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## **Bomb Threat Procedures**

### **Warning:**

The person receiving the phone call, email, or letter should take the correspondence very seriously. You or someone near you should contact 911 immediately. The building administration and the superintendent's office should then be contacted immediately thereafter.

### **If the threat is received by phone call:**

1. Alert another staff member while continuing to talk with the individual for as long as possible.
2. Listen to the caller without interrupting. When given a chance, ask the following questions:
  - a. When will the bomb go off?
  - b. Where is the bomb located?
  - c. What kind of bomb is it?
  - d. What does the bomb look like?
  - e. Why do you want to bomb the school?
  - f. What is your name?
  - g. Where are you located?
3. Listen for the following things:
  - a. Male or female
  - b. Adult or juvenile
  - c. Voice – loud, high pitched, raspy, pleasant, other characteristics
  - d. Speech – fast, distinct, stutter, slurred, slow, distorted, nasal, lisp, other characteristics
  - e. Language – excellent, good, fair, poor, foul
  - f. Accent – local, foreign, not local
  - g. Manner – calm, rational, coherent, deliberate, righteous, angry, irrational, incoherent, emotional laughing
  - h. Background noise – machines, trains, vehicles, animals, quiet, voices, part atmosphere, office machines, planes

4. Summarize what was said by the caller, the response to your questions, and the things you heard. Give the report to both the law enforcement officer and the administration.

**Staff member who has been alerted by the individual receiving the call:**

1. Call 911 and alert them of the situation. Indicate whether the individual is still on the line speaking with the person who received the call.
2. Contact the building principal and/or the assistant principal.
3. Contact the superintendent, or in his absence, the business administrator.

**If the threat is received in an email:**

1. Leave the screen open, do not close.
2. Call 911 immediately and alert them of the situation.
3. Contact the building principal/and or assistant principal.
4. Contact the superintendent, or in his absence, the business administrator.
5. Contact the district technology personnel.

**If the threat is received in a letter:**

1. Do not tamper with the letter or the envelope. It will be used as evidence by law enforcement.
2. Call 911 immediately and alert them of the situation.
3. Contact the building principal and/or assistant principal.
4. Contact the superintendent, or in his absence, the business administrator.

**Building Administrator:**

1. Verify the 911 call has been made and county emergency management personnel are enroute.
2. Review the information gained by the individual receiving the call, the email, or the letter.
3. In cooperation with emergency management personnel determine whether to evacuate the building based on that information.
  - a. If the building is to be evacuated, engage the fire alarm and immediately notify the fire department of the reason for the alarm.
  - b. If the building is not to be immediately evacuated, in cooperation with emergency management personnel initiate the building search plan as developed by each individual building. This plan is located in the main office of each school.
4. If the building is evacuated, follow the same process as considered for standard operating procedures during a fire drill.

5. Notify teachers of the situation and move students a greater distance away from the building.
6. Contact the district office and have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.

### **Teachers**

1. If the building is evacuated, follow the same procedures as in a fire drill until you are told differently by either the principal, assistant principal, superintendent, law enforcement officer, or fire department official.
2. If the building is not evacuated, follow the building search plan. This plan is located in the main office of each school.

### **Students**

1. If the building is evacuated, follow the same procedures as in a fire drill until you are told differently by the teacher whom you are responsible to or an administrator.

### **Support Staff**

1. If the building is evacuated, follow the same procedures as in a fire drill until you are told differently by the principal, assistant principal, superintendent, law enforcement officer, or fire department official.
2. If the building is not evacuated, follow the building search plan.

## **Earthquake Procedure**

### **Warning:**

If the earthquake occurs outside of the regular school day, students and staff are not permitted to enter the buildings until given notice by the superintendent in conjunction with appropriate emergency workers and/or a building engineer.

If the earthquake occurs during the school day, the following procedure should be followed:

### **First response for everyone:**

#### ***Inside the building:***

1. Drop, Cover, and Hold On (See attachment A Page 34 )
2. Stay away from outside walls, windows, and stairways
3. Stay inside until it is determined that you can evacuate safely
4. Do not create sparks or attempt to light fires, etc.
5. Do not attempt to turn on appliances or lights

#### ***Outside the building:***

1. Stay in an open area away from buildings, gas lines, power lines, and streams
2. Do not touch electrical wires which may have fallen
3. Do not light any fires

### **Administration:**

#### ***District:***

1. Open contact with building principals using cell phones or emergency radios.  
Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
2. Notify appropriate public safety agencies of medical and other needs.
  - a. Ambulance 911
  - b. Fire Department 911
  - c. Police 911
  - d. County Emergency Management 801-845-4048
  - e. Morgan School District 801-829-3411

- f. Morgan City Utilities 801-829-3461
- g. Rocky Mountain Power 800-367-8490 (MGES)

**Building:**

1. Open contact with building staff using cell phones or emergency radios. Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
  2. After initial shock, take a visual of the evacuation area before directing everyone to go outside – adjust evacuation to address dangerous areas.
  3. Notify emergency medical and fire personnel of injured or missing individuals.
  4. Coordinate safe evacuation of individuals from the buildings to the safest open areas.
  5. Help determine safe routes to re-enter the building in order to render assistance to injured and/or trapped persons.
  6. Assist emergency personnel in determining safe entry routes for fighting fire, repairing broken gas lines, other utilities, etc.
  7. Notify utility companies of broken and downed lines.
  8. Notify the district office of any injuries, damage, utility concerns, etc.
  9. District administration will notify the individual school's administration when and if it is safe to return to the building.
- a. Ambulance 911
  - b. Fire Department 911
  - c. Police 911
  - d. County Emergency Management 801-845-4048
  - e. Morgan School District 801-829-3411
  - f. Morgan City Utilities 801-829-3461
  - g. Rocky Mountain Power 800-367-8490 (MGES)
  - h. Questar 801-541-2824

**Teachers:**

1. After the initial shock, evacuate all students to an open area upon notification by the school or district administration.
2. If exits are blocked, lead students out by an alternate route.
3. Take roll book and backpacks to assembly area.
4. Account for all students.
5. Maintain order of students at all times.
6. Remain with and account for the students and adults evacuating with you.
7. Notify school and or district personnel of injured or missing individuals.

8. Stay in an open area until told what to do and where to go.

**Students:**

1. Follow the directions of the administrator, teacher, and emergency personnel.
2. Stay with your class or group. Do not leave for any reason without permission.

**Staff:**

***Custodian and Maintenance:***

1. Attempt to turn off the sources of gas, electrical, and water services.
2. Help school administrators with a building survey.



## Emergency School Closure

### **Warning:**

The decision whether or not to cancel school is made jointly by those most knowledgeable of the situation.

***Weather related before school*** – transportation director and superintendent

If the superintendent is not available, his designee will make the decision. The decision, when possible, should be made by 6:00 a.m.

***Weather related during school*** – transportation director, superintendent, business administrator, and building principal

***Non-weather related*** – director of maintenance, transportation director, superintendent or his designee, business administrator, and building principal

### ***Weather related before school:***

After the decision is made, the superintendent or his designee notifies each building principal who initiates their calling tree and automated calling system. The superintendent or his designee also contacts appropriate television stations, radio stations and public safety personnel. If possible, the district and school main offices will receive phone calls and answer questions from parents and others.

### ***Weather related during school:***

After the decision is made, the transportation director sets the time schedule for bus departures. The schedule is communicated to the building principal(s) by the superintendent or his designee. Each building principal initiates their calling tree and automated calling system. The superintendent or his designee also contacts appropriate television stations, radio stations, and public safety personnel. If possible, the district and school main offices will receive phone calls and answer questions from parents and others.

### ***Warning for non-weather related before school:***

After the decision is made, the superintendent or his designee notifies the affected building principal who initiates their calling tree. The superintendent or his designee

also contacts appropriate television stations, radio stations, and public safety personnel. If possible, the district and school main offices will receive phone calls and answer questions from parents and others.

***Warning for non-weather related before school:***

After the decision is made, the transportation director sets the time schedule for bus departures. The schedule is communicated to the building principal(s) by the superintendent or his designee. Each building principal initiates their calling tree and automated calling system. The superintendent or his designee also contacts appropriate television stations, radio stations, and public safety personnel. If possible, the district and school main offices will receive phone calls and answer questions from parents and others.

**Administration:**

1. Superintendent or his designee is responsible and accountable for the decision to close school. He participates in the decision and initiates the communication process. He maintains his place in the district to answer phones and respond to questions and possible issues.
2. The transportation director is responsible for gaining accurate information on weather and road conditions and being able to develop effective time schedules for a school closure when it takes place during normal school hours as well as a calling tree for drivers when it occurs before route pickup begins. The director remains at their work site until all buses return safely.
3. The building principal is responsible for initiating a staff calling tree when the closure occurs before school and a process for communicating with families when a closure occurs during school (K-12). There must be at least one person in the building to answer the phones and make sure those students who do arrive on a day when school is closed are able to get home safely. If closure comes during the school day, the principal is responsible for staying until all students are taken home.
4. The director of maintenance is responsible for collecting information and developing various options when a mechanical, power, or other facility issues threaten the closure of schools.
5. The business administrator supports and assists the superintendent in data collection, decision making, and communications.

**Teachers:**

1. When closure comes before the school day:
  - a. Participate in the building's calling tree program.
  - b. Do not come to school unless you desire to do so and only **after** it is safe to travel on the roads.

- c. Presume that all scheduled activities including athletic games and practices are canceled unless approved by the building principal, superintendent, and transportation director (activities away from Morgan), or building principal and superintendent (activities in Morgan).

2. When closure comes during the school day:

- a. Follow the prescribed schedule as a normal day until the students are released or you are given different directions by your building administration – do not lose control over your students or yourself! Do not release students to leave before the scheduled times.
- b. Check with the office to see if you can be of any additional help.
- c. You are excused for the balance of the day.
- d. Do not use the school's phone system for personal calls. Every line will be needed to respond to the situation at hand.

