

Freedom Preparatory
Emergency Operation
Plan

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EMERGENCY PHONE NUMBERS

LIFE OR DEATH SITUATIONS.....	911
Provo Police.....	801-852-6210
Utah County Sheriff.....	801- 343-4100
Utah Highway Patrol	801-374-7030
Provo Search and Rescue.....	801- 852-6300
Health Department.....	801-370-8700

Public Utilities

Questar Gas. . . (stay on line for representative)	801-853-7400
Emergency Calls.....	1-800-323-5517
Provo City Water(weekdays)	801-852-6780
Emergency Calls (after hours)	801-852-6789
Orem City Water Emergency Calls.....	801-229-7070
(non emergency)	801-229-7015
Qwest Communications Home	1-800-244-1111
Business.....	1-800-603-6000
Business Repairs	1-800-954-1211
Utah Power	1-888-221-7070
Provo CityPower.....	801-852-6868
(non emergency).....	801-852-6800
Community Action.....	801-373-8200

Other Important Numbers

American Red Cross	801-373-8580
Crisis Line	801-226-4433
Food and Care Coalition	801-373-1833
United Way Information and Referral	801-374-6400
Women and Children in Crisis.....	801-377-5500
Department of Child Protective Services.....	801-374-7005
Statewide Road Conditions (winter)	1-800-492-2400

Scope of the Plan

Freedom Preparatory Academy Emergency Operations Plan outlines the expectations of staff and faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State and Federal mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

A. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population Freedom Prep’s current enrollment is approximately 600 students in Grades 6th -12th

b. Staff and faculty:

- 54 Teachers and specialists
- 4 Administrators
- 2 Counselor
- 4 Office/support staff

Note: A master schedule of where classes and staff are located during the day is provided to each classroom, and is available at the front office.

c. Special Needs Population

Freedom Prep is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility / physical disabilities (permanent or temporary)
- Medically fragile health (including asthma and severe allergies)

2. Building Information

Freedom Prep secondary includes one building and one outdoor field. Classes take place in the building, as well as on the field at the rear of the building.

3. Hazard Analysis

Flood	Flooding is a natural feature of the climate, topography and hydrology of Provo City and the surrounding area. Flooding is most common in the spring, due to runoff from snowmelt in the local mountains. Flooding may also occur through the summer and autumn months from flash floods related to thunderstorms. Freedom Prep is located near the Provo River and an irrigation canal system and may be at a moderate level of risk.
Severe Storm	Provo City and the surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm.
Fire	Fire hazards are the most prevalent types of hazards.
Hazardous chemicals	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Provo City.
Intruder	Hostile intruder incidents have occurred in local area schools, but never at Freedom Prep. Freedom Prep, like any other school, is vulnerable to

	intruders.
Terrorism	Freedom Prep, like other public institutions, is vulnerable to terrorist Activity.
Earthquakes	Earthquakes are natural features of the local geology. Since 1847, sixteen magnitude 5.5 and above earthquakes have occurred.

Preparedness and Prevention Response and Recovery Plan

Hazard Prevention and Staff Preparation

The first step in any emergency plan should be to prevent a crisis or emergency from arising. Due to the natural forces of nature, some emergencies cannot be avoided. There are many precautionary steps we can take to avoid a crisis or emergency event.

Each school year, prior to the arrival of the teaching staff, the principal and/or designee will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal. The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities. Before the beginning of each school year the administration in cooperation with custodial staff and designated staff will complete the following:

1. Inspection and routine maintenance of

- mechanical equipment,
- water systems, (indoor and outdoor)
- electrical systems,
- gas connections
- plumbing
- windows, doors, walls, floors and roof,
- fire extinguishers, fire suppression system, smoke detectors and fire alarms,
- security systems (motion detectors, automatic door locks, camera surveillance system,
- playground equipment, sidewalks and driveways.
- garbage disposals, trash receptacles, and surplus equipment storage areas.

2. Locate and make readily available tools, maps, and directions for utility and major equipment shut down / shutoff (two copies: custodial office and main office).

3. Train staff on:job related hazards,

- blood borne pathogens,
- emergency drills and re-unification procedures,
- trip and fall hazards,
- proper storage of classroom materials and supplies,
- room arrangement to facilitate quick evacuation,
- Cleanliness and preventing the spread of communicable diseases.

