



Good Foundations Academy

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14.0	March 6, 2025	Melissa Wood for Lisa Erwin	Added Standard Response Protocol, added sections for: Threat Assessment, Multi-Disciplinary Team, and School Safety Specialist; and Crisis Response; revised procedures.
15.0	June 23, 2025	Melissa Wood for Lisa Erwin	Added scripts to Appendix for each Standard Response Protocol situation. Updates made throughout plan to reflect current employees.

This Plan is intended to serve as a reference and does not replace common sense, sound judgement, and prudent actions in response to emergency situations.

If you are unsure whether or not to call 911, MAKE THE CALL.

GFA Emergency Preparedness
and Response Plan



Good Foundations Academy

Table of Contents

Description	Page
Standard Response Protocol	3
Hold	4
Secure	5
Lockdown	7
Evacuate	9
Shelter	11
General Response to Any Emergency	13
Responsibilities for All Emergencies	14
Fire / Evacuation	15
Lockdown Procedures	18
Secure Procedures	20
Bomb Threat	22
Earthquake	27
Severe Storm	28
Serious Injury or Death	29
Evacuation / Off-Site Relocation	30
Emergency Alert System	30
Points of Contact	31
Media / Public Information (Procedures)	32
Media / Public Information (Response Script)	33
Media / Public Information (General Concerns)	34
Essential Safety Equipment and Supplies	35
Scheduling of Drills, Training, and Review of Plan	36
Evacuation Meeting Points Outside	38
Parent / Student Reunification Plan	39
General Building Access	40
Threat Assessment, Multi-Disciplinary Team, and School Safety Specialist	41
Crisis Response	42
Appendix 1: Map of Primary Meeting Sites	43
Appendix 2: Map of Alternate Meeting Sites	44
Appendix 3: Map of GFA Classrooms—1 st Floor	45
Appendix 4: Map of GFA Classrooms—2 nd Floor	46
Appendix 5: Map of GFA Classrooms—Portable Bldg. Annex (2 rooms)	47
Appendix 6: Sample Messaging for each Standard Response Protocol Situation	48



Standard Response Protocol

The school follows the Standard Response Protocol, which is summarized on this page and more thoroughly explained on the following pages:



HOLD

“Hold!” is followed by the directive **“In Your Room or Area”** and is the protocol used when hallways need to be kept clear of occupants.

- Students: Clear the hallways and remain in classroom or area until the “All Clear” is announced. Continue school business as usual.
- Adults: Close and lock the door. Account for students and adults. Continue school business as usual.



SECURE

“Secure!” is followed by the directive **“Get Inside. Lock Outside Doors”** and is the protocol used to safeguard people within the building.

- Students: Return to inside of building. Continue school business as usual.
- Adults: Bring everyone indoors. Lock outside doors. Increase situational awareness. Account for students and adults. Continue school business as usual.



LOCKDOWN

“Lockdown!” is followed by **“Locks, Lights, Out of Sight”** and is the protocol used to secure individual rooms and keep occupants quiet and in place.

- Students: Move away from sight. Maintain silence. Do not open the door.
- Adults: Recover students from hallway if possible. Lock the classroom door. Turn out the lights. Move away from sight. Maintain silence. Do not open the door. Prepare to evade or defend.



EVACUATE

“Evacuate!” may be followed by announcing a location and is used to move people from one location to a different location in or out of the building.

- Students: Leave stuff behind if required to. If possible, bring your phone. Follow instructions.
- Adults: Lead students to Evacuation location. Account for students and adults. Notify if missing, extra, or injured students or adults.



SHELTER

“Shelter!” is followed by announcing the **Hazard** and **Safety Strategy** for group and self-protection.

- Students: Use appropriate strategy for the hazard.
 - Hazards and Safety Strategies:
 - Tornado → Evacuate to shelter area.
 - Hazmat → Seal the room.
 - Earthquake → Drop, cover, and hold
- Adults: Lead safety strategy. Account for students and adults. Notify if missing, extra, or injured students or adults.





HOLD. In Your Room or Area.

When a Hold is Needed: When there are situations inside the school building that require students and staff to remain in their classrooms or stay out of access areas. The following are some examples of when the school might initiate a Hold:

- A fight or other type of altercation in a hallway;
- A student experiencing a medical issue that needs immediate attention; or
- Unfinished maintenance work in a common area during class changes.

Initiating a Hold: A Hold should be initiated by public address over the intercom.

- The Executive Director or their designee is responsible for initiating a Hold.
 - However, anyone may request a Hold if they observe something happening that they think should require a Hold.
- The public address for Hold is: **“Hold in your room or area. Clear the halls.”** This is repeated **twice** each time the public address is performed.
 - There may be a need to add directives to the public address for students who are not in a classroom or who are at lunch or some other location where they should remain until the Hold is lifted.
- If the intercom does not reach students outside, the Executive Director should convey the Hold to those outside through a different method.

Student and Employee Responsibilities after a Hold is Initiated:

- Students and teachers should remain in their classroom or area – even if there is a scheduled class change or the school day ends – until the all-clear is announced.
- Students, teachers, and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or to move to adjoining areas like a locker room.
- Students, teachers, and staff outside of the building should remain outside unless the all-clear is given or school administration directs otherwise.
- Prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should lock the door, take attendance, note the time, and continue to conduct classroom activities as usual.
- Students who are not in a classroom during the initiation of a Hold may be asked to identify the nearest classroom and join that class for the duration of the Hold.

Releasing a Hold: A Hold can be released by public address over the intercom when the issue has been resolved.

- The Executive Director or their designee is responsible for releasing a Hold.
- An example of a release of a Hold by public address is: **“The Hold is released. All Clear. The Hold is released. All Clear. Students and staff, the Hold is released. We are all clear. Thank you for your assistance in making this Hold work smoothly.”**

After a Hold:

- Where appropriate, the school’s Executive Director or their designee should make a plan for communicating with staff, students, and parents after a Hold is cleared to provide pertinent information about the incident.
 - Refer to Appendix 6 for sample messaging.





SECURE. Get Inside. Lock Outside Doors.

When a Secure is Needed: When there is a threat or hazard outside the school building. The Secure brings people into a secure building and locks all outside access points. The following are some examples of when the school might initiate a Secure:

- An unknown or unauthorized person on school grounds;
- A dangerous animal on or near school grounds;
- Violence or criminal activity happening in the area near the school; or
- Planned police activity in the nearby neighborhood.

Initiating a Secure: A Secure should be initiated by public address over the intercom.

- The Executive Director (or their designee) or front office staff may initiate a Secure.
 - The need for a Secure is often reported by local emergency dispatch to the school's front office. If this occurs, the front office staff would typically make the public address and inform school administration. However, a situation requiring a Secure could be reported by students, staff, or others who directly observe a threat outside the school building.
- The public address for a Secure is: **"Secure! Get Inside. Lock Outside Doors."** This is repeated **twice** each time the public address is performed.
 - Additional details about the situation requiring a Secure can be included in the public address. For example "Students and staff, the school is currently in a Secure due to **[describe cause]** in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

Student and Employee Responsibilities after a Secure action is Initiated:

- All employees and students should come inside the school building and remain in the school building.
- Designated staff should gather students who are outside and bring them in the building.
- Designated staff should lock all outside access points to the school, including exterior doors, windows, and other access points (e.g., a loading dock, fire escape ladder access point).
- Designated staff should post the appropriate Secure poster at the building entry doors (posters must be out-facing) to alert potential visitors of the Secure.
- Where possible, school and classroom activities should continue uninterrupted. Classes and activities being held outside should return to inside the building and, if possible, continue inside the building.
- There may be occasions when students expect to be able to leave the building – end of classes, extracurricular activities, etc. Depending on the condition, this may have to be delayed until the area is safe.
- During the training period, it should be emphasized to students and their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Evolving Situations: Situations necessitating a Secure evolve. As a situation evolves, there may be more information available to guide decision making. During a Secure, there is the option to transition from the initial response of "no one in or out" situation to some type of access control. For example, if the situation is not entirely resolved but information is received demonstrating that a threat is not immediate, some controlled release out of the building or monitored entry into the building procedures may be implemented. Some examples of such procedures are:

- **Controlled Release:** An unresolved, but not directly evident, situation at the end of the school day may warrant a controlled release. During a controlled release, parents may be asked to pick up students rather than have them walk home. The school may request law enforcement presence at the school during a controlled release.
- **Monitored Entry:** When there is a perceived threat but it's known to not be immediate, school entrances may be attended by security or law enforcement and individuals may be allowed to enter the building through these monitored entrances. Students and staff walking between buildings or going into the parking lot could be escorted with heightened awareness in monitored entry situations.



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Releasing a Secure: A Secure can be released by public address over the intercom when the situation has been resolved.

- The Executive Director or their designee is responsible for releasing a Secure.
- An example of a release of a Secure by public address is: **“The Secure is released. All Clear. The Secure is released. All Clear. Students and staff, the Secure is released. All clear. Thank you for your assistance in making this Secure work Smoothly.”**

Differences Between a Secure and Hold:

- **Secure:**
 - When a threat or hazard is outside the school building.
 - Halls are open and may be used as needed.
 - People outside are brought in.
- **Hold:**
 - When there is an issue inside the building.
 - Halls are cleared and students remain in their classroom or other area.
 - People outside remain outside.

After a Secure:

- The school’s Executive Director or their designee should make a plan for communicating with parents after a Secure is initiated and after a Secure is cleared. Messaging will be different depending on the timing of initiation and release of the Secure (e.g., initiated and released during the school day, initiated during the school day but released after school day is over, etc.).
 - **Refer to Appendix 6 for sample messaging.**





LOCKDOWN. Locks, Lights, Out of Sight.

