



# New Village Girls Academy Comprehensive School Safety Plan 2021 – 2022

## Table of Contents

II. INTRODUCTION .....	3
III. PURPOSE .....	3
IV. A SAFE AND ORDERLY ENVIRONMENT CONDUCIVE TO LEARNING .....	3
A. Smoke-free Policy .....	4
B. Telephone.....	4
C. Visitors .....	4
V. ACTION PLAN.....	4
A. Chain of Command .....	4
VI. PARENT/GUARDIAN INFORMATION .....	5
A. Change of Address or Telephone .....	5
B. Route to and From School .....	6
C. