.

District Office will:

1. Consult with authorities and the principal to determine the need for evacuating the school population or initiating in-place sheltering.
2. Advise the principal on early or late dismissal.
3. Set up a media briefing room at the district office.
4. Assemble Community Crisis Team if necessary.

Principal will:

1. Alert the school population using the PA system to:
 - a. Evacuate the building to an alternate location. Move cross wind, never directly with or against the wind that may be carrying fumes.
 - b. Set up temporary sheltering. (See previous page)
2. If necessary to evacuate set up the Emergency Operations Plan as needed.
3. Keep school population away from the school until the fire department declares the area to be safe.
4. Consult with the district office (374-4814) about early or late dismissal.

Teachers and staff will:

1. Keep students calm.
2. Follow instructions from the principal.
3. If ordered to evacuate take the classroom emergency kit and if winter, have students take their coats to the assembly area. Check buddy teacher while evacuating. Send student runner to principal's command post to report if all students were evacuated.
4. Assume responsibilities in the Emergency Operations Plan, as directed by the principal.
5. Help implement In-Place Sheltering if needed.

CIVIL DISTURBANCE

Terrorist - Hostage Situations

Civil disturbances may occur as a result of a violent person or intruder(s), fighting, a mob situation, or from a terrorist or hostage situation. School personnel should always be on the alert for unfamiliar people within the school. The following would help reduce the potential for problems.

Principal will:

1. Enforce policy for visitors to sign in at the office.
2. Be aware of substitutes in the building.
3. Maintain open communication with students.
4. Be aware of community problems that may cause a threat to the school.
5. Assign school personnel to supervise the lunchroom and hallways daily.

Teachers will:

1. Be at their doors before and after all recesses, when students attend another classroom, and during class changes.
2. Attend assemblies and sit with their class.
3. Monitor doors near their classroom for unfamiliar people.
4. Report the presence of unfamiliar people to the principal.
5. Be aware of the general morale of the students.

Staff will:

1. Secretaries will keep a daily list of substitutes in the building.
2. Be alert for any unfamiliar people in the building.

If problems occur:

District will:

1. Maintain communication with the school and law enforcement agencies.
2. Arrange for busses if evacuation is necessary.
3. Set up a media briefing room at the district office.
4. Assemble Community Crisis Team.

Principal will:

1. Conduct an assessment of the situation and obtain essential information (who and what).
2. Call 911 and notify the district office (374-4814). Have multiple copies of building's floor plan available for police.
3. Give **Code Red** over PA thus initiating building lockdown.
4. Isolate witnesses for police interviews.
5. Consult with law enforcement on safety procedures for the students.
6. Keep district office informed of situation.
7. Coordinate school crisis team. Make preparations for the crisis team to provide follow-up services.
8. Prepare a fact sheet for phone calls from parents and the community.
9. Document all decisions and actions taken.

Teachers & Staff will:

1. Upon hearing **Code Red**, lock doors. Do not chain or barricade doors.
2. Turn out lights, close curtains and blinds, if safe to do so.
3. If necessary to ensure safety, have students take duck and cover position.
4. Be ready to evacuate instantly.
5. Remain with the students and provide psychological first aid.

FIRE

District will:

1. Require schools to conform with procedures outlined in Utah Administrative Code R277-400.
2. If actual fire:
 - a. Consult with the principal about early dismissal
 - b. Set up media briefing room at the district office
 - c. Advise principal on when to resume school
 - d. Assemble Community Crisis Team
3. Assist custodians with extinguisher repairs and replacement.

The person locating the fire will sound the school fire alarm and call 911.

Fire and Fire Drill Procedures -

Principal will:

1. *During each school year, schools shall conduct fire drills at least once each month during school sessions. An exception may be made, subject to the approval of the local Fire Chief, to postpone a fire drill due to severe weather conditions.
2. *Fire drills shall include the complete evacuation of all persons from the building or portion thereof used for educational purposes. An exception may be made for the staff member responsible for notifying the local fire department and handling emergency communications.

*Taken from: Utah Administrative Code R277-400. Emergency Preparedness Plan, section R277-400-7 Plan Content - Emergency Training, located in the Introduction section.

3. Conduct drills:
 - At different hours of the day
 - During the changing of classes
 - When the students are at an assembly
 - During recess or lunch
 - During a drill, randomly close a normal exit route with yellow police tape or a poster which reads, "Fire Drill Test - Find the Next Closest Exit".
 - Emphasize that each drill be conducted in a brisk, quiet, and orderly manner.
 - Have students practice using all available exits.
 - Inform food services staff of scheduled drills

Principal will cont.:

4. Include in this section a map showing the location of all fire extinguishers and highlighting all the exits. Require teachers to post all possible exits for their class next to their door/s.
5. Keep a log of when drills are held.
6. Once evacuated, set up the Emergency Operations Plan as needed.
7. If actual fire, consult with the fire department and the district office about releasing students or resuming school.
10. Set up annual fire extinguisher training with the custodian for all school personnel.