When a Lockdown is Needed: When there is a threat or hazard inside the school building. A Lockdown makes rooms look unoccupied by locking classroom doors, offices, and other securable areas, moving occupants out of the line and sight of corridor windows, turning off lights, and having occupants maintain silence. The following are some examples of when the school might initiate a Lockdown:

- An intruder;
- An active assailant (e.g., an active shooter);
- An angry or violent non-custodial parent looking for their child; or
- A report of a weapon.

Initiating a Lockdown: A Lockdown should be initiated by public address over the intercom, but if that's not possible or available under the circumstances, a Lockdown should be initiated by word of mouth, phone, panic buttons, and/or through other forms of technology used by the school.

- Any student or staff member should initiate a Lockdown after observing a life safety threat at the school.
 - Anyone may request a Lockdown if they observe something happening that would require this action
- The public address for Lockdown is: **"Lockdown! Locks, Lights, Out of Sight."** This is repeated **twice** each time the public address is performed.
 - The public address should be communicated per the procedures and alert systems used by the school (e.g., via word of mouth, intercom, panic buttons, and/or other forms of technology).

Student and Employee Responsibilities after a Lockdown is Initiated:

- Designated staff should call 911 to report the emergency and inform them of the Lockdown.
- Teachers are responsible for implementing their classroom Lockdown. If it is safe to do so, teachers should gather their students into their classroom (e.g., from the hallway) prior to locking the door.
- Teachers should lock their door and all other classroom access points (e.g., windows), facilitate moving students and other occupants out of sight (into the "safe zone"), turn off the classroom lights, and instruct students and any other occupants to maintain silence.
 - The "safe zone" within the classroom is the designated area that is out of sight of interior windows.
- The teacher, students, and all other occupants in the classroom should go to and remain in the safe zone during a Lockdown. They should also stay silent.
 - No one should open the classroom door once in Lockdown. There should be no indication of any occupancy in the classroom during a Lockdown.
 - First responders are responsible for opening locked doors in a Lockdown and clearing classrooms.
- Staff other than teachers should implement the Lockdown of their office, room, etc. the same as teachers described above.
- Students and staff in the building who are outside of classrooms when a Lockdown is announced should immediately try to get into the closest available classroom or other room with a door that can be locked.
 - If someone can't get in to a classroom or other room before doors are locked, they should immediately do their best to get out of sight or even evacuated themselves from the building or area according to the instruction they received during their training.
- Students and staff who are outside of the building when a Lockdown is announced should gather in a safe area away from the school. This area should be away from entrances to and exits from the building
- If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made.
 - Staff and students should not evacuate in response to a fire alarm that is activated during a Lockdown unless specifically advised otherwise by authorities.
- Students should follow school's rule on cellphone use during a Lockdown.

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Duration and Releasing of a Lockdown: Depending on the nature of the threat, a Lockdown could last for a long time (sometimes hours). Similarly, releasing a Lockdown may take significant time, as it requires first responders to unlock each interior door and clear one classroom and other area at a time.

Evacuation: If an actual violent incident occurs, the school building may be evacuated by law enforcement if they consider the building to be a crime scene. The school should have a plan/policy in place regarding police-led evacuations after a Lockdown and prepare and train its students and staff on police-led evacuations after a Lockdown.

Differences Between Lockdown and Secure:

- **Lockdown:**
 - When a threat or hazard is inside the school building.
 - Halls are cleared.
 - Everyone stays out of sight and silent behind locked doors.
 - Interior doors are locked.
- **Secure:**
 - When a threat or hazard is outside the school building.
 - Halls are open and may be used as needed.
 - School business continues as normal.
 - Exterior doors are locked.

After a Lockdown:

- The school's Executive Director or their designee should make a plan for communicating with parents after a Lockdown is activated and after a Lockdown is lifted. If a Lockdown is or could be followed by an off-site evacuation, that procedure/information should be shared with parents.
 - Refer to Appendix 6 for sample messaging.





EVACUATE. A Location may be Stated

When an Evacuation is Needed: When there is need to move people in the school from one location to another for safety reasons. Depending on the safety reason, the evacuation may be to an on-site evacuation or to an off-site evacuation. The following are some examples of when the school might initiate an Evacuation:

- On-site evacuation: a mechanical failure that would disrupt the school day, such as a power outage.
- Off-site evacuation:
 - A condition making it unsafe for occupants to remain in the school building, such as a gas leak or a bomb threat; or
 - If there has been a violent event at the school such that the school becomes a crime scene.

Initiating a Evacuation: An evacuation should usually be initiated by public address over the intercom or by activating the fire alarm.

- The Executive Director (or their designee) or a classroom teacher should usually initiate an Evacuation, but it may be initiated by other school personnel under certain circumstances.
 - Who initiates an Evacuation will depend on the situation/safety threat.
- The public address for an Evacuation is: **“Evacuate! To [describe the location].”** This is repeated **twice** each time the public address is performed.
 - For example: “Evacuate! To the Soccer Field. Evacuate! To the Soccer Field.”

Student and Employee Responsibilities after an Evacuation is Initiated:

- Designated staff should call 911 to report the emergency and inform them of the Evacuation.
- Teachers should take attendance prior to the Evacuation, if possible.
- Teachers and designated staff should lead students in an orderly fashion to the designated Evacuation site, taking the appropriated or predetermined exits and Evacuation routes.
- Teachers and designated staff should ensure their rooms are empty upon leaving and then turn off the lights and close the door, time permitting.
- Teachers and designated staff should ensure that the school’s Evacuation plan and procedures are followed, including, for example:
 - Ensuring that all necessary supplies are gathered and brought, such as medications and/or other supplies needed for students with disabilities (e.g., mobility devices); and
 - Bringing the classroom’s emergency supplies, evacuation binders and classroom rosters, evacuation map(s), emergency contact paperwork, student essentials etc.].
- Teachers and designated staff should provide any other appropriate instructions related to the evacuation.
- Teachers, staff, and students should follow any specific instructions given by staff or first responders.
- Students should stay with their teacher and class members during the evacuation. However, if students are separated from their class during an Evacuation, they should join another class/group. But after arriving at the Evacuation site, students should identify themselves to their classroom teacher so their classroom teacher knows they are safe and accounted for.
- Teachers should check students for injuries and take attendance after arriving at the Evacuation site.
 - After/taking attendance at the Evacuation site, the teacher should follow the Red Card/Green Card/Med Card system to show the status of their class:
 - Teachers should hold up the Green Card if they have all their students and are good to go.
 - Teachers should hold up the Red Card if they are missing students or have extra students or any other problem.
 - Teachers should hold up the Med Card if their class/group has a need for any sort of medical attention.

Reunification after an Evacuation: If the Evacuation is an off-site Evacuation and parent/student reunification needed, the school’s teachers, staff, and students should follow the school’s Parent/Student Reunification Plan.



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After an Evacuation:

- Where appropriate, the school's Executive Director or their designee should make a plan for communicating with parents after an Evacuation is initiated. The message should address the type of Evacuation initiated (e.g., on-site or off-site), whether a return to the school is anticipated, whether an early dismissal will take place, whether the school's Parent/Student Reunification Plan will be activated, etc.
 - Refer to Appendix 6 for sample messaging.





SHELTER. State the Hazard and Safety Strategy

When an Shelter is Needed: When specific protective actions are needed based on a threat or a hazard. Most often, a Shelter is initiated for earthquakes and other severe weather. The following are some examples of when the school might initiate a Shelter:

- Tornado;
- Earthquake
- Wildfire;
- Flooding;
- Other sever weather; or
- Hazmat spill or release.

Initiating a Shelter:

- The Executive Director (or their designee) or a classroom teacher should usually initiate an Shelter.
 - Who initiates an Shelter will depend on the threat or hazard.
- A Shelter should be initiated by public address over the intercom, but if that's not possible or available under the circumstances, a Shelter should be initiated by word of mouth, phone, and/or through other forms of technology used by the school. The public address for a Shelter is: **"Shelter for [describe threat/hazard]! [Describe safety strategy]."** This is repeated **twice** each time the public address is performed.
 - For example: "Shelter for Earthquake! Drop, Cover, and Hold. Shelter for Earthquake! Drop, Cover, and Hold."

Safety Strategies: Safety strategies may include:

- Evacuate to Shelter area;
- Seal the room;
- Drop, cover, and hold; or
- Get to high ground.

Student and Employee Responsibilities after a Shelter is Initiated: The school should collaborate with local responders, the National Weather Service, and other local, regional, and state resources to develop specific actions to implement in response to threat or hazard that necessitates a Shelter action.

- Designated staff should call 911 to report the emergency and inform them of the Shelter, if warranted.
- Students and staff should follow all response directives, including what safety strategies/protective posture or actions they should take in response to the threat or hazard.
- Students and staff should follow all school procedures that the school has developed for foreseeable hazards and threats that the school could face.
 - The procedures should include specific provisions for those individuals with access and functional needs.
- In case of a hazmat situation outside, students and staff should:
 - Close their windows;
 - Shut down their heating and air conditioning units; and
 - Seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air.
 - If possible, students and staff should move to a location inside the building with minimal windows and doors.
- In the case of a drop, cover, and hold event while **inside**, students and staff should:
 - Drop to the floor;
 - Cover by getting under a sturdy table, desk or another piece of furniture
 - If there is no suitable furniture nearby, cover their face and head with their arms;
 - Hold on to the table or desk until directed to stop; and
 - Avoid standing in door frames to avoid potential injury from swinging doors.
- In the case of a drop, cover, and hold event while **outside**, students and staff should:



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- Move away from the building, trees, light poles, and power lines;
- Drop to the ground; and
- Cover their face and head with their arms.
- Following a drop, cover, and hold event, students and staff should evacuate the building until it is deemed safe to occupy.

Releasing a Shelter: A Shelter should be released by public address when the danger has passed. The public address should be given over the intercom, but if that's not possible or available under the circumstances, a Shelter should be released by word of mouth, phone, and/or through some forms of technology used by the school.

