

Myron B. Thompson  
Academy

Emergency Response  
and Action Plan

2022-2023

### Emergency Contact Information

Name	Phone Number
Emergency	911
Charter Commission Office	808-586-3775
Complex Area Superintendent (CAS) Linell Dilwith	808-784-6600
Local Police (non- emergency)	808-529-3111
Hawaii Emergency Management Agency	808-733-4300
ASK 2000	808-275-2000
Poison Control	800-222-1222

Myron B. Thompson Academy has a fundamental obligation to ensure the safety and welfare of its students and staff. To ensure safety to all students and staff and to help promote a positive school culture, Myron B. Thompson Academy's Emergency Response Plan has been created to outline the school's emergency response practices and is aligned to the HDOE Emergency Operations Plan released June 2019. The Presidential Policy Directive (PPD) 8, describes the nation's approach to preparedness. PPD defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

**Prevention:**

- The action schools take to prevent a threatened or actual incident from occurring. Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.

**Protection**

- Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard. For the purposes of this guide, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

**Response**

- Capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

**Recovery**

- The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment. Can begin during an incident and occur after an incident.

The MBTA Emergency Action Plan addresses a broad range of naturally occurring hazards, technological and human caused incidents, both accidental and intentional, that could adversely impact our staff, students and community. This plan may be implemented whenever emergency conditions exist which may require a need to:

- ❖ Prevent or respond to threats to the safety of students
- ❖ Prevent or respond to damage to significant damage to the department's facilities or equipment or threats to the safety of personnel.
- ❖ Prevent or restore disruptions to essential operations.
- ❖ Assist local governments during a threatened or actual emergency or disaster, as directed by the State Emergency Operations Center (SEOC) or required by statute or regulation.

*To ensure a safe and secure campus, all members of the faculty and staff should be thoroughly familiar with the MBTA Emergency Response Plan and actively prepare for and participate in related emergency practices and drills.*

### **Internal Alert of Department Leadership**

Any worksite that experiences an operational irregularity, emergency or developing situation that meets the following criteria should *notify the Charter Commission Office*. The Charter Commission Office should then evaluate the emergency or situation and make a decision as to whether to notify the State-level HIDOE via the Deputy Superintendent's office.

#### ***The following are examples of incidents that should be reported immediately:***

- Serious injury or death to a student, teacher, member of a school staff
- Significant disruption of essential functions or operations, including worksite evacuations
- Serious threats to the health and welfare of students, teachers, or staff.
- Potential or actual disruption to infrastructure, facilities or resources necessary for department operations. These include utility or IT system outages at facilities
- Any event, not captured above, that: poses a significant and imminent threat to public health and safety, property, or the environment or could result in the loss of public trust/confidence, degradation of credibility, and negative media coverage

***Note: Serious situations -- life threatening and imminent safety threats -- should be immediately reported. Call "911."***

### **Emergency Response Team/Crisis Team**

An emergency can occur at any time. When the magnitude and/or intensity of an emergency requires an organized team approach for response, the school's Emergency Response/Crisis Team shall be activated. The goal of this team is to assist in the command, control, and coordinate the efforts to stabilize the emergency and to protect life and property. The Emergency Response Team (ERT) shall consist of the following people:

**Principal**  
**Elementary and Secondary Administrators**  
**Student Services Coordinator (SSC)**  
**Front Office Clerk/Elementary Office Clerk**  
**Account Clerk**  
**Counselors (including College and Career)**  
**IT Specialist**  
**Curriculum Director**  
**Registrar**

### Command Center

The Command Center is a centralized gathering area for the school's Emergency Response Team members and emergency responders, such as police, fire and safety personnel, to meet in times of an emergency, and where decisions are made and responses are coordinated. The school's primary site for the Command Center is located in the Main Office (Room 220) and the alternate site is in Room 312. Command Center must have phone and network access.

### Roles and Responsibilities

School personnel who are assigned to the Emergency Response Team will follow the established chain of command and assume specific roles and responsibilities (defined in the Emergency Response Team Responsibilities in the References and Resources section) to ensure an orderly response to an emergency situation.

### **School Emergency Response Team Member Contact Information:**

<i><b>POSITION</b></i>	<i><b>EXT 230</b></i>	<i><b>ROOM</b></i>			
Principal, Diana Oshiro	8001	Main Office			
Secondary Administrator, Kim Uyeda-Young	8016	Main Office			
Elementary Administrator, Kurumi Ka'apana-Aki	8003	213			
College and Career Counselor, Jacey Waterhouse	8049	Main Office			
Secondary Counselor, Connie Nakasone	8024	Main Office			
Elementary Counselor, Derek Lau	8026	207			
Registrar, Chris Sumiye	8047	Main Office			
Student Services Coordinator, Noelle Tavares-Sumiye	8013	Main Office			
Account Clerk, Andrew Deutscher	8011	Main Office			
Front Office Clerk, Kris Leahy	8015	Main Office			
Elementary Office Clerk,	8035	213			

Angela Freitas or Courtney Doi					
IT Specialist, Phillipe Rigor	8087	Main office			
Curriculum Director, Sharon Abrigo	8017	Main Office			

Emergency Response Team Member	BUILDING	ROLE
Principal Diana Oshiro	ComCenter	Clear Buildings/ manage CC
Secondary Administrator, Kim Uyeda-young		Clears secondary classrooms
Elementary Administrator, Kurumi Ka'apana-Aki		Clears elementary classrooms
College and Career Counselor, Jacey Waterhouse		Clears main office
Secondary Counselor, Connie Nakasone		Helps with supervising secondary students
Elementary Counselor, Derek Lau		Helps with supervising elementary students
Registrar, Chris Sumiye		Helps direct emergency personnel to Command Center
Student Services Coordinator, Noelle Tavares-Sumiye		Help with students in room 301
Account Clerk, Andrew Deutscher		Sweep of second floor classrooms
Front Office Clerk, Kris Leahy		Sweep of the main office
IT Specialist, Phillipe Rigor		Sweep of the third floor classrooms
Curriculum Director, Sharon Abrigo		Help with supervision of students
<p><i>Office will initiate clearing of buildings:</i></p> <ul style="list-style-type: none"> <li>→ Assigned Emergency Response Team Member to check rooms and respond to prompt by office when clear.</li> <li>→ ERT will be called with assignments before evacuation starts, if there is an evacuation.</li> <li>→ Secondary administrator will get walkie talkies from main office (1 secondary administrator, 1 elementary administrator)</li> </ul> <p><b>Front Office Responsibilities/Roles</b>  Follow Instructions from Command Center  Answer and help manage phone calls</p>		

## **User Guide**

Myron B. Thompson Academy (MBTA) Emergency Response Plan serves as a GUIDE for faculty and staff to deal with a variety of incidents that disturb and disrupt school operations.

- ✓ A copy of this guide is in the staff handbook that is posted in Canvas. Hardcopies are in the main office and the elementary office.
- ✓ The MBTA Emergency Response Plan has been developed primarily for faculty and staff members to use and follows Federal and State guidelines for **preventing, preparing, responding, and recovering** from a variety of common school incidents.
- ✓ The format of the Plan was developed for quick and focused action. The order of responses does not indicate a sequence for responses or a level of importance.
- ✓ The Plan is not designed to provide “answers” to every imaginable emergency situation. Every situation needs to be assessed and responses should be tailored as necessary to ensure safety.
- ✓ **Changing needs and circumstances will necessitate periodic revisions to the Plan.** It is a dynamic document that should be reviewed at least annually with appropriate faculty, staff, students, and community input.
- ✓ A References/Resources section appears towards the back of the plan where critical information related to the Plan should be placed and referred to as needs arise.
- ✓ This information should be revised and presented to staff at the beginning of each year.
- ✓ This guide is intended to serve as a reference for educators, administrators, students, and staff and does not replace common sense, sound judgment, and prudent actions in response to emergency situations.

## **Schoolwide Emergency Communications Plan**

The Schoolwide Emergency Announcement at MBTA has been established to assist students, faculty and staff during an internal or external crisis, to plan and respond appropriately to different emergency situations.

The Schoolwide Emergency Announcement is activated after school officials have determined that a threat to the security and safety of the students, faculty and staff exists.

The notification may be made through a series of methods that will include the use of a school-wide text message or email blast via SwiftReach, or bullhorns. An audible announcement is made over the school-wide PA phone system or by use of bullhorns.

A wide range of people are involved to include, but not limited to, the school administration, clerical staff, counselors, and other school personnel.

**Criteria for activating an Schoolwide Emergency Announcement include:** Lockdown, civil defense, homeland security, tsunami, civil disobedience, earthquake, law enforcement activity, fire drills or exercise, or when deemed necessary by administration. **Note:** Outdoor areas do not have PA access.

**Emergency Alert Signals**

<b>All Clear</b>	One continuous air horn blast for ten seconds
<b>Active Shooter/Campus Threat</b>	<b>Primary:</b> Notification via telephone PA System announced three times <b>Bullhorn:</b> Outside areas such as breezeway, restrooms, gym, courtyard, Fuller Hall, Cafe Julia. <b>No broadcast ability for outdoor areas</b> <b>Back-Up:</b> Direct verbal notification
<b>Ballistic Missile Threat</b>	<b>Wailing Sirens broadcasted by State. School wide notification via PA phone system</b>
<b>Bomb Threat Evacuation</b>	<b>Primary:</b> Set of two short and one long burst from the air horn, continuous for three minutes. <b>Secondary:</b> Individual classroom notification by emergency response team member and/or YWCA custodial staff. <b>Back-Up:</b> Bullhorn notification.
<b>Classroom Emergency</b>	<b>Primary:</b> Use classroom telephone to call the main office. <b>Secondary:</b> Call administration using personal cell phone. <b>Back-Up:</b> A red card sent to the office
<b>Emergency Evacuation</b>	<b>Primary:</b> Notification via telephone PA System <b>Secondary:</b> Bullhorn notification. <b>Back-Up:</b> Direct verbal notification.
<b>Fire</b>	<b>YWCA Alarm System</b>
<b>Lockdown</b>	<b>Primary:</b> Notification via telephone PA System announced three times <b>Bullhorn:</b> Outside areas such as breezeway, gym, courtyard, Fuller Hall, Cafe Julia, restrooms <b>No broadcast ability for outdoor areas</b> <b>Back-Up:</b> Direct verbal notification
<b>Telephone Use</b>	For emergency use only.
<b>Portable Two-way Radio (Walkie)</b>	The Emergency Response Team shall use the two-way radios in every crisis, except in bomb threats.
<b>Tsunami</b>	<b>One long blast (siren) <a href="#"><u>Hawaii Tsunami Sirens</u></a></b>



## **Emergency information for families**

Emergencies are a stressful time, but parents and caregivers should be assured that school staff is prepared through regular and updated drills. Parents and caregivers can help by doing the following:

### ***Be prepared for an emergency by having a personal plan...***

- ✓ **Ensure that your child's emergency contact information is accurate and current.**
- ✓ Become familiar with the MBTA's emergency plan and parent/guardian reunification procedures in the event of a school evacuation.  
Take time to prepare with your children your family's emergency plan. The Federal Emergency Management Agency (FEMA) has valuable resources online here: <http://ready.gov/kids>.
- ★ **In case of a school emergency:** Although your first reaction would be to call or rush to your child's school, **please follow these tips** DO NOT call or rush to your child's school. Phone lines and staff are needed for emergency response efforts.
  - ☆ DO NOT phone your child. Staff and students are discouraged from using cell phone communication for safety reasons.
  - ☆ Tune in to local TV/Radio stations for official school news alerts.
  - ☆ Rely only on official communication from school or public safety officials.
  - ☆ Listen for official information regarding reunification with your child. Students will be released ONLY to parents/guardians who are documented as emergency contacts and who present a picture ID such as a driver's license, military ID or passport.
  - ☆ Check the Department of Education website and [Twitter feed](#) for emergency updates as well as personal email for email blasts from school.

## **Emergency Communication Tools**

### ***Communication Protocols Plans:***

#### ***Emergency Response Team/Crisis Team***

- Two-Way Radios (except for Bomb Threat)

#### ***Emergency Protocols Staff***

- Phone tree (updated)

#### ***Communication Protocols: Families/Community***

- School wide text/email blast from school administration
- School Website/CANVAS

## **Reporting an Emergency**

### ***CALLING 911 ASAP from ANYWHERE...***

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

### ***When Reporting an Emergency***

- Remain calm and speak slowly and clearly
- Be prepared to provide
  - ◆ Name
  - ◆ location of incident
  - ◆ Caller's location, if different from the scene of the emergency
  - ◆ Do not hang up until the Dispatcher says to do so

*Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations.*

### ***Calling 911 from a cell phone***







- 911 calls from cell phones may need to be transferred to another agency
  - ◆ Cell phone calls are often sent to a 911 answering point based on cell radio coverage.
- Cell coverage areas don't always match political boundaries
- Know your cell phone number /be prepared to give the dispatcher an exact address
- When calling 911, time is of the essence. Remain calm; speak slowly and clearly.
- The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

### ***Based on the level/type of emergency, the school administrator or other personnel should:***

- Assess the situation and issue emergency response action if appropriate with guidance from county/local emergency response
- Contact the Charter Commission Office to inform it of the emergency situation and communicate the type of support that is needed
- Contact the county to inform it of the emergency situation
- Incidents are handled at the lowest level possible.
  - ◆ When an incident has exhausted local resources or requires capability that does not exist at the local level, the state level emergency operations may be contacted. Therefore, the county warning point will contact the State Warning Point as necessary.

**Response Actions for Emergencies identifies at Schools Primary Emergency Response Actions**

Myron B. Thompson Academy will respond to emergencies by performing one of the actions below.

Action	Description of Action	Emergency Scenarios
<b>Drop, Cover &amp; Hold</b>	 <p>This action is taken to protect students and staff from flying or falling debris.</p>	<ul style="list-style-type: none"> <li>• Severe storm</li> <li>• Earthquake</li> </ul>
<b>Shelter in Place</b>	 <p>This action is taken to provide immediate shelter where you are within a facility or structure to provide protection. Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment and a need to re-gain command and control.</p>	<ul style="list-style-type: none"> <li>• Volcanic eruption of toxic gases</li> <li>• Biological/chemical weapon</li> <li>• Fire</li> <li>• Flooding</li> <li>• Environmental Hazard</li> <li>• Hurricane/tropical cyclone</li> </ul>
<b>Lock Down</b>	 <p>A school lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in the classroom or designated locations at all times.</p>	<ul style="list-style-type: none"> <li>• School Shooter</li> </ul>
<b>On-Campus Evacuation/ Assembly Location</b>	 <p>The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.</p>	<ul style="list-style-type: none"> <li>• Release of toxic substance inside the school</li> <li>• Building Fire</li> </ul>
<b>Off-Campus Evacuation/ Assembly Area</b>	 <p>This action is taken after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required. Sheltering is appropriate when conditions require that you seek protection in your home, place of employment or other location when disaster strikes. (Sheltering outside the hazard area could include staying with friends and relatives, or staying in an emergency evacuation shelter or post-impact shelter. Emergency evacuation shelters are shelters used prior to the on-set of and during the emergency and post-impact shelters are used after the emergency has passed.)</p>	<ul style="list-style-type: none"> <li>• Bomb threat?</li> <li>• Wildfire</li> <li>• Landslides</li> <li>• Tsunami?</li> </ul>
<b>All Clear</b>	 <p>This action is taken to notify school staff that normal school operations should resume.</p>	

## **Emergency Drills**

All schools conduct the following required drills:

1. **Earthquake:** The protocol is to drop, cover, and hold on until the shaking stops.
2. **Evacuation** (including fire): Certain emergencies may require students and staff to evacuate the school. Evacuations are conducted when it is no longer safe to remain on campus. In the event the emergency continues and students are not able to return to campus, parent or guardians reunification procedures will take place. Please familiarize yourself with your schools reunification procedures.
3. **Lock Down:** A lock down takes place if an internal or external threat is identified at the school. All school doors are locked and students are confined to classrooms. NO entry or exit from the school will be allowed until an “all clear announcement is made.
4. **Shelter in Place:** Students take refuge in designated areas to protect them from hazardous materials or severe weather. NO entry or exit from the school will be allowed until an “all clear announcement is made.
5. **Tsunami:** For schools in Tsunami zones. This is an evacuation drill to a pre-designated area away from the reach of tsunami waves.

## **Earthquakes**

Earthquakes are sudden rolling or shaking events caused by movement under the earth’s surface. Earthquakes happen along cracks in the earth’s surface, called fault lines, and can be felt over large areas. Earthquakes can happen at any time of the year. Aftershocks are smaller earthquakes that follow the main shock and can cause further damage. Aftershocks can occur in the first hours, days, weeks, or even months after the quake. Earthquakes may cause deaths and injuries and extensive property damage.

\*\*Most earthquake related injuries result from collapsing walls, flying glass, and falling objects. Earthquakes may trigger other incidents/hazards and/or responses:

### **Response During an Earthquake**

#### **If you are inside a building:**

- ★ Stay where you are until the shaking stops. Do not run outside or get in a doorway.
- ★ Stay away from glass windows, outside doors and walls, and anything that could fall such as light fixtures or furniture.
- ★ **Drop, Cover, and Hold-On**
  - 1- Drop to the ground, hands, and knees
  - 2- Cover your head and neck with your arms
  - 3- Hold-on to any sturdy covering. If no cover is available, low furniture or an interior wall or corner nearby may provide some cover.