Whether it's a real fire or a drill, try to evacuate the building in less than two minutes.

Teachers will:

1. Instruct students on how to:
 - a. Orderly evacuate the building when they hear the alarm. No running.
 - b. Help each other, such as hold doors open while evacuating or help a handicap student.
 - c. Find alternate exits, if the main exit is blocked. Have students practice reverse-marching to another exit. Post a map of exits next to door/s.
2. Upon hearing the fire alarm, instruct students to line up quietly to evacuate the building. If winter time have them quickly take their coats, but not to spend time looking for other things.
3. Take the classroom emergency kit.
4. Check buddy teacher.
5. Have the students go to their assigned place at the Emergency Assembly Area.
6. Take roll and have a student runner report to the command post (principal) that all students are accounted for, or if any are missing.

Custodian will:

1. Check exits daily to make sure they are clear and that doors function properly. All exits should be obvious, maintained, and clear of obstructions.
2. Check fire extinguishers monthly:
 - a. Check gauge for full charge. Report discharge or overcharge readings immediately to State Fire Sales & Service at: 801-288-2100 or 800-523-4300.
 - b. Check seal for breakage.
 - c. Check hose for cracks, leaks, tears, etc.
 - d. Give status report to principal.
3. Annually train school personnel on how to use fire extinguishers.
4. Notify utility companies in case of an actual fire.

	Customer service:	24 hour service:
Provo City Utilities:	852-6820	852-6868
Questar Gas:	853-7400	1-800-541-2824
5. During fire drills, observe how drill is conducted and report concerns to the principal.
6. During an actual fire: upon hearing the fire alarm assist in evacuation and report to the command post.

Secretary will:

1. Contact alarm company about the fire drill. (Only if the school is connected with a private alarm company.)
2. While evacuating for a drill or an actual fire, secure cash, and take release forms to the assembly area. Meet at the command post.

Food Service staff:

Emergency preparedness to control fire in kitchen area:

1. Have heavy blankets readily accessible to smother fire.
2. Have automatic extinguishers over deep fryers and grills.
3. Have fire extinguishers for all types of fires in proper locations.

If actual fire:

Turn off appliances, evacuate to the assembly area, and report to the command post.

FLOOD

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain, dam breaks, or the sewer system backing up. Except in the case of flash floods, the onset of most floods is a relatively slow process. Each school needs to examine it's surrounding area to determine the threat of possible floods.

District will:

1. Notify schools if informed by authorities of possible flooding.
2. Consult with the principals about evacuation procedures.
3. Instruct bus drivers of responsibilities and alternate bus routes in case of flooding.
4. Assist the principals in notifying parents via radio, television, and PTA calling tree.
5. Set up a media briefing room at the district office or alternate location if district office is in danger. Alternate location:_____
6. Determine when school may resume.
7. Assemble Community Crisis Team if necessary.

Principal will:

1. If minor flooding occurs within the school:
 - a. Assess damage and notify Greg Hudnall at the district office (374-4814).
 - b. Evacuate school population in flooded area to another part of the building.
 - c. Evaluate situation to determine the need to shut off the electricity to prevent electrical shock.
 - d. Consult with the district office about clean up procedures.
2. If the school is in danger of major flooding:
 - a. Consult with the district office on evacuating procedures and school cancellation. In case of a severe flood our school will evacuate to:_____.
 - b. Announce danger by intercom or runner.
 - c. Once evacuated set up the Emergency Operations Plan, as needed.
 - d. Notify parents of situation.
 - e. Consult with the district office on when to resume classes.

Teachers and Staff will:

1. Follow instructions from the principal.
2. Assist in evacuation procedures. If winter, have students take their coats. (Teachers take classroom kit)
3. Check buddy teacher.
4. Custodians will turn off the electricity, if necessary.
5. Secretaries will secure the cash and take the release forms with them.
6. After evacuating, set up Emergency Operations Plan, as directed by the principal.

If your school is a designated an emergency shelter, an dif time permits, check all supplies and provisions prior to emergency operations.

FALLEN AIRCRAFT

District will:

1. Notify the school of danger due to a fallen aircraft.
2. Consult with the principal about proper safety procedures for the school population.
3. Set up a media briefing room in the district office.
4. Assemble the Community Crisis Team if necessary.

Fallen aircraft on the building:

Principal will:

1. Take cover.
2. After falling sound stops, call 911.
3. Initiate the Emergency Operations Plan.
4. Notify the district office (374-4814).