**Students:**

1. When closure comes before the school day:

- a. Stay home and/or away from the school facilities
- b. Presume that all activities are canceled unless notified differently by your advisor.
- c. If an activity remains scheduled, you are not required to attend. There will be no negative consequences if you choose to stay away.

2. When closure comes during the school day:

- a. Follow a normal school day unless directed to do otherwise by administration or teachers until you are released from school.
- b. Stay in your classrooms and avoid being in the halls.
- c. If the closure is weather related, consider riding school transportation home instead of driving and/or riding in a private vehicle.

**Support Staff:**

1. When closure comes before the school day:

- a. Participate in the school's calling tree program.
- b. Do not come to school unless specifically asked by your principal and then only if the road conditions permit you to travel safely.

2. When closure comes during the school day:

- a. Follow a normal routine until school is dismissed or until given other directions by building administration.
- b. Check in the office to see if you can be of any additional help.
- c. You are excused for the balance of the school day.

***In times of bad weather, the district may “delay” the start of a school day until the roads are safe to travel on. A delayed start would be communicated through the calling tree and various media.***

## **Fire/Evacuation Emergency Plan**

### **Warning:**

The first person seeing the fire in any district building will activate the nearest fire alarm. Evacuation of the building will follow the specific building evacuation instructions. Plans are posted in individual classrooms and in the emergency backpacks.

**Administration** – superintendent, principals, assistant principals, secretary(s)

1. Start the pre-planned building fire evacuation plan.
2. The secretary or designee from the specific building will coordinate with local authorities.
  - a. Ambulance 911
  - b. Fire Department 911
  - c. Police 911
  - d. County Emergency Management 801-845-4048
  - e. Morgan School District 801-829-3411
  - f. Morgan City Utilities 801-829-3461
  - g. Rocky Mountain Power 800-367-8490
  - h. Questar 801-541-2824
3. Perform a sweep of the building to assure no one is left inside. Make sure all students and personnel in the specified buildings are taken to pre-planned evacuation sites and accounted for. If any students or personnel are missing, coordinate with the on-site fire department for location of the missing people.
4. Coordinate with local authorities. (Routes of evacuation if needed, methods, personnel in charge, etc.) If possible, provide emergency management authorities with the administrator's cell phone number. Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
5. Make decisions with the advisement of the local authorities and district personnel to do the following:
  - a. Continue school and work
  - b. Close school and begin non-weather related closures of school(s).
6. Provide information and coordination with teachers, support staff, and district office.

**Teachers:**

1. Follow specific building evacuation plan.
2. Turn off lights.
3. Close doors and windows.
4. Take roll book and backpacks to assembly area.
5. Account for all students.
6. Maintain order of students at all times.
7. Remain with students until directed by the administration.

**Students:**

1. Follow directions of your teacher.
2. Evacuate the building in an orderly fashion by **walking** to the designated area.
3. Remain with your teacher in the assembly area until your teacher gives you other directions.

**Support Staff:**

1. Follow specific building evacuation plan.
2. Make sure lights are out and doors closed in your designated areas.
3. Make sure all children and personnel are evacuated from current support staff areas.
4. Proceed to designated evacuation area and account for all support staff.
5. Help with students and/or in other areas as assigned by those in charge.
6. Remain in the evacuation area until directed by the building administration/superintendent.

**Reference:**

Chapter 4 Emergency Planning and Preparedness, International Fire Code, 2009

## **Flood Emergency Plan**

### **Warning:**

A call to evacuate any Morgan School District campus will be given by the superintendent or the administrator/designee of that building. The call will be given over the intercom or runners sent to each room in the building.

### **Administration** – superintendent, principals, assistant principals, secretary(s)

1. Superintendent/designee will notify all principals and department heads of the emergency.
2. Building administrators announce the danger by the intercom or runners to each room.
3. Follow the pre-planned evacuation emergency plan for each specific building.
4. Coordinate with local authorities – routes of evacuation if needed, methods, personnel in charge, etc.) Provide all local authorities with a cell phone number that will be with you at all times. Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
  - a. Ambulance 911
  - b. Fire Department 911
  - c. Police 911
  - d. County Emergency Management 801-845-4048
  - e. Morgan School District 801-829-3411
  - f. Morgan City Utilities 801-829-3461
  - g. Rocky Mountain Power 800-367-8490 (MGES)
  - h. Questar 801-541-2824
5. Make decisions with the advisement of superintendent/designee and local authorities as to:
  - a. Potential changes in evacuation routes
  - b. Time necessary for evacuation
  - c. Parent notification
  - d. Emergency supplies needed
  - e. Student release
6. Pre-established evacuation sites are:
  - a. Wilkinson Construction Company

- b. South Morgan County Cemetery
  - c. Mountain Green Elementary School
- 7. Provide information and coordinate with teachers, support staff, building administrators, and district personnel.
- 8. Implement pre-established plan releasing students to parents when possible and appropriate.
- 9. Follow-up on teachers and support staff responsibilities.

**Teachers:**

- 1. Follow the specific building evacuation plan.
- 2. Close doors and windows.
- 3. Take roll book and backpacks to assembly area.
- 4. Account for all students.
- 5. Teachers will remain and care for their students until directed by the administration.
- 6. Students should not go home on his/her own.

**Students:**

- 1. Follow flood evacuation procedures.
- 2. **Do not** leave your class or your teacher until you are directed to do so by your teacher.
- 3. Follow the teacher's instructions.
- 4. Walk, do not run when evacuating the building and proceeding to any shelter.

**Support Staff:**

- 1. Follow specific building evacuation plan.
- 2. Make sure lights are out and doors are closed in your designated areas.
- 3. Make sure all children and personnel are evacuated from current support staff areas.
- 4. Proceed to designated evacuation area and account for all support staff.
- 5. Remain in the evacuation area until directed by the building administration.



## **Hazardous Materials Plan**

### **Warning:**

1. The first person to have knowledge of a hazardous materials emergency will immediately call 911 and notify the school and/or district office with as much factual information as is known.
2. The district or school administration will verify the emergency by calling 911 and seeking emergency management assistance.

### **Administration** – superintendent, principals, assistant principals, secretaries, or designee

1. REMAIN CALM
2. Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
3. Start pre-planned procedures for shelter-in-place (See Attachment B Page 39).
4. The secretary or designee from the building or district will coordinate with local authorities:
  - a. Ambulance 911
  - b. Fire Department 911
  - c. Police 911
  - d. County Emergency Management 801-845-4048
  - e. Morgan School District 801-829-3411
  - f. Morgan City Utilities 801-829-3461
  - g. Rocky Mountain Power 800-367-8490 (MGES)
  - h. Questar 801-541-2824
5. Make sure all students/personnel in affected buildings are accounted for. If any students/personnel are missing, coordinate with county emergency management personnel to locate missing people.
6. Make decisions with the advisement of the emergency management personnel and district personnel to do the following:
  - a. Remain in shelter-in-place until the hazard is declared safe by county emergency management personnel.
  - b. Transport students and district personnel to a safe location away from the hazard.
  - c. Walk students and personnel to a safe location away from the hazard.
7. If necessary, implement emergency school closure procedures.

8. School and district personnel should remain at school or at the evacuation site until released.

**Teachers:**

1. REMAIN CALM.
2. Follow pre-planned shelter-in-place procedures as developed in building.
3. Take roll and communicate by intercom to the school office on missing or injured students.
4. Maintain order with students at all times.
5. Evacuate when directed by administration or county emergency management personnel.
6. Remain with and account for all students in your care until released by the administration.

**Students:**

1. REMAIN CALM.
2. Follow directions of your teacher.
3. Evacuate the building in an orderly fashion by walking to the designated area or district transportation loading zone.
4. Remain with your teacher until released.

**Support Staff:**

1. REMAIN CALM.
2. Follow specific building shelter-in-place plan as developed in building.
3. Follow specific building evacuation plan when ordered to do so.
4. Make sure all students and personnel are evacuated from support staff area.
5. Remain in shelter-in-place or evacuation area until directed by administration or county emergency management personnel.
6. District maintenance supervisor will train a minimum of two full-time employees in each building on how to manually turn off the recirculation fans and will report to the principal on who has been trained.
7. Fans can be turned off by untrained personnel by setting off the fire alarm. This is to be done only if trained personnel are not available to turn them off manually.

## Active Shooter Plan

### Warning:

Be alert and observant at all times. Take a mental note of all who enter the building. Immediately report the presence of suspicious person(s) to the main office. If a weapon is brandished or shots are fired, you are to lockdown and/or take other evasive actions immediately.

If possible, a call to “lockdown” or “evacuate” will be given over the intercom, email or with runners. If an unidentified voice gives orders over the intercom the school will go into “lockdown” mode immediately.

**Administration** – building principal/designee, secretary(s), superintendent

1. If shots are fired at you or your office staff, take immediate evasive actions. This may include: locking out, running from the danger, shielding yourself or students with available cover, or escaping through windows or other openings, etc.
2. If there are no evasive options available and your life or the lives of the students are about to be taken, employ aggressive maneuvers to disarm the threat. With any means necessary.
3. Call 911 for help indicating nature of situation. Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
4. The principal or designee will assess the situation and, if necessary, direct the school to “lockdown” or “evacuate” depending on the circumstances. The communication will come via the intercom system, telephones, bells, or runners.
5. Secretary or principal shall stay on the phone with the police dispatcher and provide as much pertinent information as possible. This may include:
  - a. Description and number of suspects involved, (e.g. clothing, age, hair color/style, height, weight, scars, deformities, tattoos, manner of speech, accents, etc. If in a vehicle: what type, color, make, year, license number and state. If on foot: from which direction did they arrive and in which direction did they leave?
  - b. Location of the suspects in the building.
  - c. Type of weapons involved.
  - d. What the suspects says/wants.
  - e. Who the hostages are if any.
  - f. Indicate what cell phone number(s) or emergency radio channel you will be using for incoming calls.

