



Ogden Preparatory Academy

OPA Security and Crisis Management Plan



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Safety Procedures

- The front doors to the school will only have open access from 7:30-8:05 am. During all other times, the front doors will require the desk to “buzz” a person in. Faculty members have key access.
- All other doors will remain locked throughout the day.
- Teachers must keep current class lists along with parent phone numbers and have these readily available for an emergency.

Emergency Lockdown Procedures

A principal or administrative staff will activate the Emergency Lockdown Procedure when the safety and welfare of the students, faculty or staff are in danger from a threat that is outside of the building.

1. The administrator will announce “LOCKDOWN” three times over the intercom, and call 911.
2. Students, faculty or staff in any corridors or hallways should proceed to the nearest classroom or room and stay there until the procedure is complete.
3. The closest OPA employee will check the bathroom(s) for students.
4. Students on the playground will be directed into the gym.
5. Students will remain in the library. The librarian will secure the door.
6. All doors and windows should be closed, locked, and the lights turned off. Entrance glass door should be locked.
7. All window blinds should be drawn or closed.
8. If the fire alarm goes off do not evacuate the building unless directed by the principal.
9. A faculty should take a head count and obtain names of each individual in the room.
10. If an emergency exists, contact a member of the Administration.
11. Faculty should then wait for the “All Clear” sign or password before releasing anyone from the room.

Lock In Procedures

1. The administrator will announce “LOCK IN” over the intercom and will remind all teachers students that nobody will be allowed in or out of the building.
2. Students, faculty, and staff will proceed with class as normal.
3. Students on playground will be directed into the gym.
4. Teachers and students will limit the amount of time spent in the hallways to as little as possible.



Active Shooter Protocol

Quickly determine the most reasonable way to protect your own life. Remember that students are likely to follow the lead of teachers and staff during an active shooter situation.

1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind

- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape, if possible.
- Prevent individuals from entering an area where the active shooter may be.
- Keep your hands visible.
- Follow the instructions of any police officers.
- Do not attempt to move wounded people.
- Call 911 when you are safe.

2. Hide out

If evacuation is *not* possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement
- To prevent an active shooter from entering your hiding place:
- Lock the door
- Blockade the door with heavy furniture

HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions) • Hide behind large items (i.e., cabinets, desks)
- Remain quiet If evacuation and hiding out are not possible:
- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen



3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

How To Respond When Law Enforcement Arrives

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety
- How to react when law enforcement arrives:
 - Remain calm, and follow officers' instructions
 - Put down any items in your hands (i.e., bags, jackets) • Immediately raise hands and spread fingers
 - Keep hands visible at all times
 - Avoid making quick movements toward officers such as holding on to them for safety
 - Avoid pointing, screaming and/or yelling
 - Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises
- Information to provide to law enforcement or 911 operator:
 - Location of the active shooter
 - Number of shooters, if more than one
 - Physical description of shooter/s
 - Number and type of weapons held by the shooter/s
 - Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.



Fire Drill and Earthquake Procedures

When the Fire alarm sounds:

Teachers and Students:

1. All students will begin to exit the classroom with the teacher in the lead.
2. Teachers will take a list of students (physical or electronic).
3. Last student out the door will turn off the light and close the door.
4. Students will exit in silence and in a single file line.
5. Teachers and students will exit according to the evacuation plan posted in their classroom to the designated area. The designated area is the soccer fields in front (secondary) and back (elementary) of the school.
6. Students need to be assembled in a straight line and attendance immediately taken. Any absences need to be reported to the principal.
7. Students will wait until the teacher has received the All Clear signal and then the teacher will lead the students back into the building.

Office Staff, Teaching Assistants and Kitchen Staff:

1. The secretaries will exit with a complete copy of OPA students' phone numbers and home addresses.
2. The secretaries will turn off the lights and close the door to the school before exiting.
3. The secretaries will position themselves at the front door.
4. Teaching assistants will help teachers with the existing procedures outlined above.
5. Kitchen Staff will evacuate to the rear soccer field with Elementary students and staff.
6. Anyone in the office when the alarm sounds must take one of the walkie talkies for communication purposes. As a back-up to walkie talkies, members of the Administrative Team should use cell phones.

Earthquake Procedures Before Exiting

1. If an earthquake happens, all students and staff must keep calm and get under a desk and hold on until the shaking has stopped. Most injuries are caused by falling or flying debris.
2. Teachers and students who are outdoors must stay in the open; they must move away from buildings, utility poles, overhead wires, trees, and masonry walls.
3. As soon as the shaking has stopped, teachers and staff may check for injuries, then follow procedures outlined for a fire drill go into effect. They should not wait for an alarm to sound. Teachers will take a list of students (physical or electronic) and proceed to the designated area. Teachers will account for all students and report any absences to an administrative team member.



4. Teachers and students will remain outside until the building has been inspected and declared safe by the principal.

Death or Medical Condition Procedure

The cause of a possible death or injury and the circumstances surrounding the incident will affect your behavior during the event and during the post-trauma procedures. If the death or injury is the result of aggressive behavior by a student or intruder, protection of students and staff is key. As needed, provide all possible medical support.

