Emergency Preparedness Committee

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SGT Jake Peterson
Cache County Sheriff’s Office
County Emergency Preparedness Coordinator

Gary Roberts
Cache County Fire Marshall
Anticipated Emergency: Activate Emergency Plan:

Earthquake....................................................Duck, Cover, Hold, and Evacuate

Fire.............................................................. Evacuate

Bomb or Bomb Threat...................................... Duck, Cover, Hold, and Evacuate

Airplane Crash............................................... Duck, Cover, Hold,

Sniper, Gunfire, Armed Intruder....................... Lock Down

A detailed description of each of the three basic responses can be found on:

- Evacuation page page 11
- Duck, Cover, and Hold page 12
- Lock Down page 13-14

Specific information on each type of threat can be found on page:

- Earthquake page 11
- Fire page 15
- Bomb or Bomb Threat page 15
- Airplane Crash page 15
- Sniper, Gunfire, Armed Intruder page 13-14 (See Lock down Procedures)
- Student Release Form page 17
- Emergency Phone numbers page 18
- Evacuation Routes page 19-20
- Phone tree page 22
Emergency Operation Plan Review

What follows is the updated version of the current Emergency Operation Plan in effect at Heritage Elementary School. It is important to note that over the past few years, HES has followed the direction of the Cache County School District in establishing procedures and policies designed to keep our students safe, be it in their day to day school experiences or in the event of an emergency.

The plan was developed from the Federal Emergency Management Agency (FEMA) and School Emergency Response Team (SERT) guidelines.

No emergency response plan is perfect nor is one ever complete. To be effective, plans need to be constantly reevaluated and allowed to continually evolve. Furthermore, it is nearly impossible to plan for every possible contingency. The “what if” process is an invaluable tool but it can sometimes present an obstacle. It is important, however, to recognize the importance of taking whatever steps are available to us now.

Finally, the people who have helped put this package together recognize that this is a work in progress. It is the first of many drafts. While some may have more formal training than others, there are no experts among us. There will inevitably be flaws but our goal is to identify and address those flaws. So, if you disagree with something, let us know. If you feel there needs to be some additions, share that with us as well. The plan is not perfect nor are we. As long as that is kept in mind, progress can be made.

Jacqi McDowell
Principal
**Buddy-System Description and Pairings**

After incident & classroom status check, buddy teachers check with each other to determine: each other’s health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone. **Remember:** Teacher’s responsibility is to all students, but in situations which threaten the lives of all, **do the greatest good for the greatest number.**

If necessary, one buddy teacher will evacuate both classrooms. Students should exit **without** the teacher leading them. Teacher should stay back to check the classroom & close and lock the door. **If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.**

Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill out written Student Accounting Forms to be delivered to the Command Post...

Each classroom kit should contain teacher’s class roster **as well as** buddy classroom roster.

**Earthquake Hazards Room Checklist**

___ Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?

___ Are heavy objects removed from high shelves?

___ Are aquariums and other potentially hazardous displays located away from seating areas?

___ Is the TV monitor securely fastened to a securely fastened platform?

___ Is the classroom piano secured against rolling during an earthquake?

___ Are wall-mounted objects (clocks, maps, etc.) secured against falling?

___ Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

___ Oxygen/gas tanks assigned to the self-contained unit or otherwise should be removed from the building as the class exits.

   Tank assigned to:

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Classroom Hazard Inventory

Date: ________________  Room No.___________

Indicate number of:

__ Unsecured bookcases  __ TV monitor unsecured on platform
__ Unsecured wall shelves  __ TV monitor on wheeled cart
__ Free-standing cabinet’s  __ Classroom piano on wheels
__ Hanging plants  __ Heavy objects on high shelves
__ Oxygen/Gas tanks  __ Chemical supplies

List other hazards identified:___________________________________________
__________________________________________________________________
General Teacher Responsibilities

Stay Calm!

If you panic so will your students. It is important that you present a calm and competent demeanor. The best way to avoid panic is to know what your job is and to focus on that job.

Evacuate if appropriate.

If you hear gunfire or explosions -- Lock your door and have your students lie flat on the floor. Try to position them so they can not be seen from the doorway or windows.
If the ground is shaking or there is a danger of glass breaking. -- Duck, Cover and Hold. Once things are stable, evacuate the building.
If evacuation is appropriate -- Get your Emergency Backpack/Bucket. Designate a student to close the door behind the class as you lead your students to your assigned area.
Be Alert-- As you evacuate your students, watch for suspicious objects or activities. (In the shootings at a Jonesboro, Arkansas middle school, two pre-teen boys had a friend pull the fire alarm and then shot students as the exited the building.) If you see a threat and can avoid that area, do so and then notify the Incident Commander as soon as possible.
Check with your buddy teacher—Assist if necessary or evacuate both classes together.

Account for your students.
Identify any missing and/or additional students. Complete Student Accounting Form.
One member of each buddy pair of each buddy pair will remain with classes while the other delivers the Student Accounting Form to the Principal.