- The Executive Director (or their designee) or a classroom teacher should generally release a Shelter.
- An example of a release of a Shelter by public address is: **"Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."**

After Shelter:

- Where appropriate, the school's Executive Director or their designee should make a plan for communicating with parents after a Shelter is initiated. Depending on the situation, the message could be sent during the Shelter or after the Shelter has been released.
 - Refer to Appendix 6 for sample messaging.





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General Response to any Emergency

Attempt to define the type and extent of the crisis as soon as possible so that you can provide clear, accurate information to those who can assist you.

Call 911 immediately.

Provide the 911 dispatcher with clear, detailed information:

Who is in need of emergency attention?

What has happened?

Where did it happen?

Call the office and tell the office staff that an emergency exists and that 911 has been called.

If you are on the phone with the 911 dispatcher, send someone to the office or nearby classroom to notify a teacher who will notify the office of the emergency and that 911 has been called.

Seal off high-risk area(s).

Take charge of the area(s) until the incident is contained. (De-escalate and diffuse the situation if possible.)

Preserve evidence. Keep or have someone else keep detailed notes of incident.

Refer media to the Executive Director or designee.

Emergency Response Team will notify pertinent individuals to inform them of the situation.

Emergency Response Team Members (Short List)	
Names	Phone Numbers
Executive Director: Lisa Erwin	(801) 690-1714
Assistant Director(s): Stephanie Prieto Melissa Wood	(801) 391-2265 (801) 633-0789
Office Manager: Jana Adams	(801) 450-5090
School Safety and Security Director: Brandon Peterson	(801) 710-1994

This guide is intended to serve as a reference and does not replace common sense, sound judgement, and prudent actions in response to emergency situations.





Responsibilities for all Emergencies

EXECUTIVE DIRECTOR (OR DESIGNEE) RESPONSIBILITIES FOR ALL EMERGENCIES

- Verify information.
- Call 911, if necessary.
- Seal off high-risk area(s).
- Notify, as appropriate:
 - Board President
 - Students and staff (this includes, in the event of a school violence emergency, notifying students and staff who are off school grounds participating in a school-related activity at the time of the school violence emergency)
 - Parents
- Evacuate or take charge of the area(s) until the incident is contained.
- Preserve evidence. Keep detailed notes of incident.
- Convene Emergency Response Team to assist if necessary.
- Notify community agencies, if necessary (those not responding to the 911 call).
- Ensure that the school provides reasonably adequate educational services and supervision to students during an emergency, including an extended emergency situation.
- Ensure all funds expended in connection with the emergency will be documented as such, including funds expended for assessing *and* repairing damage; coordinate with the school's property and casualty insurer regarding the filing of any insurance claims and seeking reimbursement for losses and emergency expenditures.

TEACHERS RESPONSIBILITIES FOR ALL EMERGENCIES

- Verify information.
- Lock classroom doors where appropriate unless evacuation orders are issued.
- Warn students, if advised.
- Stay with students during an evacuation.
- Ensure that students are calm, quiet, and listening for directions.
- Take emergency clipboard with attendance sheet and green/red cards.
- Account for all students by taking roll.
- Refer media to Executive Director or designee.
- Keep detailed notes of incident.





Fire / Evacuation Procedures

In the event that a fire, smoke from a fire, or a gas odor has been detected:

Call 911.

Evacuate to primary or secondary meeting sites.

Executive Director or designee may move students and staff to a primary relocation center, if building is damaged or weather is inclement.

No one should re-enter the building until declared safe by fire safety personnel.

Director or designee notifies students and staff of termination of emergency and resumption of normal operations

STUDENTS

- Look at teacher and listen for instructions.
- Line up quickly according to classroom procedures.
- Voices off.
- Walk single file to assigned area.
- Stand in line facing the fence. (Students may sit, if directed by their teacher.)
- Listen for instructions.
- If not with class, go out nearest exit and report to nearest teacher.

TEACHERS

- Respond to the Fire Alarm, or Evacuation Instructions, with a command for all students to be silent.
- Instruct students to line up silently at the door.
- Lock door and leave open.
- Take emergency clipboard with roll sheet and green card/red card/med card.
- When possible, be the **last one** out of the room. If able and prudent, make sure the windows are shut, blinds are closed, and lights are off.
- Direct any volunteers and/or Aides to proceed to the South Playground and check in with Receptionist.
- Make sure students walk silently and quickly from the building; making sure all students are with you before exiting.
- Proceed to assigned destination.
- Make sure all students are accounted for by taking roll.
- Hold up applicable signs – Green = all students accounted for; Red = missing or extra students; Med = someone in class or group needs medical attention. If green/red/med cards are not available, a thumbs-up sign means green, and a thumbs-down sign means red, and a [insert description] means med.
- Have students stand quietly in line, facing the fence while waiting for further instructions. (Direct students to sit at your discretion.)

Remember, teachers should also be standing quietly to be able to listen for further instructions. If not with students at the time of the drill/evacuation, exit the building and proceed to designated meeting area.





Fire / Evacuation Responsibilities



Special Note:

If students are already outside the building, at recess for example, have students remain at the recess area and line up by class.

ADMINISTRATIVE ASSISTANT

- Gather the attendance rolls, student and staff rosters with contact information, volunteer sign in sheet, and student check out book.
- Proceed to the South Playground to account for staff and volunteers, or the grass area next to the Extended Care and Bible Explorers Building if using alternate meeting points.
- Attempt to resolve issues at your meeting point.
- After accounting for staff and volunteers, report all clear for your zone to Director via cell phone.

OFFICE MANAGER

- Call Mountain Alarm (801-395-8700), Password: 5101), to notify of the emergency or drill.
- Check the South end of the building, from the east faculty restrooms, K, 1st, K-3 Resource, the most south 2nd grade classroom, to the 1st-3rd grade bathrooms, to make sure everyone has evacuated the building. Then exit the west vestibule off the south wall in the cafeteria.
- After exiting the building report all clear for your zone to Director via cell phone.
- Attempt to resolve issues at your meeting point.
- Call the Alarm Company once the drill is complete.
- Record the evacuation event or drill in the emergency procedures log book.

K-3 DIRECTOR

- Check the North end of the building, from the office area to the 4th-6th restrooms, 3rd to 2nd grade classroom, Custodial office, to the north of the building, the back faculty restrooms, to the kitchen to make sure everyone has evacuated the building.
- Proceed to the North Playground, via the north door in the cafeteria, to account for students and staff, or the East grass area/parking lot if using alternate meeting points.
- Attempt to resolve issues at your meeting point.
- After accounting for staff and students, report all clear for your zone to Director via cell phone.

4-6 DIRECTOR

- Check the second floor, the 6th grade classrooms, 5th grade classrooms, and SPED
- Proceed outside to the front parking lot.
- Report all clear for your zone to Director via cell phone.
- Be available to assist via cell phone, or by moving to the designated meeting areas as needed.





Fire / Evacuation Responsibilities

CUSTODIAN

- Check the second floor, art, and music, and the catwalk to make sure everyone has evacuated the building.
- Proceed outside to the front parking lot.
- Report all clear for your zone to Director via cell phone.
- Be available to assist via cell phone, or by moving to the designated meeting areas as needed.

EXECUTIVE DIRECTOR (OR DESIGNEE)

- Engage the alarm by contacting Mountain Alarm (801-395-8700), Password: 5101), or by using the Public Address system, to begin notification.
- Check the gym, P.E. Office, staff lounge, workroom, breakout rooms, to the library, and the cafeteria to make sure everyone has evacuated the building.
- Proceed outside to the back parking lot.
- Receive reports from staff, resolve issues, work with outside agencies as needed.
- Once attendance has been verified outside, signal the “all clear” for return to the building.

SPECIALS TEACHERS AND PARA-EDUCATORS

- Exit the building with current class and remain with them until the regular classroom teacher arrives.
- Take roll.
- After classroom teacher rejoins their class, Specials teachers will be available to assist via cell phone, or by moving to the designated meeting areas as needed.

SPECIAL NOTE FOR CLASSROOM TEACHERS

- Bring class roster to Specials.
- If drills/evacuations occur while your students are at Specials, proceed outside and join your class.





Lockdown Procedures

General Guidelines

Lockdown

Dangerous person(s) or situation inside the building that may result in harm to persons on the school site.

Call 911

Inform dispatch that the school has gone into Lockdown and why.

Announce Lockdown over the intercom two times by using the following language:
“Lockdown! Locks, lights, out of sight.”

Lockdown

- All student and adults are to move swiftly into the nearest classroom or other area which can be secured. Keep students in classrooms, offices, library, etc., secure the area, and do not allow *anyone* in or out once door is locked and shut. All persons should stay in position until Law Enforcement has secured the building.
- *Secure the area* means:
 - Close and lock all doors and other access points (e.g., windows).
 - Cover all windows – inside and outside.
 - Turn off lights and computer monitors.
 - Direct students and other occupants to “safe zone” (the area that is out of sight of interior windows).
 - Remain quiet – do not respond to anyone at the door until law enforcement/ERT enters after the “All Clear”.
 - Keep students in the safe zone seated on the floor and away from windows and doors.
 - Take attendance and verify if any students are absent or missing. Annotate names of missing students, and extra students or adults that may be in your area. Hold this information to be reported upon release.
- If in less-secure areas:
 - **Cafeteria:** Students and staff should be moved to a secure area such as the Kitchen/Food Preparation Area (or Copy Room/Break Room). Cafeteria staff should stay in the area, and secure the area.
 - **Gymnasium:** Students and staff should be moved to a secure area such as P.E. teacher’s (Coach’s) office. P.E. teacher should stay in the area and secure the area.
 - **Restrooms:** Staff and students should move to a stall, lock it, and sit quietly on the toilet tank with feet on the seat as to be hidden from view beneath the stall.
 - **Corridor or Stairwell:** Students and staff should quickly seek the nearest secure area, usually a classroom. If all nearby areas are already secured, then find the nearest Restroom.