#### **If you are outside:**

- ★ Move away from buildings, streetlights, and utility wires.
- ★ Stay in an open area.
- ★ Drop, Cover, and Hold-On.
- ★ Stay there until the shaking stops.

*If you are in low-lying coastal areas or a tsunami inundation zone: If located in these areas and the ground shakes so hard that it causes a person to fall, have difficulty standing, or requires one to hold on to something to keep from falling, assume that a local tsunami has been generated and could reach the shore within minutes.*

**Take immediate action, evacuate.**

### **Recovery (After) an Earthquake:**

When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas. **See Evacuation; Guidelines.**

- If you are trapped, do not move about or kick up dust.
- If you have a cell phone with you, use it to call or text for help
- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
- Be prepared to Drop, Cover, and Hold-On in the likely event of aftershocks.

### **Earthquake Guidelines**

Earthquake Exercise- **“THE GREAT HAWAII SHAKEOUT”** “The Great Hawaii Shakeout,” the State of Hawaii’s annual earthquake exercise, is an opportunity for people in homes, schools, and organizations to practice what to do during earthquakes and to improve preparedness. ShakeOut encourages schools, school districts, state education agencies, institutions of higher education, and community partners to learn what to do before, during, and after an earthquake and to practice “Drop, Cover, and Hold On.”

Third Thursday of October (<https://www.shakeout.org/hawaii/whyparticipate/>)

### **Evacuation Guidelines**

Certain emergencies may require students and staff to evacuate the school. Evacuations are conducted when it is no longer safe to remain on campus. In the event the emergency continues and students are not able to return to campus, parent or guardians reunification procedures will take place. **Please familiarize yourself with your schools reunification procedures.**

### **Fire Guidelines for Building Evacuations regarding Fire Incidents**

Warning/Notification Fire Alarm

### **Faculty/Staff Responsibilities:**

- Clear the students from the immediate area.
- Locate the nearest fire extinguisher if small enough to put out.
- Activate the fire alarm for all other fires, or notify the office if the alarm is not available.
- Evacuate upon hearing the fire alarm signal.
- Turn off all lights and close all classroom doors.
- Leave the area quickly but in an orderly manner, follow the Fire Evacuation Plan Map.

### **R.A.C.E. for Fire Safety**

Procedure will vary among facilities and establishments. Consult your safety department for further details.

#### **R=RESCUE**

Remove anyone in immediate danger from the fire, if it does not endanger your life

#### **A=ALARM**

Activate the nearest pull station. Call 911 or your local emergency number and give the location of the fire and fire type.

#### **C=CONTAIN**

Confine/contain the fire by closing all doors and windows.

#### **E=EXTINGUISH**

If the fire is small enough, extinguish fire with a fire extinguisher using the P.A.S.S. method.

**P**ull pin

**A**im extinguisher

**S**queeze lever/handle

**S**weep nozzle or hose side to side

- Proceed to your designated evacuation site according to the Fire Evacuation Plan Map, or follow the posted Fire Evacuation Plan Map if not in your regular classroom (i.e., library, computer lab, cafeteria).
- Listen carefully for instructions over the building's notification address system.
- Take attendance, record injuries and report all missing students on the Attendance/Injury report form.
- BE SURE TO WRITE LEGIBLY!!
- Supervise students. Keep them calm, quiet and under control.
- Wait for the ALL CLEAR signal before returning to class.
- Handicapped or disabled persons will have assistance from designated adults (EAs). Designated adults will be assigned to room 301 to help with students (SSC, counselor).

**Bring the following four items to your evacuation site:**

- Emergency/Crisis Backpack (contains Binder) and should contain the following items:
  - ◆ Attendance Rosters
  - ◆ Injury Report Forms
  - ◆ Pen or Pencil
  - ◆ Student Sign out sheet

**General Fire precautions**

- Crawl low under the smoke to breathe cleaner air if there is a fire.
- Test doors for heat before opening them by placing the back of your hand against the door so you do not burn your palm and fingers.
- Do not open a hot door but find another exit route.
- Keep “fire doors” closed to slow the spread of smoke and fire.
- Don't re-enter the building until directed by authorities.

**Fire Evacuation Post Crisis/Actions to Return to Normalcy (Administration)**

- Provide clear information to faculty and staff (address all concerns).
- Communicate with parents (phone calls, in person, letters, and/or meetings).
- Release a final statement to the press as appropriate. Remember to express appreciation to all parties who helped handle the situation.
- Plan for alternative faculty and staff accommodations as appropriate.
- Immediately conduct an investigation following the DOE investigative procedures and initiate a damage/injury survey.
- Process report forms.
- Contact HIOSH if there is more than \$25,000.00 in damages, employee death, and/or three or more employees hospitalized (8 hours after the incident).
- Provide psychological first aid for students, victims and/or suspects.
- Provide counseling and support (complex clinical psychologist, counselors, school social worker).
- Assess nature and severity.

- Refer and connect with appropriate resources (mental health, medical, social agencies) as necessary.
- Follow through with disciplinary actions as appropriate.
- Notify utility companies of any breaks in service.

### **Lock Down**

Students and staff remain in the school facilities when the threat is outside or within the school, or when moving throughout the school is unsafe. Window blinds are closed, all sit quietly in a locked room positioned away from windows and doors.

#### ***When to Lockdown:***

- Active Threat on campus
  - ◆ shooter, intruders
  - ◆ noncustodial guardian/parent
  - ◆ irate guardian/parent
- Large Scale Fight/Violence (i.e., cafeteria, gym, recess area, etc.).
- Neighborhood Domestic Violence Commercial Establishment Robbery, and other Criminal Activity that may spill onto School Campus (i.e., fleeing suspect/felon)
- Hostage/Barricaded Subject
- Sniper
- Suicide/Homicide Bomber
- Terrorism

### **Lock Down Guidelines**

**Warning and notification** Announcement via intercom system

The following guidelines provided may assist with developing lockdown procedures.

- **Administrator to CALL 9-1-1** (getting to safety first is priority)
- Broadcast lockdown warning (in plain language) from a safe location.
- Seek refuge in a room.
- If safe, hold the door open and direct as many students, staff, and visitors in as possible
- Close and lock the door. Reinforce door security by using belts, straps or door blocker/barricade devices (commercially procured)
- Lower or close any blinds
- Turn off lights and computer monitors
- **Barricade doors using desks, filing cabinets, and other heavy objects if it can be done quickly or possible**
- Have staff and students stay low and away from windows and doors. Look for the “Safe Corner” in a classroom or office.
  - Place students and staff at that location so that the intruder cannot see them looking in the door or windows. Within the Safe Corner, build a defensible space (“cocoon”) using desks, bookcases, textbooks and other solid objects if there is evidence that physical force is eminent.
- Find items (i.e., scissors, letter openers, sharp/hard objects, etc.) that can be used to defend **yourself and others**
- develop a plan to defend yourself if the perpetrator enters the room
- Keep calm and quiet



- Silence video/projector/speaker equipment, cell phones, and other personal electronic devices.
- Prohibit texting.
- If requested or if the situation warrants, report via classroom intercom, telephone, internet or cellular phone to law enforcement or administration indicating:
  - Room number;
  - your name
  - injured individuals (type of injury and severity)
  - names of individuals you have in your care.
- Any classes being held outside should move into the nearest classroom, lock all doors, and find a safe area.
- If teachers and students are in the bathrooms, they should attempt to lock the bathroom doors, move to a stall, lock it, and stand on the toilet. If unable to lock, they should move to the closest classroom immediately. (classrooms close to bathrooms that do not lock will look for students)
- Anyone in the hallway should move to the closest classroom immediately.
- Support staff should stay in the area they are in, secure the doors, and turn out the lights.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate.
- **Never open doors during a lockdown, even in the event of a fire alarm unless password is given: “BEESAFE”**
- For further directives, law enforcement officers and administrators should have keys to open doors or an announcement will be made over the intercom or other mass communication device.
- Remain in lockdown until ALL CLEAR

### **Triggers for Initiating a Lockdown Protocol**

- Orders from either the Police or Fire Departments or any other Emergency Services Department. If a threat is off campus we will shelter in place.
- Hostage situations
- Firearms or other dangerous weapons on campus
- Riots/campus disturbances
- Disorderly or unruly adults on campus
- Gunfire on campus
- Any other emergency situations deemed appropriate

**These procedures are in effect whenever there are students and/or staff on campus. This may be before, during or the immediate period after school.**

- Gather all students that are within and directly outside of your classroom.
- During elementary physical education classes, students, campus visitors and staff shall enter the nearest room or building.
- Assist all handicapped and disabled persons into the room. Get other students, aids/teachers to assist



- Secure all windows and doors.
- Keep everyone low and away from windows.
- Turn off all other equipment and lights
- Take attendance using the Attendance/Injury Report form.
- Wait for further instructions.
- Do not open the classroom door for anyone without password: “BEESAFE”
- Be prepared to evacuate if the Emergency Evacuation Plan is implemented.
- Be aware that you and those under your control may be moved to another location that’s NOT consistent with the Emergency Evacuation Plan.
- Keep the phone lines clear - all phones are for emergency use only. Do not allow students to use the school phones.

### ***Emergency Drill—Lockdown Checklist***

- A written plan exists and occupants are trained on the emergency drill
- The plan is reviewed at least annually by the school safety committee
- Plain language is used to signal this drill i.e. Lockdown; an alternate manual signal is available—runners, telephone broadcast
- Occupants are locked-down within 5 minutes of the notification
- All occupants are accounted for (attendance taken)
- All doors and windows are locked and all rooms are darkened
- Occupants are quiet and seated on the floor against the inner room walls and away from windows and doors so that they are not visible from the outside
- No one is allowed to enter or exit the room
- The lockdown site has resources drinking water, alternate toilet (bucket, trash bag)
- Visitors and guests to the facility are accommodated
- A chain of command for decision-making exists and understood by all
- An Emergency Response Team (ERT) can be quickly assembled
- A communication plan is developed to deal with information—Internal (intercom, telephone broadcast); External (parents and community, media), principal to determine the information that is shared internally and externally.
- Staff maintains positive control throughout the drill
- Students with special needs are included in the plans – i.e., disabled, non-English speakers
- There is a distinct “All Clear” signal for ending the exercise
- There is a plan to evacuate to an off-campus site upon command
- A meeting is held following the drill to debrief the drill for improvement purposes

### **Mass Evacuation:Off Campus Evacuation**

#### **Evacuation Assembly Area: Queen Emma Square, 1275 Queen Emma Street**

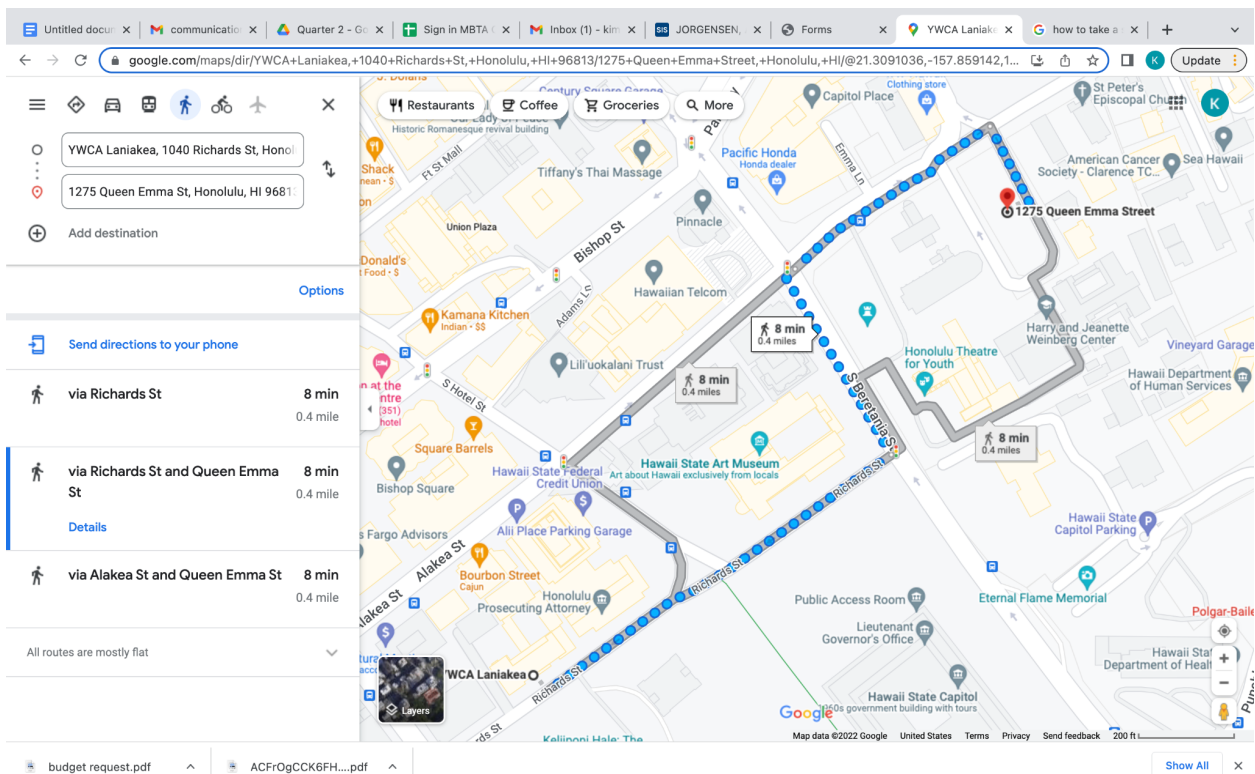
The decision to implement an Off-Campus Evacuation (OCE) shall rest with Administration. The Emergency response team/Crisis team will be assembled to receive their assignments. Following the decision to conduct the OCE, the campus will be placed into LOCKDOWN (follow LOCKDOWN procedures). Attendance will be taken during LOCKDOWN using the teachers’ attendance log.

★ Teachers are to bring the Emergency Backpack & Emergency Response Binders (Crisis Binders) with them to the Evacuation Assembly Area, which should always be in your Emergency Backpack.

Once attendance has been taken and all students, faculty and staff have been accounted for, the administrator will announce over the PA system, the order in which to EVACUATE. Once the order is given to evacuate, the administrator will announce over the PA system the following: “All classrooms must now evacuate the campus.”

All students must maintain either a single or double file line when walking from the classroom to the Evacuation Assembly Area; walk on the sidewalk up Richards Street (toward the mountain) heading towards St. Andrew’s Priory, and listen for commands from safety and school personnel at all traffic intersections. Please see the map below. Unless otherwise directed, movement across roadways shall only take place as directed by those who are in charge of traffic control.

**(See Campus Evacuation Routes)**



The teachers and/or staff will take attendance and complete Injury Report Form (if necessary) upon reaching the Evacuation Assembly Area, by listing the names of students who happened to end up missing or added to their group along the way.

### **Termination of Evacuation**

At the signal of the “All Clear” (long blast of Bullhorns), the return to campus will be in the reverse order of the evacuation route. All those who were the last to arrive at the Evacuation Assembly Area will be the first to leave. All students/staff from room 301 will return to the school grounds in the reverse order of their specific evacuation route. All students, faculty and staff must return to the classrooms where they were at the time of the Emergency Evacuation Drill. Teachers will take final attendance once everyone has returned to the classroom. An office staff member will collect the Injury Report Form (IRF) (if necessary). An announcement will be broadcast over the PA system which will signify the official termination of the Emergency Evacuation Drill.

### **Faculty/Staff Responsibilities**

- Take attendance following the announcement of the Lockdown using the Attendance/Injury Report Form
- When an evacuation order is given, you will be notified to exit the classroom and leave the campus by way of your designated Evacuation Route
- Bring Emergency Backpack with necessary supplies/medications, student rosters, emergency contact information, Emergency Response Action Plan/Crisis binder.
- Office Clerk to grab grade level signs for Evacuation Assembly Area.

### **Instruct students to:**

- Maintain either a single or double file line when walking from the classroom to the Emergency Evacuation Assembly Area.
- Walk on the sidewalk and head up Richards Street (toward the mountain). Listen for commands from safety and security personnel at all traffic intersections.
- Bring your emergency backpack containing the IRF and Emergency Response Plan as well as other necessities.
- While evacuating, lead your class out of the building, be alert of your surroundings, and watch for wayward students and vehicular traffic.
- Administrative staff /Emergency Response Team will provide assistance as needed.
- An Assembly Area Supervisor will assist each group to the Evacuation Assembly Area. They shall assist in directing the students and faculty to their assigned Evacuation Assembly Area.
- In a real life evacuation, if the decision is made to close the campus, the students will be released to parents/guardians at the Evacuation Assembly Area.

### **At Evacuation Assembly Area (groups students by grade level signs)**

- Take Attendance immediately upon reaching the Evacuation Assembly Area
- Inform an administrator if you are missing a student or if there are any injuries.
- Maintain order and discipline.