4. Complete a staff skills inventory and make appropriate assignments to a school emergency team. The inventory should identify which members of the staff have training or expertise in:

- First Aid / CPR -
- Hazardous Materials –
- Emergency Medical –
- Search and Rescue –
- Counseling / Mental Health –
- Multilingual Fluency – Clark Stp, Joseph Ponczoch, Brock Alexander

Visitor screening

The visitor-screening process should be followed in all cases.

- All doors are to remain locked during the school day. Visitors must come to the main entry where the secretary will identify them and grant access to the building.
- Signs are posted at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass that must be visible and worn at all times while in the school.
- Ask the person's name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- Acquaint parents, etc. with the policy and the need to know who is in the building.
- The staff is to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

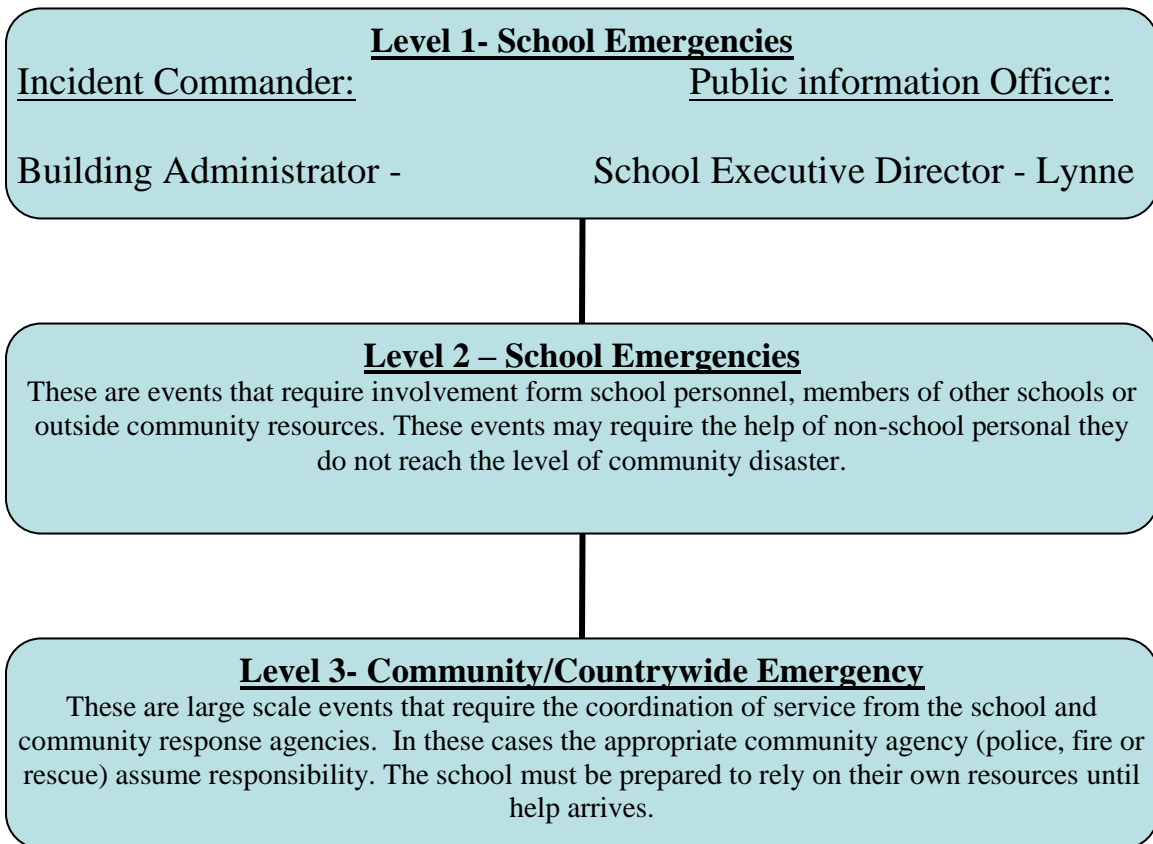
Security Systems

The buildings are equipped with the following items:

- key or card access locking exterior doors
- main entry door
- security camera system
- fire / smoke / CO2 alarm and suppression system
- burglar alarm

Emergency / Crisis Preparedness

Three levels of emergencies



Emergency Operations Center

In most situations the school office will act as the Emergency Operations Center (EOC) for school emergencies.

Incident Command

Many incidents—whether fire, earthquake, utility outage, or an incidence of violence will require a response from a number of different agencies. All incidents will require a coordinated effort to ensure an effective response and efficient, safe use of resources. Initially the incident commander for any emergency is the building administrator. As emergency responders arrive the command will transfer on the basis of who has primary authority for overall control of the incident.