Maintain control.
If possible, have your students sit down.
Do not allow students to wander around.
If it appears that you will be out of the building for a long period of time, assign buddy teams. [It is much easier to monitor 15 buddy-pairs than 30 individual students. Additionally, assigning a job can actually help prevent students from going into shock because it gives them something to focus on other than the emergency itself.
Watch for signs of shock—inoherent speech or unexplained silence, pale complexion, shivering, or shallow respiration.
Review your checklist to make sure you have completed the tasks for which you are responsible.
If a parent demands a child without going through the Student Release Procedures, make appropriate notations describing the incident on the student’s emergency card. **Avoid Confrontations.**

**Relocation of Students**

If it is determined that we will need to stay out of the building for a prolonged period, you will be instructed to move your class to the **General Assembly Area.** This area is the grass area to the north of the school directly behind the blacktop.

**Equipment:** included in the emergency bucket

- Two way radio, tune to channel ( ) for communication
- Pry bar
- Cotton Gloves
- Safety Goggles
- Black Plastic
- Duct tape (2 rolls)
- Towels (to put at bottom of Doors)
- Student/Community Information
- Student Accounting Forms
- Flashlight and batteries (2 AAsize)
- Toilet Supplies (Toilet paper and Plastic Bags)
- Latex Gloves
- **Hard Candy**
- Four Liters of Water ** Paper Cups
- Space Blankets
- First Aid Kits and supplies
- Scissors
- CPR Barrier
- Pens/Pencils/Paper
- Clipboard

**Equipment to be supplied by Teacher**

To be included in the emergency bucket

- Student Accounting Forms (Blank) – Student Role
- Grade Level Classroom List (Each teacher is responsible for the others class lists).
- Student Activities (Age appropriate)
- Student Release Forms
- Copies of Student Emergency Information Cards (Power School Demographics)
- Medical Release Forms
- Emergency Prescription Medicine for Students on Medication.
Teacher replaces after used.

When an emergency begins, the principal (or designee) will activate the appropriate emergency procedures. [The principal may convene the School Crisis Team prior to initiating a school-wide response.] There are three basic responses available:
Evacuate; Duck, Cover and Hold; and Lock Down.

**Evacuation**

Evacuation is generally ordered by the Principal and initiated (usually) through the use of the fire bell. The Principal calls for evacuation in those situations when the interior of the building may not be safe (fire, explosion, hazardous materials, etc.). Teachers are to check safety of their specific routes before evacuating students. Evacuation routes should minimize exposure to hazardous situations. Move away from buildings. If possible, avoid walking under covered walkways, power lines, along block walls. Each area should have a primary and secondary evacuation route. Evacuation routes are to be posted in each room. Evacuation drills should include the use of both primary and secondary routes. Where possible, classes should evacuate using buddy system. Two classes evacuate at the same time—if possible one teacher leading, one following.

**Earthquake considerations**

Reasons to evacuate after an earthquake --
There is a possibility of fire, structural damage, or chemical spills in the building
To consolidate students into one area for care thereby freeing staff members for other assignments
Tune two-way radio to designated channel for communication with Principal.

Reasons not to evacuate after an earthquake –
Release of hazardous materials in area
Inclement weather
Hazards in primary and secondary evacuation areas
Hazards along evacuation routes
Electrical hazards

Reasons to delay evacuation –
Severe injuries in classroom
Students/Staff with mobility impairments
Blocked evacuation routes
To allow time for assessment

**Duck, Cover, and Hold**

Duck, Cover, and Hold should be used whenever the ground begins shaking or when a loud explosion is heard or felt. The following protective actions should be taken—
Indoors—

**Duck** by taking cover under a desk or table. Position as much of your body under the cover as is possible. Avoid the cabinets mounted to the walls of the classroom.

**Cover** eyes by leaning face against arm.

**Hold** on to the table/desk legs if possible.

Remain in this position until the ground stops shaking, objects stop falling or until the teacher instructs otherwise.

*If there are not tables/desks available,* take cover under chairs.

*If there is no cover available,* drop to the floor preferably against an interior wall. Rest on your knees and elbows with your hands clasped behind your neck and keep your face down.

In the hallway—

**Drop to the floor** preferably against an interior wall. Rest on your knees and elbows with your hands clasped behind your neck and keep your face down.

**Avoid unsecured lockers, trophy cases, etc.**

In a wheelchair—

**Remain in chair.**

**Set brake and hold on.**

*If available, put on a hard hat.*

Outdoors—

**Duck, cover, and hold**

**Move away from:**

- Buildings
- Power lines
- Block walls

**Lock Down**

A Lock Down can/will be declared in the event of an armed intruder, explosions, possible biological/chemical problems, or other emergencies in which it would be safer for the students to remain in class.