- Wait for the ALL CLEAR (air horn blast) signal before returning to the campus.
- If the decision is made to return to campus, the return to campus will be in the reverse order of arrival to the Evacuation Assembly Area.
- Attendance will be taken for the final time in the classroom.
- An office staff will collect the IRF for the teachers.
- If the decision is made to close the campus, the students will be released to parents/guardians at the Evacuation Assembly Area.



## **How to Assist those with Disabilities**

### **During an Evacuation**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. *Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.*

### **To alert visually-impaired individuals:**

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed
- To alert individuals with hearing limitations:
  - ◆ Turn lights on/off to gain a person's attention -OR-
  - ◆ Indicate directions with gestures -OR-
  - ◆ Write a note with evacuation directions
- ***To evacuate individuals using crutches, canes or walkers:***
  - ◆ Evacuate these individuals as injured persons
  - ◆ Assist and accompany to evacuation site, if possible -OR-
  - ◆ Use a sturdy chair (or one with wheels) to move person -OR-
  - ◆ Help carry individual to safety

### ***To evacuate individuals using wheelchairs***

- ◆ Give priority assistance to wheelchair users with electrical respirators
- ◆ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ◆ Reunite person with the wheelchair as soon as it is safe to do so



## ***Mass Evacuation Emergency Response Team: Roles & Responsibilities***

### ***Principal***

- ★ Shall take control of the Command Center.
- ★ Shall decide to close the school or return to campus.

- ★ Shall be the first to lead everyone back to the campus.
- ★ Shall be the authority as to when to signal the ALL CLEAR.

***Secondary Administrator***

- ★ Shall be one of the first to lead the evacuation along with the SSC.
- ★ Shall direct the SSC to establish the nine Assembly Areas at the Evacuation Site.  
(See Evacuation Assembly Area Site Map.)
- ★ Shall be responsible for the accounting of the students and faculty.
- ★ Shall take a bullhorn and an air horn to the Evacuation Site.
- ★ Will give the All Clear when given by Principal
- ★ Shall have the following items readily available:
  - Emergency Response Plan.
  - Shall be the last to leave the Evacuation Assembly Area.

***Elementary Administrator***

- ★ Shall oversee, direct and supervise the students and faculty assigned to Evacuation Assembly Areas and is responsible for collecting the IRFs from the classes located in Assembly Areas.

***Registrar***

- ★ Shall maintain and have readily available in times of crisis:
  - ★ Emergency Personnel Information
  - ★ Master Teacher Roster.
  - ★ Emergency Response Plan
  - ★ Telephone numbers for all school-related services (i.e., bus transportation, EMS, HPD, DAGS, etc.)
  - ★ Keeps log of all communication (including telephone calls).
  - ★ Notifies DAGS if the situation is warranted.

**SSC**

- ★ Establishes the First Aid Designated Area at the Evacuation Assembly Area.
- ★ Assists in the health needs of students and school personnel.
- ★ Takes First Aid Kit to the evacuation site, backpack to carry with basic first aid supplies

**Counselors**

- ★ The Counselors will direct the evacuating classes to the Evacuation Assembly Area and shall supervise them on the return route back to the campus.
- ★ Shall assist the Registrar and the SSC in accounting for all students at the Evacuation Assembly Area.

**Technology Coordinator and Technology**

- ★ The Technology Coordinators shall direct students and faculty to and from the Evacuation Assembly Area.

- ★ The Technology Coordinator shall report to the Command Center at the Evacuation Assembly Area and shall supervise the return route back to the campus.

### **Educational Assistants**

- ★ Responsible for ensuring the safety of students, faculty and all school personnel to and from the Evacuation Site and assisting classes in which they provide support

### **Shelter-in-Place**

Shelter students and staff indoors because it is safer inside the building or room than outside. When to Shelter-in-Place: Some situations that might require a shelter-in-place are:

- Act of Terrorism
- Explosions/Ballistic Missile Threat)
- Hazardous Material Incident ([Hawaii Hazmat PDF](#))
  - Biological Release. See Biological Release Guidelines.
  - Chemical Release. See Chemical Release Guidelines.
- Severe Weather
  - Flood.
  - Tornado and Waterspout
  - [Vocanic Ash Action Plan](#) / [Particulate Matter Action Plan](#)
  - Vog. (volcanic smog)
  - Wind

### ***Shelter-in-Place Hazardous Material vs Ballistic Missile Threat:***

- ➔ Two different emergency responses requiring different actions but both require sheltering in place

### **Shelter-in-Place Hazardous Material**

Hazardous Material incidents which require a shelter-in-place will require staff to take the necessary precautions but do not require evacuation to separate buildings unless directed to do so. Classroom instruction can continue after taking the necessary precautions.

### **Shelter-in-Place :Ballistic Missile Threat**

During a perceived Ballistic Missile Threat staff and students have roughly 13 minutes to get to the safest area on campus (concrete and glass free) (YWCA gym).

### **Shelter-in-Place Guidelines**

- Move person(s) from outside the building to inside immediately and remain indoors.
- Each teacher needs to take attendance
- Close exterior doors and windows.
- Turn off all ventilation, including furnaces, air conditioners, vents and fans.
- Doors and windows are locked tightly, large gaps (under doorways and windows) are sealed as much as possible to minimize air from entering the room (tape, wet cloth, plastic sheeting)

- Student/ are seated quietly away from windows and doors and are calm
- Have everyone remain sheltered until an “all clear” signal is given.
- Instruction continues till further notice

### **Shelter-in-Place Emergency Checklist**

- A written plan exist and occupants are trained on the emergency drill
- The plan is practiced at least annually
- The plan is reviewed at least annually by the school safety committee
- There is a plain language announcement for this drill; an alternate manual signal is available—runners, whistle, telephone broadcast
- People are sheltered-in-place within 5 minutes of the signal
- All occupants are accounted for (attendance taken)
- Occupants are seated quietly away from windows and doors and are calm
- Turn off all air conditioning; close air vents
- Doors and windows are locked tightly; large gaps (under doorways, windows) are sealed as much as possible to minimize air from entering the room (tape, wet cloth, plastic sheeting)

***Note: In the event of a chemical spill, one of the options is to seek shelter indoors. When doing so, every attempt possible is made to screen out the chemical fumes.***

- ❖ Close all windows and doors to the classroom.
- ❖ Place wet towels at areas where fumes may seep through doors.
- ❖ All windows shall be closed and locked, and the doors shall be secured with duct tape and/or with wet towels (if available).
- ❖ Shut off air-conditioners.
- ❖ If an emergency occurs during break or lunch, students and adults should proceed back to the classroom from which they came and follow the above procedures.
- ❖ Be prepared to follow the Emergency Evacuation procedures if the Principal or designee makes that decision to do so.
- ❖ The Principal or designee will make the decision to either re-enter the classrooms or close the school.

### **Guidelines to Various Hazards & Threats**

#### **Active Shooter/Threat**

Active shooter/threat incidents are rare and quick events many times taking less than 5-10 minutes. However, they are rarely spontaneous. Active shooter/threat events require planning to execute and are often the result of underlying grievances, problems or issues that are not addressed, combined with the shooter/threat’s perception of isolation and inability to find a resolution to the problem. In order to reduce the chances of an active shooter/threat incident, it is



critical that schools and facilities have lines of open communication, policies, and procedures to support individuals that are at risk.

Schools and work sites must develop and implement strong anti-bullying efforts; and implement measures that would promote a healthy school climate and working environment that would promote a trusting relationship between students and adults. Furthermore, to utilize threat assessment and behavioral intervention tools to help identify disturbing signals and determine when intervention is necessary to mitigate and prevent potential threats.

### **Guidelines for Response to Actual Active Shooter/Threat:**

The following actions should be followed once an actual active shooter/incident occurs:

- ***Immediately call 9-1-1 and notify the Charter Commission Office.***
- Provide police with specific and current information regarding the actual incident.
- Active Threat Response Systems:
  - ◆ Run, Hide, Fight
  - ◆ **ALICE:** A-Alert; L-Lockdown; I-Inform; C-Counter; E-Escape

First thing to do—**Assess:** Orient response action based upon level of contact with the threat and location:

### **CONTACT + LOCATION = RESPONSE**

#### **1) Contact:**

- 1) Direct Contact: No barriers between you and the attacker. Attacker is close enough to pose an immediate danger; and
- 2) Indirect Contact: Attacker on campus, or in building, but distance or barriers delay access to you.

#### **2) Deny/Hide/Lockdown:** Secure your location or area when you:

- 1) Have indirect contact with the threat;
- 2) can secure your location; and
- 3) exit leads to danger.

#### **3) Avoid/Escape/Evade/Run:** Avoid the threat when you:

- 1) Have direct contact with the attacker;
- 2) cannot secure your location; and
- 3) have a clear path of escape.

#### **4) Defend/Fight/Resist:** As a last resort, resist when:

- 1) You have direct contact with the attacker;
- 2) cannot evade or escape; and
- 3) fear for loss of life or serious injury.

#### **5) Alert/Inform/Tell:** As you are able, alert others (i.e., YWCA office staff, YWCA custodians, main office, school staff, etc.), and call 9-1-1.

- a) Follow “Lockdown Guidelines” if the decision is to declare emergency lockdown actions.
- b) Signal “all clear” after the police have declared the area safe.
- c) Treat the injured and inform parents or guardians on record.
- d) Coordinate with Principal in preparation for media inquiries and information dissemination.



### **Guidelines for Actual Active Shooter/Threat Incidents with Fire Alarm Activation:**

The following actions should be followed if an actual active shooter/threat incident occurs involves a fire alarm activation:

- ❖ Move students to the safest available space.
- ❖ Observe. Proceed to the next step if there are no indicators or danger outside of the classroom.
- ❖ Open the door and quickly scan for signs of danger.
- ❖ If there are no signs of danger:
  - Proceed with evacuation.
  - Remain situationally aware.
- ❖ If there are signs of danger:
  - Verify door is locked
  - Barricade door and vision panels.
  - Prepare to evade or resist

### **Prevention/Mitigation and Preparedness Guidelines:**

General requirements for prevention/mitigation and preparedness for active shooter/threat incidents include the following:

- Ensure applicable personnel (e.g., school administrators and other school employees) attend School Security/Administrator and Active Threat Response Professional Development (PD) organized by the Safety, Security, and Emergency Preparedness Branch (SSEPB).
- Work with faculty and staff on maintaining open communication and trusting relationships with students, families, and employees to detect signals, intervene appropriately, and resolve problems.
- Implement school and workplace policies prohibiting bullying and workplace violence.

***Additionally, it's vitally important that schools exercise focused situational awareness when supervising student transition periods to be mindful of strangers, unauthorized activities, and campus vulnerabilities.***

### **Preparing for an Active Shooter Situation**

#### ***Planning***

As with any threat or hazard that is included in a school's EAP, the planning team will establish goals, objectives, and courses of action for an annex. These plans will be impacted by the assessments conducted at the outset of the planning process and updated as ongoing assessments occur. As courses of action are developed, the planning team should consider a number of issues, including, but not limited to

- How to evacuate or lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, break room).

- Personnel involved in such planning should pay attention to disability-related accessibility concerns when advising on shelter sites and evacuation routes.
- How to evacuate when the primary evacuation route is unusable.
- How to select effective shelter-in-place locations (optimal locations have thick walls, solid doors with locks, minimal interior windows, first-aid emergency kits, communication devices and duress alarms).
- How the school community will be notified that there is an active shooter on school grounds. This could be done through the use of familiar terms, sounds, lights, and electronic communications such as text messages.
- Include in the courses of action how to communicate with those who have language barriers or need other accommodations, such as visual signals or alarms to advise deaf students, staff, and parents about what is occurring. School wide “reverse 911-style” text messages sent to predetermined group distribution lists can be very helpful in this regard.
- Additional considerations are included in the “Responding to an Active Shooter” and “After an Active Shooter Incident” sections.

### **Air Pollution Guidelines**

**Air pollution** occurs when gases, dust particles, fumes (smoke), or odor are introduced into the atmosphere in a way that makes it harmful to humans, animals, and plants. Air pollution can result from both human and natural actions.

Human activities that result in air pollution include:

- Emissions from industries and manufacturing activities
- Burning fossil fuels
- Household and farming chemicals
- Natural incidents that pollute the air include:
  - Wildfires
  - Volcanic eruptions
  - Wind erosion
  - Pollen dispersal
  - Evaporation of organic compounds
  - Natural radioactivity
- Vog is a volcanic eruption byproduct and refers to volcanic air pollution. It is the haze, seen in the air, caused by a combination of weather, wind conditions, and volcanic activity. Vog becomes thicker or lighter depending upon the amount of emissions from Kilauea volcano, the direction and amount of wind, and other weather conditions.

Air pollution may trigger other incidents/hazards and/or responses:

Evacuation. See Evacuation Guidelines.

Shelter-in-Place. See Shelter-in-Place Guidelines.

### **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate alert notifications as the incident unfolds.

Alert notification are based upon Hawaii DOH air quality advisory levels:

→ Good (Green)

→ Moderate (Yellow)

→ Unhealthy for sensitive groups (Orange)

→ Unhealthy (Red)

→ Very unhealthy (Purple)

→ Hazardous (Maroon)

**Prevention-Mitigation and Preparedness (Before) an Air Pollution:**

- Look around places where you spend time.
- Identify safe places, preferably air conditioned rooms, within the facility.
- Identify at-risk employees and/or students who has asthma and other respiratory problems.
- Know the area's air quality risk/forecast. Monitor current air conditions daily.
- Practice annual required drills/exercises.
- Evacuation
- Shelter-in-Place
- Response (During) an Air Pollution:
  - Assess the situation and determine the level of emergency, based upon indicators such as increase in the number of employees and/or students having difficulty breathing or suffering from asthma.
  - Move person(s) from outside the building to inside immediately and remain indoors.
  - Close exterior doors and windows.
  - Drink bottled water to avoid dehydration.
  - Evacuate, if advised to do so.
  - For vog incidents:
    - Shelter the identified at-risk employees and/or students and render care.
    - Avoid physical activities, especially outdoors, such as brisk walking or exercise.
    - Fans and/or air conditioners may be used, but keep vents closed and use recirculated air.
    - Damp cloth, or a paper, gauze surgical or non-toxic mask may be helpful. If breathing is difficult with a mask, do not use it.
    - Have prescribed medication available and administer if necessary.
    - Notify parents/guardians of the severely affected.
    - Seek medical assistance, dial 911 for Emergency Medical Services (EMS), if needed
- Recovery (After) an Air Pollution:
  - Listen to local officials for updates and instructions.
  - Monitor current air conditions daily.

## **Assault**

Assaults at schools and facilities result from a wide range of causes, and may involve DOE employees, students, or others. Schools and facilities can help reduce the risk of an assault by taking a proactive approach to preventing/mitigating and diffusing situations before an assault occurs. In response to an assault, schools and facilities must act quickly, and follow up with the fair and consistent application of *Chapter 19 Student Misconduct, Discipline, School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism*.

## **Prevention/Mitigation and Preparedness Guidelines**

General requirements for prevention/mitigation and preparedness for an assault include the following.

- All staff are required to view the school/workplace-violence safety video annually.
- Implement an open door policy where employees, and students can have grievances heard, and addressed.
- **Review and discuss with the staff the guidelines for:**
  - ❖ School's expectations for student behaviors, and Administrative follow-up for assault behaviors.
  - ❖ Review data from the safe school information system to identify areas and students of concern.
  - ❖ Consider staff, student, and community suggestions in developing school-level behavioral guidelines.
  - ❖ Provide proper supervision of all activities.
  - ❖ Any employee is allowed to call 911 when danger is imminent or assistance is needed to handle a physical altercation(s), however Administration must be informed of any 911 emergency calls made.
  - ❖ Train personnel to respond to assaults, such as:
    - Get help,
    - Avoid stepping between combatants during altercation
    - Issue verbal commands to stop.

## **Response Guidelines**

These guidelines should be followed when an assault has occurred.

- Assess the situation and determine the level of emergency.
- Call 911 to alert the police and Emergency Medical Services (EMS), if assistance is needed.
- Defuse tension. Separate the victim(s) and suspect(s) once order is restored.
- Provide first aid as needed.
- Clear the area of spectators. Implement campus lock down if needed.
- Seal off area for investigation.
- Activate the Emergency Response Team
- Notify the Charter Commission Office.
- Follow investigative and disciplinary procedures
  - ◆ If suspected assailant is a student: Investigate and discipline in accordance with Chapter 19, and Notify the parent/guardian

- ◆ If suspected assailant is an employee: Notify the police, Investigate, and inform the Charter Commission Office
- ◆ If the suspected assailant is someone other than a student or employee: Notify the police, investigate, and issue a trespass letter.
- ◆ If the victim is a student:
  - Investigate, and Notify the parents/guardian
- ◆ If the victim is an employee: Notify the police, Investigate, and Inform the Charter Commission Office and consult with the Office of Human Resources.
- ◆ If the victim is someone other than a student or employee: Notify the police, investigate, and inform the Charter Commission Office.