If the emergency does not require outside resources to respond the Incident Commander for the school will be one of the school administrators on site. This person will work closely with the Director and Head Custodian to coordinate emergency procedures.

The Assistant Principal and/or Counselor will oversee all student related activities. The Principal should ensure that the entire staff is trained in regards to their duties during an emergency situation.

Public Information Officer (PIO)

News media can play a key role assisting the school in getting emergency or disaster-related information to the public as soon as it is available. The Public Information Officer (PIO) is the Executive Director. If the Executive Director is not present a principal will act as the PIO. Only one PIO will be assigned for each incident.

School Emergency Workers: Staff members are assigned to assist as part of the Incident Command System (ICS). Assigned staff members shall receive training appropriate to their role and shall participate in emergency readiness drills and activities before an actual disaster occurs.

Teachers: Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. They shall:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- Give appropriate action command during an emergency.
- Take attendance when their class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the school secretary.
- Ask an adult to accompany students in need of medical attention to the First Aid Station.
- Render first aid, if necessary. School staff should be trained and certified in Basic First Aid and CPR.
- Teachers without a class should report to the principal.

Assistant Principal / Building Counselor: Provide assistance with the overall direction of the emergency services for students. (Oversee all evacuation, relocation, and reunification efforts. Responsibilities include:

- Taking steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Directing students in their charge according to established emergency protocols.
- Rendering crisis intervention, if necessary.
- Assisting in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Maintaining a line of communication.
- Maintaining control of all evacuation, relocation, and reunification efforts.

Custodians / Maintenance Personnel:

- Survey and report building damage to administration.
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep administration informed of the condition of the school.

School / Secretarial Staff:

- Track location of all students.
- Inform administration of any missing students.
- Ensure students are reunited with their parents.

Food Service / Cafeteria Workers

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- Restrict access to foodservice operations to authorized personnel.

Bus Drivers

- Supervise the care of children if disaster occurs while children are in bus.
- Transfer students to new location when directed.
- Assist custodian in damage control.
- Transport individuals in need of medical attention.

Other Staff

- Report to administrator for directions.

First Aid: Establish the first aid treatment area, triage, emergency medical response and counseling areas. Ensure that appropriate actions are taken in the event of deaths. Coordinate

with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that the staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions

- Set up first aid station if directed by Incident Commander
- Obtain and put on personal safety equipment including vests and gloves.
- Check with Medical Team Leader for assignment.

Operational Duties

- Admit injured students/staff to First Aid Station, listing name on master log.
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Incident Commander. Relocate to morgue area

First Aid Stations:

Personnel: Counselors, and other personnel as assigned by Incident Commander.

Triage: Locate triage (injury sorting area) at the entry of the first aid station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

Immediate Care: For people with life and limb threatening injuries requiring immediate attention, such as difficulty breathing, severe bleeding, major burns and shock locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.

Delayed Care: For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.

Minor Care: Avoids overloading first aid station for those needing immediate care. Some injuries can be treated in class lines.

Crisis Counseling: - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other first aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control. School counselors from other schools will assist in counseling duties.

- Provo High School Counseling: 801-221-9398

- Timpview High School Counseling: 801-373-6550

Shelter and Care:

Personnel: Assistant Principal / Counselor / Classroom teachers / Substitute teachers, and staff as assigned.

Assistant Principal/Counselor Activities:

- Ensure all students have evacuated the building.
- Account for all students at the staging area.
- Make arrangements to provide shelter for students and staff at the assigned reunification area.
- Support the student release procedures. (See reunification procedures)

Teacher Startup Actions:

- Follow contingency plan for non-class times.
- Evacuate as outlined in Emergency Guide.
- Meet the staging area with classroom students.
- Upon administrations directions, move students to reunification area.
- Report any missing students to the school administration or secretarial staff.
- Upon administration's directions, direct student to go to their advisory teacher's area.
- Meet with your assigned advisory students.
- Report any missing students to the school administration or secretarial staff.
- Remain with students until they are turned over to their parents or relieved by an administrator.

Staff Operational Duties: Spacing problems

- Monitor the safety and well being of the students in the staging area.
- Administer minor first aid as needed.
- Wait for instructions on returning to the building or relocating to another area.
- Report to relocation area as directed.
- When necessary, provide water and food to students and staff.
- Arrange activities and keep students reassured.