In a Lock Down situation:

- Have your students lie flat on the floor.
- If possible, and while being alert for possible threats, sweep students in the hall into your classroom.
- **Lock and close your door.**
- Close your blinds.
- Remain in the classroom, until notified otherwise by a school official or an emergency responder (fire, police, etc.).

A few notes about Lock Downs.

*Your best defense against an armed intruder is to lock and close the door.*
In any emergency, communication is one of the first things you lose. Consequently, it is important that once your door is locked, it stays locked until you receive instructions from a recognizable authority to open it.

Lock Downs present a difficult situation. You may be tempted to open your door and see what's going on. Somebody may knock on your door and ask to be let in. The problem, though, is that you can not tell where the threat is. The threat may be just down the hall. The person knocking at your door may be the intruder. Remember, our job is to do the greatest good for the greatest number. Keep your door locked.
Cache County School District
Lock Down Procedures

The following is a Cache County School District wide directive pertaining to emergency lock down procedures. All schools in the district will follow these directions in the event of a lock down situation.

Lock down

Lock all exterior doors to the building.

Lock interior doors to individual classrooms.

Turn on your computer and enable your e-mail system.

Turn on your school issued radio. (This is not a music device)

Do not open your door until the proper authority opens it for you.

Administrators will identify themselves and open your door manually if need be with their master key.

Listen for instructions.

Be ready to move from the class room quickly if given the instructions by law enforcement.

Fire

Remain calm

Account for your students

Generally, there is no need to rush. Move quickly but don’t stampede.

If your area is filling with smoke, have the students stay low and crawl.

Bomb Threat

In the event of a bomb threat, remember to turn off cell phones, pagers and radios. The emissions from these devices may trigger explosive devices.

Scan your area for unusual objects – unattended backpacks, odd packages, etc. If found, notify the Principal. If possible to do so safely, move your students to another area.

As you evacuate, continue to be alert for possible hazards.
**Airplane Crash**

An airplane crash is highly unlikely and Heritage Elementary is not located near the airport yet the possibility still exists.

In the event of a crash near the building, **evacuate students only if instructed to do so by the Principal or his/her designee.**

In the event of a plane crashing into the building, **follow standard evacuation procedures.**

Keep students away from windows.

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**Student Release/Reunification Protocol**

As much as is practicable, the following procedure should be followed in releasing students.

Parents are directed to Release Access point which is their child’s teacher.

The parent provides identification and the type of identification is noted next to the students name. If they are already known, identification is not required.

Note to teachers/staff: We have a procedure in place for reuniting students with family members, but you may encounter a parent who refuses to cooperate. **Unless you feel a child’s safety is in question, do not be confrontational.** Ask for the person’s identification, make note of who the student was released to, and then (if you feel it is appropriate) release the student. [If you feel that it would be unsafe to release the student, send for help.]

All pertinent information should be recorded:

Student: ____________________________________________________________

Released to: ________________________________________________________

Type of identification: ______________________________________________

Mother/Father: _____________________________________________________

The Student Release Form is completed and the student is released to the person signing for the student.
Student Release Form

Teacher or Class: ________________________________________________

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Emergency Phone Numbers

Principal ................................................................................................. 792-7697
Cell# .................................................................................................... 881-7166

Custodian ............................................................................................ 753-4388
Cell# .................................................................................................... 512-0122

Superintendent/District Office ......................................................... 752-3925

Questar Gas .......................................................................................... 1-800-541-2824

Utah Power & Light .................................................................................. 563-6201

Logan Regional Hospital ....................................................................... 716-5450

Cache Valley Specialty Hospital .......................................................... 713-9700

Police/Fire Emergency ........................................................................... 911

Police/Fire Non-emergency ................................................................. 716-9400

Poison Control ....................................................................................... 1-800-456-7707
Dear Parents,

We are in the process of developing an Emergency Response Plan for Heritage Elementary and in doing so realize this will always be a work in progress. No emergency response plan is ever perfect or complete. When we finish with the plan, we will post the entire plan on our website for you to view and provide feedback. We cannot plan for every possible emergency, but we have a plan in place to safely evacuate students and to reunite them with family members. In the event that we need to evacuate students from the building they will be gathered by class on the grass north of the building. We anticipate the front of the school being blocked to traffic by emergency response vehicles. Therefore, parents coming to pick up their children will approach the school from the north on 2980 south, and then to the designated pick up area. The designated student pick up area will be at the northwest corner of the school property at roughly 3020 south just off of 1000 west. Rather than try to check each student out through the office staff you will check your child out directly with the child’s classroom teacher. We feel this will expedite the process as eighteen students could be checked out simultaneously. You will need to sign the check-out sheet or class roster so the school can account for and help ensure the safety of all students at Heritage.

If the school building is deemed unsafe and we need to get children out of inclement weather, we will move students to Nibley Elementary located at 2545 south 660 west. To access information and/or instructions during an emergency, tune your radio to local KVNU AM 610.

Sincerely,

Jacqi McDowell
Principal