### **Recovery Guidelines**

These guidelines should be followed to restore the teaching/learning environment.

- Arrange for support and “psychological first aid.”
- Report and record employee injuries,
- Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
- Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- Submit the appropriate DOE reports for employee and student injuries.
- Disseminate information in accordance with the communication plan. See Guide for Developing Emergency Communication Plan.
- Evaluate the effectiveness of actions taken and revise plan accordingly.
- Evaluate the effectiveness of actions taken and recommend changes accordingly.

### **Ballistic Missile Threat Guidelines**

Procedures if emergency occurs before school, during breaks & after school

#### ***Warning Notification*** [\*Hawaii warning sirens\*](#)

*To provide proper guidelines in planning and executing Shelter-in-Place emergency response actions for a Ballistic Missile Threat. Shelter-in-Place is one of the four primary emergency response actions (ERA).*

Get all employees, students, and staff inside into safe areas of shelter. Safe areas are concrete facilities with no glass windows with closable doors and windows. MBTA has identified the YWCA gym as our SAFE AREA on campus.

#### ***When to Shelter-in-Place for Ballistic Missile Threat:***

Civil Defense siren—Wailing Air Raid siren.

### ***Shelter-in-Place Guidelines for Ballistic Missile Threat:***

#### ***Before an emergency:***

- Know safe areas/buildings for Shelter-in-Place for a ballistic missile threat.
- Know the procedures for sheltering in place during a ballistic missile threat.
- **Recognize the alert sound.** [Hawaii warning sirens](#)
- Have emergency kits in classrooms and offices.
- During the emergency (everyone):
  - ◆ Get inside
  - ◆ If you are indoors, stay indoors well away from windows.
  - ◆ If you are outdoors, seek immediate shelter in a building, preferably a concrete structure such as a commercial building or parking structure.
  - ◆ If you are driving, pull safely to the side of the road and lay low in the vehicle.
  - ◆ ***DO NOT look at the flash of light.***
  - ◆ Stay inside
  - ◆ Remain sheltered until you are told it is safe to leave or two weeks (14 days) have passed, whichever comes first.
    - You may be advised that it is safe to leave your shelter for short periods of time to locate food, water and medical care.
    - Electrical, water and other utilities may be severely disrupted or unavailable.
    - Following the detonation, sheltering from radioactive fallout for up to 14 days is critically important.
    - Public may need to briefly leave their shelters to locate essential supplies and equipment.
    - Emergency Management will assess residual radiation levels and advise when sheltering can be discontinued.

#### ***Stay tuned:***

- Listen to local AM-FM radio stations for official information.
- Cell phone, television, radio and internet services will be severely disrupted or unavailable.
- Small portable walkie-talkies may give you communication with nearby shelters.

#### **Detail information:**

Within 10-15 minutes of notification, students and staff should move toward the center of a concrete building away from windows. **(This is a footrace to get to SAFETY)**

- Gather all students within and immediately outside.
- Assist all handicapped and disabled persons. (Get other students, aides, or teachers to assist you.)
- If parents and/or other visitors show up at the school within 10-15 minutes of the notification, school personnel must offer them Shelter-in-Place protection.
- After impact, and only when/if feasible, apply plastic sheeting, wet cloths, and duct tape to cover doors and windows.

- Secure all windows and doors. If available in the classroom, use plastic sheeting, wet cloth and duct tape to seal doors, windows, cracks, etc. to minimize indoor air contamination.
  - ◆ Do not open door(s).
  - ◆ Turn off all other equipment.
  - ◆ Turn off fans and air conditioning.
  - ◆ Listen to the telephone intercom system.
  - ◆ Take emergency attendance.
  - ◆ Wait for further instructions.
  - ◆ Be aware and ready:
  - ◆ Be prepared to evacuate in accordance with the site/campus Off-Campus Evacuation Plan.
  - ◆ Be aware that you and those under your control may be moved to another location. Comply with proper authorities (i.e., emergency first responders, school administrators) directions.
  - ◆ Keep phone lines clear. Do not allow students to use phones. Phones are for emergency use only.

**Communication plan:**

- Use battery-powered radios during the emergency.
- State officials will advise when it is safe to end the Shelter-in-Place.
  - ◆ The Safety, Security, and Emergency Preparedness Branch (SSEPB) will work with HI-EMA in collecting the most accurate information; communication will be posted to the HIDOE website and social media accounts.
  - ◆ ***Charter Office is the lead in relaying all-clear to their schools.***
- Remain in shelter-in-place until an “All Clear” signal is given by proper authorities (i.e., school administrator).

**Biological Release Guidelines**

*Procedures if emergency occurs before school, during recess & after school*

***Prevention/Mitigation and Preparedness Guidelines***

Report all suspicious letters, packages, and activities to your supervisor.

General requirements for prevention/mitigation and preparedness for a suspected biological release, or the deliberate release of germs that can make you sick, include the following:

***Be aware that:***

- Common methods of transmittal of biological release are through inhalation,
- digestion, and through the pores of the skin;
- Some biological agents, such as smallpox, are contagious; while others, such as anthrax, are non-contagious; and
- A biological attack may or may not be immediately apparent.
- Be aware of the possible symptoms of exposure to a biological release including: watery eyes, twitching, choking, loss of coordination, or trouble with breathing.

***Be familiar with the DOE Bloodborne Pathogens Exposure Control Plan in the event the biological release involves blood and/or other potentially infectious materials (OPIM)***

- Conduct the shelter-in-place and off-campus emergency drills annually.
- Response Guidelines
- During a declared biological emergency:
- Listen to the emergency alert system, radio, or TV for information,
- Monitor students and staff for symptoms,
- Treat the ill and injured,
- Activate the Emergency Response Team
- Prepare to shelter-in-place, and
- Report any unusual or suspicious substance on the campus.
- If biological exposure may have occurred:
  - ◆ Isolate and treat the affected students and staff following instructions of the medical officials
  - ◆ Call 911 to alert the police, Emergency Medical Services (EMS) and fire department (HazMat), for assistance;
  - ◆ Secure the affected area(s) Implement shelter-in-place; inform the Charter Commission Office, Safety, Security, and Emergency Preparedness Branch; and DOE
  - ◆ Communications;
  - ◆ Listen for instructions from the first responders, and
  - ◆ Disseminate information in accordance with the communication plan

### ***Recovery Guidelines***

These guidelines should be followed to restore the teaching/learning environment.

- Arrange for support and psychological first aid.
- Release the area for clean-up, only after investigations by the Fire and Police departments have been completed.
- Notify the Safety, Security, and Emergency Preparedness Branch. Call the Facilities Maintenance Branch for clean-up assistance.
- Inform the Charter Commission Office on the readiness of the site to operate.
- Report and record employee injuries,
- Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
- Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries. submit the appropriate DOE reports for employee and student illness and injuries.

### ***Bomb Threat Guidelines***

*Procedures if emergency occurs before school, during breaks & after school*

### ***Prevention/Mitigation and Preparedness Guidelines***

General requirements for prevention/mitigation and preparedness for a bomb threat include the following.

- Implement procedure for visitors to sign-in and be easily identified (visitor badge) while on campus.



- Conduct daily inspections of facilities and be alert and report suspicious packages or devices.
- Be alert and report suspicious looking or unfamiliar persons.
- Place a Bomb Threat Card Checklist next to the office phones and review the procedures for handling bomb threat calls with office personnel.
- Practice the fire evacuation drill, as required.
- Conduct the off-campus evacuation drill annually.

### **Response Guidelines**

***These guidelines should be implemented upon receipt of a bomb threat.***

- If the threat is received by telephone:
- Attempt to detain the caller and use the Bomb Threat Checklist questions to obtain and record information,
- Immediately cease the use of all two-way radios, cellular phones, and other transmitting instruments, which may trigger bombs,
- Prepare to evacuate the buildings using the fire evacuation drill,
- Call 911 to alert the police, and
- Conduct a visual search for suspicious packages or devices.
- If a suspicious package or device is found:
  - ◆ Secure the area around the device; **DO NOT TOUCH OR MOVE THE DEVICE!**
  - ◆ Call 911 to alert the police,
  - ◆ Evacuate the buildings using the fire evacuation drill procedure.
  - ◆ Be prepared to implement the off-campus evacuation drill, if directed by the police or fire department.

### ***Activate the Emergency Response Team.***

- Disseminate information in accordance with the Emergency Communication Plan;
- Inform the Charter Commission Office; Safety, Security, and Emergency Preparedness Branch, and DOE Communications.
- Keep students in a safe area until the “all clear” signal to re-enter buildings is provided by the police.
- *Be prepared to close school and release students and employees. See Emergency Closing Guidelines*

### ***Recovery Guidelines***

***These guidelines should be followed to restore the teaching/learning environment.***

- Arrange for support and psychological first aid as needed.
- Disseminate information in accordance with the Emergency Communication Plan; share information on a need-to-know basis in order to prevent “copycat” bomb threats.
- Activate the Emergency Response Team.
- Assist the police with investigation.
- Prepare for continuing bomb threats.
- Evaluate the effectiveness of actions taken and revise plan accordingly.
- The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities

## **Chemical Release or Spill Guidelines**

*Procedures if emergency occurs before school, during recess & after school*

### **Prevention/Mitigation Guidelines**

General requirements for prevention/mitigation for the release or spill of a chemical include the following.

- Implement the DOE Hazard Communication Program requirements to comply with state laws, and DOE procedures.
- Know what courses/areas generate hazardous waste in the school (i.e., science room and office supplies).
- Develop a process for staff to report hazardous conditions, including the discovery of hazardous materials.
- Properly dispose of hazardous chemicals no longer needed or used. See most current DOE Memo related to Disposal of Hazardous Materials.

### **Preparedness Guidelines**

- General requirements for preparedness for the release or spill of a chemical include the following.
- Practice off-campus evacuation and shelter-in-place drills annually.
- Assemble an emergency supply kit; see Emergency Supply Kit Recommended Items.
- Be aware of signs of possible chemical threat such as watery eyes, stinging sensation on the skin, and difficulty breathing.
- Train and document training students who handle chemicals most often, such as students enrolled in science-lab courses.

### **Response Guidelines**

These guidelines should be followed in the event of a chemical release.

If a chemical is released indoors:

- Consult Safety Data Sheets (SDS) immediately for information on emergency and first aid procedures.
- Isolate exposed persons, treat as directed by SDS, and seek medical attention.
- Evacuate the affected building, shut down the air handling system (i.e., air conditioners, fans), and restrict access to the area.
- Determine the appropriate response procedure (shelter-in-place or off-campus evacuation).
- Call 911 to alert the fire department and Emergency Medical Services.
- Notify the Charter Commission Office; Safety, Security, and Emergency Preparedness Branch; and Environmental Services Section.
- Prepare to close school and release students at the direction of the Charter Commission Office.
- Disseminate information in accordance with the communication plan. See Guide for Developing Emergency Communication Plan.
- If a hazardous material or chemical is released outdoors:
  - ◆ Decide on the appropriate response, based on the location of the chemical release and the direction and speed of winds.
  - ◆ Determine the appropriate response procedure: off-campus evacuation or shelter-in-place.

### ***Recovery Guidelines***

These guidelines should be followed to restore the teaching/learning environment.

- Arrange for support and psychological first aid.
- Signal the “all clear” when directed by the police or fire department.
- Follow any special instructions given by emergency responders to avoid exposure to contaminants.
- Call the Department of Environmental Services Section for assistance (808-768-3486).
- Report and record employee injuries,
- Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
- Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- Submit the appropriate DOE reports for employee and student injuries.
- Evaluate the effectiveness of actions taken and revise plans accordingly.

### ***Drug & Alcohol***

Be familiar with signs of drug/alcohol use such as changes in behavior, glassy eyes, talkativeness, depression, erratic behavior, and change in personal hygiene. If you suspect a student may be under the influence, call the appropriate counselor for a “wellness check”

- **Avoid** physically handling the student, and wait with the student until help arrives.
- Take notes including any details about behaviors noticed and any other relevant information.
- **Assist** with the investigation process.
- **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

### ***Explosion Guidelines***

An explosion at a facility requires quick response in order to minimize, and possibly prevent additional damage and/or injuries from occurring. It is critical for schools and facilities to take steps to prevent/mitigate an explosive situation, but still be prepared with plans and procedures to rapidly respond to an explosion.

**General requirements for prevention/mitigation and preparedness for an explosion include the following.**

Develop a plan to provide for safe classrooms, laboratories, and facilities. Include the following provisions:

- Survey laboratories on a regular basis.
- Provide training opportunities on safety requirements in the curriculum areas.
- Instruct and supervise students on safe practices.
- Properly label, store, and dispose of materials.
- Purchase safe materials and protective equipment.
- Equipment:
  - ◆ Routinely inspect equipment to ensure it is in safe operating condition;

- ◆ Ensure the equipment is properly maintained;
- ◆ Repair the equipment as necessary; and
- ◆ Dispose of equipment that cannot be safely used and/or repaired.
- Take immediate corrective action to reduce or eliminate safety hazards and unsafe practices.
- Establish a procedure for visitors on campus.
- Establish a procedure for the control and inspection of packages and materials.
- Conduct shelter-in-place drills in response to an explosion.
- Provide all employees with access to appropriate Safety Data Sheet (SDS) records.
- Provide all employees with Hazardous Communication training as required.

***Response Guidelines These guidelines should be followed in the event of an explosion.***

- Activate signal to shelter-in-place; evacuate building only if necessary and upon instruction.
- Seek assistance to render aid to injured person(s).

**Family Reunification Procedures**

The Reunification Procedure should be implemented when students need to be reunified with and released to their parents or authorized persons during a school emergency. This may occur at the school or an off campus evacuation site.

A decision is made to release students from school by the administration after conferring with the Charter Commission Office. This decision shall be communicated to parents and the community along with other vital information such as the location and time of the release and release procedure mass email, text, and announcements on Canvas and school website.

The **Release Center** for “on campus” reunification is the front of the YWCA alongs Richards Street. Students will wait in the lobby of the YWCA. Staff with walkie talkies will call students out as parents drive up for student pick up. The **Release Center** for “off campus” reunification will be at the Queen Emma Square. Students will be separated by grade level. Staff with walkie talkies will call out students’ names as their parents arrive for pick up. Staff will be there to direct parents.

- ❖ A communication system utilizing cell phones, walkie-talkies and/or runners shall be available to communicate with key personnel and to expedite student release.
- ❖ Students shall remain with their assigned classes until summoned to the Release Center.
- ❖ Teachers keep track of students who are picked up using their attendance sheet.
- ❖ A traffic control plan should be established to expedite the movement of vehicles and people at or near the Release Center.

- ❖ Students should not be released on their own without the permission of an administrator or designees.
- ❖ At least 1 adult will remain with the students with special needs (elementary, non-verbal...). The adult will supervise these students until a parent arrives for pick up.

## **Quick Tips if there is a School Emergency**

Below are some quick tips to help families when there is an emergency at a school.

### **Stay calm and alert:**

In the event of a school emergency, please remain calm and know that school staff and Honolulu Police Department are working to keep your child safe. Please keep your phone close and follow the directions provided. Based on the situation, the Charter Office/HIDOE/school may alert you to visit their website, pay attention to social media: Facebook and Twitter, or tune in to local media outlets. Please know that the news will not always report accurate information.

### **Please do not come to the school:**

We understand your desire to go to the school and the need to see your child especially in a situation that feels scary. However, arriving at the scene before it is secure can interfere with the emergency response and puts you in danger. Past school emergencies have shown that one of the greatest challenges is how to manage the number of parents and concerned citizens rushing to the scene. By rushing to the school, parents can unintentionally create traffic jams that may block emergency responders from getting to the school or leaving if necessary to transport injured students or staff to emergency medical facilities. Families should not pick up their child unless given the direction to do so from the school administration.

### **Please do not call the school:**

We ask that families do not call the school. This allows phone lines to stay open for communication with emergency personnel and school officials. It also helps school staff to remain focused on the safety of their students. The school and Charter Office will ensure information is shared via our phone messaging system. If a student is injured, the families of those children will be notified directly.

### **If you child texts or calls you, please keep them calm:**

We know that during a school emergency many of our students will try to call or text their parent or guardian. If this occurs, we ask that you stay calm and reassuring. Encourage your student to follow the directions of school staff. To prevent confusion or added safety risks, ask them to turn off their cell phone and refrain from using social media.

### **Make sure your emergency contact information is accurate and updated:**

The school will send out mass emails/texts to families when there is an emergency situation at a school. Please make sure your emergency contact information is always up to date with the staff in the main office/teachers at your child's school. In the event of a serious emergency, all emergency contacts will be ccontacted. Please make sure the emergency contacts you have listed for your child are up to date.. Also, make sure that they know they are listed as an emergency contact.

### **Be prepared with photo ID:**

In the event of an evacuation, the school will follow a standard reunification plan to ensure all students are safely returned to their families. During a reunification, families and/or individuals listed as an authorized person to pick up your child should do the following:

- Bring a valid form of identification (ID).
- Follow signage and parking directions of the reunification location.
- Please follow staff instructions and be patient.
- Wait patiently as a staff member retrieves and escorts your student to you.
- Please note that only approved adults with valid photo identification will be allowed to pick up students from the evacuation location.