(Lockdown Continues)





Lockdown Procedures

General Guidelines

Lockdown

Dangerous person(s) or situation inside the that may result in harm to persons on the school site.

Lockdown (*Continued*)

- Classes/groups that are outside should move to an alternate meeting site away from the school and not enter the building.
- Law Enforcement and/or Emergency Response Team members will open each door and give the “All Clear”.
- Show a green card to the person who releases you if all students are accounted. Show a red card if there are any unaccounted students or adults. Show a med card if there is any student or adult who needs medical attention. Be prepared to inform authorities of any unaccounted students or adults.
- When safe, Emergency Response Team will work with staff to identify and locate any unaccounted students and adults.

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Secure Procedures General Guidelines

Secure (Lock-Out)

Potentially dangerous situation or reported danger outside the building or in the neighborhood: may be a safety precaution to protect persons inside the building.

Secure/Lock-Out

Announce the Secure over the intercom two times by using the following language: **“Secure! Get inside. Lock outside doors.”**

- Keep students supervised inside the building. *If outside (e.g., Recess or PE), students and staff immediately enter the building at nearest entrance.* Take attendance (Report any discrepancies to the ERT immediately, text ERT (or call office on phone and leave message) [Teachers should have group text to reach ERT], and then resume activities as appropriate in the gym or classroom unless you deem an immediate safety concern. The office manager or assignee then will call to verify or check SIS. (Ex. *Mrs. James’ class has Ella M. missing, she should be in resource.* ERT will call to verify. Or *Sarah R. is absent from Ms. Locke’s class.* ERT will check SIS to verify.)
- Designated staff lock all outside access points to the school, including all exterior doors, windows, and other access points.
- Cover all external windows (e.g., draw blinds or draperies). Windows in classroom doors should remain uncovered.
- Reassure and keep students calm. Take attendance (report any discrepancies to ERT immediately) and continue class and other school activities inside the building as usual unless you deem an immediate safety concern.
- Report any safety concern to the ERT immediately (text or call).
- ERT ensures all six (6) external doors are secure: Main entrance, NE entrance, S entrance, N Cafeteria, S Cafeteria, and 2nd floor to outside staircase. ERT will post a staff member to observe main doors. Certain teachers in proximal areas will also assist initially:
 - Front Secretary: South Entrance and check classrooms 107-113 for locked doors and for stray students. [Teacher in Rm 110 to do initial check of South Entrance door, and then secure own class.]
 - Asst. Dir. K-3: Main Front Entrance, check classrooms 129-132, Library – East doors, Mac Lab for locked doors, and 4-6 Restrooms for stray students.
 - Asst. Dir. 4-6: Cafeteria doors, North & South, then upstairs outer door, and then check upstairs classrooms 201-208 for locked doors and stray students.
 - Director: Northeast Entrance checks, then checks classrooms 121-128 first, and then Library – West doors, and then K-3 Restrooms for stray students. [Teacher in room 128 to do initial check of NE Entrance door, and then secure own class.]
 - Office Manager: remains in office to check phone and text messages for attendance, and monitor security cameras as needed.
 - “Stray Students” should be directed back to class immediately. A call into the classroom may be necessary to ensure arrival if not visually confirmed by ERT.
- Stay in position until law enforcement, administration, or Emergency Response Team releases the school from “Secure.”





Secure Procedures

General Guidelines

Secure (Lock-Out)

Potentially dangerous situation or reported danger outside the building or in the neighborhood: may be a safety precaution to protect persons inside the building.

Secure/Lock-Out (Continued)

- Emergency Response Team will release a Secure by announcing over the intercom at least the following: “The Secure is released. All clear. The Secure is Released. All Clear.” This signals a return to fully normal school functions.

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Secure Procedures Responsibilities

EXECUTIVE DIRECTOR (OR DESIGNEE)

- Verify information.
- Call 911, if necessary.
- Activate Emergency Response Team.
- Ensure that Secure procedures have been initiated.
- Notify, as appropriate:
 - Board President
 - Students and staff
 - Parents
- Preserve evidence. Keep detailed notes of incident.
- Notify community agencies, if necessary (those not responding to the 911 call).

EMERGENCY RESPONSE TEAM (ADMIN/OFFICE)

- Assist as needed and instructed.
- Ensure all exterior doors, windows, and other access points are closed and locked.
- Check for unsheltered students.
- When safe, assist with release of students in secure areas.

TEACHER

- Initiate Secure procedures in classroom.
- Warn students, if advised.
- Stay with students during Secure.
- Keep emergency clipboard with attendance sheet and green/red/med cards.
- Account for all students by taking roll.
- Keep detailed notes of incident for police.
- Refer media to Executive Director or designee.

➡ Release of Students

Emergency Response Team will release students from Secure, if class-by-class release is required

- **Director:** 6th grade, 4th-6th grade resource, PC lab, Art, Music, gym, cafeteria, library, workroom, staff lounge, library office, and PE office.
- **Assistant Director (or Designee):** 5th classrooms, 4th-6th restrooms, 4th classrooms, PC lab, 3rd classrooms, the two north 2nd grade classrooms, kitchen, cafeteria, janitors closet, and west faculty restrooms.
- **Office Manager:** faculty restrooms, K classrooms, 1st grade classrooms, K-3 resource classroom, the south 2nd grade classroom, and the 1st– 3rd grade restrooms.





If a bomb threat is made to the school over the phone, the person receiving the threat should adhere to the following procedures:

- Complete the Bomb Threat Checklist, while on the phone, obtaining as many details as possible.
- Note the number the call is coming from if you have a display phone, and note the exact time. (If no caller ID displays, after hanging up, immediately dial *57 to trace the call)
- Note the line on which the call was received.
- Call 911 and notify the Executive Director.
- Director and Law Enforcement will decide if evacuation should occur

Bomb Threat Checklist

If you receive a phone call that there is a bomb in the building, keep the person on the phone as long as possible and ask the caller the following:

- When is the bomb going to explode?
- Where is the bomb located?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?
- Did you (the caller) place the bomb?
- What is your name?
- What is the school address?

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Identify (if Possible)					
Age	Race	Sex of caller	Length of call		
Caller's Voice (circle appropriate descriptions)					
Calm	Laughing	Lisp	Angry	Crying	Rasp
Excite	Normal	Deep	Slow	Distinct	Ragged
Rapid	Slurred	Soft	Clear throat	Nasal	Accent
Loud	Stutter	Familiar	Disguised	Cracking voice	Deep breathing
If voice is familiar, who did it sound like?					
Background Sounds (circle all the apply)					
Street noises	House noises	Kitchen	Motor	Animal noises	Factory machinery
Voices	Office	Clear	Telephone system	Static	
Local	Long distance	Office machinery	Booth	Other	
Threat Language (circle all that apply)					
Foul	Incoherent	Irrational	Well spoken (educated)		
Taped	Message read by reader				





Evacuations

In the event the Executive Director decides to evacuate, follow building evacuation plan.

- All staff should, in the process of evacuating, look for unusual or suspicious noises or devices.
- DO NOT touch anything suspicious.
- Some devices are activated by radio wave frequencies: Do not use cellular phones, radios, or walkie-talkies.
- Stay away from the parking lot-go to designated areas. (At least 300 feet from site.)

Bomb threat in written form:

- DO NOT handle the note after discovering what it is.
- Protect the note for police by placing it into a plastic or paper bag or envelope.
- Call the Executive Director immediately.

E-mail Bomb Threat

- Leave on screen and do not touch.
- Call the Executive Director immediately.

Letter, Package Bomb, or Mailed Hazardous Substance

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words	Excessive postage
Odd noises	Handwritten messages	Oily stains / discoloration/odor
Special delivery	Poorly typed addresses	Restrictive messages
Incorrect titles	Lopsided or uneven envelope	Protruding wires of tinfoil
No return address	Excessive weight	Powder leaking
Rigid envelopes, bulky packages with odd noises	Titles, but no names	Excessive securing material (i.e., tape)





If any of the items listed above are identified on a package, do not open the package, secure the area around the item, and contact the Executive Director.

- Persons who touched the letter should wash their hands if powder or liquid is leaking.
- The person who identified the suspicious package should not “broadcast” the matter and cause panic, but contact the Executive Director giving as much detail about the situation as possible.

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Bomb Threat Responsibilities

If any of the items listed above are identified on a package, do not open the package, secure the area around the item, and contact the Executive Director.

EXECUTIVE DIRECTOR OR DESIGNEE

- Verify information.
- Call 911, if necessary.
- Account for all students/personnel.
- Activate Emergency Response Team, if necessary.
- Seal off high-risk area(s).
- Evacuate or take charge of the area(s) until the incident is contained.
- Preserve evidence. Keep detailed notes of incident.
- Notify, as appropriate:
 - Board President
 - Students and staff
 - Parents
- Notify community agencies, if necessary (those not responding to the 911 call).

OFFICE MANAGER

- Call emergency personnel, as instructed.
- If device is found, TURN OFF GAS.
- Assist as needed and instructed.

RECEPTIONIST

- Gather the attendance rolls, student and staff rosters with contact information, volunteer sign in sheet, and student check out book.
- Account for all staff members and volunteers, and report all clear to Executive Director.
- Provide emergency contact information to staff members as needed.
- Assist as needed and instructed.

TEACHER/SUPPORT PERSONNEL

- Evacuate students, and take attendance.
- Report attendance to Executive Director.
- Assist as needed and instructed.

If device is found, Office Manager will TURN OFF GAS.