Crisis Kit: The Crisis Kit will provide immediately essential information for effective management of a major critical incident. Spacing problems

The Crisis Kit contains:

1. Aerial photos of the campus
2. Maps:
 - Road map showing intersections etc.

- Maps of each building showing escape routes, staging areas, and reunification locations.
 - A layout of security camera's (numbered), access doors, fire extinguishers, and safety kit locations.
3. Map(s) showing location of all utility items and descriptions of how to shut them down
 - Electricity
 - Water
 - Gas
 - Sprinkler (Fire and Outside Sprinklers)
 - Elevator equipment room
 4. A set of blueprints with blueprints on it or directions to find them online.
 5. A master key and set of any other keys that the master will not open. All keys should be clearly marked.
 6. Teacher Employee Roster
 - Room Location
 - Health Concerns
 - Room Phone Number
 - Cell Phone Number
 7. Previous yearbook or photos of all students
 8. Student Roster
 - "Staging Area Teacher"
 - Advisory Classes
 - Demographic Information (Name, Age, Gender, Grade, Physical Address etc.)
 - Photo (if possible)
 - Parent / Guardian Name / Home Phone / Work Phone / Cell Phone / Email
 - Emergency Contact Information (Including an out of state contact whenever possible)
 - Health Information (Concerns)
 - Bus Assignment (If applicable)
 9. Class Rosters for each period of the day.
 10. Rosters for Staging Area lineup
 11. Reunification direction signs to guide parents to student checkout.
 12. The following materials: Blank paper, tape / duct tape, blank labels, marking pens, two rolls of danger / caution ribbon, clips, gloves, etc.

Response to Emergency

Emergency Reference Guide: Each teacher will be issued an Emergency Reference Guide as part of their teacher manual. This is to be kept in the classroom. An additional Reference Guide will be placed in the Emergency Kit when it becomes available. Instructions in the guide are designed to be simple and understandable. Every teacher and staff member should be familiar with the guide and the procedures outlined in it.

Emergency Notification: Effective communication is vital to any emergency situation. Miscommunication can result in an increased exposure to danger, increased injuries, and delay the efforts of response teams. Freedom Prep will not use code names or words when notifying others of an emergency crisis.

Generally, an announcement will be made over the Public Address (PA) system. In most cases one of two words will be sufficient to notify students and employees what they should do. The announcer can give further instructions and information that will enable students and employees to take appropriate action without causing undue alarm.

Training exercises can also help students and teachers to understand that when they hear lockdown if possible they should block windows and move as far away from both doors and windows as possible and take shelter under or behind tables and desks. In addition to lockdown they may add words such as “We have an intruder in the building.” In extreme cases it may be necessary to fully describe the situation, ie. “We have an armed intruder in the building.”

In some events the PA system may not be operational. The school will designate staff members and routes so that emergency messages can be delivered in person to all employees and staff members. Building principals should also send out needed information via the One Call text messaging service.

Emergency notifications made to parent community should be directed by the building principal. Use the emergency text notification suggestion list found in the reference section.

Reporting an Emergency:

Call 911: 911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.

- Answer all questions asked by the 911 dispatcher, even those that seem repetitious.

Basic Response to an Emergency:

- Notify the front office and 911 if necessary.
- Emergency phone numbers will be displayed in each classroom.
- Ensure the safety of students and staff.
- Seal off the high-risk areas.
- Take charge of the area(s) until the incident is contained, or relieved by school administration.
- Preserve any evidence, if possible. Keep detailed notes of the incident.
- Refer any media to Executive Director.

Crisis Response Procedure:

Teacher / Staff Member on Scene: When there is a fight, assault or uncooperative student call the office or send a runner to request assistance.

Office: Immediately notify an administrator.

First Responder: Work with the staff member on scene to safely diffuse the situation. Never touch a student unless they are inflicting or likely to inflict physical harm on a staff member or student. When the situation is under control, respectfully request those responsible for the fight, assault, or non-cooperation to accompany you to the office.

Second Responder: Record all actions of staff members and students. Go with the First Responder to the office.

Other Responders: Work with the administration to safely control the behavior of the student(s) involved in the incident. If the involved student(s) refuse to leave the scene then one staff member removes all other students from the scene and requests the office call 911.

Faculty and Staff: : Help cover the classes of the Responders until they are able to return.