### **Flood Guidelines**

Flooding refers to water overflowing onto land that is normally dry. Floods can happen during heavy rains, when ocean waves come on shore (coastal flooding), when snow melts too fast, or when dams or levees break. They can occur quickly or over a long period and may last days, weeks, or longer. Flash floods are the most dangerous kind of floods, because they combine the destructive power of a flood with incredible speed and unpredictability. They can happen with little or no warning.

### **Flash floods may trigger other incidents/hazards and/or responses:**

#### ***Landslides & Debris Flow.***

- Evacuation. Evacuation Guidelines.
- Shelter-in-Place. Shelter-in-Place Guidelines.
- Alert Notifications:
- The County Civil Defense (CD) will issue appropriate alert notifications as the incident unfolds.
- Flash flood alert notification includes the following:
  - 1) Statements are issued to provide follow-up information.
  - 2) Advisories are issued for nuisance flooding that are occurring or imminent. Nuisance flooding are minor, recurrent flooding causing public inconveniences such as road closures, overwhelmed storm drains and compromised infrastructure.
  - 3) Warnings (“Take Action”) are issued for flooding that is occurring or will develop quickly. Action should be taken.
  - 4) Watches (“Be Aware”) are issued for heavy rains leading to flash flooding is possible. Watches may be issued up to 12 hours before flash flooding is expected.

### **Basic Safety Tips:**

- Turn Around, Don’t Drown!
- Avoid walking or driving through flood waters.
- Just 6 inches of moving water can knock you down, and 2 feet of water can sweep a vehicle away.
- If there is a chance of flash flooding, move immediately to higher ground.
- If floodwaters rise around vehicle but the water is not moving, abandon the vehicle

- and move to higher ground. Do not leave the vehicle and enter moving water.
- Avoid camping or parking along streams, rivers, and creeks during heavy rainfall.
  - These areas can flood quickly and with little warning.
  - A. Prevention-Mitigation and Preparedness (Before) a Flood:
    - 1) Know the area's flood risk.
      - a) Nearby waterways, streams, drainage channels, canyons
    - 2) Practice annual required drills/exercises.
      - a) Evacuation
      - b) Shelter-in-Place
  - B. Response (During) a Flood:
    - 1) If a flash flood watch has been issued:
      - a) Move all persons indoors or away from flood areas.
      - b) Bring in outdoor items and move important indoor items to the highest possible floor.
      - c) Disconnect electrical appliances.
      - d) If instructed, turn off gas and electricity at the main switch or valve. This helps to prevent fires and explosions.
    - 2) If a flash flood warning has been issued:
      - a) Move immediately to higher ground or stay on high ground.
      - b) Evacuate if advised to do so.

### **For schools:**

- Prepare to close school and release students in accordance with the Closing of School Procedures. See Emergency Closing Guidelines
- Prepare to detain students who live in or travel through affected areas.

### **Recovery (After) a Flood:**

- Return only when authorities say it is safe.
- Be aware of areas where flood waters have receded and watch out for debris.
- Do not attempt to drive through areas that are still flooded.
- Avoid standing water.
- Photograph damage to property.
- Take steps to avoid indoor air quality (IAQ) problems such as mold.

### **Field Trip Emergency**

#### ***Before Trip***

- Assess the field trip site to identify hazards.
- Have adequate and appropriate supervision to meet the needs of the activity.
- Review school bus safety rules with participants.
- Provide the participants with safety instructions for the field trip.
- Review and update students' medical records; have medical information available.
- Have a communication device (i.e., cell phone) available for emergency communication.
- Have an alternate transportation vehicle available if practical.



- Ensure that completed student field trip forms with medical insurance/student accident insurance information are submitted.
- Provide the office with a roster of students attending the field trip
- Have a First Aid Kit.

### ***During Trip***

- Treat the injured or ill.
- Call 911 for police, fire and/or emergency medical services if required
- Notify the school administration.
- Have a school adult accompany the student(s) if transported to the medical facility; inform the emergency contact person; record where students are transported to and who is transporting the students.
- Account for all students and adults.

### ***After Trip***

- Keep remaining people in a safe area; await further instructions
- Process and submit the necessary report forms.
- Assist with the investigation process.
- Evaluate the effectiveness of actions taken and recommend changes accordingly.

## **Medical Emergency Guidelines**

Prevention/Mitigation and Preparedness Guidelines General requirements for prevention/mitigation and preparedness for a medical emergency include the following.

- Conduct an annual school safety inspection to identify and correct all safety hazards.
- Establish classroom and playground rules and safety procedures.
- Provide proper supervision for students throughout all activities.
- Comply with applicable regulations regarding safe, healthy, and sanitary working conditions.
- Provide safety equipment in connection with employee official work duties.
- Provide safe workplaces for everyone.
- Review and analyze accidents to determine preventive steps to be taken.

Update regularly, emergency contact information and information for persons with special medical needs.

## ***Response Guidelines***

These guidelines should be followed when someone needs serious medical attention.

- Assess the seriousness of illness or injury.
- Summon help from the main office and treat the injured.
- Call 911 to alert the Emergency Medical Services (EMS) and police.
- Accompany the ill or injured to the medical facility; inform parents or emergency contact.
- Seal off the area, if it is identified as a possible “crime scene.”
- Inform the Charter Commission Office; Safety, Security, and Emergency Preparedness Branch (SSEP); and DOE Communications.



- Disseminate information in accordance with the communication plan; see Guidelines for Developing Emergency Communication Plan.

### **Allergic Reaction/ EPIPEN Procedure**

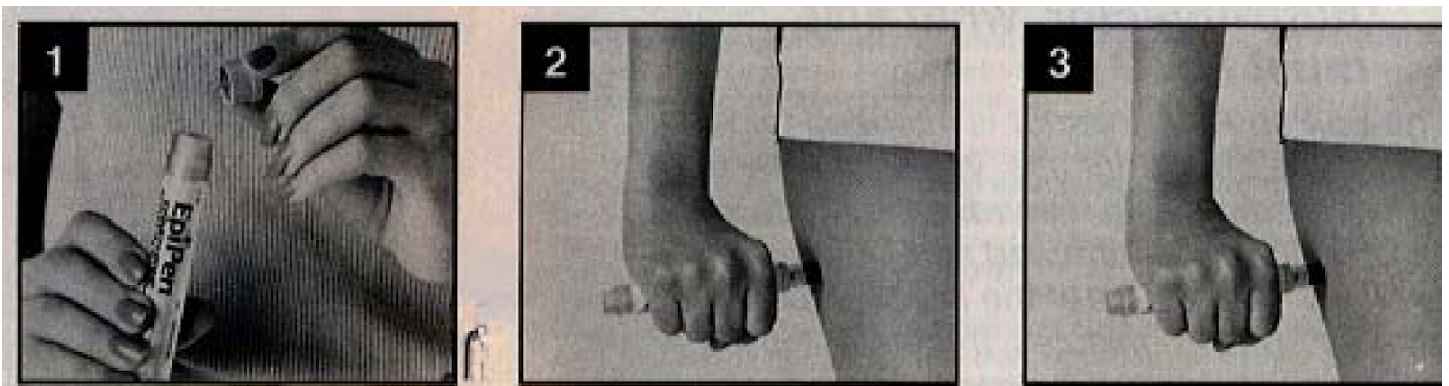
According to Superintendent Hamamoto's memo dated May 20, 2008, "There is a revised procedure for the disposal of the Epi-Pen after administration. The Epi-Pen is an emergency medication administered to students with asthma, anaphylaxis, or other potentially life threatening conditions. As necessary/required, students may also self-administer the Epi-Pen. If the Epi-Pen is administered, the needle **MUST NOT** be bent or recapped, and the Epi-Pen must be disposed of directly into the Sharps container. In the event that the Epi-Pen is administered outside of the health room where the Sharps container is kept, an empty Sharps container must be taken to the point of administration for direct disposal."

All faculty members are trained at the beginning of the school year on the use and administration of an Epi-Pen. For review of the training on how to use an Epi-Pen, please go to the following website:

<http://www.epipen.com/howtouse.aspx>

### **HOW TO USE EPI-PEN® AND EPI-PEN, JR.®**

1. Pull off the gray activations cap.
2. Hold black tip near the outer thigh (always apply to the thigh).
3. Swing and jab firmly into the outer thigh until the Auto-Injector mechanism functions. Hold in place and count to ten. The Epi-Pen® unit should then be removed and the Health Aide should be notified immediately so that proper disposal procedures are followed. (See instructions above.)
4. Massage the injection area for 10 seconds.



## **Pandemic Flu**

### ***Basic Facts About Pandemics:***

An influenza (flu) pandemic is a global disease outbreak. A pandemic occurs when a new flu virus appears that people have not been exposed to before. A pandemic flu spreads easily from person to person. It can cause serious illness and death because individuals do not have immunity to the new virus. Unlike the seasonal flu virus, which places the very young, the elderly, and those with health conditions at risk, healthy people may be at high risk for serious complications from a pandemic flu. Four flu pandemics have occurred during the last century.

- ★ The 1918 "Spanish Flu".
- ★ The 1957 "Asian Flu" and 1968 "Hong Kong Flu"
- ★ The 2019 Covid19 pandemic

### ***HIDOE Leadership***

In the event of a pandemic outbreak, the HIDOE shall take direction from the Governor, Department of Health, and the State and County civil defense agencies. The Superintendent of Education, or designee, shall provide leadership for the HIDOE's response to a pandemic and will be assisted by the department's State Emergency Response Team.

The State Emergency Response Team will be governed by the principles of the incident command system. The core team members of the State Emergency Response Team are the Superintendent, Deputy Superintendent, the HIDOE Civil Defense Coordinator, Safety and Security Services Section staff, and Communications Office. Other State Emergency Response Team (SERT) members may be added as needed.

### **Community Assistance from the HIDOE**

The HIDOE may be requested to assist the community in the following ways:

- ***Points-Of-Distribution For Medication***
  - ◆ School facilities used as sites to distribute medication to the community.
- Contingency Medical Facilities***
  - ◆ School facilities serve as temporary medical facilities.
- ***Mass Feeding Centers***
  - ◆ School facilities utilized as mass feeding centers for the community.
- ***Pandemic Exercises***
  - ◆ HIDOE employees participate in large-scale community pandemic response exercises.
- ***Essential Workers***
  - ◆ Designated HIDOE employees are declared as essential workers to assist the community and school in response exercises.
- ***Communication***
  - ◆ Communication (internal and external) is important to maintain before, throughout, and in the aftermath of a pandemic to keep employees and the community apprised of the department's conditions, services, and assistance. *The Principal will take the lead in this effort*

→ **Public Information**

- ◆ Work closely with the Department of Health and other state and federal agencies to ensure the sharing of new information.
- ◆ Provide regular updates as the flu unfolds (e.g. email) to key public health and education stakeholders.
- ◆ Assist various offices with communications sent home to parents or shared with employees to avoid misinformation or misuse of terms (e.g. Frequently Asked Questions, classroom instruction, public access TV for home teaching, employee compensation, work schedule changes, school usage as an alternative emergency site, school schedule changes, busing changes, etc.). Provide template letters if needed.

→ **Language**

- ◆ Send official news releases to ethnic media.
- ◆ Work with the Charter Office to ensure language, culture, and reading level appropriateness for communications sent to that audience.

## **Poisoning Guidelines**

The presence of chemicals on DOE schools and facilities present a poisoning risk to students, employees, and visitors alike. The appropriate response to a poisoning incident is governed by the Safety Data Sheet (SDS) for the specific chemical involved. It is critical that schools and facilities educate and train their employees about the proper storage, handling, usage, and disposal of hazardous chemicals present at their facility, in order to prevent/mitigate incidents or to properly respond to poisoning incidents.

### **Prevention/Mitigation and Preparedness Guidelines**

General requirements for prevention/mitigation and preparedness for suspected poisoning include the following.

- Review the Hazard Communication Program requirements.
- Conduct Hazard Communication training as required.
- Have Safety Data Sheets (SDS) current and readily available to employees.
- Review Safety Data Sheets (SDS) and chemical labels prior to using chemicals.
- Keep chemicals away from children.
- Dispose of chemicals that are not needed, or no longer used.

### **Response Guidelines**

These guidelines should be followed if poisoning is suspected.

- Refer to the Safety Data Sheets (SDS)/ Material Safety Data Sheets (MSDS) immediately for response actions.
- Isolate all exposed victims and treat as directed by SDS/MSDS.
- Call 911 to alert the police and Emergency Medical Services (EMS).
- Isolate the area and retain possible sources of exposure for analysis.
- Notify the Charter Commission Office; Safety, Security, and Emergency Preparedness Branch (SSEPB).

- Conduct an internal investigation.
- Disseminate information in accordance with the communication plan.
- 

### **School Closures**

In the event of a local emergency or man-made problem such as a water main break that would prevent a school from safely operating, school principals working in tandem with the Charter Commission Office make the call about whether a school needs to be closed.

In the event of large-scale events such as a hurricane, the Hawaii DOE works with its partners in state and county emergency management to make a determination on school closures.

To Connect with your county's emergency response resources and information below:  
Honolulu (Oahu) County: [www.honolulu.gov/dem](http://www.honolulu.gov/dem)

### **Suspicious Letter/Package Guidelines**

#### ***Prevention/Mitigation and Preparedness Guidelines***

General requirements for prevention/mitigation and preparedness for dealing with a suspicious letter or package includes the following.

- Develop a system for receiving mail and shipped materials. Consider including such
- measures as:

- Designating a specific area for sorting items;
- Inspecting all letters/packages thoroughly before opening;
- Wearing gloves when handling items;
- Not shaking or bumping any suspicious item;
- Not opening, smelling, touching, or tasting the suspicious letter or package or its contents; and

- Isolating suspicious item(s)
- Be suspicious of letters/packages with the following:
  - Having a powdery substance on the outside;
  - Sent from someone unfamiliar to you;
  - Having excessive postage, poorly typed address, incorrect titles or titles with no name, or misspellings of common words;
  - Addressed to someone no longer with your organization;
  - Having no return address or one that cannot be verified;
  - Having unusual weight or being oddly shaped;
  - Having an unusual amount of tape;
  - Marked with restrictive endorsements, such as “Personal” or “Confidential;” and
  - Having strange odors or stains.

#### ***Response Guidelines***

In the event that a suspicious letter or package is opened, and an unknown substance is released, the following should be implemented.

- Assess the situation and determine the level of emergency.

- Call 911 to alert the police, fire, and emergency medical services (EMS).
- Isolate and treat the injured.
- Secure and isolate the letter or package and its surrounding area.
- Signal shelter-in-place.
- Inform the Charter Commission Office; Safety, Security, and Emergency Preparedness Branch (SSEP).
- Disseminate information in accordance with the communication plan;

### **Recovery Guidelines**

These guidelines should be followed to restore the teaching/learning environment.

- Arrange for support and psychological first aid, if required.
- Call the Facilities Maintenance Branch and Environmental Services Unit for assistance with clean-up.
- Also contact the Safety, Security, and Emergency Preparedness Branch (SSEP) Report and record employee injuries, Reporting Employee Injuries to HiOSH Completing OSHA Form 300, 300A, 301
- Submit the appropriate DOE reports for employee and student injuries.
- Evaluate the effectiveness of actions taken and revise plans accordingly.
- **Seek** help for the ill and injured.
- **Account** for assigned students.
- **Process** and **submit** the necessary report forms.
- **Assist** with the investigation process.
- **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

#### ***If suspicious contents have been released:***

- **Move away** and **keep others away** from contents; **isolate** the area.
- **Wash** body areas that were in contact with the contents with soap and water.
- **Turn off the air-conditioning** system if applicable.
- **Request** assistance from the administration.
- **Shelter-in-place** upon command.

### **Terrorism Threat Guidelines 65464**

Incidents involving terrorism (use of violence/threats to intimidate or coerce as a way of achieving a political goal), are by nature very complex, and require cooperation and coordination with multiple agencies.

The key to an effective response begins with prevention/mitigation strategies dealing with the control of access to facilities, and close working relationships with local first responders. School administrators, and work site supervisors need to be familiar with the many potential actions terrorists can use including, but not limited to active shooter, bombs/explosions, chemical/biological release, fire, etc. and how to prevent/mitigate, prepare, respond, and recover to each scenario.

#### **Prevention/Mitigation**

General requirements for prevention/mitigation and preparedness for an incident involving terrorism include the following.

- Post “No Trespassing” and “Visitors Report to Office” signs on the perimeter and at entrances of the campus;
- Develop a strict, visitor-control procedure;
- Require all employees and students to wear an identification badge;
- Maintain buildings’ locks and latches;
- Conduct lockdown and off-campus evacuation drills at least annually; and
- Have the following available for police and emergency responders:
  - 1) A person who is knowledgeable about the physical school plant outlay (i.e., location of phones, doors, windows, hallways, closets, electrical control panels, fire extinguishers, hoses, roof access),
  - 2) Plant maps and diagrams, and
  - 3) Any information or records of the suspected terrorist.