Teacher or Supervising Adult:

1. Notify office or administration immediately.
2. Follow appropriate emergency procedures to ensure that the students are not unnecessarily exposed to trauma.
3. Rejoin students as soon as possible and offer reassurance.

Suicide Threat or Attempt Procedure

If a person makes verbal or physical gestures to inflict self-harm, a staff member should make every effort to protect students from witnessing a traumatic event. Call for assistance immediately and remain calm when speaking to the student involved.

Kidnapping Procedure

Prevention:

1. Do not release students to anyone other than designated parent or guardian as indicated in student files.
2. Do not accept substitutes for the designated parent or guardian without proof of prior approval from the parent/guardian and office staff.

Procedure:

If a kidnapping occurs:

1. Report kidnapping or attempted kidnapping to office immediately.
2. Note the person's appearance and any other information about him or her: voice, clothing, vehicle type, license plate number, etc.



Bomb Threat

All bomb threats must be treated as if there is a bomb in the school.

Written Threat:

1. Call 911 or the non-emergency number depending on the situation.
2. State your location on campus, and report the information noted from the threat immediately.
3. Stay on the phone until released by dispatcher.
4. Once discovered, do not touch or move the letter so it is not altered or destroyed.
5. Keep others from handling or going near it.

Telephone Threat:

1. Remain Calm
2. Do not hang up; keep the caller on the phone as long as possible, and listen carefully.
Obtain as much information as possible
3. Ask questions such as:
 - a. When is the bomb going to explode?
 - b. Where is the bomb right now?
 - c. What kind of bomb is it?
 - d. What does it look like?
 - e. What will cause it to explode?
 - f. Why did you place the bomb?
 - g. What's your name?
4. Take notes about the call, such as:
 - a. Identity: male, female, age range
 - b. Voice: loud, soft, high-pitched, deep, raspy, hoarse, nasal, pleasant
 - c. Background Noise: office, factory, street, traffic, trains, airplanes, animals, party, music
 - d. Speech: accented, deliberate, fast, slow, lisp, slang, taped/recorded, stuttered, slurred
 - e. Manner: calm, angry, rational, irrational, coherent, incoherent
 - f. Time of call
 - g. Exact words
 - h. Phone number (Caller ID)
 - i. Any other pertinent information
5. Call, or have someone else call 911
6. State your location and report the information noted from the threat
7. If you are unable to speak, dial 911 and leave the line open to allow the emergency officer to listen to the conversation



Bomb Procedure for Teachers and Staff:

1. Do not touch or approach the bomb or suspicious device
2. Notify the office immediately
3. Identify the area clearly so it can be barricaded
4. Get students out of the immediate area and wait for directions from the office
5. Follow the principal's instruction for the appropriate emergency procedure

Bomb Threat Recipient Procedure:

1. Remain Calm. Listen to clues about the bomb's location and follow the Telephone Threat Procedure
2. Make note of the person making the threat (gender, age, accent, speech)
3. Notify the principal immediately

Hazardous Material or Bodily Fluid Spill

Unless you are familiar with the material, risks, and specific clean-up procedures, DO NOT try to clean up the spill (i.e. blood, urine, feces, vomit). The first priority is student and staff safety, then the environment, then property. NO students should have any interaction with hazardous materials.

Teachers and Staff Procedure:

1. Notify the office immediately.
2. Do not attempt to clean up. The administrative staff is responsible for safe cleanup.
3. Secure the area if possible to limit further contaminations. Clear the room if necessary.

Child Abuse

Unfortunately, there's no one telltale sign that a child is being abused. Bruises, black eyes, and broken bones are certainly clues, but other signs are less obvious. Children who have been abused may behave differently. They may have nightmares or trouble sleeping. Their school performance may suddenly decline.

In addition they may:

- Have poor self-image
- Be unable to trust or love others
- Be aggressive or disruptive
- Display intense anger or rage
- Act out in the classroom
- Act out sexually
- Be self-destructive, self-abusive or suicidal
- Feel sad, passive, withdrawn or depressed



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- Have difficulty forming new relationships
- Avoid going home after school
- Show a fear of certain adults

Those who abuse children may show certain nonspecific signs as well. For example, adults who abuse children may avoid parents in the neighborhood, may not participate in school activities, and may be uncomfortable talking about their child's injuries or behavioral problems.

Teacher and Staff Procedure:

1. Be able to recognize the symptoms of abused children.
2. Obtain accurate information about a suspected child abuse case but do not solicit information from the child beyond what the child is volunteering.
3. REPORT NOW. Abuse is not a private family matter. Report any suspicious abuse to the principal immediately (within 24 hours).
4. A school employee who suspects an adult of child abuse is legally obligated to report immediately to DCFS or a law enforcement agency.
5. The principal will help you follow the appropriate steps for the child's safety and your legal responsibility.

Document History

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