Assault / Fight at School:

- Ensure the safety of uninvolved students and staff.
- Call 911, if necessary, or if any weapons are involved.
- Notify the administration and request other faculty to assist.
- De-escalate and defuse the situation, if safely possible.

Unruly Student:

- Ensure the safety of the uninvolved students.
- Move the involved student(s) to a separate secure area. If the student(s) will not cooperate:

- Attempt to move uninvolved students to separate and safe area.
- Call the office or send a runner to the office.
- Never physically touch an uncooperative student unless they are endangering others.
- Principal may call 911 if assistance is needed.

Lockdown:

- Lock Down notification will be announced over the PA system, or by sending a messenger or text to the classes.
- Quickly direct all students, staff, and authorized visitors into the classroom.
- Lock all classroom doors.
- Move all persons away from windows and doors.
- If possible, cover all windows, including the window in the door.
- Do NOT open the door, or allow anyone outside of the classroom, until the administrator gives an all clear.

Evacuation:

- Call 911, if necessary.
- Direct the students to follow normal fire drill procedures, unless the office alters the normal route, or normal route is too dangerous.
- Take your emergency evacuation kits and a roster of your “staging area” .
- Close classroom doors and turn off the lights.
- When safely outside the building report to the “staging area”. This is located in the parking lot south of the building.
- Account for your “staging area” students and report any missing students. Indicate that all students are accounted for by holding up a green card. If any students are missing hold up the red card until they are accounted for.
- Under the director of the administration, move to the reunification area. Once there, wait for directions to have students report to advisory teacher for reunification with parents.
- Report any missing students to the secretarial staff.
- Stay with your students until the administration has given you permission to release them, or return to the building.

Staging Area: Evacuation map showing the staging area where students meet when evacuating the school building.

Reunification Area: Evacuation map showing the reunification area where parents will come to pick up their child(ren).

- Once at the reunification area, wait for directions.

Fire Smoke and Gas

- Pull the fire alarm.
- Direct the students to follow normal fire drill procedures, unless the administration alters the normal route, or normal route is too dangerous.
- Take your emergency kit with you to the “staging area”.
- Close classroom doors and turn off the lights.

- When safely outside the building report to the staging area with your class.
- Account for your classroom students and report any missing students. A red card indicates missing students a green card indicates all students are accounted for.
- Stay with your students until the administration has given you permission to take them to the reunification area.

Medical Emergency:

- Assess the scene to determine what is needed. Quickly direct uninvolved students away from the emergency, and / or victim.
- Assess the victim. (ABC – Airway, Breathing, Circulation) If it is a life threatening situation, contact 911. Administer first aid until Emergency Medical Personnel arrive.
- Notify the office to contact the administration.
- The office is to notify the parents of the student(s) involved, as soon as it is reasonable.

Intruder:

- Notify the front office.
- Have another staff member accompany you before approaching the intruder.
- Walk away from the intruder if he / she indicates potential violence. (Be cautious of weapons, actions, packages, etc.) CALL 911.
- Politely greet the intruder and identify yourself.
- Ask the intruder the purpose of his / her visit.
- Inform the intruder that all visitors must register at the front office.
- Accompany the intruder to the front office.
- Notify the front office. Provide a full description of the intruder.
- Lock Down procedures may be initiated.

Bomb Threat:

- Ask where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling and why is the caller doing this.
- Listen closely to the caller's voice, speech patterns, and for background noises.
- Immediately notify the Principal.
- The Principal will determine whether a Lock-Down or Evacuation will be utilized.
- Notify Police (911)
- If Lock-Down procedures are used, follow the Lock-Down guideline. Direct the students to take their personal belongings with them.

Weapons: Staff or student who is aware of a weapon brought to school:

- Immediately notify principal or teacher.
- Tell principal or teacher the name of the individual suspected of bringing the weapon, where the weapon is located, if the suspect has threatened anyone, and any other details that may prevent the suspect from hurting someone or themselves.
- If the teacher suspects that a weapon is in the classroom, a neighboring teacher should be confidentially notified. The teacher should not leave the classroom.

Administrator:

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

Earthquake:

During the Earthquake:

- Stay calm.
- Stay put. If you are indoors, stay there. If outdoors stay there.
- Take cover. If indoors do a “drop and cover” under a desk, table or bench, or stand alongside an inside wall, in an archway, doorway that does not have a door, or corner.
- Avoid windows, doorways with a door, bookcases, hanging fixtures, or outside walls until the shaking stops.
- If no protection is available, drop to the floor and cover your head with your hands. Make sure students are in “drop and cover” positions.
- Do not be surprised if electricity goes out, or if fire alarms and sprinklers go on.