### **Preparedness Guidelines**

- Work with local first responders to build an understanding of the roles and procedures in responding to various incidents.
- Understand the Incident Command System and how first responders and the schools will use it in response to an incident.
- Practice emergency responses such as lockdown, shelter in place, and off campus evacuation.

### **Response Guidelines**

The following actions should be followed if there is warning of a possible terrorist act:

- Report any suspicious personnel, vehicles, or packages;
- Call 911 and alert the police;
- Provide police with any information or records available on the suspected terrorist;
- Secure unused building;
- Ensure positive identification of all visitors;
- Increase security patrol and supervision of the campus;
- Control or limit access to building;
- Cancel extra-curricular activities; and

The following actions should be followed once a terrorist act occurs:

- Signal the lockdown drill;
- Call 911 to alert police and Emergency Medical Services (EMS);
- Treat the injured; inform parents or guardians on record;
- Prepare for and implement off-campus evacuation, if directed by the police;
- Notify the Charter Commission Office; Safety, Security, and Emergency Preparedness Branch; and DOE Communications;
- Signal “all clear” after the police have declared the area safe; and
- Prepare for media inquiries and disseminate information in accordance with the communication plan.

### **Recovery Guidelines**

These guidelines should be followed to restore the teaching/learning environment.

- Arrange for support and psychological first aid if required.

- Work with law enforcement and follow appropriate investigative procedures.
- If the suspect is a student or employee, follow appropriate disciplinary procedures.

***If suspect is a student***

- Investigate; and administer discipline in accordance with Chapter 19.

***If suspect is an employee***

- Inform the Charter Commission Office; and
- Consult with the Office of Talent Management (OTM)/Attorney General's office
- Report and record employee injuries.
- Reporting Employee Injuries to HiOSH
- Completing OSHA Form 300, 300A, 301.
- Submit the appropriate DOE reports for employee and student injuries.
- Evaluate the effectiveness of actions taken and revise plans accordingly.

**Tornado Guidelines**

A tornado is a violently rotating column of air that extends from the base of a thunderstorm to the ground. Wind is invisible and hard to see unless it forms a condensation funnel made up of water droplets, dust, and debris. Tornadoes are the most violent of all atmospheric storms and can occur at any time of day or night and at any time of the year with little or no warning. A waterspout is a whirling column of air and water mist. Waterspouts have the same characteristics as a tornado and associated with severe thunderstorms, often accompanied by high winds and seas, large hail, and lightning. Once waterspout move onshore, a tornado warning is issued.

***Tornadoes or waterspouts may trigger other incidents/hazards and/or responses:***

- Flood. See Flood Guidelines.
- Hail
- High Surf. See High Surf Guidelines.
- Wind. See Wind Guidelines.
- Thunderstorms.
- Evacuation. See Evacuation Guidelines.
- Shelter-in-Place. See Shelter-in-Place Guidelines.

***Alert Notifications:***

The County Civil Defense (CD) will issue appropriate tornado alert notifications as the incident unfolds.

- Watches are issued when strong thunderstorms capable of producing tornadoes are possible. Watches are generally issued for 6 hours periods.
- Warnings are issued when a tornado is occurring or developing in a strong thunderstorm. Funnel has been sighted. Warnings are generally in effect for less than 1 hour.

***Prevention-Mitigation and Preparedness (Before) a Tornado:***

- Be alert to changing weather conditions. Look for approaching storms.
- Look for the following danger signs:
  - \*Dark, often greenish sky.



- \*Large hail.
- \*A large, dark, low-lying cloud (particularly if rotating).
- \*Loud roar, similar to a freight train.

- Practice annual required drills/exercises.
- Evacuation.
- Shelter-in-Place.

***Response (During) a Tornado:***

- If a tornado watch has been issued:
  - Move all people indoors.
  - Be prepared to take shelter.
- If a tornado warning has been issued:
  - \*Remain indoors.
  - \*Go to pre-designed area such as a safe room, basement, storm cellar, or the lowest building level. If there is no basement, go to the center of a small interior room on the lowest level (closet, interior hallway) away from corners, windows, doors, and outside walls.
  - \*Get under a sturdy table and use your arms to protect your head and neck.
  - \*Do not open windows.

***Recovery (After) a Tornado:***

- Listen to local officials for updates and instructions.
- Be careful when entering any structure that has been damaged.
- Be aware of the hazards from exposed nails and broken glass.
- Do not touch downed power lines or objects in contact with downed lines.
- Photograph the damage to your property in order to assist in filing a claim.

**Trespass Guidelines**

**Faculty/Staff Responsibilities**

- Teachers shall report without hesitation all incidents of unauthorized persons on campus to the YWCA front desk or to the administration. Use the red Classroom Emergency Card if appropriate.
- If the intruder exhibits signs of hostility, secure students within the classroom. Lock doors.
- In incidents where there is no hostile intent, the intruder shall be referred to the YWCA front desk.
- Be prepared to identify the intruder.
- If a **Lock Down** is necessary and is implemented, follow the **Lock Down** procedure. Make appropriate adjustments for handicapped or disabled persons in accordance with the **Lock Down** procedures.
- Process necessary reports/forms.
- These procedures shall be in effect before, during and after school.
- Follow the **Post-Crisis Debriefing Plan** if applicable.

**Administrative Responsibilities**

- YWCA staff or school administration shall respond to reports of unauthorized persons on campus.



- Determine reason for entry onto campus.
- If the reason is not justified, the person shall be ordered off campus. If the intruder refuses, HPD shall be notified. Every effort should be made to prevent the intruder from entering any area where students are present. The intruder shall be escorted out of the building.
- If the intruder exhibits signs of hostility, students are to be secured within their classroom with doors locked.
- YWCA will determine when entry into the building was not justified, the trespasser shall be issued an official trespass warning and not allowed on campus again. The intruder will also be informed that if they should ever return, they will be subject to arrest.
- If the intruder displays signs of violent or extremely disruptive behavior, the **Lock Down** procedures may be implemented. This decision shall be the responsibility of the Principal, Vice Principal or designee.
- If a **Lock Down** is implemented, it shall remain in effect until the intruder is safely off campus.
- In every instance where a trespasser is issued a Trespass Warning, HPD must be present to witness the action.
- Process necessary reports/forms.

### **Tropical Cyclone (Tropical Storm/Hurricane)**

#### **Guidelines**

- A hurricane is a type of storm called a tropical cyclone, which forms over tropical or subtropical waters.
- A tropical cyclone is a rotating low-pressure weather system that has organized thunderstorms but no fronts.

Tropical cyclones with maximum sustained surface winds of less than 39 miles per hour (mph) are called tropical depressions. Those with maximum sustained winds of 39 mph or higher are called tropical storms. When a storm's maximum sustained winds reach 74 mph, it is called a hurricane. Hurricanes can be categorized based upon maximum sustained winds. The higher the category, the greater the danger.

**Category 1:** Sustained winds of 74 – 95 mph

**Category 2:** Sustained winds 96 – 110 mph

**Category 3 (Major):** Sustained winds 96 -129 mph

**Category 4 (Major):** Sustained winds 130 – 156 mph

**Category 5 (Major):** Sustained winds 157 mph or higher

*Hurricane season begins on June 1 and ends on November 30, although hurricanes can, and have occurred outside of this time frame.*

#### ***Hurricanes may trigger other incidents/hazards and/or responses:***

- Flood. See Flood Guidelines.
- High Surf. See High Surf Guidelines.

## **Tsunami Guideline**

A tsunami is a vast volume of seawater in motion, extending from the surface to the ocean floor. It is a series of long-period waves created by an abrupt disturbance, such as an earthquake, that displaces a large amount of water. Tsunamis can travel at speeds of up to 600 mph in deep water, and the characteristics of the ocean floor affect them. In shallow water, as they approach coastlines, they slow down, bunch up, and can get enormously tall. They are more like rivers or walls of flooding water rather than like waves. See Earthquake Guidelines.

### ***Guidelines.***

There are two types of tsunamis based upon the source - local and distant. The difference between a local and distant tsunami is travel time. A **local tsunami** may reach a nearby shore in less than 10 minutes and requires immediate action, whereas the **distant tsunami** may take at least 3 hours to arrive and allows a little more time to react.

Extreme tsunamis may be generated by a magnitude 9.0 or greater earthquake along the Pacific Basin "Ring of Fire". Tsunamis can occur any day of the year and any time of the day. There is no tsunami season and it has nothing to do with the weather or the tides.

### ***Tsunamis may trigger other incidents/hazards and/or responses:***

- Fire. See Fire Guidelines.
- Flood. See Flood Guidelines.
- High Surf. See High Surf Guidelines.
- Evacuation. See Evacuation Guidelines.

### **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate alert notifications along with outdoor warning sirens as the incident unfolds. Sirens will sound at least 4 hours prior to first predicted wave arrival time, then hourly, and the final at half an hour to first wave arrival. Tsunami alert notification may include the following:

- Information Statements ("Relax") are issued to inform an earthquake has occurred, or that a tsunami warning, watch or advisory has been issued for another section of the ocean.
- Watches ("Be Aware") are issued to inform of an event which may later impact the watch area. Watches are normally issued based on seismic information without confirmation that a destructive tsunami is underway.
- Advisories ("Take Action") are issued when a tsunami with the potential to generate strong currents or waves dangerous to those in or very near the water is imminent or expected.
- Warnings ("Take Action") are issued when a tsunami with the potential to generate widespread inundation is imminent or expected.

### ***Prevention-Mitigation and Preparedness (Before) a Tsunami:***

- Wind. See Wind Guidelines.
- Tornado. See Tornado Guidelines.

***Alert Notifications:***

The County Civil Defense (CD) will issue appropriate alert notifications as the incident unfolds. Watches are issued when tropical storm/hurricane force winds are expected within the next 48 hours.

Warnings are issued when tropical storm/hurricane force winds are expected within the next 36 hours.

***Prevention-Mitigation and Preparedness (Before) a Tropical Cyclone:***

- Eliminate possible hazards.
- Unplug power to electrical sources.

***Response (During) a Tropical Cyclone: For The Charter Office:***

*Approximately five (5) days prior to onset of tropical storm/hurricane force winds, Hawaii Emergency Management Agency (HI-EMA), National Weather Service (NWS), County CD, and various agencies will begin the following:*

- Attend the 140th Meridian West Briefing.
- Initiate and participate in the Hurricane Emergency Shelter Working Group at the County level.

*Approximately 48 hours prior to onset of tropical storm/hurricane force winds,*

- The Charter Office will deploy the pre-identified personnel to HI-EMA Emergency Operations Center (EOC) and the various County CD EOC.
- Continue to participate in the Hurricane Emergency Shelter Working Group.

*Approximately 36 hours prior to onset of tropical storm/hurricane force winds,*

- The Charter Office will continue to have pre-identified personnel at HI-EMA EOC and the various County CD EOC.
- Continue to participate in the Hurricane Emergency Shelter Working Group.
- DOE Superintendent will determine school closing if deemed necessary.

***For Schools:***

- Prepare to close and release students in accordance with the Closing of School Procedures.

**See Emergency Closing Guidelines**

***Recovery (After) a Tropical Cyclone:***

- Listen to local officials for updates and instructions.
- Check-in with family and friends by texting or using social media.
- Return only when authorities say it is safe.
- Watch out for debris and downed power lines.
- Avoid walking or driving through flood waters. Just 6 inches of moving water can knock you down, and fast-moving water can sweep your vehicle away.

- Avoid flood waters as it may be electrically charged from underground or downed power lines and may hide dangerous debris or places where the ground is washed away.
- Photograph the damage to your property in order to assist in filing claims.

### **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this Guideline.

### **For employees:**

- ❑ Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
- ❑ Complete OSHA Form 300 for employee injuries, illnesses, and accidents (beyond first aid).
- ❑ Submit the appropriate reports for employee and student injuries or illnesses.
- ❑ Evaluate the effectiveness of actions taken and revise plans accordingly.

### **Utility Network Outage Guidelines**

Myron B. Thompson Academy has an obligation to provide for the health, safety, and welfare of its employees and students. A comprehensive approach to safety places a strong emphasis on an effective plan that includes prevention/mitigation, preparedness, response, and recovery strategies.

*This guideline supports individual plans for utility and network outages, with general requirements and guidelines.*

### **Prevention–Mitigation (Before) Activities Guidelines:**

- General requirements for prevention/mitigation and preparedness for utility and network outage include the following.
- Schedule routine maintenance checks of the utility systems.
- Report and repair malfunctioning systems.
- Prepare alternate means of communication (i.e., cellular phones, walkie-talkies).
- Prepare a school/site map containing locations of utility rooms, water valves, gas valves, etc.

### **Response Guidelines**

These guidelines should be followed in the event of a utility or network outage.

- Assess the source of the outage and any health and safety
- Check all elevators for trapped riders.
- Secure potentially dangerous areas (i.e., downed power lines, water ponding).
- Turn off utilities to the affected area.
- Continue school operations as best as possible.

- Inform the Charter Office.
- Disseminate the information in accordance with the communication plan

### **Recovery Guidelines**

These guidelines should be followed to restore the teaching/learning environment.

- Process reports as advised.
- Evaluate the effectiveness of actions taken and revise plans accordingly.

### **Vog /Volcanic Smog Guidelines**

This guideline supports individual plans for a vog emergency with general requirements and guidelines. (Note that vog is a hazy, naturally occurring type of air pollution produced when sulfur dioxide from a volcano reacts with other gases in the air.)

### **Prevention/Mitigation and Preparedness Guidelines:**

General requirements for mitigation and preparedness for a vog emergency include the following.

- Identify safe areas (preferably air conditioned rooms) within the school.
- Identify students and employees who may be most vulnerable to vog.
- Response Guidelines:
- During heavy vog (when wind conditions are light and the horizon appears covered in a haze), the following actions should be taken.
  - \*Assess and determine the level of emergency, based on such indicators or criteria such as a sharp increase in the number of students or employees having difficulty breathing or suffering from asthma.
  - \*Keep students indoors and cancel outdoor activities.
  - \*Shelter the most vulnerable students and staff in safe areas and render care:
  - \*Recommend that they drink plenty of warm fluids,
  - \*Have prescribed medication available and administer if necessary,
  - \*Have masks or non-toxic dust masks available to help filter the air, and
  - \*Call 911 for an ambulance if a student or employee is having trouble breathing. inform the Charter Commission office.
  - \*Disseminate information in accordance with the communication plan.

### **Recovery (After) a Tropical Cyclone:**

- Listen to local officials for updates and instructions.
- Check-in with family and friends by texting or using social media.
- Return only when authorities say it is safe.
- Watch out for debris and downed power lines.
- Avoid walking or driving through flood waters. Just 6 inches of moving water can knock you down, and fast-moving water can sweep your vehicle away.
- Avoid flood waters as it may be electrically charged from underground or downed power lines and may hide dangerous debris or places where the ground is washed away.
- Photograph the damage to your property in order to assist in filing a claim.

### **For employees:**

- Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident

Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.

- Complete OSHA Form 300 for employee injuries, illnesses, and accidents (beyond first aid).
- Submit the appropriate reports for employee and student injuries or illnesses.
- Evaluate the effectiveness of actions taken and revise plans accordingly.

### **See Hurricane; Guidelines.**

- High winds may trigger other incidents/hazards and/or responses:
- High Surf. See High Surf; Guidelines.
- Hurricane. See Hurricane; Guidelines.
- Shelter-in-Place. See Shelter-in-Place; Guidelines.

### **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate alert notifications along. Alert notification may include the following:

- ★ High wind watch is issued when sustained winds exceeding 40 mph and/or frequent gusts over 60 mph are likely to develop in the next 24 to 48 hours.
- ★ High wind warning is issued when sustained winds exceeding 40 mph and/or frequent gusts over 60 mph are occurring or imminent. Warnings are issued up to 24 hours ahead of the onset of high winds.
- ★ Wind advisory is issued when sustained winds of 30 to 39 mph and/or frequent gusts of 50 mph or greater are occurring or imminent. Advisories may be in effect for 6 to 12 hours.

### **Recovery (After) a Tropical Cyclone:**

- Listen to local officials for updates and instructions.
- Check-in with family and friends by texting or using social media.
- Return only when authorities say it is safe.
- Watch out for debris and downed power lines.
- Avoid walking or driving through flood waters. Just 6 inches of moving water can knock you down, and fast-moving water can sweep your vehicle away.
- Avoid flood waters as it may be electrically charged from underground or downed power lines and may hide dangerous debris or places where the ground is washed away.
- Photograph the damage to your property in order to assist in filing claim.

### **For employees:**

- Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident
- Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
- Complete OSHA Form 300 for employee injuries, illnesses, and accidents (beyond first aid).
- Submit the appropriate reports for employee and student injuries or

illnesses.

- ❑ Evaluate the effectiveness of actions taken and revise plans accordingly.

**Prevention-Mitigation and Preparedness (Before) a High Wind:**

- Practice annual required Shelter-in-Place drills/exercises.
- Response (During) a High Wind:
  - \*Move person(s) from outside the building to inside and remain indoors.
  - \*Move person(s) away from windows.
  - \*Cancel outdoor activities.
- \*Recovery (After) a High Wind:
  - \*Listen to local officials for updates and instructions.