Earthquake Procedures

During an Earthquake:

- Stay calm.
- Stay put. If you are indoors, stay there. If outdoors, stay there.
- Take cover.
 - If indoors, do a “drop, cover, and hold” 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 face and head with your arms. Make sure students are in “drop, cover, and hold” positions.
 - If outdoors, move away from the building, trees, light poles, and power lines. Drop to the ground and cover your face and head with your arms.
- Do not be surprised if the 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 areas. Take emergency clipboard with roll sheet and kit.
- Make sure everyone is alright. Account for all students.
- Do not move the seriously injured unless they are still in danger. Administer first aid if necessary.
- Wear sturdy shoes in areas near fallen obstacles and broken glass
- Check natural gas, water, and electrical lines for damage
- Do not use telephone, light switches, matches, candles, or other open flame
- Do not touch electrical power lines or broken electrical equipment.
- Be prepared for aftershocks.

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Severe Storm

Procedures and Responsibilities

Severe Storm

Severe wind, snow, rain, hail, thunderstorms, and flash floods are not uncommon in Utah. Tornadoes, although not common, do occur as well. Procedures for dealing with these threats are similar.

- **Be alert for weather warnings.** Monitor Emergency Alert Stations (EAS) or National Oceanic and Atmospheric Administration (NOAA) Weather Stations (National Weather Service, Weather Channel).
- Bring all students and staff inside the building. Move to safe areas. Review “drop, cover, and hold” procedures if tornadoes threaten.
- Close windows and blinds; avoid outside walls.
- Account for all students by taking roll.
- Be prepared to move quickly if flooding threatens. Take emergency clipboard with roll sheet and kit.
- Remain in safe areas until warning(s) expire or emergency personnel have issued “all clear” advisories.

Responsibilities

EXECUTIVE DIRECTOR

- Initiate GFA’s Inclement Weather Plan, as needed.

OFFICE MANAGER OR DESIGNEE

- Check weather report in the morning.
- Consult with the Executive Director as needed when weather advisories or alerts are issued and when changing conditions are observed.

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Serious Injury or Death

Procedures and Responsibilities

If an incident occurs at School:

Call 911.

If possible, have the caller utilize a cordless phone or a cell phone at the site of the affected individual(s).

Notify:

- Executive Director
- Emergency Response Team, if appropriate

- Isolate affected individual(s) if possible.
- Assess injuries and assist medical personnel, if needed.
- If able, designate staff person to accompany ill or injured person(s) to the hospital.
- Executive Director, and designee if needed, notifies parent(s) or guardian of affected student or emergency contact of affected staff member, and siblings (be age sensitive).
- Arrange for individual counseling, or establish a counseling center, as appropriate. (Assistance can be made available through the responding agency: Fire or Police Departments, or through the Red Cross (801) 625-0853, or (801) 409-0481.)
- Refer media to responding agency or the Executive Director.

Incident Outside of School Hours or Activities

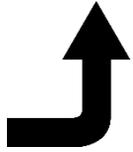
- Notify or Activate Emergency Response Team.
- Notify staff members before normal operating hours.
- Arrange for individual counseling, or establish a counseling center, as appropriate.
- Determine method of notifying students and parents, include counseling information.
- Refer media to responding agency or the Executive Director.

Responsibilities

EXECUTIVE DIRECTOR OR DESIGNEE

- Ensure that 911 has been called.
- Ensure parents/guardians/next of kin are contacted.
- Activate Emergency Response Team as needed.
- Follow up with students and staff receiving counseling.
- Designate staff person(s) to attend funeral(s) if any.
- Allow for changes in normal routines or test schedules to address situation.





Evacuation / Off-Site Relocation Procedures

Call 911, if necessary.

- **Executive Director or designee** determines whether or not to evacuate/relocate based on an assessment of imminent threat.
 - **Executive Director or designee** determines if students and staff should be evacuated outside of building or to relocation center(s).
 - **Executive Director or designee** notifies relocation center.
 - **Office Manager** arranges transportation.
-
- If able and prudent, close all windows and blinds, turn off lights, electrical equipment, water faucets, air conditioning, heating, and ventilation.
 - Students and staff follow fire/evacuation procedures. If situation dictates, follow alternate route out of the building.

TEACHERS

- Direct students to follow normal Fire/Evacuation procedures
- If able and prudent, close all windows and blinds, turn off lights, and electrical equipment.
- If evacuated to relocation center(s), stay with class and take roll again.

Relocation Center

Utah Military Academy (across the street)

Transportation

Situation Dependent

EMERGENCY ALERT SYSTEM

The office shall have access to a radio tuned to a local radio station for information regarding potential or impending emergencies. Utah radio stations participate in the Emergency Alert System (EAS). KSL-AM 1160 and KALL-AM 910 respectively serve as primary and secondary EAS stations in Utah.

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Points of Contact

Emergency 911

Riverdale Fire Department

Chief Matthew Hennessy, (801) 394-7481

Riverdale Police Department

After-Hours Dispatch (801) 395-8221

Chief Casey Warren, (801) 394-6616

Red Cross

(801) 627-0000

Emergencies/After-Hours (801) 409-0481

Mountain Alarm

Fire Alarm (801) 395-8700 option 1

Password - 5101

Additional Guidance

Utah Administrative Code Rule R277-400. School Facility Emergency and Safety

(<http://www.rules.utah.gov/publicat/code/r277/r277-400.htm>)





Media / Public Information Procedures

All staff must refer media inquiries to the Law Enforcement Public Information Office of the Executive Director.

- The school assumes responsibility for issuing public statements during an emergency.
- The **Executive Director** serves as the official spokesperson.
- The **Assistant Director** is a pre-assigned designee.
- The **Board President**, if available, may wish to serve as the official spokesperson.
- Alternate spokespersons may be assigned per the Executive Director, Assistant Director, or Board President.

During an emergency where media are relevant, the following procedures are to be followed:

- Coordinate with and assist on scene Law Enforcement or Fire Department in order to establish a communication center away from the school.
- In consultation with the on-scene Law Enforcement or Fire Department representatives, draft and provide updates to media. Only provide known facts. Do not guess, exaggerate, offer personal opinions, or promote rumors or sensationalism. Never say “No comment.” Do not argue with the media.
- Maintain a log of all telephone inquiries and conversations. Where possible, use a scripted response to inquiries. Use the Public Information below as a guide.

Public Information

- Emphasize the safety of students and staff.
- Briefly describe the school’s plan for responding to emergencies.
- Make certain all information released is factual.
- Respect privacy of affected persons and their families.
- Do not release names to the media.

Notification to GFA Families

- The Administrative staff shall share important and verified information as needed through a variety of formats, including:
 - Facebook, which will also release the information via text to those families who have signed up for notifications.
 - Email and/or phone call to parent email group via One Call.
 - Update on website and GFA phone message if situation warrants.





Media / Public Information Response Script

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

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

_____ has just experienced a(n) _____.

The (students and employees) (are being) or (have been) accounted for.

No further information is available at this time.

Emergency medical services (are here) (are on the way) (are not available to us).

Police (are here) (are on the way) (are not available to us).

Fire Department (and paramedics) (are here) (are on the way) (are not available to us).

_____ (are here) (are on the way) (are not available to us).

Communication center(s) for parents (is/are) being set up at: _____.

To answer questions about individual students: _____.

Communication center(s) for employees (is/are) being set up at: _____.

To answer questions about individual employees: _____.

Injuries have been reported at ____ and are being treated by (staff) _____ responders.

____ (#) reported injured.

Students (and staff) have been moved to a safe area and are with _____.

____ (#) students have been taken to _____ (local emergency room) for treatment of serious injury.

Parents of injured students should go to _____.

Names cannot be released until families have been notified.

Structural damage has been reported at _____.

Release restrictions No Yes

If Yes, what? _____.

Released to the public as Public Information Release Number _____

Date/Time _____





Media / Public Information General Concerns

Managing a crisis is a team effort. Do not try to do it alone. Contact your administrator for advice and assistance.

In major events, the school will convene the Emergency Response Team. The committee will assist in getting the building back to normal by providing leadership, instructional support, facilities, transportation, budget, safety, and security.

Anytime a serious event occurs at school, the Executive Director should consider a carefully worded form of communication to parents and the community. There are often legal implications or privacy issues to be considered. The Board President should be contacted and advised.

In severe events such as criminal conduct, homicide, suicide, natural death, war, etc., it may be necessary to engage in post-intervention or post-trauma stress debriefing. Responding Law Enforcement Agencies and Fire Departments may be able to assist with finding counseling services. The Red Cross has teams of specialists that can be assembled to respond to schools. These teams will help with emotional support for students and staff, make referrals for long-term counseling and help return your building to normal.

Update your Emergency Response Team list yearly.

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Essential Safety Equipment and Supplies Checklist

Obtain these items as soon as possible. Update, re-supply and maintain serviceability of equipment twice annually throughout the school year. Essential items are not limited to the list below, as additional items may become desired or necessary.

Emergency Packet for each classroom, including specials, containing:

- Emergency Preparedness and Response Plan
- Current class roster with special needs/allergies
- Laminated Red/Green/Med cards for communicating roll/accountability, or issues (Label with teacher's name, grade, and room number)
- Bleed Kit
- First Aid Kit
- Clipboard to hold items
- Pen
- Paper

Cell phones or Walkie-Talkies for the following individuals:

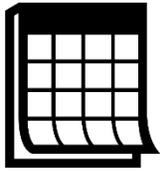
- Executive Director
- Assistant Director(s)
- Office Manager
- Second floor teacher
- Administrative Assistants

Supplies for Main Office include, but are not limited to

- Bleed Kit
- First Aid Kit
- Blood-borne Pathogen clean-up supplies
- Eye Wash station
- Cot
- Blanket

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Scheduling of Drills, Training, and Review of Plan

Drills

Notify Fire Department or Police Department prior to holding drills. Maintain accurate records of drills in the school office.