After an Earthquake:

- Keep students safe and relaxed. Carefully evaluate the situation.
- Use caution when moving students and staff to safe area(s). Follow normal evacuation routes if they are free from electrical, gas, or structural hazards. Otherwise find the safest route possible.
- Report to the staging area for further instructions.
- Make sure students have their shoes on before moving to a safe location.
- Make sure everyone is alright. Take class rosters and account for all students.
- Do not move the seriously injured unless they are still in danger. Administer first aid, if necessary.
- Work with head custodian to check natural gas, water, and electrical lines for damage. Note any damage. Do not touch any electrical power lines or broken electrical equipment.
- Do not use telephone, light switches, matches, candles, or other open flame unless you are absolutely certain there is not natural gas leaking.
- Be prepared for aftershocks.

Shelter In Place: Shelter in place is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter in place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

Announcement:

- Make an announcement in person directly or over the public address system:

Example "Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

Building Administrator / Principal Actions

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

Teacher and Staff Actions

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms:
 - a) close and lock doors and windows;
 - b) shut down the classroom HVAC system;
 - c) turn off local fans in the area;
 - d) seal gaps under doors and windows with wet towels or duct tape;
 - e) seal vents with aluminum foil or plastic wrap; and
 - f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

Student Actions

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria,

multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Evacuation of the Building: Each school will post an evacuation map for their building with the safest and quickest routes from each room clearly identified as well as a primary and secondary rally point where everyone meets after evacuating the building. Initially teachers should walk their students to the rally point. However it is recognized that evacuations may occur when students may not be in class, therefore students are to find their impact teacher at the “staging area” if they evacuate the building during a time that class is not in session.

Evacuation Off-Site: In the event that a school evacuation must take place, you will take these steps:

- The fire alarm will sound and/or you will hear an announcement over the intercom directing you to prepare to evacuate the building.
- **Your class will follow a regular fire drill plan with some extensions.**
- Students will not take any items, with the exception of coats if the weather is very cold or snowy. No backpacks or other items may be taken out of the building by students.
- Teachers will turn off room lights and make sure classroom doors are closed.
- If you have a specialty class, be prepared to take them to the nearest escape route and escort them outside and remain with them until their classroom teacher arrives.

Once everyone is out of the building in the parking lot south of the building, specific instructions will be given. Students must be in single file lines and completely quiet.

- The students will be evacuated to one of two locations: the far west parking lot south of the school or the FPA I elementary building (1190 W. 900 N.).

Upon arrival at the evacuation area, you will account for each child in your class and hold up a red or green card, indicating whether everyone is present or missing. Calm your students down and seat them if necessary.

- Wait for directions at this point. **Do not use your cell phones unless directed to do so.**
- In the event that the building cannot be reentered, you will be instructed to have students move to their advisory teachers to begin the reunification process with parents.
- City emergency personnel may assist with the incident as soon as possible.

Assistant Principal or Head Counselor: The Assistant Principal or Head Counselor will oversee all evacuation procedures and relocation of students to the Reunification Center. Duties include:

1. Establishing a communications center at the staging area or reunification center where staff members will report missing students, medical needs, security issues etc.
2. Assign one area to act as a counseling center for students with emotional problems.
3. Assign non-teaching staff members who are not needed to supervise students to help the Secretaries, or Custodians with their duties. Assign a staff member or responsible student to act as a runner between each of the previously identified individuals / groups.
4. Ensure that a parent check in site is identified and manned with appropriate staff members / volunteers.
5. Maintain communication link with the Director and Business Administrator and pass along critical information they may need.
6. Coordinate with any emergency service agencies to ensure all student / staff needs are being met.

Secretarial Staff: The Secretarial Staff primary responsibility is to account for all students and see that they are reunited with their parents. Their specific responsibilities are:

1. Maintain updated student demographic information in the “Crisis Kit”. The following information should be readily available for every student.
 1. Name, age, gender, birth date etc.
 2. Home address
 3. Parent / Legal Guardian contact information.
 4. Emergency contact numbers. (Include an out of state contact number when possible)
 5. Picture ID (when possible)
 6. Any identified health concerns.
 7. Class Rosters for each Assigned Staging Area Teacher
2. Utilizing class rosters account for every student at the staging area and / or Reunification Center. Report any missing students to the Assistant Principal / Head Counselor who will relay the information to the Director and Business Administrator.
3. Establish a “Parent Reunification Check In / Check Out Area” where parents will come to be reunited with their children. Prepare proper rosters and forms ahead of time to be used at the checkout area. Utilize volunteers / older responsible students as runners to bring students from their assigned location to the check out area.
4. Maintain accurate lists of which students have been picked up by their parents,.