## *Resources & References*

### *Active Shooter*

#### *Active Shooter Exercises*

Most schools practice evacuation drills for fires and protective measures for tornadoes, but far fewer schools practice for active shooter situations. To be prepared for an active shooter incident, schools should train their staff, students, and families, as appropriate, in what to expect and how to react. If students are involved, to select the appropriate exercise the school should consider the ages of the students.

Good planning includes conducting drills which must include first responders and school resource officers (where applicable). Exercises with these valuable partners are one of the most effective and efficient ways to ensure that everyone knows not only his or her roles, but also the roles of others at the scene. These exercises should include walks through school buildings to allow law enforcement to provide input on shelter sites as well as familiarize first responders with the location. Each person carries a threefold responsibility.

- ★ First: Learn the signs of a potentially volatile situation and ways to prevent an incident.
- ★ Second: Learn the best steps for survival when faced with an active shooter situation.
- ★ Third: Be prepared to work with law enforcement during the response.

#### *Preventing an Active Shooter Situation/Warning Signs*

No profile exists for an active shooter; however, research indicates there may be signs or indicators. Schools should learn the signs of a potentially volatile situation that may develop into an active shooter situation and proactively seek ways to prevent an incident with internal resources, or additional external assistance.

In 2002, the Safe School Initiative (SSI) was completed by the U.S. Department of Education and the U.S. Secret Service.

#### **The study identified 10 key findings for the development of strategies to address targeted school violence:**

These research results, though focused on targeted school violence and not on active shooter situations, remain highly useful as a guide for law enforcement officials, educators, and mental health practitioners.

- There is no accurate or useful profile of students who engaged in targeted school violence.
- Incidents of targeted violence at school are rarely sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or the plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.
- Most attackers had difficulty coping with significant loss or personal failures. Moreover, many had considered or attempted suicide. Many attackers felt bullied, persecuted, or injured by others prior to the attack.



- Most attackers had access to and had used weapons prior to the attack. In many cases, other students were involved in some capacity.
- Despite prompt law enforcement officer responses, most shooting incidents were stopped by means other than law enforcement intervention.

These behaviors included, but were not limited to paranoid ideas, delusional statements, changes in personality or performance, disciplinary problems on campus, depressed mood, suicidal ideation, non-specific threats of violence, increased isolation, “odd” or “bizarre” behavior, and interest in or acquisition of weapons.

***\*\*\*While checklists of various warning signs are often of limited use in isolation, there are some behavioral indicators that should prompt further exploration and attention from law enforcement officers and/or school safety stakeholders.***

**These behaviors often include:**

- ◆ *Development of a personal grievance;*
- ◆ *Contextually inappropriate and recent acquisitions of multiple weapons;*
- ◆ *Contextually inappropriate and recent escalation in target practice and weapons training;*
- ◆ *Contextually inappropriate and recent interest in explosives;*
- ◆ *Contextually inappropriate and intense interest or fascination with previous shootings or mass attacks; and Experience of a significant real or perceived personal loss in the weeks and/or months leading up to the attack, such as a death, a breakup, divorce or loss of a job.*
- ◆ *Few offenders had previous arrests for violent*

**Active Shooter Resource**

<http://www.ready.gov>.

<http://policeforum.org/library/critical-issues-in-policing-series/BlairUnitedStatesActiveShooterEventsfrom2000to2010Report-Final.pdf>.

## **Injury Report Form**

Injury Report Form (IRF) was modified to reduce the number of attendance forms used during the different emergency situations that may arise during the school year. This form was created with intentions of streamlining the process of the accounting for students as well, and is fairly self-explanatory so that the teachers and staff members can complete it with relative ease.

### **To use this form:**

- ❖ Check the appropriate box for the type of attendance for which the form is to be used
- ❖ Check off the grade level of the class
- ❖ Write in the date
- ❖ Circle the period of the class
- ❖ Write in the teacher/other staff name assigned to the class
- ❖ Write in the classroom number
- ❖ List the students present in the class before the emergency
- ❖ List the students who were absent before the emergency
- ❖ List the added students to the class before and during the emergency
- ❖ List the injured students
- ❖ List the handicapped or disabled students in the class
- ❖ List the missing students from the class
- ❖ List the added adults
- ❖ List the injured adults
- ❖ Check off all the present students in the “ \* ” column during an off-campus evacuation
- ❖ List the total number of students accounted for in your class
- ❖ List the total number of adults accounted for in your class

Open facilities as a Hurricane Emergency Shelter if directed by DOE Chain-of-Command.

## **Bomb Threat Procedures**

**A Bomb Threat is reported by telephone to school personnel.**

- Get the attention of co-workers by signaling that you are receiving a bomb threat over the phone by using the Bomb Threat Card.
- Attempt to keep the caller on the line.
- Have someone else listen in on the call.
- Notify an administrator immediately.
- Once a bomb threat has been received, do not operate the school bell system, as well as portable two-way radios, cellular phones and remote controls.
- Use the yellow **Bomb Threat Card** (Form OBS-1100a, see Figure 4-4) ask the following question:
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What does it look like?
  - What kind of bomb is it?
  - What will cause it to explode?
  - Did you place the bomb?
  - What is your name?
  - What is your address?
  - Where are you calling from?
- Write down the exact words used by the caller threat:
  - Caller ID (if available)
  - Gender of caller
  - Race
  - Age
  - Length of call
  - Date and time call received

- Take note of Caller's Voice:

<input type="checkbox"/> Calm	<input type="checkbox"/> Excited	<input type="checkbox"/> Angry
<input type="checkbox"/> High	<input type="checkbox"/> Low	<input type="checkbox"/> Raspy
<input type="checkbox"/> Rapid	<input type="checkbox"/> Weak	<input type="checkbox"/> Strong
<input type="checkbox"/> Loud	<input type="checkbox"/> Laughing	<input type="checkbox"/> Crying
<input type="checkbox"/> Normal	<input type="checkbox"/> Distinct	<input type="checkbox"/> Slow
<input type="checkbox"/> Whispering	<input type="checkbox"/> Nasal	<input type="checkbox"/> Stutter

RR-1

<input type="checkbox"/> Lisp	<input type="checkbox"/> Deep	<input type="checkbox"/> Rugged
<input type="checkbox"/> Clearing Throat	<input type="checkbox"/> Deep Breathing	<input type="checkbox"/> Cracking
<input type="checkbox"/> Familiar	<input type="checkbox"/> Accent	<input type="checkbox"/> Disguised

\_\_\_\_\_ If voice is familiar who does it sound like?

- Listen for any background noise and take note:

<input type="checkbox"/> Street	<input type="checkbox"/> Traffic	<input type="checkbox"/> Voices
<input type="checkbox"/> Music	<input type="checkbox"/> Machinery	<input type="checkbox"/> Booth (hollow)
<input type="checkbox"/> Long Distance	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Static
<input type="checkbox"/> Clear	<input type="checkbox"/> Other	

- Listen for threatening language:

<input type="checkbox"/> Well Spoken	<input type="checkbox"/> Foul	<input type="checkbox"/> Irrational
<input type="checkbox"/> Taped	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Message read by Caller

### **Bomb Threat by Mail, Package Delivery or Suspicious Package**

- DO NOT HANDLE the suspicious object or package.
- Evacuate your area immediately.
- Notify the administration.
- Once a bomb threat has been received, do not operate the school bell system, as well as portable two-way radios, cellular phones and remote controls.

### **Bomb Threat by Personal Contact**

- Attempt to keep the person under surveillance.
- Notify administration and YWCA staff.
- Take note of the person's physical description.
- Do not make physical contact.

Once a bomb threat has been received, do not operate the school bell system, as well as portable two-way radios, cellular phones and remote controls.

## Teacher/Staff Responsibilities

- A teacher, who receives a Bomb Threat call, shall write down what was said and list all relevant information. Use the State of Hawaii **Bomb Threat Information Sheet** to record information (page AA).
- Immediately share the information with administrators.
- Turn off all:
  1. Portable two-way radios
  2. Cell phones
  3. Remote controls
- **Do not turn any electrical device on or off!**
- Wait for instructions. If an evacuation becomes necessary, follow the **Off-Campus Evacuation Procedure**. Familiarize yourself with evacuation procedures for handicapped or disabled persons.
- Once the evacuation is complete, take attendance. Be sure to take your attendance book with you. Turn over your attendance to administrators at the evacuation site.
- Keep students orderly and calm until the **ALL CLEAR** bell is sounded or until verbally instructed.
- Should it be necessary to close the school, follow procedures in **Emergency Closure of School**.
- Should the incident occur before or after school hours, evacuation, if deemed necessary, shall be guided as above depending on whether or not there are students on campus.
- Appropriate **Post-Crisis Debriefing Plan** shall be followed.

## Administrative Responsibilities

- The Principal or designee shall determine whether or not to activate the **Emergency Response Team**.
- Call 911 and notify police.
- Turn off all:
  1. Portable two-way radios
  2. Cellular phones
  3. Remote controls
  4. Radios
  5. Bell system
- The Principal or designee shall notify the Charter Commission Office.
- **Do not turn any electrical device on or off!**
- Distribute the blue **Bomb Threat Memo** to all classrooms.
- Activate the **Emergency Response Team**.
  1. Assess the situation and determine a plan of action.
  2. Conduct a cursory visual check of the campus for any unusual objects.
  3. If any suspicious items are found, immediately distribute the yellow **Bomb Threat Alert** notice to all classes (page CC). This alert will indicate whether or not the **Off-Campus Evacuation Procedure** is in effect.
  4. If time is of the essence, use secondary or back-up notification systems.
  5. Implement the **Off-Campus Evacuation Procedure**. Make note of procedures involving handicapped or disabled persons.
  6. Wait for HPD. HPD will notify Base Command.
- Conduct a search of the campus. The administration shall coordinate these efforts with the YWCA staff. Areas to search include classrooms, restrooms, locker rooms, office rooms, trash cans, staircases, hallways, elevators and junction boxes. If anything suspicious is found, do not touch! Be prepared to give an accurate location to police and administration.
- The Principal shall remain available for consultation with police, media, teachers, parents, and military authorities. All relative information shall be relayed to police following their arrival.
- Should restroom facilities be required, the Principal or designee shall inform the military authorities who will provide these facilities.
- HPD will conduct an investigation and search. They will determine if the campus is safe, and will advise if they feel the school should be shut down.

- Keep teachers and the student body informed of the progress of the investigation. Let people know what is going on.
- If it is determined that the school is safe, sound the **ALL CLEAR** signal.
- Should it be necessary to close the school, implement the **School Emergency Closure Plan**.
- Should the incident occur before or after school hours, evacuation, if deemed necessary, shall be guided as above.
- The Principal or designee shall conduct a thorough investigation of the incident.
- Process all necessary forms and reports.
- Where appropriate, implement **Post-Crisis Debriefing Plan**.

## **BOMB THREAT MEMO**

**TO: MBTA Staff**

**FROM: Administration**

- **Do not turn any electrical equipment on or off!**
- **Quickly survey your room for any unusual items or packages. If located, do not handle it.**
- **Report findings to the office or YWCA staff immediately.**
- **Keep students calm and occupied.**
- **Wait for further instructions or evacuation notice.**

## **BOMB THREAT ALERT**

**TO: MBTA Staff**

**DATE:** \_\_\_\_\_

**FROM: Administration**

**We have received a bomb threat!**

- 1. Do not turn any electrical equipment on or off!**
- 2. Begin evacuation procedures outlined in the Emergency Evacuation Plan.**

**Begin evacuation: NOW or AT\_\_\_\_\_ (Time)**  
**(Circle One)**

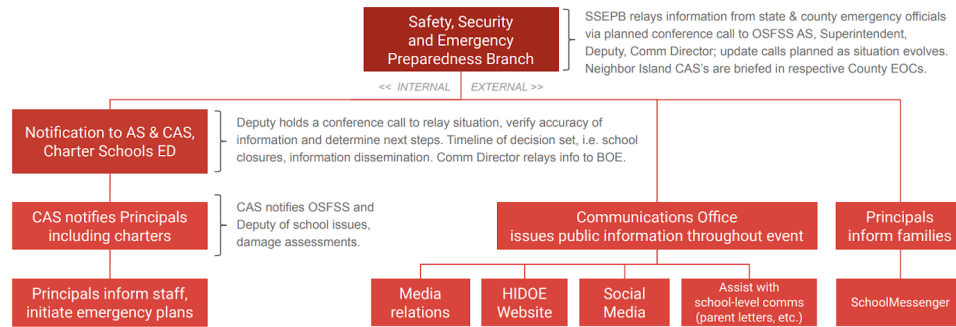
- 3. Turn off all two-way portable radios, cell phones and remote controls.**
- 4. Leave your classroom door opened.**
- 5. Everyone should bring along his or her valuables.**
- 6. Bring attendance books for roll call.**
- 7. Bring Crisis Management Guide.**



# School Emergencies/Major Incidents

The following communication protocols are in place to provide a deliberate and consistent approach to how decisions and events are communicated to key stakeholders. All offices and schools are advised to keep an updated emergency phone tree to ensure effective communications.

**EMERGENCY INCIDENTS REQUIRING LAW ENFORCEMENT, FIRE, OR MEDICAL HELP:** Schools must immediately call 9-1-1, followed by CAS and SSEPB.



**AFTER INCIDENT:** Debriefing meetings held to assess aftermath. Schools complete, file and submit After Action Report (AAR) to SSEPB. Assessment provided to leadership; Superintendent debriefs Board of Education Chairperson.

HIDOE Emergency Call List is posted at <https://intranet.hawaiipublicschools.org/offices/osfss>

June 21, 2019

## 2.6 RESPONSE TO HAZARDS, THREATS, AND/OR EMERGENCIES

### 2.6.1 LEVEL OF EMERGENCY

For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered, level-based rating system is described below.

Emergency Level	Description	Examples
Level 1 (yellow)	A minor emergency that is handled by school personnel without assistance from outside agencies	<ul style="list-style-type: none"> <li>• Temporary power outage</li> <li>• Other facilities failure</li> <li>• Minor earthquake</li> <li>• Minor injury on campus</li> </ul>
Level 2 (orange)	A moderate emergency that requires assistance from outside agencies; the Department Operations Center is partially or fully activated	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Moderate earthquake</li> <li>• Suspected act of terrorism</li> <li>• Hazardous chemical release</li> <li>• Loss of telephone communications</li> <li>• Air quality disturbance</li> </ul>
Level 3 (red)	A major emergency event that requires assistance from outside agencies; response time of outside agencies may be seriously delayed. The Department Operations Center is fully activated	<ul style="list-style-type: none"> <li>• Civil disturbance</li> <li>• Major tsunami</li> <li>• Catastrophic earthquake</li> <li>• Large-scale act of terrorism</li> <li>• Dam failure</li> <li>• Flash floods</li> <li>• Volcanic eruption</li> <li>• Major earthquake</li> <li>• Hurricane/tropical cyclone</li> </ul>






HAWAII STATE DEPARTMENT of DEFENSE

Hawaii Emergency Management Agency

**GUIDANCE SUMMARY for COORDINATED PUBLIC MESSAGING**  
Nuclear Detonation

Revised: 27 JUN 2017.4

Triggers	Mnemonic	Immediate Action	Rationale
Sirens sound <i>Attack-Warning</i> signal		<ol style="list-style-type: none"> <li>1. <u>If you are indoors</u>, stay indoors well away from windows.</li> <li>2. <u>If you are outdoors</u>, seek immediate shelter in a building preferably a concrete structure such as a commercial building or parking structure.</li> <li>3. <u>If you are driving</u>, pull safely to the side of the road and stop. If a shelter is very close, shelter in that structure. If not, remain in your vehicle and lie on the floor.</li> </ol>	<ul style="list-style-type: none"> <li>• Surviving the immediate effects of a nuclear detonation (blast, shock, thermal radiation, initial nuclear radiation) requires sheltering in resistant structures</li> <li>• You may have only minutes to take protective action – take immediate action without delay</li> <li>• There are no designated blast or fallout shelters in Hawaii</li> </ul>
Emergency Alert System (EAS) advisory  Wireless Emergency Alert (WEA) system advisory		<ol style="list-style-type: none"> <li>1. Remain sheltered until you are told it is safe to leave or two weeks (14 days) have passed, whichever comes first.</li> <li>2. You may be advised that it is safe to leave your shelter for short periods of time to locate food, water and medical care.</li> <li>3. Electrical, water and other utilities may be severely disrupted or unavailable.</li> </ol>	<ul style="list-style-type: none"> <li>• Following the detonation, sheltering from radioactive fallout for up to 14 days is critically important</li> <li>• Public may need to briefly leave their shelters to locate essential supplies and equipment</li> <li>• Emergency Management will assess residual radiation levels and advise when sheltering can be discontinued</li> </ul>
Brilliant white light (flash) is observed		<ol style="list-style-type: none"> <li>1. Listen to local AM-FM radio stations for official information.</li> <li>2. Cell phone, television, radio and internet services will be severely disrupted or unavailable.</li> <li>3. Small portable walkie-talkies may give you communication with nearby shelters.</li> </ol>	<ul style="list-style-type: none"> <li>• Local AM-FM broadcast radio is most survivable and may be useful in advising the public post-detonation</li> <li>• Other communication technologies may be damaged by weapons effects such as EMP<sup>1</sup></li> <li>• FRS<sup>2</sup> and GMRS radios are widely available in the community and may be useful in keeping people in communication with one another</li> </ul>

# SCHOOL/OFFICE-SPECIFIC EMERGENCY PLAN EVALUATION FORM

SCHOOL Myron B. Thompson Academy

## SCHOOL SPECIFIC PLANS

The following emergencies & topics (**Bold**) should be addressed in the school specific plans:

Each italicized area under the emergencies & topics (**Bold**) should be included under each specific area.