Fire and other emergency drills are to be held in accordance with Utah Code § 15A-5-202.5. Accordingly, the school will conduct a fire drill at least every two months, for a total of four fire drills during the nine-month school year. However, with respect to the drills:

- The first fire drill will be conducted within the first ten school days after the beginning of classes.
- The third fire drill, weather permitting, will be conducted 10 school days after the beginning of the next calendar year.
- The second and fourth fire drills may be substituted by a security or safety drill to include shelter in place, earthquake drill, or lockdown for violence.
- If inclement weather causes the school to miss the 10-day deadline for the third fire drill, the school will perform the third fire drill as soon as practicable after the missed deadline.
- Utah Code is the minimum required, at the discretion of the Executive Director on whether or not to hold additional drills.

Other weather emergency drills are to be held once annually.

Other emergency drills, including Threat of Violence drills, are to be held once annually.

Training

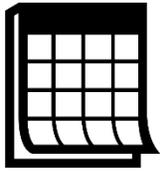
Whenever possible, schedule staff/teacher training prior to each school year. Be sure to cover all the following areas:

- The School Emergency Preparedness and Response Plan, including each staff member's and teacher's roles, responsibilities, and priorities under the Plan.
- First Aid
- Standard Response Protocol
- Rescue Techniques
- Safety measures appropriate for specific emergencies
- Other emergency skills

On an annual basis, the school must also provide students developmentally appropriate and age-appropriate training on the topics listed above.

Prior to April 30th, annually, the school will establish an Emergency Preparedness/Emergency Response week. This is a good time to cover the following topics for all staff and students:





Scheduling of Drills, Training, and Review of Plan

Training (continued)

- The School Emergency Preparedness and Response Plan
- Stranger Danger
- General Fire Safety

During the Emergency Preparedness/Emergency Response week, the school shall have activities that may include:

- Community, student, and teacher awareness
- Emergency preparedness or active threat response training
- Other activities as outlined in R277-400-7 and R277-400-8

The school will provide staff/teachers with resources and material regarding emergency training or inform them where such resources and material are available.

The school will maintain a record of the trainings provided to students and staff.

The school will invite the local Police Department and Fire Department to conduct building familiarization and on-site training during the summer break.

Invite Police Department and Fire Department to conduct building familiarization and on-site training during the summer break.

Review of Plan

The Emergency Response Team shall review this Emergency Preparedness and Response Plan at least once every three years. As part of the review, the Emergency Response Team shall make updates and revisions to the Plan as they deem necessary.

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Evacuation Meeting Points Outside

Primary Meeting Points

- Kindergarten exits classrooms directly onto playground.
- First and Second Grade will exit through the south playground door to the south playground. Proceed directly to back fence. Once at the fence, away from the building, all students should face away from the building. Teachers should report roll and quietly wait for instructions.
- Third through Sixth Grades exit the building and proceed to the fenced Soccer Field (See Map) and proceed directly to back fence. The first classes out of the building should line up at the middle of the back fence. The remaining classes will line up next to them.
- Once at the fence, away from the building, all students should face away from the building. Teachers should report roll and quietly wait for instructions.

Secondary Meeting Points

Utilize secondary meeting points when necessary. Exit the building by using the nearest useable exit. If you exit to the front of the building, line up on the east side of the building on the grass area out front (parking lot may need to be used as well.) If you exit to the rear of the building, line up in the grassy area next to the Extended Care/Next Generation (formerly Bible Explorers) building. At each location, take attendance and quietly wait for instructions.

Off-site Meeting Points (in severe situations)

Staff may take students across the street to the Utah Military Academy Parking lot and grass Area in the case of fire spreading or inaccessibility to the other areas.

Media Meeting Points

News reporting staff may meet on the east lawn area for coverage of any incident they are reporting on. Any news conferences will take place in the GFA library or on the East grass area if the library is not accessible.

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Parent / Student Reunification Plan

Reunification Site/Location

In the event of an emergency that requires evacuation, students will be brought to Utah Military Academy, across the street. If the event requires more distance from the school, students will be brought to Golden Spike Park, behind the school.

Emergency Contact Cards

Hard copies of Parent/Guardian contact information will be kept up-to date and in binders in the office. Teachers will keep a current class list with contact information with their emergency supplies.

Notification/Communication with Parents/Guardians

The school will activate a One-Call Now and email notifying the caregivers of pertinent information. For example, “The school has been evacuated. Students can be picked up at X location at X time. Please bring your identification.”

Release of Students

Students will be kept with their teacher in a safe location. For the safety of the students, adults will not be allowed access to the children directly. Parents will check-in with school personnel. After identification and authorization has been established, school personnel will retrieve the student and release them to the appropriate adult.

Parents will be asked to provide the school with a confidential code in the event someone is needed to pick up child not on the authorized list of contacts.

Key Personnel

Executive Director – Lisa Erwin

Assistant Directors – Stephanie Prieto and Melissa Wood

Office Manager – Jana Adams

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General Building Access

Access to Building

- With the exception of the main front door, all building access points will be locked during the school day.
- The Lobby door will be locked at all times. Students, employees, visitors, and others must be buzzed through or use an access key card.
- Access key cards are only given to employees at the direction of the Executive Director.

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Threat Assessment, Multi-Disciplinary Team and School Safety Specialist

The school shall implement an evidence-based threat assessment that provides a process for multi-disciplinary teams to determine the severity of a threat and what course of action to take. “Threat assessment” means a prevention strategy that involves identifying threats, determining the seriousness of the threat, and developing intervention plans that address the threat.

The school shall utilize a multi-disciplinary team to do such things as:

- Review school safety related data;
- Consult on case-specific interventions and disciplinary actions;
- Use threat assessment outcomes to inform the disciplinary process;
- Involve parents in the intervention process; and
- Suggest referrals to evidence-informed resources as appropriate.

The schools’ multi-disciplinary team shall include a school administrator and other individuals as determined by the school to meet the school’s needs (e.g., a law enforcement officer or SRO, mental health professional, teacher, etc.).

The school shall also designate a School Safety Specialist. The School Safety Specialist must be an employee of the school, must attend relevant school safety specialist training provided by the Utah State Board of Education, and must support school administration with implementing this Emergency Preparedness and Response Plan as well as school safety policies, initiatives (including the threat assessment mentioned above), training, and programs.

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Crisis Response

In order to be able to respond effectively to a school or community crisis, the school has developed a staff notification process as outlined in this Plan to inform staff of a crisis in a timely manner. The school shall also identify and keep record of:

- Crisis response professionals who may be able to assist the school in response to a crisis; and
- Resources and community partnerships for follow-up or intensive care after a crisis.

The school will notify parents whose students have threatened suicide in accordance with the school's Anti-Harassment and Anti-Bullying Policy.

The school's multi-disciplinary team (described above) may help identify interventions for students who may be highly impacted by a crisis.

If the school implements SafeUT (the crisis line established in Utah Code § 53B-17-1202), the school shall identify one or more SafeUT liaisons who:

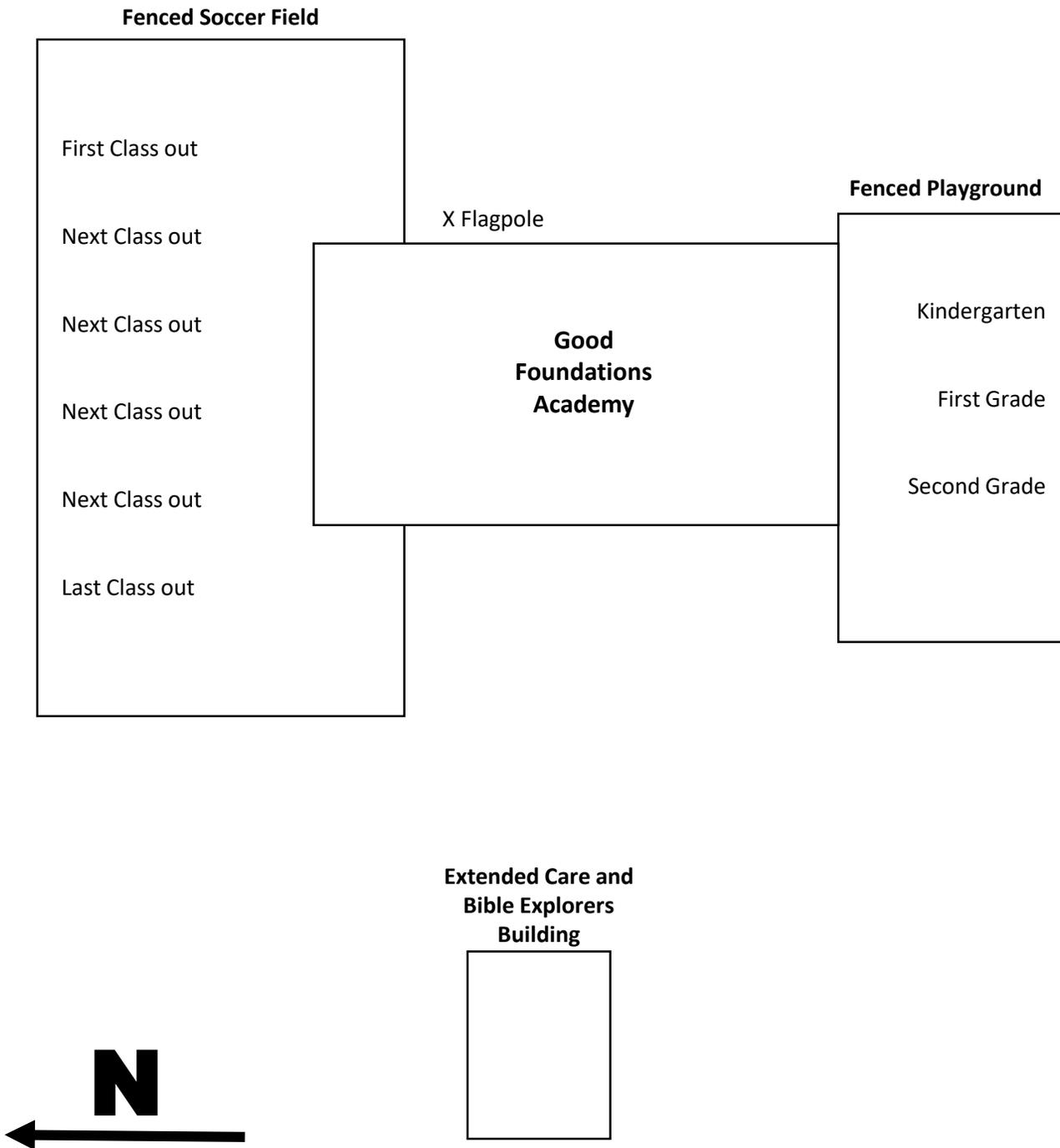
- Provide information from SafeUT to relevant stakeholders;
- Communicate with SafeUT concerning updates and feedback; and
- Attend an annual SafeUT training provided by the Utah State Board of Education.