Teachers will:

1. Give drop and cover command.
2. Once falling sound stops, evacuate the students to the EAA.
3. Check with buddy teacher and take classroom emergency kit.
4. Initiate the Emergency Operations Plan.

Staff will:

1. Take cover until falling sound stops.
2. Evacuate the building and assume responsibilities in the Emergency Operations Plan.

Fallen aircraft near the building:

Principal will:

1. Call 911.
2. Assess proximity of crash site to school. Decide whether to initiate the Emergency Operations Plan.
3. Move students in classrooms near the crash site to safer locations in the school.
4. Notify the district office (374-4814).
5. Consult with the district office on possible early dismissal.

Teachers will:

1. Give drop and cover command.
2. Continue class unless otherwise directed from the principal.

Staff will:

1. Assess possible damage to work area.
2. Report to principal.

SEVERE WEATHER

District will:

1. Monitor the latest developments via radio and keep in contact with the principals.
2. In case of school closures: notify radio stations and ask that school closure announcements be made which would specify the time students would be released.
3. Consult with transportation about bussing routes.

Principal will:

1. Keep in contact with the district office on possible school closure or sheltering.
2. Announce closure or sheltering decision to the faculty and students.
3. Implement In-Place Sheltering if necessary. (See Chemical & Hazardous Materials Section page 1)
4. Notify parents.
5. Consider the safety of walking students.

Teachers/Staff will:

1. Follow directions from principal.
2. Ensure the student's safety.
3. Take protective measures to secure the building against storm damage, bursting pipes, etc.

EARTHQUAKE

Schools that are ready for an earthquake will be better prepared for other emergencies. Since earthquakes affect the entire community, emergency services may not be readily available to a school. School personnel may need to rely on their own resources and preparedness efforts to care for their students for several hours.

District will:

1. Develop an earthquake plan for the employees at the district office.
2. Set up a command post at the district office.
3. Communicate with each school on their status following an earthquake.
4. Consult with principals on possible bussing needs.
5. Set up a media briefing room at the district office.
6. Assemble Community Crisis Team.

Principal will:

Depending on the magnitude of an earthquake, and the amount of damage, there may be limited or no communication with the district office or emergency personnel. The principal may have to rely on his/her own judgment to ensure the safety of the students, faculty, and staff.

1. Hold one earthquake drill each year. (See Student Preparation, Part A of this section.)
2. Encourage faculty and staff to have family preparedness plans.
3. Mitigate and minimize non-structural hazards. (See Identification and Reduction of Nonstructural Earthquake Hazards in Schools Part B of this section.)
4. Encourage teachers to train students in earthquake safety. (See Student Preparation Part A)
5. Take protective cover during an earthquake.
6. Following an earthquake, set up command post at the Emergency Assembly Area (EAA).
7. Initiated the Emergency Operations Plan as needed.
8. If possible, inform the district office (374-4814) on the status of the school and its population.
9. If possible, consult with the district office on possible early release.
10. De-brief with the school crisis team.

Teachers will:

1. Develop a family plan.
2. Instruct and train students to be earthquake safe. (See student preparation, Part A of this section.)
3. Identify classroom hazards with the students, reduce the hazards that can be made without outside help, report hazards that are left to the principal. (See Part B of this section.)
4. When an earthquake occurs: tell the students to “drop and hold”.
5. When the shaking stops, check the students for injuries.
6. Quickly check to see if exit is clear before evacuating.
7. Take classroom kit to the Emergency Assembly Area (EAA).
8. Check with buddy teacher.
9. Initiate the Emergency Operations Plan.

Custodian & Staff will:

1. Take protective cover during an earthquake.
2. Custodian will turn off utilities only if necessary, example: gas, if you smell gas; water if there are broken pipes. Notify utility companies of any shut offs.
3. Evacuate to the Emergency Assembly Area and report to the command post.

Student Preparation for an Earthquake

Guidelines for teachers:

1. Inform students that all emergency procedures are developed to avoid confusion, prevent injury, and save lives in case of a disaster.
2. Discuss with students the realities of an earthquake.
3. Instruct students on how to “drop and hold” and about other protective positions.
4. Let students assist in identifying and reducing nonstructural hazards.
5. Discuss with students places that are safe or unsafe in an earthquake.
6. Encourage students to earthquake-proof their homes.
7. Help students know and use the safest and most direct routes to and from school.
8. Encourage students to learn first aid.
9. Encourage students to know the persons designated by their parents on the release forms to care for them.
10. Discuss with students their responsibilities in the event of any emergency.

Drop - Hold earthquake drill procedures:

1. **Students response to an earthquake drill inside the classroom:**
 - a. Upon command, drop under a desk, chair, table, etc., and with one hand hold on to a piece of the furniture.
 - b. Keep body under or below the furniture.
 - c. Turn away from windows.
 - d. Upon instructions from the teacher, check each other, and evacuate to the EAA.
2. **Students response to an earthquake if outside of the school buildings:**
 - a. Get clear of all buildings, power lines, light poles, etc.
 - b. Drop to the ground and cover the head.
 - c. Upon instructions, or when the shaking stops, move to the emergency assembly area.