### General Responsibilities

- \_\_\_ *Definition of the emergency*
- \_\_\_ *Notification procedures*
- \_\_\_ *Description or signs of an individual that could lead to possible emergency*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Incident Command System Organization*
- \_\_\_ *Command Center (need phone line or communication capability)*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking*
- \_\_\_ *Supervision & area of responsibility*
- \_\_\_ *Routes & Assembly Maps*
- \_\_\_ *Accounting for all students, staff, visitors, etc.(visitors)*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

**Note:** an (X) next to an item means that it is suggested that this needs to be addressed in the school specific plan

\_\_\_ **Crisis Team Members/Chain of Command/Phone Numbers (note: do not use names in the plan's main body to avoid editing plans each SY; use role titles)**

- \_\_\_ ***Notification procedures***
- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Incident Command System Organization*
- \_\_\_ *Command Center (need phone line or communication capability)*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking* \_\_\_ *Supervision & area of responsibility*
- \_\_\_ *Routes & Assembly Maps*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

### \_\_\_ **Staff Responsibilities**

- \_\_\_ *Notification Procedures*
- \_\_\_ *Description or signs of an individual that could lead to possible emergency*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking*
- \_\_\_ *Supervision & area of responsibility*
- \_\_\_ *Routes & Assembly Maps*
- \_\_\_ *Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*



\_\_\_\_\_ **Warning Notifications & Signals – What they mean**

\_\_\_\_\_ *Notification procedures*

\_\_\_\_\_ *Role/Responsibility of the School Crisis Response Team Members*

\_\_\_\_\_ *Procedures if emergency occurs before school, during recess & after school*

\_\_\_\_\_ **Bomb Threats**

\_\_\_\_\_ *Notification procedures*

\_\_\_\_\_ *Role/Responsibility of the School Crisis Response Team Members*

\_\_\_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*

\_\_\_\_\_ *Procedures to manage disable people*

\_\_\_\_\_ *Procedures if emergency occurs before school, during recess & after school*

\_\_\_\_\_ *Communication between school personnel during the emergency period*

\_\_\_\_\_ *Backup Procedures/Rechecking*

\_\_\_\_\_ *Supervision & area of responsibility*

\_\_\_\_\_ *Routes & Assembly Maps*

\_\_\_\_\_ *Accounting for all students, staff, visitors, etc.*

\_\_\_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_\_\_ **Weapons**

\_\_\_\_\_ *Notification procedures*

\_\_\_\_\_ *Description or signs of an individual that could lead to possible emergency*

\_\_\_\_\_ *What to do to alleviate/address possible emergency*

\_\_\_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*

\_\_\_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*

\_\_\_\_\_ *Procedures to manage disable people*

\_\_\_\_\_ *Procedures if emergency occurs before school, during recess & after school*

\_\_\_\_\_ *Communication between school personnel during the emergency period*

\_\_\_\_\_ *Backup Procedures/Rechecking*

\_\_\_\_\_ *Accounting for all students, staff, visitors, etc.*

\_\_\_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_\_\_ **Tornado/Water spout**

\_\_\_\_\_ *Notification procedures*

\_\_\_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*

\_\_\_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*

\_\_\_\_\_ *Procedures to manage disable people*

\_\_\_\_\_ *Procedures if emergency occurs before school, during recess & after school*

\_\_\_\_\_ *Communication between school personnel during the emergency period*

\_\_\_\_\_ *Backup Procedures/Rechecking* \_\_\_\_\_ *Supervision & area of responsibility*

\_\_\_\_\_ *Routes & Assembly Maps* \_\_\_\_\_ *Accounting for all students, staff, visitors, etc.*

\_\_\_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_\_\_ **Locally Generated Tsunami (only in inundation zone)**

\_\_\_\_\_ *Notification procedures*

\_\_\_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*

\_\_\_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*

\_\_\_\_\_ *Procedures to manage disable people*

\_\_\_\_\_ *Procedures if emergency occurs before school, during recess & after school*

\_\_\_\_\_ *Communication between school personnel during the emergency period*

\_\_\_\_\_ *Backup Procedures/Rechecking* \_\_\_\_\_ *Supervision & area of responsibility*

\_\_\_\_\_ *Routes & Assembly Maps* \_\_\_\_\_ *Accounting for all students, staff, visitors, etc.*

\_\_\_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_\_\_ **Earthquake**

\_\_\_\_\_ *Notification procedures*

\_\_\_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*

\_\_\_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*

- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility*
- \_\_\_ *Routes & Assembly Maps \_\_\_ Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Hazardous Materials Incident**

- \_\_\_ *Definition of the emergency \_\_\_ Notification procedures*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Role/Responsibility of the School Crisis Response Team Members*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility*
- \_\_\_ *Routes & Assembly Maps \_\_\_ Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Fire**

- \_\_\_ *Notification procedures*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility*
- \_\_\_ *Routes & Assembly Maps \_\_\_ Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Suicide/Attempt (signs exhibited by the individual)**

- \_\_\_ *Notification procedures*
- \_\_\_ *Description or signs of an individual that could lead to possible emergency*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Serious Injury/Death**

- \_\_\_ *Notification procedures*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

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**Assaults/Fights**

- \_\_\_ Notification procedures
- \_\_\_ Description or signs of an individual that could lead to possible emergency
- \_\_\_ What to do to alleviate/address possible emergency
- \_\_\_ Role/Responsibilities of the School Crisis Response Team Members
- \_\_\_ Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)
- \_\_\_ Procedures to manage disable people
- \_\_\_ Procedures if emergency occurs before school, during recess & after school
- \_\_\_ Communication between school personnel during the emergency period
- \_\_\_ Supervision & area of responsibility
- \_\_\_ Accounting for all students, staff, visitors, etc.
- \_\_\_ Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)

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**Campus Disturbance/Riot**

- \_\_\_ Notification procedures
- \_\_\_ Description or signs of an individual/s that could lead to possible emergency
- \_\_\_ What to do to alleviate/address possible emergency
- \_\_\_ Role/Responsibilities of the School Crisis Response Team Members
- \_\_\_ Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)
- \_\_\_ Procedures to manage disable people
- \_\_\_ Procedures if emergency occurs before school, during recess & after school
- \_\_\_ Communication between school personnel during the emergency period
- \_\_\_ Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility
- \_\_\_ Accounting for all students, staff, visitors, etc.
- \_\_\_ Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)

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**Intruder/Hostage**

- \_\_\_ Notification procedures
- \_\_\_ What to do to alleviate/address possible emergency
- \_\_\_ Role/Responsibilities of the School Crisis Response Team Members
- \_\_\_ Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)
- \_\_\_ Procedures to manage disable people
- \_\_\_ Procedures if emergency occurs before school, during recess & after school
- \_\_\_ Communication between school personnel during the emergency period
- \_\_\_ Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility
- \_\_\_ Routes & Assembly Maps \_\_\_ Accounting for all students, staff, visitors, etc.
- \_\_\_ Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)

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**Lock-Down Procedures**

- \_\_\_ Definition of the emergency \_\_\_ Notification procedures
- \_\_\_ Role/Responsibilities of the School Crisis Response Team Members
- \_\_\_ Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)
- \_\_\_ Procedures to manage disable people
- \_\_\_ Procedures if emergency occurs before school, during recess & after school
- \_\_\_ Communication between school personnel during the emergency period
- \_\_\_ Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility
- \_\_\_ Accounting for all students, staff, visitors, etc.
- \_\_\_ Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)

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**Shelter-In-Place**

- \_\_\_ Definition of the emergency \_\_\_ Notification procedures
- \_\_\_ Role/Responsibilities of the School Crisis Response Team Members
- \_\_\_ Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)
- \_\_\_ Procedures to manage disable people
- \_\_\_ Procedures if emergency occurs before school, during recess & after school
- \_\_\_ Communication between school personnel during the emergency period
- \_\_\_ Backup Procedures/Rechecking \_\_\_ Supervision & area of responsibility

- \_\_\_ *Routes & Assembly Maps* \_\_\_ *Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Evacuation/Second Field Evacuation (family reunification areas)**

- \_\_\_ *Definition of emergency* \_\_\_ *Notification procedures*
- \_\_\_ *What to do to alleviate/address possible emergency*
- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking* \_\_\_ *Supervision & area of responsibility*
- \_\_\_ *Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Family Reunification Area**

*Could be **Second Field Evacuation Area***

- \_\_\_ *Area divided to station parents, counselors, media, victims, command area and victims*
- \_\_\_ *Procedures to reunite siblings, parents and students away from media & public.*
- \_\_\_ *Roles/Responsibilities of School Crisis Response Team Members*
- \_\_\_ *Communication procedures*
- \_\_\_ *Security assignments*

\_\_\_ **Emergency Closure of School (do not allow parents to park; sign out process; release list at registration)**

- \_\_\_ *Definition of emergency* \_\_\_ *Notification procedures*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Procedures to manage disable people*
- \_\_\_ *Procedures if emergency occurs before school, during recess & after school*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Backup Procedures/Rechecking* \_\_\_ *Supervision & area of responsibility*
- \_\_\_ *Accounting for all students, staff, visitors, etc.*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Media Procedures**

- \_\_\_ *Role/Responsibilities of the School Crisis Response Team Members*
- \_\_\_ *Command Center (need phone line or communication capability)*
- \_\_\_ *Procedures for administration, Staff, Teachers, Students, Crisis Team (what not to do & what to do)*
- \_\_\_ *Communication between school personnel during the emergency period*
- \_\_\_ *Post Crisis Procedures (communication, debriefing, post trauma counseling, clean up, etc.)*

\_\_\_ **Employee Safety**

- \_\_\_ *Employee Screening*
- \_\_\_ ***Room Perimeter and Area Protection and Control***
- \_\_\_ ***Visitor Protocol and Signage***
- \_\_\_ ***Personnel Identification and Control***
- \_\_\_ ***Authorization for Access to Area***
- \_\_\_ ***Protective Lighting***
- \_\_\_ ***Material Control***
- \_\_\_ ***Early Arrivals and Late Departures***
- \_\_\_ ***Evacuation and Refuge***
- \_\_\_ ***Communication***

### ***Emergency Supply Kit Recommended Items***

Emergencies or disasters can occur at any time with little or no warning. Preparedness is the key to survival. One way to prepare is by assembling an emergency supply kit prior to an incident. Supplies should be kept in an easy-to-carry method in case evacuation is necessary.

Basic Recommended Items: At a minimum, the following should be included in an emergency supply kit.

- 1) Water: One gallon per person, per day for 3-day supply
- 2) Food: Non-perishable, easy-to-prepare items for 3-day supply
- 3) Flashlight
- 4) Battery-powered or hand-crank radio
- 5) Extra batteries
- 6) First aid kit
- 7) Medication and medical items: Medication for 7-day supply
- 8) Multi-purpose tool
- 9) Sanitation and personal hygiene items
- 10) Copies of personal documents
- 11) Cell phone with chargers
- 12) Family and emergency contact information
- 13) Extra cash
- 14) Emergency blanket
- 15) Map(s) of the area

***Suggested Recommended Items:*** In addition to the basic recommended items, the following are suggested items to be included in an emergency supply kit.

- Medical supplies
- Baby supplies
- Games and activities for children
- Pet supplies
- Two-way radios
- Extra set of car keys and house keys
- Manual can opener
- Whistle 164 HIDEOE Emergency Operations Plan June 2019
- N95 or surgical masks
- Matches
- Rain gear
- Towels
- Work gloves
- Plastic sheeting
- Duct tape
- Scissors

### ***Work-site / School Recommended Items:***

In addition to the basic and suggested items, schools should also include the following in an emergency supply kit.

- Fluorescent safety vest
- Bull and/or air horns
- Blueprints of the buildings
- Safety Data Sheets (SDS) binder
- Asbestos Management Plan binder
- Emergency contact / phone list
  - DOE emergency phone list
  - Employee telephone tree
  - Employee / student emergency cards
  - Employee and student roster

- Daily attendance
- Forms
- Emergency attendance sheets
- Student release forms

### **Responsibilities:**

- The Superintendent may declare when all public schools in the state shall be closed for regular sessions. Pupils are to be considered present on days so declared, which shall be called, “Administrative Emergency Holiday(s).
- Deputy Superintendent is the direct chain-of-command for Complex Area Superintendent (CAS).
- The Complex Area Superintendent is empowered to close any schools in the complex area because of an impending or actual natural disaster or civil emergency.
- Communications Office (CO) will provide support services with new release to the local media.
- Safety, Security, and Emergency Preparedness Branch (SSEPB) will provide support services.
- SSEPB Director is designated as the DOE Emergency Management Officer (EMO) who will participate in the Emergency Operations Center (EOC) at Hawaii Emergency Management Agency (HI-EMA) or City & County of Honolulu, Department of Emergency Management (DEM). EMO will gather information and provide recommendations to the Deputy Superintendent on emergency closure.
- Complex Area Superintendent (CAS) is the direct chain-of-command for schools within their area of responsibility. CAS on the neighbor island will be pre-selected and designated as the Civil Defense Coordinator (CDC) that will participate in the EOC of the various County Civil Defense (CD). CAS will gather information and inform the Superintendent on school closures.
- **Principal is responsible for the school assigned to and its employees and students. Principal will gather information, make a recommendation, and consult with the Charter School office on the request to close the school.**

When to Close DOE Facilities: 166 HIDEOE Emergency Operations Plan June 2019 Shutting down DOE daily operations, facilities, and/or schools may happen under severe and extreme circumstances. Some incidents may include the following:

- Flood
- Hurricane
- Tsunami
- Wind
- Utility Outages (i.e., electrical and water outages, water main breaks, etc.)

### ***Guidelines for School Initiated Closing During Non-School Hours:***

- Principal will assess the emergency incident and gather information.
- Principal will notify CAS of the emergency incident and a possibility for school closing may be required.
- Principal will make a recommendation to the CAS on whether or not a school closure is warranted. Principal will also provide the CAS on how school personnel will be accommodated based on collective bargaining agreements, if school is to be closed.
- CAS approves request to close school; the CAS will notify the Principal.
- Principal will notify the following persons and/or offices:
  - School personnel through mass messaging system (MMS) or emergency telephone tree.
  - Student Transportation Services Branch (STSB) Manager and District Transport Officer.
  - School Food Services Branch (SFSB) Manager.
  - Communications Office (CO).
  - Safety, Security, and Emergency Preparedness Branch (SSEPB).
  - CAS will notify the following persons and/or offices:
    - Deputy Superintendent b) CO c) SSEPB
  - Deputy Superintendent will notify and update the Superintendent of the emergency incident.
  - Principal will continue to update the CAS, CO, and SSEPB.

- CAS will continue to update the Deputy Superintendent, CO, and SSEPB.

### ***Guidelines for School Initiated Closing During School Hours:***

- Principal will implement the Emergency Action Plan (EAP) and take precaution measures to assure employees and students are safe.
- Principal will assess the emergency incident and gather information
- Principal will notify CAS of the emergency incident and a possibility for school closing may be required
- Principal will make a recommendation to the CAS on whether or not a school closure is warranted. Principal will also provide the CAS on how school personnel will be accommodated based on collective bargaining agreements, if school is to be closed.

For schools:

School personnel will coordinate and arrange with STSB for early transportation services. School personnel will ensure elementary students transported by bus will have someone to receive them, if not students shall be detained in a safe location with proper supervision.

School personnel will ensure elementary students are released to parents/guardians.

### ***Emergency supply Kit for Emergency Preparedness***

Emergencies or disasters can occur at any time with little or no warning. Preparedness is the key to survival. One way to prepare is by assembling an emergency supply kit prior to an incident. Supplies should be kept in an easy-to-carry method in case evacuation is necessary.

### **Sheltering at School**

**Sheltering** provides refuge for students, staff, and public within school buildings during an emergency such as chemical gas, spills, etc., when VAPORs are generated.

Safe areas may change depending on the emergency and environmental conditions (e.g., wind direction).

Identify safe areas in each school building.

Issue sheltering alert.

Direct students, staff and visitors to predetermined safe areas or rooms.

Account for all students after arriving in a safe area.

Do not allow outside air to mix with inside air where mechanical ventilation systems are used. Shut down air conditioning units.

Close all exterior doors and windows.

Use plastic sheeting, wet cloths, and duct tape, etc., to seal windows, cracks, etc., to minimize indoor air contamination.

Ensure all persons remain in safe areas until “all clear” is given by Administrator or emergency responders.

Depending on environmental conditions, an off-campus evacuation may be necessary instead of a “shelter in place” operation at the school. A - Administrator