6. Notify the superintendent/designee and they in turn will notify all other building administrators and the district's transportation office. Indicate what cell phone number(s) or emergency radio channel you will be using for incoming calls.
7. Upon arrival of county emergency management personnel, they are in charge of the situation. Cooperate and follow their directions as fully as possible. Provide them with any pertinent information. Make available to the police, the person most familiar with the layout of the building (e.g. custodian, assistant principal), to provide information on the floor plan and how to access the hostage area.
8. If "lock down" is implemented, keep the staff and students updated on the situation when possible. Until that time staff should maintain control and be patient.
9. Communicate with the secretary(s) as to whether all calls will be placed on hold or what the prepared message will be if phones are to be answered.
10. Locate any witness to the act and have them start writing statements as what they observed. The sooner this is done after the incident, the more likely the witness is to remember details.
11. Follow-up after the incident: Assess life/safety issues, identify and locate all victims, work with secretary(s) to account for all students, see that emergency medical care is provided, work with counselors to arrange location for counseling assistance, notify parents who need to know about the situation, use a single media spokesperson (usually the superintendent), and implement post-crisis procedures.

#### **Teachers/Support Staff:**

1. Take your students and follow the Action Priorities:

##### **A. Get out!**

1. **Do not** wait for announcements or alarms to evacuate.
2. **Do not** attempt to use cell phone until you are clear of the building. Then call 911.
3. **Do not** duck and cover.
4. **Do not** go back into the building for any reason.
5. **Do not** stop until you are clear of the structure.
6. **Do** whatever it takes to get away.
7. **Do** break windows or doors in an effort to get out.
8. **Do** make yourself and your students a "hard to hit target" by running.

##### **B. If you are unable to or did not evacuate, lock out.**

1. Make it hard for the shooter to get to you.
2. Lock the door.
3. Cover windows.
4. Push heavy cabinets and desks in front of door.

5. Pile furniture in front of door to slow down the intruder.
6. Huddle together in the farthest corner of the same wall as the door.
7. Use cell phone to contact police, quietly, and report your location and what you hear or see.
8. Leave the line open. Don't hang up.
9. Follow instructions from police or dispatcher.

C. If you could not get out or lock out then **hide**.

1. Find a place that will be difficult for the shooter to find you.
2. Make him work hard to locate your position.
3. Stay calm, quite, in place, and wait for the police.
4. If you can tell the shooter has moved away from your area and you can get out in a direction opposite that of the shooter then **go for it**.

D. As a last resort **confront** the attacker.

1. If nothing else has worked and you are in a position where whatever happens you or others may be hurt or killed, you will need to decide to either attack or trust in luck, faith, or hope.
2. If you decide to attack don't do it half-heartedly. Throw things, pick up objects to strike him with, go rapidly at him, and take him down. Wrap him in a bear hug and hold on. Yell for help.
3. **Do whatever it takes to win.**
4. **Get mad and fight to win.**

**Students:** Follow teacher/Staff instructions when possible. In the event no staff members are present, follow these action priorities.

A. **Get out!**

1. **Do not** wait for announcements or alarms to evacuate.
2. **Do not** attempt to use cell phone until you are clear of the building. Then call 911.
3. **Do not** duck and cover.
4. **Do not** go back into the building for any reason.
5. **Do not** stop until you are clear of the structure and in a safe place.
6. **Do** whatever it takes to get away.
7. **Do** break windows or doors in an effort to get out.
8. **Do** make yourself and your students a "hard to hit target" by running.

B. If you are unable to or did not evacuate, **lock out**.

1. Make it hard for the shooter to get to you.

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D. As a last resort **confront** the attacker.

1. If nothing else has worked and you are in a position where whatever happens, you or others may be hurt or killed, you will need to decide to either attack or trust in luck, faith, or hope.
2. If you decide to attack don't do it half-heartedly. Throw things, pick up objects to strike him with, go rapidly at him, and take him down. Wrap him in a bear hug and hold on. Yell for help.
3. **Do whatever it takes to win.**
4. **Get mad and fight to win.**

## Lockdown/Evacuation Plan

### Warning:

Be alert and observant at all times. Keep a mental note of all persons you have seen in the building. Immediately report the presence of suspicious person(s) or packages to the main office.

If a weapon is brandished or shots are fired, take steps as outlined in the Intruder/Active Shooter plan: Get Out, Lock Out, Hide, Confront.

If possible, a call to “lockdown” or “evacuate” will be given over the intercom, email or with runners. If an unidentified voice gives orders over the intercom the school will execute “lockdown” procedures.

**Administration** – building principal/designee, secretary(s), superintendent

1. The principal or designee will assess the situation and, if necessary, direct the school to “lockdown” or “evacuate” depending on the circumstances. The communication will come via the intercom system, alarms, telephones, or runners.
2. Call 911 for help indicating nature of situation. Have in your possession your emergency radio and have it set on Channel 3 to speak with school and district administration.
3. Secretary or principal shall stay on the phone with the police dispatcher and provide as much pertinent information as possible. This may include:
  - a. **Description** and number of suspects involved, (e.g. clothing, age, hair color/style, height, weight, scars, deformities, tattoos, manner of speech, accents, etc. If in a vehicle: what type, color, make, year, license number and state. If on foot: from which direction did they arrive and in which direction did they leave? **DO NOT TRY TO MOVE OR ALTER PACKAGE.**
  - b. **Location** of the suspects or package in the building.
  - c. Type of **weapons** if any.
  - d. What the suspect **says/wants**.
  - e. Who the **hostages** are if any.
  - f. Indicate what cell phone number(s) or emergency radio channel you will be using for incoming calls.

4. Notify the superintendent/designee and they in turn will notify all other building administrators and the district's transportation office. Indicate what cell phone number(s) or emergency radio channel you will be using for incoming calls.
5. Upon arrival of county emergency management personnel, they are in charge of the situation. Cooperate and follow their directions as fully as possible. Provide them with any pertinent information. Make available to the police, the person most familiar with the layout of the building (e.g. custodian, assistant principal), to provide information on the floor plan and how to access the hostage area.
6. If "lock down" is implemented, keep the staff and students updated on the situation as often as possible.
7. Communicate with the secretary(s) as to whether all calls will be placed on hold or what the prepared message will be if phones are to be answered.

**After incident:**

1. Locate any witness to the act and have them start writing statements as what they observed. The sooner this is done after the incident, the more likely the witness is to remember details.
2. Follow-up after the incident: Assess life/safety issues, identify and locate all victims, work with secretary(s) to account for all students, see that emergency medical care is provided, work with counselors to arrange location for counseling assistance, notify parents who need to know about the situation, use a single media spokesperson (usually the superintendent or administrator), and implement post-crisis procedures.

**Teachers:**

1. Go to door and retrieve all students in area into your room.
2. Lock doors and windows. Close drapes or blinds. (Teachers assigned to exterior entrance doors need to also lock them.)
3. Keep students quiet, calm, and away from windows/doors until further notice by announcement, runner or alarm. If there is a threat of gunfire, everyone should lie on the floor or seek cover under furniture. No one should be allowed outside or inside the classroom until the "all-clear" signal is given by the principal/designee.
4. Classroom activities will be conducted in as normal a manner as possible.
5. Keep all phone lines clear for base communication.
6. Keep students with you and await further instructions. Do not release students to move freely in the area until the "all-clear" signal is given by the principal/designee or law enforcement.

**If told to Evacuate:**



1. Follow the fire drill procedures until you are told differently by the principal/designee, or a staff member, law enforcement, or fire department official.

**Students:**

1. Go immediately into your assigned classroom or the nearest classroom.
2. Keep quiet, calm, and away from windows/doors until further notice by announcement, runner, or alarm.
3. Remain inside the classroom until the “all-clear” signal is given by the principal/designee.

**If told to Evacuate:**

1. Follow the fire drill procedures until you are told differently by the principal/designee, or a staff member, law enforcement, or fire department official.
2. Report to your current teacher’s outside location for roll call and remain there until further instructions are given.

**Support Staff:**

1. Custodians and assigned teachers will lock all outside/entrance doors to the school.
2. Secretaries will coordinate the initial communication with the police. A cell phone will be used by law enforcement, district, etc. for all incoming calls.
3. All phone lines will either be put on hold or a prepared message will be given as people call in.
4. Secretaries will assist in accounting for all students when possible.
5. Counselors will work with the administration after the incident by arranging a location for and providing counseling assistance to those in need. Counselors will implement post-crisis procedures.

**If told to Evacuate:**

1. Follow the same procedures as in a fire drill until you are told differently by the principal/designee, law enforcement, or fire department officials.

## **Hostage Plan**

### **General Tips:**

1. Preservation of life is our first objective. (A person's life or well-being is more valuable than property.)
2. Ask what the suspect wants.
3. Follow the suspect's directions as closely as possible without further endangering your own life or the lives of others.
4. Try to speak calmly and avoid direct confrontation.
5. Do what you can to negotiate your own release and the release of other hostages, but do not make any promises that you cannot personally guarantee.
6. Try to build credibility and gain the hostage takers trust.
7. Try to be patient and stall for time.
8. Agree to help and to express the hostage takers messages as accurately as possible if you are given a chance to communicate with the police or other rescuers.

### **Do:**

- a. Be observant.
- b. Stay neutral as possible.
- c. Ask what the suspect wants.
- d. Write down exactly what suspect says.
- e. Speak slowly and as calmly as possible.
- f. Try to delay the suspect's decisions, actions, or ultimatums until the police arrive.

### **Don't:**

- a. Do not attempt to rescue unless your life and those around you are in eminent danger and doing nothing would result in death or serious injury.
- b. Do not challenge or argue.
- c. Do not make any promise you can't personally guarantee.
- d. Do not say or do anything to inflame or escalate the situation.
- e. Do not allow any additional hostages to be taken, voluntarily, or otherwise.
- f. Do not try to forcibly confiscate weapon(s) or detain the persons involved.
- g. Do not make any unauthorized statements to the media.