Information for classroom discussion following an earthquake drill:

1. Discuss what if situations:

- Eating lunch - drop and hold under lunch tables
- In the bathroom - drop by wall and cover head
- In the hallways - drop by inside wall, turn away from windows and cover head
- On the way to school or home - drop and cover, staying away from buildings, and continue or return to school if that's the closest location and if no one is home.
- Discuss judgment decisions children may have to make in regards to the safest place to go if they are not with an adult.
- Home alone - follow drop hold procedure, evacuate house, seek help from neighbors.
- Teacher injured - students seek assistance from buddy teacher and evacuate to the assigned location at the emergency assembly area.

2. Discuss indoor and outdoor hazards:

- Possibility of blocked exits
- Not to run when evacuating the building
- Stay clear of downed power lines, stress all power lines
- Not to touch chain link fences
- Not to re-enter any building because of after shocks
- Not to run home from the assembly area, but to sit down and remain calm

These are a few ideas, please use some of your own.

Earthquake Drill Evaluation

- _____ Are all students and staff familiar with the “drop and hold” procedure?
- _____ Have all students demonstrated their ability to take immediate and correct actions?
- _____ Do teachers take cover with students during drills?
- _____ Is there sufficient shelter space under tables, desks, and counters for all students?
- _____ Do all students know how to protect themselves if no shelter is available?
- _____ Are teachers and students prepared to remain in quake-safe positions for up to 45 seconds?
- _____ Are students encouraged to be silent during drills?
- _____ Are teachers prepared to maintain relative calm and reassure their students?
- _____ Are students evacuated from classrooms to a safe outdoor area following a simulated earthquake?
- _____ Does your post-earthquake building evacuation procedure consider the very real possibility that strong after-shocks may occur within minutes after the main event?
- _____ Do teachers remember to take the classroom kit to the outdoor assembly area during all drills?
- _____ Have maintenance staff and all others assigned response duties practiced their roles during your earthquake drills?
- _____ Have students been given ample opportunity to discuss their fears and concerns about earthquakes?
- _____ Are earthquake drills viewed as an opportunity to discuss earthquake preparedness in the home?
- _____ Have parents been informed about your earthquake safety procedures?
- _____ Have teachers and other staff members been encouraged to prepared their families to cope effectively during and after an earthquake?

Emergency Classroom Backpack

It is recommended that each classroom have an emergency classroom backpack. This pack shall be stored near the exit. Every year the contents should be updated (ex. release forms) or replaced (ex. crackers and water). It should contain the following:

- * Flashlight
- * Small first aid kit
- * First aid instructions from the medical emergencies section
- * Class list (roll)
- * Copies of the release forms for the students (See Emergency Operations Plan)
- * Medical release forms
- * Hard candy
- * Crackers
- * Paper, two pencils, small pencil sharpener
- * Pair of scissors
- * Emergency prescription medicine for students on medication
- * Four liters of water and paper cups

The head secretary's backpack shall include a copy of the release and medical forms, a copy of the Emergency Operations Plan, walkie talkie or radio, masking tape, extra batteries, and anything else your school feels should be taken to the Command Post.

The principal's backpack shall include a walkie-talkie or radio, extra batteries, a copy of the Emergency Operations Plan and a bullhorn.

MEDICAL EMERGENCIES

District will:

1. Encourage school personnel to receive first aid training.
2. Provide a statement of legal responsibilities and liabilities, including insurance restrictions to principals.
3. Consult with the principal if the medical emergency is severe or involves many students.
4. Assemble Community Crisis Team if necessary.
5. Set up a media briefing room if necessary.

Principal & Staff will:

1. Maintain a current stock of first aid and sanitation supplies. Put a list of supplies in this section.
2. Keep a list of school personnel trained in first aid and/or CPR.
3. Keep a list of students and staff with known medical problems, including handicaps, and instructions for emergency actions.
4. Non-critical illness or injury (can be handled by school personnel):
 - a. Administer first aid.
 - b. Notify parents. If parents cannot be found, notify another adult authorized on the release form.
 - c. If no one can be found, have the student lie down in the sickroom or the student may return to their class if there is no threat to other students.
 - d. Keep a record of the time the injury or illness occur and the action taken.
5. Critical illness or injury (professional assistance needed):
 - a. Administer first aid.
 - b. Call 911 if the situation is life-threatening or if the child is in need of immediate medical intervention.
 - c. Notify parents.
 - d. Notify the district office.
 - e. Keep a record of the time the injury or illness occur and the actions taken.

Specific first aid treatment can be found in Part A of this section.

NUCLEAR EXPLOSION OR FALL-OUT

District will:

1. Verify information and gather details.
2. Notify schools of possible impending danger.
3. Consult with principals about early dismissal.
4. Notify the public of school plans.

School personnel will:

If there is no time to move:

1. Teacher will give drop and cover command. Tell students not to look at the blast.
2. All students and staff will drop and cover until safe to move.
3. The school population will set up in-place sheltering until instructed to evacuate. (See Chemicals & Hazardous Materials Section, page 1)
4. Initiate the Emergency Operations Plan as needed.
5. Custodian and food service staff will conserve food and water.

If there is time to move:

1. The principal will announce over the intercom that all classes are to immediately meet in the _____. (An enclosed part of the school that would give protection against a nuclear blast.)
2. Close all windows and vents.
3. Teachers will take classroom kits and evacuate students in an orderly manner.
4. The principal will consult with the district office about early dismissal or in-place sheltering.
5. Initiate the Emergency Operations Plan as needed.
5. Custodian and food service staff will conserve food and water.

MAJOR NATIONAL INCIDENT or DECLARATION OF WAR

District will:

1. Verify information and notify schools.
2. Consult with principals about early dismissal.
3. Assemble Community Crisis Team if necessary.

Principal & Faculty will:

1. Share facts with the faculty via memo or meeting.
2. Discuss what happened with the students in small groups (e.g., a classroom) encouraging them to share their emotional reactions about the tragedy. Expect emotional reactions to vary with age and temperament.
3. Send letters to elementary school parents in appropriate languages. Describe what the school is doing and how the children may react. Include the phone numbers of the school for question or for alerting the counselors about special problems children may have.
4. Hold an after-school faculty meeting to discuss how the students are responding and to clarify helpful approaches or further steps in dealing with the tragedy.

SUICIDE THREAT

Prevention:

Guidelines: Recognize clues from suicidal students.

1. Statements such as:
 - I wish I were dead.
 - I have nothing to live for.
 - Complaints of being “rotten inside”
 - I won’t be a problem for you much longer.
 - Nothing matters
 - It’s no use.
 - I won’t see you again.
2. Actions such as:
 - Withdrawal from friends and regular activities
 - Violent/rebellious behavior
 - Drug/alcohol abuse
 - Unusual neglect of personal appearance
 - Boredom and difficulty concentrating
 - Complaints of physical symptoms of emotional distress such as headaches, fatigue, etc.
 - Loss of interest in pleasurable activities
 - Not tolerating praise or rewards
 - Giving away personal belongings
3. Trust your own judgment.
4. Stay with a suicidal person.
5. Listen and sympathize. Don’t give false reassurances such as, “Everything will be okay.”
6. Be supportive. Show you care.
7. Tell the principal or a school counselor as soon as possible. (No confidentiality)
8. Contact parent/guardian to discuss impressions, recommendations, and referral source. Determine if police contact is necessary.
9. Work with parent/guardian to ensure arrangements for appropriate care.
10. Secure parent/guardian permission to share information with treatment provider to further assist student.
11. Document incident, meetings with parent/guardian, and action taken.

Death at School: Natural, Accident, Homicide, or Suicide

District will:

1. Consult with the principal on the details and assist with appropriate actions.
2. Assemble the Community Crisis Team.
3. Set up a media briefing room at the district office. Stress prevention with the media.

Principal will:

1. Call 911. Consult with law enforcement officers and the district office.
2. Secure the area surrounding the incident moving students to a neutral site.
3. Isolate any witnesses for police interviewing.
4. Assemble the school Crisis Team to work with the Community Crisis Team. Send someone to the hospital (if the victim is transported) to meet with the family and friends who may congregate there.
5. Alert counselors at other schools where siblings are enrolled.
6. Decide if it would be best to restrict class movement (no bells), or continue with the normal schedule.
7. Inform the staff and student body. **Using the public address system or holding an assembly at this time to announce a death is not recommended.** Memos may be sent to the teachers or crisis team members may visit classrooms to convey the information.
8. Permit students to leave the campus only with parental permission. Release students to only authorized people.
9. Provide counseling, paying particular attention to friends of the deceased and those students with recent losses or a history of suicide threats or attempts. Some students will need to be seen individually, others may benefit more by sharing in a group.
10. Prepare a fact sheet for telephone inquiries. (Consult with family before giving out details.)
11. Prepare and send out a parent letter giving the facts. (See Sample Letters Section)
12. Hold a faculty meeting as soon as possible to process feelings and plan for the anticipated reactions of students.
13. Relay additional information (funeral arrangements, etc.) as it becomes available.