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Good Foundations Academy

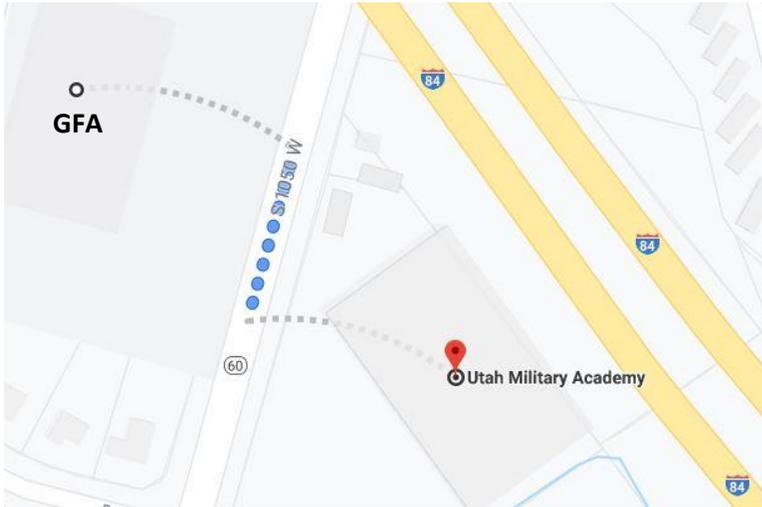
Appendix 1: Map of Primary Meeting Sites