Custodians: The custodial staff will ensure that any hazards at the staging area or reunification center are identified and clearly roped off with plastic ribbon. Identify and ensure that parents etc. are not parked in the bus lanes or area where emergency vehicles must have access. They will also be in charge of parent parking / traffic routing at the reunification center and in general helping parents find their way to the check out area.

Counselors: In the absence of an Assistant Principal the Head Counselor will oversee all operations at the staging area and reunification center. Any additional counselors will be available for stress or grief counseling services.

Food Service Personnel: When needed the Food Service Personnel will work with the Assistant Principal / Head Counselor to ensure sufficient water is available for students and staff. In the event of a prolonged stay they will coordinate with outside agencies to ensure students and staff are receiving needed food supplies and meals.

Reunification

In the event that normal school operations are not able to resume and students need to be unified with parents the following procedures will be followed.

1. Student will be held in a staging area. They are to remain with their assigned teacher until they are reunited with parents. It is best if this area can be out of the site of parents and in a contained space.
2. These areas should be set up and manned by assigned staff.
 - A. First Aide station- the name and the name of the homeroom teacher should be recorded for any student brought to the first aide station. This area is for more serious injuries. Minor injuries should be handled by teachers.
 - B. Parent check in station. This is where the parent reports. They must have a valid ID and be listed as a guardian or emergency contact.
 - C. ID problems station- This station is where parents will be sent if there is any problems with ID or communication. At this station steps will be taken to identify the person a safe adult release the student to.
 - D. Waiting area- This is where parents will wait once they have shown their ID. Runners will go get the student and bring them back to the parent.
3. Reunification assignments and responsibilities
 - a. Incident Command- contact person for the police/communication coordinator
 - b. ID Table worker- check parent ID against reunification book- give names to runner
 - c. Concerns table- handle ID problems or language barriers
 - d. Runners- runners will locate students and take them to waiting parents
 - e. Traffic control- direct cars in the parking lot and sends parents to the ID table.
 - f. Teacher- supervise students assigned to their class. They must remain with class until all students have been reunified with parents.

Recovery

Documenting Emergency Outcomes: Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble the staff should be assembled to plan the restoration of the schools educational programs.

- Conduct a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Perform impact analysis.

- Document damaged facilities, lost equipment and resources, and special personnel expenses and any other documentation that may be required for insurance claims.

Administrative responsibilities:

- Identify record keeping requirements and sources of financial aid for disaster relief.
- Establish absentee policies for teachers/students after a disaster.
- Establish an agreement with mental health organizations to provide counseling to students and their families after the disaster.
- Develop alternative teaching methods for students unable to return immediately to classes.
- Create a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

Emotional Trauma and Post Traumatic Stress:

Post Traumatic Stress: A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify	Shock	Suspicious
Thirst	familiar people/things	Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

Effects of Trauma on Children: Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress.

The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Tips for Teachers to Help Distressed Children

Usually, a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward and require the services of professionals skilled in talking with people experiencing disaster-related problems. The following may be helpful in working with distressed children:

- COPE with personal feelings of helplessness, fear or anger. This is an essential first step to being able to effectively help the children.
- LEARN to recognize the signs and symptoms of distress and post traumatic stress reactions.
- IDENTIFY children who may need crisis intervention and referral to mental health professionals or other helpers.
- PUT the emergency or critical incident in context; provide a perspective.
- COMMUNICATE a positive not helpless attitude.
- OFFER to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
- TALK about personal feelings and listen to those of the child.
- TALK with the students about the event or the anniversary of the event, as a class activity.
- ENCOURAGE older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
- Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include London Bridge and Duck, Duck Goose.
- INVITE the children or adolescents to create a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
- INVOLVE the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.

- COORDINATE information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
- RESPOND to the children in a direct, supportive, and consistent manner.