## **Power Outage/Other Utility Problems**

### **Warning:**

In many situations, the district will receive a warning from Morgan City power officials, Rocky Mountain Power, or Questar gas regarding utility problems including an anticipated shutdown of power. At other times, a problem with the utilities may come unannounced. The determination regarding school closure, early release, or late arrival is made by the superintendent in conjunction with the building principals, business administrator, maintenance supervisor, transportation supervisor, and the appropriate utility companies and government agencies.

### **Administration:**

#### **Before School:**

1. The superintendent would make a decision regarding whether the school would close or a late start would be instituted at least 90 minutes before the scheduled start of the school day in the building(s) involved. (If the superintendent is gone, the determination would be made by the business administrator followed by the designated administrator.
2. The superintendent or his designee would notify the transportation director, the food service director and the principal(s) whose building are involved.
3. If a closing or late start is initiated, the principal and appropriate directors will initiate their calling tree and automated phone system.
4. The superintendent or his designee will notify the appropriate media of the closing or early release.
5. The principal and/or their designee shall report to school, as long as there is no immediate danger to his/her health and welfare, to deal with students who may have not received the notice and are arriving at school.

#### **During School:**

1. The school's administration will communicate with the district office to relay the problem.
2. The district office will contact the appropriate utility to determine the extent of the problem and the estimated length of time necessary to fix it.
3. If a health issue is apparent, the district office will notify the appropriate officials.

4. The superintendent or his designee and building principal will determine if or when school might be dismissed.
  - a. Every effort will be made to keep students in school until the regular closing time.
  - b. If the school is to be closed, the district office staff will contact transportation and the appropriate media.
  - c. If the school is to be closed, the school staff will begin to contact the parents/guardians to notify them of the closing.
5. K-12 administrators will remain in the building until all students are transported or with appropriate care givers.
6. If the problem threatens the immediate health/welfare of students, the school will be evacuated with the student body going outside in warm weather or transferred to another school in poor weather. The order for evacuation can be initiated by the superintendent, business administrator, building administrator, or county emergency services personnel.

#### **Teachers:**

##### **Before School:**

1. Participate in your school's calling tree and automated phone system.
2. Do not come to school unless given the OK by your principal or the district office staff.

##### **During School:**

1. Remain in your classroom with your students. Communication with classes should take place using phones, runners, or megaphones.
2. Conduct school as usual until directed otherwise by the administration.
3. If the temperature of your room endangers students, contact the office for permission to relocate to an area where the temperature is tolerable. (Outside, gym, cafeteria, commons, another building, etc.)

#### **Students:**

##### **Before School:**

1. If school is canceled or a late arrival is announced, stay at home. All other activities will also be canceled unless you are notified directly by a school official.

**During School:**

1. Follow the instructions of your teachers.
2. Continue with your school work until directed otherwise.

**Support Staff:****Before School:**

1. Participate in your school's calling tree process.
2. Stay home unless requested to come to work by your supervisor.
3. Do not come to school unless given the OK by your school's administration or the district office.

**During School:**

1. Report to your immediate supervisor and/or the school's office to see what you can do to help.

## **Serious Injury or Death Response Plan**

### **Warning:**

Schools need to be prepared to respond to a student, staff member, or community member's serious injury/death whether it occurs in the community or at the school. Directives and interventions can be found in the district's ***"Helping Children Cope with Death and Dramatic Events Intervention Plan"*** manual. This manual is located in the district office, school office, and counseling centers. All activities are under the direction of the building administration and superintendent in conjunction with the school's counselors. Any school closure or early release must be approved by the superintendent. The superintendent must be apprised of all developments.

### **Administration:**

#### **If an incident occurs at the building:**

1. Call 911.
2. Notify certified first aid/CPR persons in building of medical emergency.
3. Notify the main office and building administrator.
4. Isolate the area.
5. Contact parents/spouse/or significant family members including siblings attending school. Avoid platitudes, unnecessary details and ask the parent which hospital they would prefer to have their student transported to.
6. The decision to transport a student by ambulance is made by the EMT's in consultation with the administration, if parents are not available.
7. Designate an employee to accompany ill/injured person to the hospital. Take note of which hospital they are going to.
8. Alert counselor to implement post-crisis intervention plan that has been developed by the building.
9. Notify staff member/students of pertinent, accurate information.
10. Refer media to the official spokesperson that has been designated.
11. Follow-up with a home contact after the incident.

#### **If incident occurs away from the building:**

1. Verify the information, contact police or hospital first or if necessary contact family.
2. Respect what the family considers is the cause of death. (Never announce a suicide.)
3. Notify the superintendent/district office.

4. Call other school principals in district to alert in case other siblings or friends are involved.
5. Activate the crisis team and determine the level of intervention needed.
6. Designate rooms as private counseling areas.
7. Identify one secretary to answer all calls regarding the crisis.
8. Notify, inform, meet, and process with staff members as soon as possible. Use the calling tree if necessary during weekend crisis.
9. Announce death to student body. (Avoid end of day announcements of a death if possible so support systems can be accessed while still in school.)
10. Announce availability of counseling services for those who need assistance. Escort affected highly stressed individuals to counselors. Follow-up with those receiving counseling later.
11. Maintain normal school routine as much as possible, yet allow for changes in test schedules, etc. to address the incident.
12. Refer media to designated official spokesperson.
13. Take student off the computer rolls and clean out deceased student's locker. Give personal belongings to the family.
14. Announce funeral arrangements when they become known. Let faculty and students know that flowers are being sent from the school.
15. Do not fly flag at half mast.
16. Send flowers to the funeral.
17. Attend the viewing and/or funeral as a school representative.

#### **Post-Crisis Intervention:**

1. Meet with crisis team after incident to determine level of intervention still needed.
2. Designate staff persons to attend funeral (if occurs) along with one of the school administration and one counselor.

#### **Teachers:**

##### **If serious injury occurs in the building:**

1. Call 911.
2. Notify the main office and administration.
3. Isolate the area.
4. Remain in the area until help arrives.
5. Provide any specific, pertinent information to the school administration, law enforcement, and/or medical team.
6. Complete the accident report in the main office and be available to provide additional information.

**As a follow-up after the incident:**

1. Alert counselors to students who are having trouble dealing with the crisis.
2. Reactions may include: shock, anger, guilt, anxiety, relief, etc.
3. When talking with a bereaved student: be there, listen and don't give advice, stick to the facts and truths, be honest, and use short answers.
4. When a grieving student returns to class, be sensitive to the student's level of understanding by offering warmth and assurance you are there.
5. Try to represent order, security, and stability in the student's lives. A routine at school is helpful.
6. Do not let students leave on their own without contacting parents and checking out in the office.

**Counselors:**

1. Attend to students/staff in crisis including family members at school or close friends. Students should be taken where they can have privacy, rest, and remain until ready to resume activities. Contact parents to pick the student up if the student is not able to remain at school.
2. Arrange follow-up counseling for high risk students at the school.
3. Send a counseling representative to viewing and/or funeral.

**Students:**

1. Notify the main office immediately if you witness a serious injury or death.
2. Remain calm.
3. Attend counseling center support groups, if needed.
4. Ask for help, if needed.

**Support Staff:**

**If a serious injury occurs in the building:**

1. Call 911.
2. Notify the main office and administration.
3. Isolate the area.
4. Remain in the area until help arrives.
5. Provide any specific, pertinent information to the school administration, law enforcement, and/or medical team.



6. Complete the accident report in the office and be available to provide additional information.

**Support Staff:**

**If a serious injury occurs in the building:**

1. Call 911.
2. Notify the main office and administration.
3. Isolate the area.
4. Remain in the area until help arrives.
5. Provide any specific, pertinent information to the school administration, law enforcement, and/or medical team.
6. Complete the accident report in the main office and be available to provide additional information.

**Tips:**

Remain calm, provide a private place for grieving persons, and remain with the person until professional help arrives.

**Sample Death Announcement:**

A. "We have just been informed that \_\_\_\_\_, a student in the \_\_\_\_\_ grade in school, has passed away. As soon as we have more information we will let you know when the funeral will take place. Those of you who want to discuss your feelings about \_\_\_\_\_'s death may meet in \_\_\_\_\_ where you will receive further instructions."

B. "We regret to inform you that a staff member at our school, \_\_\_\_\_, passed away this morning in an automobile accident. Our condolences go out to his family and friends at this time. We will let you know when we receive further information as to the viewing and funeral arrangements. Those of you who feel you need to discuss your feelings about his passing may come to the counseling center.

Refer to the Morgan County School District ***"Helping Children Cope with Death and Dramatic Events Intervention Plan"*** for further information and ideas. These manuals are located in the district office, school office, and counseling centers.

## **Release of Students during Times of Emergency**

In times of emergency, if possible, the schools will attempt to contact parents using the automated calling system. If the schools are unable to phone each parent to inform them of the early or emergency school closure, notification will be given to law enforcement, county emergency management officials, and local T.V. and radio stations. This notification will include reason for closure and access areas for parental pickup.

Each teacher will have a copy of student information form with them in their emergency backpack. The adults listed on this form will be the **ONLY** adults the students will be released to. Any other adult showing up may stay **WITH** the student, but they will **NOT** be permitted to leave with them unless the schools receive verification from the adults listed on the student information form (See Attachment D.)

**PRIOR** to the **APPROVED** adult(s) taking the student, the student information form must be signed at the bottom by the adult taking the child.