Principals will cont.:

14. Students should be permitted to attend the funeral with written permission from their parents.
15. Request assistance from the district should additional adults be needed to help in classrooms during the funeral. Teachers should not be responsible for taking students to a funeral.
16. Do not glorify suicide with memorials.
17. Prepare to hold a community meeting if necessary.
18. Debrief with the school crisis team.
19. Plan for follow-up counseling for students and staff.
20. Call appropriate departments to delete student's name from rosters, etc.
21. Log all decisions and actions taken.

Teachers will:

1. Follow instructions from the principal.
2. Continue class instruction and help students to remain calm.
3. Share information with students, stay with the known facts. Down play rumor-type discussion.
4. Refer students to counseling when needed.
5. Attend faculty meeting to unify school personnel.

Secretaries will:

1. Monitor phone calls regarding the incident. Do not divulge information until directed to do so.
2. Assist the principal in preparing fact sheets, memos, and parent letters.
3. Assist law enforcement officers.
4. Assist principal in logging all actions and decisions.

The difficult task of delivering death notifications is the responsibility of law enforcement personnel. They have the training and resources necessary in carrying out such a notification. In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private, comfortable setting until law enforcement personnel arrive.

Aftermath of Suicide: The School and Postvention

1. **Keep the school open** - The school is a magnet in times of crisis. Collaborate with school crisis team. Establish bell schedules, crisis centers and provide services to students, staff, parents, and witnesses.
2. **Consult with district crisis team, if needed.**
3. **Contact the family** - Contact and support from the school is greatly appreciated.
4. **Provide fact sheets** - The death and the fact that it was a suicide should be acknowledged. Consult with deceased's family about details. Keep parents informed as to warning signs, activities, services and support available at school. Consult with police (school, local law enforcement) as appropriate. Faculty fact sheet should also include information on bell schedule, debriefing meetings, and crisis center locations.
5. **Determine intervention groups** - Groups might include the deceased student's classes, friends, sibs (and their schools), teachers/staff, parents, and community. Direct at-risk youth/adults to crisis centers for triage. Provide mental health debriefing for traumatized individuals as appropriate. Relieve impacted staff. Provide daily staff and crisis team informational debriefing.
6. **Grief counseling** - Students should be given every opportunity to express their grief in whatever setting is most comfortable: individual or small groups (in the crisis room); in classroom discussions with their teacher and crisis facilitator(s). Provide for ventilation of feelings and validate all expressions of grief. No large group assemblies. Provide referrals of community agencies and other available services.
7. **Media** - Establish media control. Consult with the district office. Emphasize intervention and prevention efforts.
8. **No memorials/dedications/plaques** - Appropriate activities include donations to the family, charity, or suicide prevention efforts; establish support programs at the school.
9. **Emphasize no one/thing is to blame** - Suicide is very complex and cannot be simplified by blaming individuals, drugs, music, or the school.

(Taken from Los Angeles Unified School District Crisis Teams 98-99)

UTILITY FAILURE

Preparation:

1. Identify the possible effects the loss of each utility may have on the school. (Example: loss of electricity might disrupt heating and ventilation.) List possibilities and insert in this section.
2. Keep an accurate drawing of all utility lines and pipes associated with the school and grounds. Put drawing in this section.
3. Include in this section a map of the school showing the location of utilities shut off.
4. Utilities companies phone numbers :

	Customer service:	24 hour service:
Provo City Utilities:	852-6820	852-6868
US West:	1-800-244-1111	1-800-223-7508
Questar Gas:	853-7400	1-800-541-2824

District will:

1. Assist school in correcting the problem.
2. Advise principal on releasing students.
3. Set up media briefing room at the district office.
4. Assemble Community Crisis Team if necessary.

Electric Power Failure:

Principal will:

1. Contact the power company.
2. Notify the district office (374-4814).
3. Consult with the custodian on the extent of the power failure.
4. After determining the extent of the power failure, inform school personnel of the expected length.
5. Consult with the district office about possibly dismissing school.

Custodian will:

1. Check the breakers to see if it is a problem that can be fixed.
2. Report information to the principal.

Teachers will:

1. Elementary and Middle school: if at lunch or recess, return to room.
2. Reassure students and continue with class work if possible.
3. Have students remain in their classroom.
4. Send student runner to the office to deliver and receive messages.
5. If necessary to evacuate, take classroom kit to the assembly area.
6. Initiate Emergency Operations Plan as necessary.

Staff will:

1. Report to the office to assist principal.

Gas line break:

Principal will:

1. Call 911.
2. Sound alarm to evacuate the building immediately.
3. Contact the district office (374-4814) and the gas company (Questar Gas:853-7400)
4. Initiate the Emergency Operations Plan.
5. Consult with officials about re-entering the building.

Custodian will:

1. Will follow procedures outlined by the utility company.

Teachers and staff will:

1. Evacuate with students to the assembly area. Teachers will take classroom emergency kits.
2. Assist with Emergency Operations Plan as directed.