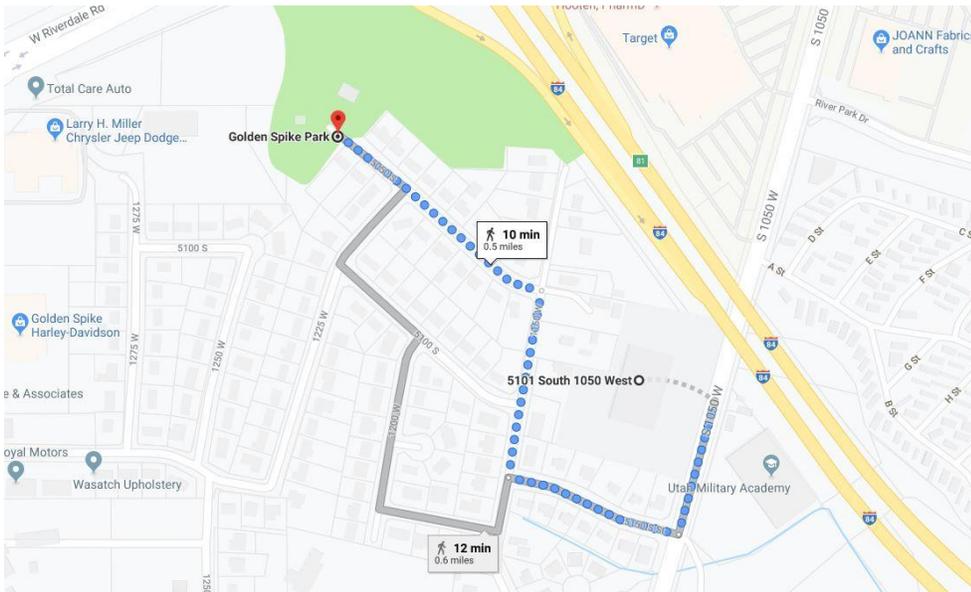
Good Foundations Academy

Appendix 2: Map of Alternate Meeting Sites

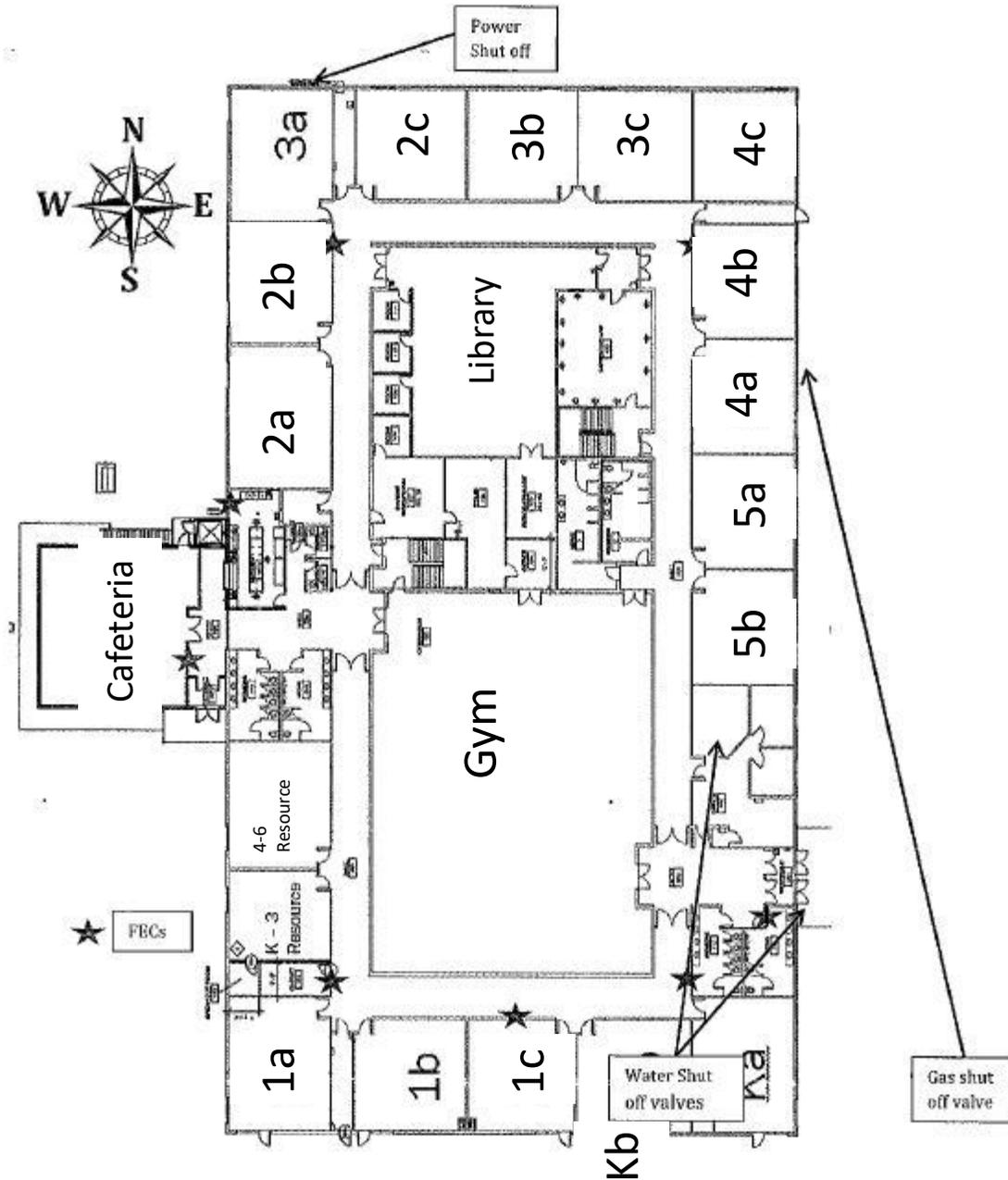
Utah Military Academy



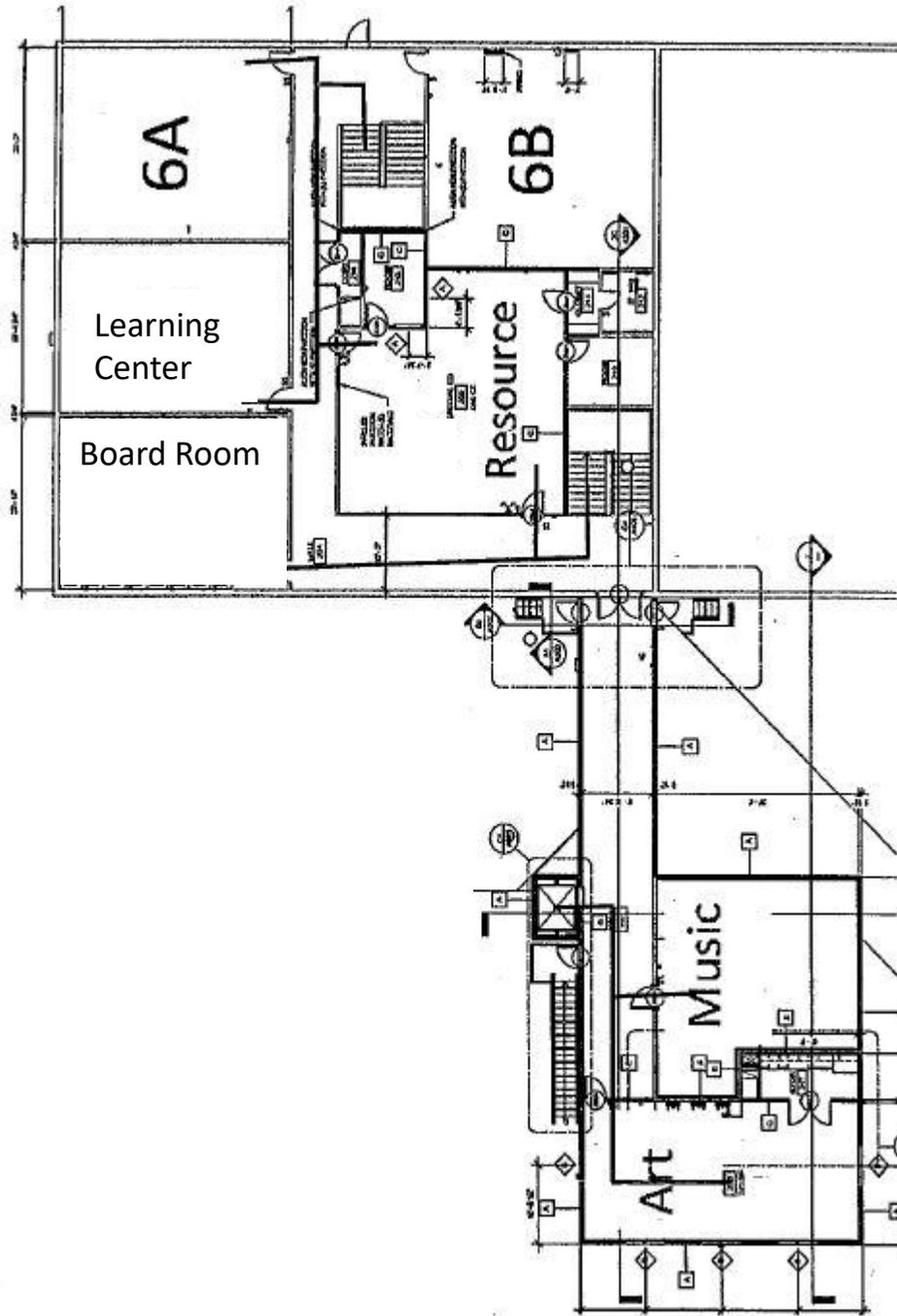
Golden Spike Park, Riverdale



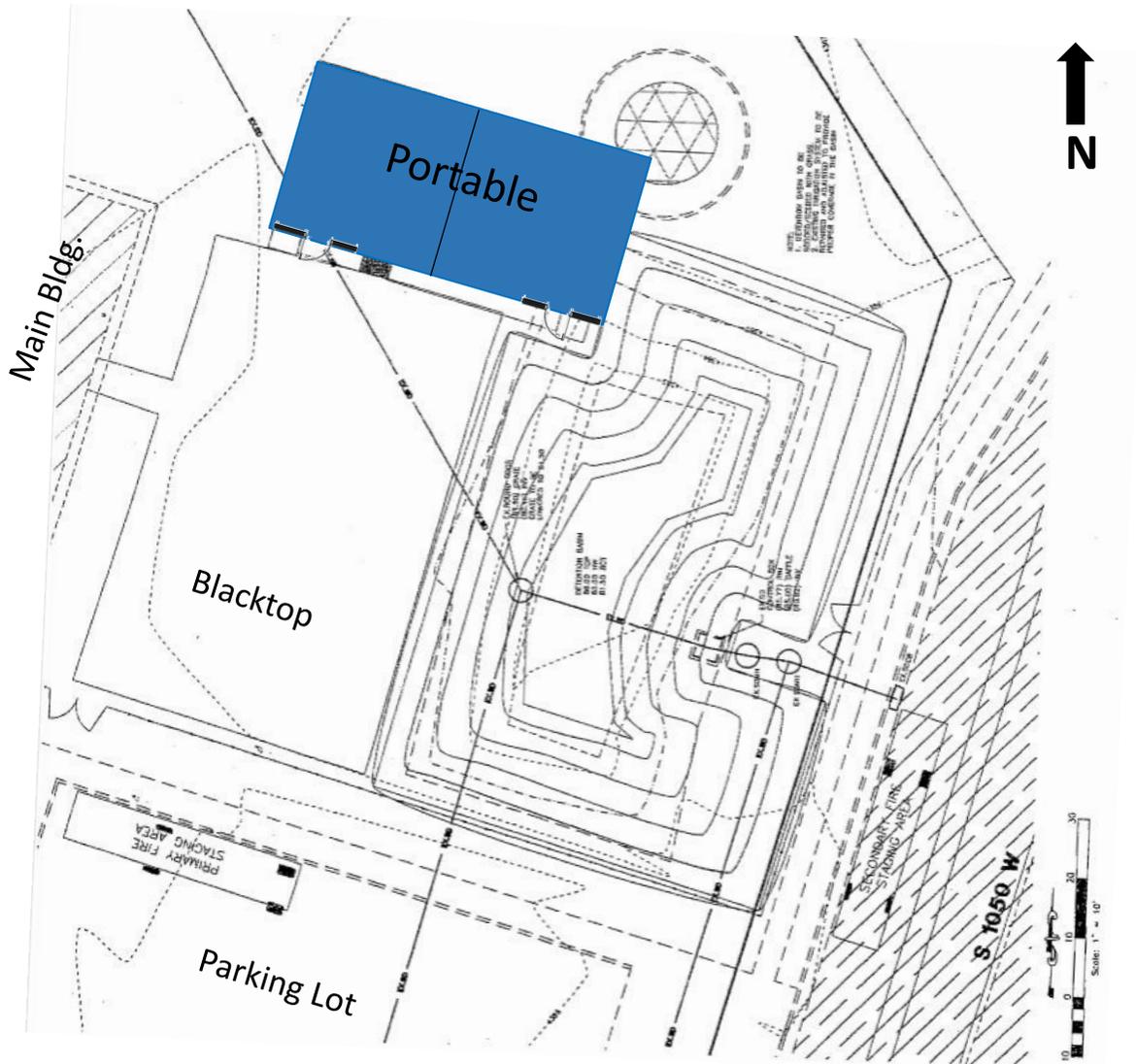
Appendix 3: Map of Downstairs GFA Classrooms—1st Floor



Appendix 4: Map of Upstairs GFA Classrooms—2nd Floor



Appendix 5: Map of GFA Classrooms—Portable Bldg. Annex (2 rooms)



Appendix 6: Sample Messaging for the HOLD! Standard Protocol Response Situation



HOLD! During the School Day

Subject: Safety Notification – HOLD! Currently Activated at Good Foundations Academy

Message:

Dear Parent or Guardian,

Good Foundations Academy has been placed in HOLD due to *[state the reason for HOLD]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes. The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

HOLD at End of Day

Dear Parent or Guardian,

Good Foundations Academy has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty.

Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved. Student dismissal may be delayed for a short time. Please be patient. The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Notification that a HOLD occurred during the day.

Dear Parent or Guardian,

Good Foundations Academy was placed in Hold today due to *[state the reason for the Hold]*. As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal. The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.



Appendix 6: Sample Messaging for the SECURE! Standard Protocol Response Situation



SECURE!

Subject: Safety Notification – SECURE Currently Activated at Good Foundations Academy

Message:

Dear Parent or Guardian,

Good Foundations Academy has been placed in SECURE due to *[state the activity occurring outside of the building]*. During the Secure Action, all doors are locked and no one can leave or enter the building. The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

SECURE at the end of day

Dear Parent or Guardian,

Good Foundations Academy has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]* Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient and stand by for further information.

Notification that school was in SECURE Protocol

Dear Parent or Guardian,

Today, Good Foundations Academy was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. All school operations have now returned to normal. We will continue to keep you informed about important concerns at our school.



Appendix 6: Sample Messaging for the LOCKDOWN! Standard Protocol Response Situation



LOCKDOWN!

Subject: Safety Notification – LOCKDOWN Currently Activated at Good Foundations Academy

Message:

Dear Parent or Guardian,

Good Foundations Academy is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

LOCKDOWN Lifted

Subject: Safety Notification – LOCKDOWN lifted at Good Foundations Academy

Message:

Dear Parent or Guardian,

Good Foundations Academy was placed in Lockdown today due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation. The safety and security of your child is our top priority.

LOCKDOWN occurred during the day

Dear Parent or Guardian,

Good Foundations Academy was placed in Lockdown today due to *[state the incident that occurred]*. School has returned to normal operations. The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.



Appendix 6: Sample Messaging for the EVACUATE! Standard Protocol Response Situation



EVACUATE!

Subject: Safety Notification – Good Foundations Academy has been Evacuated

Message:

Dear Parent or Guardian,

Good Foundations Academy was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Please stand by for further information.

EVACUATE with early Dismissal

Dear Parent or Guardian,

Good Foundations Academy was Evacuated due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*. The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

EVACUATE to off-site location

Dear Parent or Guardian,

Good Foundations Academy was Evacuated due to *[state reason for evacuation]*. The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.



Appendix 6: Sample Messaging for the SHELTER! Standard Protocol Response Situation



SHELTER!

Subject: Safety Notification – SHELTER Currently Activated at Good Foundations Academy

Message:

Dear Parent or Guardian,

Good Foundations Academy is currently Sheltering due to *[state reason for Shelter]*. The safety and security of your child is our top priority. We are actively monitoring the situation. Please standby for further information.

SHELTER Lifted

Subject: Safety Notification – SHELTER Lifted at Good Foundations Academy

Message:

Dear Parent or Guardian,

Good Foundations Academy used the Shelter Action due to *[state reason for Shelter]*. All school operations have now returned to normal. The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