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

## Attachment A

American Red Cross

### PROTECT YOURSELF DURING AN EARTHQUAKE...

#### ***DROP, COVER, AND HOLD ON!***

**OFFICIAL RESCUE TEAMS** from the U.S. and other countries who have searched for trapped people in collapsed structures around the world, as well as emergency managers, researchers, and school safety advocates, all agree that "Drop, Cover, and Hold On" is the appropriate action to reduce injury and death during earthquakes. *Methods like standing in a doorway, running outside, and "triangle of life" method are considered dangerous and are not recommended (see below).*

#### **WHAT TO DO IMMEDIATELY WHEN SHAKING BEGINS**



[www.dropcoverholdon.org](http://www.dropcoverholdon.org)

Your past experience in earthquakes may give you a false sense of safety; you didn't do anything, or you ran outside, yet you survived with no injuries. Or perhaps you got under your desk and others thought you overreacted. However, you likely have never experienced the kind of strong earthquake shaking that is possible in much large earthquakes: sudden and intense back and forth motions of several feet per second will cause the floor or the ground to jerk sideways out from under you, and every unsecured object around you could topple, fall, or become airborne, potentially causing serious injury. This is why you must learn to immediately protect yourself after the first jolt... don't wait to see if the earthquake shaking will be strong!

In MOST situations, you will reduce your chance of injury if you:

- **DROP down onto your hands and knees** (before the earthquake knocks you down). This position protects you from falling but allows you to still move if necessary.

- **COVER your head and neck** (and your entire body if possible) under a sturdy table or desk. If there is no shelter nearby, only then should you get down near an interior wall (or next to low-lying furniture that won't fall on you), and cover your head and neck with your arms and hands.
- **HOLD ON to your shelter** (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.

**Learn about Drop, Cover, Hold on from**  
[MySafeLA.org](http://MySafeLA.org)

**Wherever you are, protect yourself!** You may be in situation where you cannot find shelter beneath furniture (or low against a wall, with your arms covering your head and neck). It is important to think about what you will do to protect yourself wherever you are. What if you are driving, in a theater, in bed, at the beach, etc.? [Step 5 of the Seven Steps to Earthquake Safety](#) describes what to do in various situations, no matter where you are when you feel earthquake shaking.

#### **HOW PEOPLE WITH DISABILITIES CAN PROTECT THEMSELVES**

For those who cannot “drop” due to mobility limitations, or for those who have other special situations, [Advice for people with disabilities or access and functional needs](#) (432 KB PDF), a document from [CalEMA](#), explains what to do when you physically cannot "Drop, Cover, and Hold On."

#### **WHY RESCUERS AND EXPERTS RECOMMEND DROP, COVER, AND HOLD ON**

**Trying to move during shaking puts you at risk:** Earthquakes occur without any warning and may be so violent that you cannot run or crawl; you therefore will most likely be knocked to the ground where you happen to be. So it is best to drop before the earthquake drops you, and find nearby shelter or use your arms and hands to protect your head and neck. "Drop, Cover, and Hold On" gives you the best overall chance of quickly protecting yourself during an earthquake... even during quakes that cause furniture to move about rooms, and even in buildings that might ultimately collapse.

**The greatest danger is from falling and flying objects:** Studies of injuries and deaths caused by earthquakes over the last several decades show that you are much more likely to be injured by falling or flying objects (TVs, lamps, glass, bookcases, etc.) than to die in a collapsed building. "Drop, Cover, and Hold On" (as described above) will protect you from most of these injuries.





If there is no furniture nearby, you can still reduce the chance of injury from falling objects by getting down next to an interior wall and covering your head and neck with your arms (exterior walls are more likely to collapse and have windows that may break). If you are in bed, the best thing to do is to stay there and cover your head with a pillow. Studies of injuries in earthquakes show that people who moved from their beds would not have been injured if they had remained in bed.

You can also reduce your chance of injury or damage to your belongings by securing them in the first place. Secure top heavy furniture to walls with flexible straps. Use earthquake putty or Velcro fasteners for objects on tables, shelves, or other furniture. Install safety latches on cabinets to keep them closed. Instructions for how to "secure your space" are at [www.daretoprepare.org](http://www.daretoprepare.org).

**Building collapse is less of a danger:** While images of collapsed structures in earthquakes around the world are frightening and get the most attention from the media, most buildings do not collapse at all, and few completely collapse. In earthquake prone areas of the U.S. and in many other countries, strict building codes have worked to greatly reduce the potential of structure collapse. However, there is the possibility of structural failure in certain building types, especially unreinforced masonry (brick buildings), and in certain structures constructed before the latest building codes. Rescue professionals are trained to understand how these structures collapse in order to identify potential locations of survivors within "survivable void spaces."

The main goal of "Drop, Cover, and Hold On" is to protect you from falling and flying debris and other nonstructural hazards, and to increase the chance of your ending up in a Survivable Void Space if the building actually collapses. The space under a sturdy table or desk is likely to remain even if the building collapses- pictures from around the world show tables and desks standing with rubble all around them, and even holding up floors that have collapsed. Experienced rescuers agree that successfully predicting other safe locations in advance is nearly impossible, as where these voids will be depends on the direction of the shaking and many other factors. (See "triangle of life" below)

The ONLY exception to the "Drop, Cover and Hold On" rule is if you are in a country with unengineered construction, and if you are on the ground floor of an unreinforced mud-brick (adobe) building, with a heavy ceiling. In that case, you should try to move quickly outside to an open space. This cannot be recommended as a substitute for building earthquake-resistant structures in the first place!

## **WHAT RESCUERS AND EXPERTS \*DO NOT\* RECOMMEND YOU DO DURING AN EARTHQUAKE**

Based on years of research about how people are injured or killed during earthquakes, and the experiences of U.S. and international search and rescue teams, these three actions are **not** recommended to protect you during earthquakes:

**DO NOT run outside or to other rooms during shaking:** The area near the exterior walls of a building is the most dangerous place to be. Windows, facades and architectural details are often the first parts of the building to collapse. To stay away from this danger zone, stay inside if you are inside and outside if you are outside. Also, shaking can be so strong that you will not be able to move far without falling down, and objects may fall or be thrown at you that you do not expect. Injuries can be avoided if you drop to the ground before the earthquake drops you.

**DO NOT stand in a doorway:** An enduring earthquake image of California is a collapsed adobe home with the door frame as the only standing part. From this came our belief that a doorway is the safest place to be during an earthquake. True- if you live in an old, unreinforced adobe house or some older woodframe houses. In modern houses, doorways are no stronger than any other part of the house, and the doorway does not protect you from the most likely source of injury- falling or flying objects. You also may not be able to brace yourself in the door during strong shaking. You are safer under a table.

**DO NOT get in the "triangle of life":** In recent years, an e-mail has been circulating which describes an alternative to the long-established "Drop, Cover, and Hold On" advice. The so-called "triangle of life" and some of the other actions recommended in the e-mail are potentially life threatening, and the credibility of the source of these recommendations has been broadly questioned (see links at left).

Please help! If you have received an email about the "triangle of life" please respond to its sender by directing them to this page:

[www.earthquakecountry.info/dropcoverholdon/](http://www.earthquakecountry.info/dropcoverholdon/)

Ask them to send this link to everyone they sent the "triangle" email, and to the person who sent it to them. Thank you!

The "triangle of life" advice (always get next to a table rather than underneath it) is based on several wrong assumptions:

- buildings always collapse in earthquakes (*wrong- especially in developed nations, and flat "pancake" collapse is rare anywhere*);
- when buildings collapse they always crush all furniture inside (*wrong- people DO survive under furniture or other shelters*);
- people can always anticipate how their building might collapse and anticipate the location of survivable void spaces (*wrong- the direction of shaking and unique structural aspects of the building make this nearly impossible*) ; and
- during strong shaking people can move to a desired location (*wrong- strong shaking can make moving very difficult and dangerous*).

Some other recommendations in the "triangle of life" e-mail are also based on wrong assumptions and very hazardous. For example, the recommendation to get out of your car during an earthquake and lay down next to it assumes that there is always an elevated freeway above you that will fall and crush your car. Of course there are very few elevated freeways, and lying next to your car is very dangerous because the car can move and crush you, and other drivers may not see you on the ground! **A compilation of rebuttals from many organizations to these alternative recommendations, as well as news articles about the controversy, is listed at left.**

#### **PRACTICE THE RIGHT THING TO DO... IT COULD SAVE YOUR LIFE**

You will be more likely to react quickly when shaking begins if you have actually practiced how to protect yourself on a regular basis. A great time to practice Drop, Cover, and Hold On is by participating in the [Great California ShakeOut](#) this October (and soon in other areas).

More information about what to do during an earthquake can be found at [www.earthquakecountry.info/roots/step5.html](http://www.earthquakecountry.info/roots/step5.html).



## **Attachment B**

**American Red Cross**

### ***FACT SHEET ON SHELTER-IN-PLACE***

#### **What Shelter-in-Place Means:**

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire home or office building. If you are told to shelter-in-place, follow the instructions provided in this Fact Sheet.

#### **Why You Might Need to Shelter-in-Place:**

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect you and your family.

Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.



## How to Shelter-in-Place

### **At Home:**

- Close and lock all windows and exterior doors.
- If you are told there is danger of explosion, close the window shades, blinds, or curtains.
- Turn off all fans, heating and air conditioning systems. ☐ Close the fireplace damper.
- Get your family disaster supplies kit <http://www.redcross.org/services/disaster/beprepared/supplies.html>, and make sure the radio is working.
- Go to an interior room without windows that's above ground level. In the case of a chemical threat, an above-ground location is preferable because some chemicals are heavier than air, and may seep into basements even if the windows are closed.
- Bring your pets with you, and be sure to bring additional food and water supplies for them.
- It is ideal to have a hard-wired telephone in the room you select. Call your emergency contact and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door and any vents into the room.
- Keep listening to your radio or television until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

### **At Work:**

- Close the business. Bring everyone into the room(s). Shut and lock the door(s).
- If there are customers, clients, or visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Unless there is an imminent threat, ask employees, customers, clients, and visitors to call their emergency contact to let them know where they are and that they are safe.
- Turn on call-forwarding or alternative telephone answering systems or services. If the business has voice mail or an automated attendant, change the recording to indicate that the business is closed, and that staff and visitors are remaining in the building until authorities advise you it is safe to leave.
- Close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, close the window shades, blinds, or curtains.
- Have employees familiar with your building's mechanical systems turn off all fans, heating and air conditioning systems.

Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.

- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by

selecting several rooms if necessary. Large storage closets, utility rooms, pantries, copy and conference rooms without exterior windows will work well. Avoid selecting a room with mechanical equipment like ventilation blowers or pipes, because this equipment may not be able to be sealed from the outdoors.

- It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Write down the names of everyone in the room, and call your business' designated emergency contact to report who is in the room with you, and their affiliation with your business (employee, visitor, client, and customer.)
- Keep listening to the radio or television until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

#### ***At School:***

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- If the school has voice mail or an automated attendant, change the recording to indicate that the school is closed, students and staff are remaining in the building until authorities advise that it is safe to leave.
- Provide directions to close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with your building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.

- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

### ***In Your Vehicle:***

If you are driving a vehicle and hear advice to “shelter-in-place” on the radio, take these steps:

- If you are very close to home, your office, or a public building, go there immediately and go inside. Follow the shelter-in place recommendations for the place you pick described above.
- If you are unable to get to a home or building quickly and safely, then pull over to the side of the road. Stop your vehicle in the safest place possible. If it is sunny outside, it is preferable to stop under a bridge or in a shady spot, to avoid being overheated.
- Turn off the engine. Close windows and vents.
- If possible, seal the heating/air conditioning vents with duct tape.
- Listen to the radio regularly for updated advice and instructions.
- Stay where you are until you are told it is safe to get back on the road. Be aware that some roads may be closed or traffic detoured. Follow the directions of law enforcement officials.

**Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water, and cleanup methods is your safest choice.**

Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

## **Attachment C**

### ***MORGAN COUNTY DISTRICT STUDENT INFORMATION FORM***

**Name:** **GRADE:**  
**Date of Birth:** **Gender:** **Ethnicity:**  
**Physical Address:**  
**Mailing Address: (PO Box, if applicable)**  
**City:** **State:** **Zip Code:**  
**Home Phone Number:** **Parent E-mail:**

***PARENT/GUARDIAN INFORMATION*** (Please complete all that applies)  
Student lives with:

**Father's Name:**  
**Home Phone:**  
**Employer:**  
**Employer Phone:**  
**Cell Phone:**

**Mother's Name:**  
**Home Phone:**  
**Employer:**  
**Employer Phone:**  
**Cell Phone:**

**Step-Father's Name (if applicable):**  
**Home Phone:**

**Employer:**  
**Employer Phone:**  
**Cell Phone:**

**Step-Mother's Name (if applicable):**  
**Home Phone:**  
**Employer:**  
**Employer Phone:**  
**Cell Phone:**

**Guardian Name (if other than parents):**  
**Guardian's Daytime Phone:**

***EMERGENCY INFORMATION***

NOTE: Parents will be notified first of any emergency. Please list anyone we can contact that could be asked to check your student out of school. If not listed, they must stay at school.

**First Emergency Contact:**  
**First Emergency Contact Phone Number:**  
**Second Emergency Contact:**  
**Second Emergency Contact Phone Number:**  
**Third Emergency Contact:**  
**Third Emergency Contact Phone Number:**

**Doctor:** James Fennell **Doctor's Phone Number:**  
**Alert\_Medical:**  
**Allergies:**

**Parent Signature** \_\_\_\_\_

# **Morgan School District Emergency Preparedness Policy**

## **EMERGENCY PREPAREDNESS POLICY AND PLANNING GUIDE FOR UTAH SCHOOLS**

### **Purpose**

1. To provide guidelines to comply with Rule R277-400\* "Emergency Preparedness Plan" means policies and procedures developed to promote the safety and welfare of students, protect district property, or regulate the operation of schools during an emergency occurring within a district or a school, which assures the protection and safe care of students and staff before, during, and immediately after a threatened or actual emergency or disaster.
2. To prepare personnel and students in every school and district support department, and to provide guidelines to take appropriate action in the event of a natural, technological, or security emergency or disaster
3. To prepare school personnel for their roles in coordinating with the local emergency management agency to integrate the school district facilities and resources into the community's overall emergency preparedness program.

### **Policy**

#### **EMERGENCY PREPAREDNESS PLANNING AND RESPONSE**

Effective planning, exercising, and response require the coordination, cooperation, and participation of school personnel, students, parents, guardians, and community organizations and individuals; therefore, the delegation of responsibility to one person is not appropriate.

1. The superintendent shall ensure the development and maintenance of a plan for each school and district support department that is consistent with the district plan while considering location, facility, budgets, and staff capabilities.
2. The District Emergency Manager shall coordinate district emergency preparedness efforts with community leaders and emergency management agencies to assign responsibilities and organize the planning process.
3. Principals and district support department heads shall ensure that comprehensive plans are reviewed at least annually and are kept current with:
  - a. Growing school populations
  - b. Changes in physical plants
  - c. Technical advances
  - d. Changes in state and district education rules and policies

## **EMERGENCY MANAGEMENT RESPONSIBILITIES**

### **Superintendent's Responsibilities**

The superintendent shall:

1. Appoint the District Emergency Manager
2. Appoint a District Emergency Operations Team
3. Appoint a District Emergency Preparedness Plan Committee that consists of the following members:
  - a. District Emergency Manager (chair)
  - b. School Emergency Manager/representatives (elementary, middle school, senior high, etc.)
  - c. District Support Department Emergency Manager representatives
  - d. Public Information Officer
  - e. County and/or Local Government Emergency Management Agency Director/Coordinator
  - f. Health Department Representatives (i.e., county school nurse representative and environmental health representative)
  - g. Parents, students, teachers, principals, and support staff
  - h. Others as needed

### **District Emergency Manager Responsibilities**

The District Emergency Manager shall:

1. Chair the District Emergency Preparedness Planning Committee.
2. Coordinate school and district support department emergency preparedness plans.

3. In time of disaster or emergency, coordinate the District Emergency Operation Team (EOT) with the County Emergency Operation Center (EOC).
4. Provide emergency procedures policy clarification to schools and district departments during an emergency or during drills and exercises.

### **Responsibilities of School Principals**

School principals shall provide leadership for the development of the school Emergency Preparedness Plan. School principals shall:

1. Serve as chairperson of the Emergency Preparedness Plan Committee. The school principal shall appoint a person to act in his/her absence.)
2. Establish a School Emergency Preparedness Plan Committee which consists of the following members:
  - a. School Emergency Manager (chair).
  - b. Local government or county emergency management policy representative.
  - c. School nurse.
  - d. Parents, teachers, and support staff (i.e., custodian, school foods manager, and secretary).
  - e. Others as needed (may include students as appropriate).
  - f. Coordinate emergency operations with the District Emergency Manager.

### **Responsibilities of Facilities Managers for District Buildings Other Than Schools** **District Facilities Managers for district buildings other than schools shall provide leadership for the development of the District Building Emergency Preparedness Plan. District Facilities Managers shall:**

1. Establish a Building Emergency Preparedness Committee for the district building (other than a school) in which they are housed.
2. Serve as chairperson of the District Building Emergency Preparedness Plan Committee. (The Facilities Manager will designate a person to act in his/her absence.)
3. Establish a District Building Emergency Preparedness Plan Committee which consists of the following members:
4. District Building Facilities Manager
5. District Emergency Manager
6. Building custodian
7. Representatives from departments housed in the building; (i.e., maintenance, secretary, department heads).
8. Others as needed
9. Coordinate emergency operations with the District Emergency Manager.



## **RESPONSIBILITIES OF EMERGENCY PREPAREDNESS PLAN COMMITTEES**

Emergency Preparedness Plan Committees shall participate in the development and review of District, School, and District Support Department Emergency Preparedness Plans.

### **District Emergency Preparedness Plan Committee**

1. The District Emergency Preparedness Plan Committee shall review and approve all School and District Support Department Emergency Preparedness Plans using the criteria outlined in this policy.

### **School Emergency Preparedness Plan Committee**

1. Consistent with the District Emergency Preparedness Plan, the School Emergency Preparedness Plan Committee shall prepare and review the School Emergency Preparedness Plan.

### **District Support Department Emergency Preparedness Plan Committee**

1. Consistent with the District Emergency Preparedness Plan, each District Support Department Committee shall participate in the development and ongoing review of the Department Emergency Preparedness Plan.

## **CRITERIA AND ORGANIZATION OF EMERGENCY PREPAREDNESS PLANS**

Emergency Preparedness Plans shall be specific enough to give directions for immediate action, but flexible enough to allow for adjustments and change as unexpected situations develop.

### **Emergency Plan Format Prepare plans using a loose-leaf format:**

1. Print on one side of the page so that changes require less printing.
2. Outline using uncomplicated step-by-step procedures that are clear to someone unfamiliar with the plan.
3. Assign a standard procedure to a particular emergency response. (Example: The fire evacuation policy may apply to most situations requiring the evacuation of facilities.)
4. Furnish copies of the final plan and subsequent revisions to the district and city or county emergency manager and include them in the preparation and exercising of school plans.

### **Preparation and Criteria of Emergency Preparedness Plan**

Plans shall identify organization structure, criteria, and specific circumstances that require emergency procedures including:

1. Legal responsibilities and authority

a. Ensure compliance with district plans and policies:

- i. Identify legal responsibilities
- ii. Identify State Board Rule R277-400, "Emergency Preparedness," as authority for the plan.

b. Identify continuity of the organization:

- i. Prepare specific instructions for back-up (i.e., if the principal is absent, then the vice principal; if the vice principal is absent, then a third party).
- ii. Include instructions for each specific job in the plan

c. Prepare and maintain emergency telephone numbers including administrative chain-of-command and emergency services

2. Plan coordination with community emergency program

- a. Coordinate Emergency Preparedness Plans with the county and local government emergency management agencies for use of grounds, district equipment, supplies, and transportation during an actual or impending disaster/emergency.
- b. Coordinate plans with the American Red Cross for community use of school facilities, district equipment, and supplies during emergency/disaster situations.
- c. Conduct and coordinate exercises with the city and county emergency management agencies, and initiate emergency plan revisions identified in the drill evaluations.