Classroom Activities Following A Tragic Event: Following are suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are “open-ended,” which means that they cannot be answered by a simple “Yes” or “No”. Open-ended questions serve to facilitate verbal discussion. For some children, talking is not helpful. Drawing is another means of expression of feelings. Allow a full range of expression: some kids draw recognizable “things”, others draw “abstracts”. Emphasize to the children that their work will not be judged, graded or necessarily shown to others. The student is the best source for what’s going on behind the drawing. Ask him or her about it.

Special Considerations:

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words.
- Create a chance for verbal expression in any language, but allow students who may not want to participate the “right to pass”.

When to refer students for additional assistance: With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine whether a student should be referred to a school counselor for further assistance:

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs;
- Students who are withdrawn or appear depressed;
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed;
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

Effects of Trauma on Adults:

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional lability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community.

Tips for distressed adults:

- Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

When Someone Dies: Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following describes an interactive process used to facilitate a student's expression of the feelings and reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases: (1) Introductory; (2) Fact; (3) Feeling; (4) Reaction/Teaching; and (5) Closure. This process should conclude with quiet, reflective time.

Introductory Phase

- Introduce team members or helpers to discuss why they have been assembled and what is hoped to accomplish.
- Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

Fact Phase

- Provide all known relevant facts about the death/incident.
- Confirm the student's understanding of what happened
- Ask if anyone has or wants additional information about the death/incident
- Ask how they learned about it.
- Ask where they were when they first heard about it.
- Ask if anyone is missing from the meeting who needs to attend. Determine who are they concerned about.

Feeling Phase (include everyone in the discussion)

- Ask what were their first thoughts when they heard about the death/incident.
- Ask how they are feeling now.
- Ask students to tell the class about the individual(s) who died.
- Ask for some memories of him/her/them.
- Ask how do the students think he/she/they would like to be remembered.

Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members
- Ask what are some things students usually do when they are really upset or down?
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if each student has someone else to talk to.

Closure Phase

- Provide information about memorial service/funeral if available
- Support creative activities such as writing cards, taking a collection.
- Encourage students to support one another,
- Remind them that it may take a long time before they will feel settled and explain that is normal
- Encourage them to talk with someone in their family about their sadness

Support long-term healing by charting a course that offers support and anticipates the needs of victims and the entire community. Continued healing requires open and responsive communication lines among victims, victims' families and the school.

Support memorials and donations by creating meaningful, inclusive and healing activities and by setting parameters for media coverage to allow privacy for grieving staff and students.

Manage benchmark dates—Anticipate and prepare for anniversaries and benchmark dates and establish clear parameters for media coverage.

Handle physical reminders carefully—Any repairs and rebuilding of damage wrought by violence or natural disaster must carefully consider the input feelings of the victims and their families.

Prepare the class—The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy such as the death of a friend or family member prior to his/her return to the class.

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- That could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments.

- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

Assist the student—Talk with the student before returning to class. Discuss what to share with the class and who should tell them.

- Allow the student to leave class if upset and where the student can go.
- Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- Encourage journal writing for older students, provide drawing materials for younger children.
- As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
- Avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the student had with the deceased).
- Don't expect the student to snap back into the "old self".
- If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- Even if the student seems to be adjusting to school again, don't assume the grieving has stopped, nor the need for assurance and comfort.

Memorials. When anyone from the school community dies, people will often want to find ways to memorialize the student or staff member. Parents and loved ones especially want to know people miss the person and that there is great sadness with the loss. It is important to carefully think through the type of tribute that would be appropriate for the person who has died.

- Check with family members to see what kind of memorial they would prefer.
- Memorials should focus on the life lived, rather than on the death.
- Yearbook memorials should be a regular-sized picture with a simple statement such as "We'll miss you".
- Creating a permanent or lasting school memorial for one person sets a precedent; it would be difficult to refuse a similar memorial for another individual.
- Public sympathy may balloon into a spontaneous memorial of artwork and symbolic expressions of loss. Flowers, cards, songs, mementos and other tributes are supportive for the immediate victims and the school community. There may be a need to develop and implement a system for displaying the public generosity and grief.
- There are many other ways to support family and friends of the deceased. Examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, planting a tree and being remembered after the urgent time of the tragedy.

Suicide Response: A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention. These items are found in the teachers plan but will not be posted online.

The “New Normal”: Victims of a crisis experience a real need to return to normal. However, “normal” as they once experienced it is forever gone and changed. For many, the recognition that such a “normal” is unattainable can be debilitating. As a result, counselors and crisis survivors find the concept of a “New Normal” to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former “normal.” For students and staff alike, the sooner this is recognized, the better.