Water line break:

1. The custodian will shut off the water and consult with the principals about possible damage.
2. The secretary will call the water company. (Provo City Utilities 852-6820)
3. The principal will report the facts to the district office to decide about early dismissal.
4. Teachers and staff will continue with their normal schedule unless directed otherwise.

FIRST AID INSTRUCTIONS

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults,
16-20 times per minute in children
2. If victims's tongue obstructs airway
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method
 - a. Use mouth to nose if airtight seal impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue Artificial Respiration until victim begins to breath for himself or until help arrives.
5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen)
 - a. Check for breathing difficulties and give artificial respiration.

Bleeding

1. Apply direct pressure on the wound.
2. Elevate the injured area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop the bleeding.
4. Only as a last resort (if they will die without this) apply a tourniquet to stop bleeding. Once applied, a tourniquet must be loosened or removed **only by a doctor**.

Internal Bleeding - Treat for shock.

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
 - a. Keep the affected area from moving. Immobilize shoulder with arm sling.
2. Fractures
 - a. Signs of a closed fracture:
 - 1) Swelling
 - 2) Tenderness to touch
 - 3) Deformity
 - 4) Discoloration
 - b. Treatment (closed fracture - no bleeding wound or broken skin)
 - 1) Keep broken bone ends from moving
 - 2) Keep adjacent joints from moving
 - 3) Treat for shock
 - c. Treatment (open fracture - broken bone and broken skin)
 - 1) Do not move protruding bone end
 - 2) If bleeding, control bleeding by direct pressure on wound
 - 3) Treat the same as closed fracture after bleeding is controlled
 - d. Splinting
 - 1) Place one hand above and one hand below fracture to support it
 - 2) Have someone grasp end of limb and pull steadily until splints are in place
 - 3) Splint the limb
 - 4) Give care for shock.
 - e. Sprains (injury to soft tissue around a joint)
 - 1) Always immobilize
 - 2) Elevate joint
 - 3) Apply cold packs during first half hour
 - 4) Treat the same as close fractures
 - 5) X-ray may be necessary

Burns

1. Degrees
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree) Never break or puncture blisters
 - c. Deep tissue damage (3rd degree)
2. First Aid for thermal burns - 1st and 2nd degree burns to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic
 - 1) Do not use plastic on face
 - 2) After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.

3. First Aid for 3rd degree burns
 - a. Apply a thick, dry, sterile dressing and bandage to keep out air.
 - b. If large area, wrap with a clean sheet or towel
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as shock victim, giving fluids as indicated; warmth if necessary
4. First Aid for chemical burns
 - a. Wash chemical away with water
 - b. Acid burn to the eye (also alkali burns)
 - 1) Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - 2) If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - 3) Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak. **IMMEDIATELY DO THE FOLLOWING:**

1. Stand behind a slumped-over victim, wrap your arms around his/her waist below the diaphragm.
2. Grasp your wrist with your other hand.
3. Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
4. Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

1. Kneel, facing him, astride his hips.
2. With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
3. Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

Convulsions or Seizures - Seizures are seldom dangerous, but they are frightening.

1. Symptoms
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

2. Causes

- a. Head injuries
- b. Severe infections
- c. Epilepsy

3. Treatment

- a. Prevent patient from hurting himself
- b. Loosen tight clothing
- c. Move objects the patient may hit
- d. Do not restrain
- e. If breathing stops, apply mouth to mouth resuscitation
- f. Do not give liquids nor put patient in warm water.
- g. When the seizure is over, treat as for shock keeping patient warm.
Prompt medical help is needed if the patient does not have a history of convulsive disorders.

Diabetics

Diabetics may lose consciousness when they have too low or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug
3. Be aware of the possibility of breathing emergency

Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

Fainting

Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.

Place the victim in a reclining position and treat as for shock. If a victim feels faint, have them sit and place their head between their knees.

Frostbite

The frostbitten area will be slightly reddened with a tingling sensation and pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

Rewarm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

Head Injury

1. Symptoms

- a. May or may not be unconscious
- b. Unconsciousness may be delayed one-half hour or more
- c. Bleeding from mouth, nose or ear
- d. Paralysis of one or more of extremities
- e. Difference in size of pupils of the eyes

2. First Aid of Head Injuries:

- a. No stimulants or fluids
- b. Don't raise the victim's feet; keep him/her FLAT
- c. Observe carefully for stopped breathing or blocked airway
- d. Get medical help immediately
- e. When transported, gently lay victim flat
- f. Position head to the side so secretions may drool from corner of mouth
- g. Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5 to 10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Shock

1. Symptoms
 - a. Pale, cold, clammy skin
 - b. Weak, rapid pulse
 - c. General body weakness
2. Ways of preventing shock and giving first aid
 - a. Keep victim lying down
 - b. Maintain body temperature; cover if cold, uncover if warm
 - c. Get medical help as soon as possible.
 - d. Raise head with blankets or pillows if victim has difficulty breathing.

Sunstroke

A person with sunstroke may have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and or high temperatures (up to 106 degrees.) The armpits are dry, skin flushed initially but later turn ashen or purplish. Delirium or coma is common.

Medical help is crucial. While waiting for medical aid, reduce the temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

1. An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.
2. An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.
3. A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.
4. A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Sample Fact Sheet

1. What happened?

2. When did the even occur? _____

3. Where did the event occur? _____

4. Who was/is involved? (Do not give out names of deceased or injured until the family has been notified.)

5. What is being done by school and emergency personnel?

6. What procedure should parents follow to have their children released or excused to attend a funeral?

7. Will the school be closed or classes held in another facility? If so, where?

8. Are any meetings planned for parents or members of the community? When? Where?

9. What is being planned to help families directly affected by the crisis?

Crisis Summary Report

School _____ Date _____

Names & Grades _____

Crisis Event _____

Check Interventions

- | | |
|--|---|
| <input type="checkbox"/> Verify information from police | <input type="checkbox"/> Make home visits |
| <input type="checkbox"/> Facilitate staff meeting | <input type="checkbox"/> Contact community agency |
| <input type="checkbox"/> Visit classes | <input type="checkbox"/> Attend funeral or memorial |
| <input type="checkbox"/> Group counseling of students | <input type="checkbox"/> Contact another school |
| <input type="checkbox"/> Individual counseling of staff | <input type="checkbox"/> Meet with parents |
| <input type="checkbox"/> Group counseling of staff | <input type="checkbox"/> Community meeting |
| <input type="checkbox"/> Hospital visit | <input type="checkbox"/> Contact media |
| <input type="checkbox"/> Individual counseling of students | |

Other _____

Number of students seen individually _____

Number of students seen in a group _____

Number of classes visited _____

Names of students needing follow-up counseling

Names of Crisis Team Staff

Total number of staff _____

Report filed by _____

Date _____

Total staff hours _____

Shootings

District will:

1. Consult with the principal on the details and assist with appropriate actions.
2. Advise principal on early dismissal.
2. Assemble the district crisis team if needed.
3. Set up media briefing room.
4. Debrief with principal.

Principal will:

1. Confirm that 911 for police and/or emergency personnel have been called.
2. Institute lock-down by announcing **Code Red**.
3. Notify the District Office, Greg Hudnall 374-4814.
4. Remove all students from the area.
5. Cooperate and facilitate investigations by the proper authorities.
6. Determine if early dismissal is necessary.
6. Convene the local school crisis team.
7. Prepare a fact sheet for telephone inquiries.
8. Ask teachers to refer distressed students to the crisis team.
9. Document incident and file report with the District Office.
10. Debrief with school personnel.

Teachers & Staff:

1. When shots are heard, tell students and other staff to take cover.
2. If possible, identify the source and location.
3. Implement measures for student safety. Take control and give direction.
4. Call 911.
5. Notify main office and request lock-down, **Code Red**.
6. Notify office of injuries and/or missing students.
7. Keep everyone in a safe location until “**All Clear, All Clear**” has been announced..
8. Participate in debriefing.

Weapons on Campus

District will:

1. Consult with the principal on the details and assist with appropriate actions.
2. Assemble the district crisis team if needed.
3. Set up media briefing room.
4. Debrief with principal.

Principal will:

1. Announce **Code Red**, initiating lock-down.
2. Confirm that 911 has been called and given specific entrance to the building if possible.
3. Notify the District Office, Greg Hudnall 374-4814.
4. Proceed to the scene.
5. Assign someone to meet police and give location.
6. Announce "**All Clear, All Clear**" when situation is under control.
7. Determine disciplinary consequences.
8. Notify parent/legal guardian.
9. Assemble school crisis team if necessary.
10. Document and file incident report (district office, police, student file).
11. Debrief with school personnel.

Teachers & Staff will:

1. Assess the seriousness of the situation; determine level of assistance needed. Notify the main office and if necessary, call 911.
2. Attempt to diffuse potential violent actions.
3. If the person is uncooperative, determine the level of response which may include:
 - Isolate
 - Separate
 - Evacuate the area/room
 - Lock-down
4. Participate in debriefing.

CODE WORDS

To be used over the PA to notify school personnel and students of an emergency.

Code Red

Lock-down

Mrs. Boom report to the office.
staff are

Bomb threat, faculty and
to search work areas.

All Clear, All Clear
when

Will be stated **2 times**
emergency has ended.

Use the fire alarm to evacuate the building.