3. Staff responsibilities and training

- a. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
- b. Cross-train staff and volunteers to prevent the plan from becoming nonfunctional if one or more persons are absent.
- c. Require emergency preparedness training for all students and staff.
- d. Adapt emergency preparedness training to individual capabilities and limitations, including persons with disabilities.

- e. Provide orientation and annual in-service emergency preparedness training to staff and volunteers.
- 4. Preparation and warning response to emergency situations
  - a. Prepare step-by-step warning and response for specific anticipated emergency situations.
  - b. Prepare an emergency warning system that is in place and functional for informing the school district population of the actual or impending danger
- 5. Training, drilling, and exercising the plan
  - a. Prepare education, training, and drills required of the district population to ensure effective operation of the plan.
  - b. Integrate emergency preparedness material into the curriculum.
  - c. Provide students with adequate educational services and supervision during school hours in an emergency.
- 6. Emergency supplies and equipment
  - a. Provide procedures for requesting funds for school emergency preparedness programs.
  - b. Provide for procurement, storage, and maintenance of emergency supplies, equipment, and program instruction materials.
  - c. Provide procedures for:
    - i. Periodic safety checks of school and district facilities.
    - ii. Review of school construction and renovation projects for safety and shelter features.
    - iii. Requesting funds for these projects.
- 7. Review and revision of the plan
  - a. Provide procedures for formal approval and review of Emergency Preparedness Plan Compliance reports from schools and district support departments (i.e., an accountability plan).
  - b. Provide procedures for formal approval and regular review of:
    - i. School and department emergency preparedness plans
    - ii. School and district department evacuation and sheltering plans
    - iii. School and district department reports of sheltering deficiencies.

## **School Emergency Preparedness Plan**

In addition to the criteria listed under 2.4.1., 2.4.2., and 2.4.3., the School Emergency Preparedness Plan shall include the following:

1. School evacuation plans for:
  - a. Identification of evacuation assembly plan areas both in and outside of school buildings.
  - b. Identification of shelter or protection areas.
  - c. Reporting school-sheltering deficiencies to the District Emergency Manager
  - d. Periodic safety checks of school facilities
2. Emergency Preparedness Plan orientation for all students
3. Annual procedures for informing parents and guardians of school Emergency Preparedness Plans and revisions:
  - a. Schools shall have a method by which parents and the public can be notified of school emergency situations. (Arrangements with local radio and television stations to broadcast emergency bulletins should be established by the school district.)
  - b. At the beginning of each school year, parents and staff shall receive a written summary of relevant sections of district and schools plans that apply to the school.
  - c. The plan shall contain measures that shall ensure that, during an emergency, school children receive adequate educational services and supervision during school hours and that, under extraordinary circumstances when parents cannot be notified, the administration shall act according to the District Emergency Preparedness Plan.

## **HAZARD ANALYSIS**

The hazard analysis generates the basis upon which the Emergency Preparedness Plan shall develop, and provides implementation procedures for the analysis of natural, technological, and security hazards likely to occur in the school area, as well as assessment of facilities and available resources both material and human.

### **Performing a Hazard Assessment**

The first step is to perform a hazard assessment and determine which natural and man-caused hazards threaten the school.

1. Begin with a building and site assessment. Examine the grounds with any previous use in mind: old foundations, slopes or embankments that could cave in or slide.
2. Check neighboring areas for hazardous vegetation, buildings, or activities.

- a. The city/county Emergency Management Director may help with the hazard assessment.
  - b. The Local Emergency Planning Committee (LEPC) can provide information on hazardous materials' threats.
- 3. The National Weather Service station in the area could provide climatic data on general and unique weather patterns.
- 4. Another good idea is to research the history of natural, technological, and security hazards.
  - a. Local historical clubs, emergency services agencies, libraries, and newspaper files are good sources of information.
  - b. Do not overlook the elderly who can provide the oral history of past events; research projects can involve students.
- 5. Make a vulnerability assessment. With the assistance of the local government emergency management director, determine the vulnerability of people, property, and the environment to the various hazards.
  - a. Assess the risk involved, assigning a probability that the hazard will occur based on its severity using measurements and/or judgment.
  - b. Assign resources to those hazards that pose the highest risks

## **COMPONENTS OF AN ALL-HAZARD EMERGENCY PREPAREDNESS PLAN**

### **Maps and Floor Plans**

- 1. Maps of the community, school site and school floor plans provide summaries of the natural and manmade features of the area. Topographic maps and street maps can be used to assess the vulnerability of the school to floods, landslides, forest fires, and transportation accidents involving hazardous materials.
- 2. Floor plans and site plans of the school facilities offer planners a summary of building features in order to:
  - a. Identify shelter areas.
  - b. Plan evacuation routes to avoid hazardous areas (boiler rooms, wooden stairwells, etc.).
  - c. Use building safety features such as firewalls.
  - d. Locate gas, water, electrical shut off, underground gas lines, and fire suppression equipment.
  - e. Chemical storage areas.

### **School and District Organizational Charts**

Organizational charts with telephone numbers are valuable during planning activities or actual emergencies.

### **School and District Property Inventory**

Evaluation of inventory may reveal equipment that must be considered a hazard.

### **Community Resources**

1. Each school shall have a written plan for the organized use of community resources, including:
  - a. Temporary shelter for students or for classrooms.
  - b. Human resources such as emergency management officials, firefighters, and law enforcement officials to speak to student groups, conduct training workshops for school staff members, and give instruction to adults.

### **School Call-Up Lists**

1. Develop and maintain a list of names, address, and phone numbers for staff and emergency services personnel. Provide a pocket card with this information to each school staff member in compliance with district records access and management policy. It is suggested that schools to have a parent/guardian “call-down tree” if notification of parents is necessary.

### **Warning and Communications**

1. Train school personnel to know how warnings are transmitted, received, and disseminated (i.e., e-mail, websites, radio, television, weather radios, etc.).
2. Each school should test the effectiveness of existing equipment and, if necessary, consider getting emergency communications equipment. (For example, if the only means of communication is telephones, staff should be aware that the demand for lines is great during an emergency.)
3. Each school should have an alternate warning system to alert the entire complex (inside, outside, unconnected buildings, and play areas) when there is a power failure.
4. To receive information from the Emergency Broadcast System, each school should have a battery-operated and back-up radio. Program to respond to weather, Amber Alerts, HAZMAT (industry hazardous material) and other emergency notifications
5. Each school should frequently test emergency communications systems
6. Districts should address the use of wireless/mobile communication devices.

### **Transportation**

Emergency procedures often require transportation at irregular hours. Consider the following:

1. The number and capacity of district-owned and/or contract buses available for an immediate or delayed response to an emergency call
2. All bus drivers and alternates, means of contacting them, and those expected to respond to an emergency call.
3. The number of students (and staff) who travel each regular and special education bus route.
4. Predetermined alternate routes.
5. Location and capacity of emergency shelters along routes, alternates, or within areas.
6. Alternate or optional stops to decrease the time in which buses could cover the bus routes.
7. Provision of emergency transportation to students who normally walk.
8. The time required to complete transportation operations under normal conditions.

### **Staff Training and Education**

1. Training and education are essential to an effective response in time of emergency. Require pre-emergency training for each person assigned emergency duty.
  - a. Provide instruction as part of a continuous training program.
  - b. Training should alert staff members to relevant hazards and provide them with measures to protect life and property.
  - c. Training should include understanding of warnings and public information announcements.
2. Utilize exercises, drills and tests as vital parts of such training once the staff has been educated as to the purpose of the events and the respective roles. Use workshops and in-service training periods to train the individual and the school population.

### **Exercises and Drills**

1. Use city or county emergency manager to exercise plans. City or county emergency managers can be very helpful in preparing the school plans and in exercising them.
  - a. Furnish a copy of the final plan to the district and city or county emergency manager.
  - b. When changes are made, send them to the district and city or county emergency manager.
  - c.
2. Exercise Objectives

The objectives of your exercise should be:

- a. Specific
- b. Positive results-oriented

- c. Measureable
- d. Realistic and challenging

### 3. Elements of an Exercise Activity

There are five elements of an exercise activity, they are:

#### 1. Orientation Seminar

- a. Introduce or refresh Participants on emergency plans and procedures.
- b. Lecture, panel discussion, media presentations, or talk-through
- c. Can involve all levels of personnel
- d. Review of past cases of lessons learned

#### 2. Drill

- a. Tests single emergency response function
- b. Involves actual field response
- c. Effectiveness lies in focus on a single or relatively limited portion of the overall response system to evaluate and improve it

#### 3. Table Top Exercise

- a. Actions taken and discussions based on a described emergency situation plus a series of messages to players.
- b. Practice problem solving for emergency situations
- c. Discussion and critique of appropriateness of actions taken and decisions made
- d. Participants practice a coordinated, effective response
- e. Permits breaks before new messages are delivered to discuss proper response
- f. Will involve policy and/or coordination personnel

#### 4. Functional Exercise

- a. Simulation of an emergency that includes a description of the situation, a timed sequence of messages, and communication between players and simulators.
- b. Emergency Operations Center members practice a coordinated, effective response in a time-pressured, realistic emergency situation
- c. Individual and system performance is evaluated
- d. Will involve policy and coordination personnel.

#### 5. Full-Scale Exercise



- a. Adds a field component that interacts with a functional exercise through simulated messages
- b. Tests the deployment of a seldom-used resource
- c. Will involve policy, coordination, operations, and field personnel

### **Community Catastrophe and the School as Emergency Shelter**

1. Accidents, fires, explosions, or industrial chemical spills occurring off school property may indirectly affect or become a threat to students, staff, or school buildings.
  - a. They may also disrupt transportation routes, communications systems, or destroy residential areas served by the school.
  - b. School Policies governing evacuation, transportation, and early or late dismissal procedures may be appropriate in response to such a disaster.
2. Guidance by local government emergency service authorities shall generally provide emergency guidance to the District Emergency Manager.
  - a. Only in extreme circumstances where the school becomes isolated by a total transportation and communications breakdown shall the principal be solely responsible for emergency action.
  - b. In these circumstances, the principal shall exercise his/her best judgment until communications are restored.
3. Use of School Facilities for Shelters
  - a. While the local government has the overall responsibility to protect the population, the American Red Cross can be expected to establish, manage, and coordinate shelter/mass care operations within its capability. During an emergency or disaster, temporary shelter may be needed by citizens evacuated or left homeless.
    - I. The District Emergency Manager shall coordinate use of district facilities, such as school buildings, for shelter/mass care use during an emergency or disaster as provided by the inter-local agreement.
    - II. At the direction of the District Emergency Manager, schools shall cooperate with the local or county government that shall manage and coordinate all shelter/mass care activities until the American Red Cross arrives.
  - b. School emergency managers shall coordinate with the District Emergency Manager and American Red Cross Disaster Service personnel to ensure that building surveys and agreements for use are in place.

- I. All school emergency managers shall maintain an inventory of available space and an assessment of the capacity of the facilities to accommodate disaster victims and provide annual inventory updates as requested by the District Emergency Manager.
  - II. The District emergency Manager shall coordinate updating facilities and supplies information with the American Red Cross and the county emergency information with the American Red Cross and the county Emergency Manager.
  - III. District and school contact names and phone numbers shall be kept current as needed by all concerned.
- c. School district personnel are encouraged to participate in training courses dealing with sheltering and mass care to prepare them for service in their schools and communities as volunteer workers. Courses are offered, usually at no charge by:
- I. The American Red Cross
  - II. Local, county, and state governments.

## **RESPONSIBILITIES OF DISTRICT AND COMMUNITY STAFF**

### **School Teaching and Support Staff**

The school teaching and support staff shall:

1. Participate in developing the School Emergency Preparedness Plan.
2. Participate in emergency preparedness in-service training programs.
3. Receive training in skills needed when working with children and coworkers under the stress of an emergency situation.
4. Train in first aid procedures.
5. Provide instruction and practice in emergency preparedness and survival techniques appropriate to grade level.
6. Provide ongoing leadership training and activities that encourage student confidence in their abilities to care for themselves and be of help to others during an emergency, including a period of enforced confinement.
7. Be prepared to assist students and staff who have disabilities.

### **Community Relations Department**

The community relations department shall:

1. Participate in developing the School Emergency Preparedness Plan.
2. Provide leadership for effective communication procedures.

3. During an emergency:
  - a. Establish a communication center as a single point of contact for the media and public.
  - b. At the direction of the superintendent, identify a district spokesperson.

### **Custodial Staff**

The custodial staff shall:

1. Participate in developing the School Emergency Preparedness Plan.
2. Participate in emergency preparedness in-service training, school drills, and exercises.
3. Train in first aid procedures.
4. Report structural defects and safety hazards to the school emergency manager
5. Identify shutoff valves and switches for gas, oil, water, and electricity.
6. Post charts in the school that identify shutoff valves and the location of protective equipment for use by personnel in an emergency.
7. Instruct all school staff in the use of fire extinguishers and other emergency equipment.
8. Maintain an inventory of tools and equipment.
9. Advise the school Emergency Preparedness Planning Committee of hazardous and protected areas of school facilities, available emergency equipment, supplies, and alternate power sources.
10. Maintain adequate toiletry supplies for emergency use.

### **Facility Planning, Construction, and Maintenance Personnel**

Facility planning, construction and maintenance personnel shall:

1. Report any structural defects.
2. Identify shutoff valves and switches for gas, oil, water, and electricity, and post charts for other personnel to use in an emergency.
3. Provide a cutoff for steam/gas lines in shelter areas.
4. Provide for emergency operation of ventilation systems.
5. Post locations to all protective equipment.
6. Instruct school and district staff in the use of fire extinguishers.
7. Maintain an inventory of tools and equipment.
8. Advise the District Emergency Preparedness Plan Review Committee of hazardous and protective areas of district facilities, available emergency equipment, and alternate power sources.

### **Transportation Personnel**

The plan should address the following:

1. Driver certification/training/background checks
2. Normal day-to-day transportation to and from schools
  - a. Defined routes and stops (no deviations).
  - b. No unauthorized stops/passengers (child or adult)
  - c. Child behavior on bus
  - d. Driver's SOPs for children's safety and supervision during equipment breakdowns and accidents
3. Obligations as a public transportation carrier, coordination with UDOT and
4. FHWA on route safety issues (construction and maintenance)
5. Identification and maintenance of evacuation bus routes
6. Bus use for extracurricular activities-accountability and supervision
7. Transportation of students in other district vehicles (vans and cars)-accountability and supervision

**Transportation personnel shall:**

1. Instruct children in emergency bus evacuation procedures.
2. Be prepared to render first aid.
3. Inform school administrators of changing route conditions, road construction projects, etc. that may be potentially hazardous or alter emergency transportation plans.
4. Keep emergency equipment and telephone numbers in the bus.
5. Carry out applicable transportation policies of the state and local boards of education.
6. Be aware of emergency shelter facilities along routes and within local areas.
7. School districts shall, to the extent reasonably possible, provide educational services to school children whose regular school programs has been disrupted by an extended emergency such as widespread communicable disease.

**Food Service Management Personnel**

Food service management personnel shall adhere to state regulations that authorize the District Child Nutrition Programs to make USDA-donated foods available in case of emergency and disaster feeding. The following documentation of all commodities used is required:

- a. Types of commodities used
- b. Quantities used
- c. Dates used
- d. Location of shelter or feeding site
- e. Number of people being sheltered and fed
- f. Cause or type of emergency/disaster

1. School food service management personnel shall be prepared for emergency and disaster feeding as follows:
  - a. When possible, maintain adequate supplies of food and water for emergency use.
  - b. Rotate supplies to ensure freshness.
  - c. Train in mass feeding practices under emergency conditions in accordance with the School Emergency Preparedness Plan and the American Red Cross shelter regulations.
  - d. Practice kitchen safety laws, rules, and regulations at all times.
2. USDA will replace, in kind or in value, any Section 32 and 416 commodities properly authorized for use. If Section 6 commodities are released to the American Red Cross, it is responsible for the replacement.
3. In order to get credit/replacement for commodities used in disaster feeding, it is necessary to obtain PRIOR approval of use from the District Child Nutrition Program.
4. After the situation has stabilized, contact the Child Nutrition Programs office for further instruction and information.

#### **District Administrative Staff**

The district administrative staff shall:

1. Assist in development of Emergency Preparedness Plans.
2. Develop competency to carry out assigned emergency preparedness and response functions through participation in in-service training, school drills, and exercises.

#### **P.T. A., Parents, and Guardians**

P.T.A., parents, and guardians are encouraged to:

1. Participate in the development and implementation of the School Emergency Preparedness Plan.
2. Support emergency preparedness programs within the school.
3. Volunteer services in school emergency preparedness planning and during actual emergencies
4. Provide input through organizations associated with the school.
5. Provide schools with current student emergency notification information.
6. Become knowledgeable of community and school Emergency Preparedness Plans.
7. Encourage coordination between local officials, businesses, and schools to maximize efforts in preparedness and response.
8. Encourage students to discuss, with their parents, the emergency preparedness and response techniques learned at school.

9. Receive training in emergency preparedness procedures appropriate for providing assistance to the school and community.
10. Practice emergency preparedness in the home to reinforce school training, provide models, and ensure family safety.

## **Students**

1. Goals for students:
  - a. Cooperate during emergency drills and exercises
  - b. Learn to be responsible for themselves and others
  - c. Develop awareness of natural, technological, and security hazards.
2. Goals for older students:
  - a. Work through student body organizations, clubs, and associations to support the school emergency program. With the approval of the principal, this might include:
    - I. Staging emergency awareness plays
    - II. Taking group instruction in first aid
    - III. Visiting emergency services facilities
  - b. Take an active role in school emergency response and be assigned a variety of tasks when properly trained. These might include:
    - I. Caring for younger children
    - II. Assisting disabled classmates
    - III. Acting as messengers, guides, monitors, and patrols
    - IV. Providing first aid assistance
    - V. Performing clerical duties
    - VI. Operating amateur radios, school switchboard, or other communications equipment

## **Public Health Department and School Nurses**

1. The public health department and school nurses should:
  - a. Participate in the development and implementation of the District and School Emergency Preparedness Plans.
  - b. Respond to designated school(s) during emergencies to render first aid, assist in triage and transportation of injured persons, and assist in sanitation measures in coordination with the Health Department and emergency management agencies.

- c. Participate as health resource persons in faculty studies leading to emergency preparedness curriculum development.
- d. Assist the principal in determining the need for emergency, medical, and sanitation supplies and equipment.
- e. Assist in the training of faculty, staff, and students in first aid and sanitation procedures. Coordinate school health service plans with those of the school, district, and the community.
- f. Advise the school emergency managers on how to provide for physically and mentally disabled persons during emergencies.

## **Community**

1. The community is a valuable resource for:
  - a. Warning
  - b. Assistance
  - c. Consultation
  - d. Information
  - e. Coordination
  - f. Educational materials
  - g. Speakers
  - h. Other related activities
2. These resources may come from:
  - a. District offices
  - b. American Red Cross
  - c. Individuals
  - d. Government
  - e. City/county emergency management agencies
  - f. Churches
  - g. Clubs and organizations
  - h. Health Department
  - i. Mental Health Department
  - j. Emergency medical services
  - k. Other educational facilities/libraries
  - l. Law enforcement
  - m. Fire department
  - n. Businesses
  - o. Hospitals
  - p. Other organization

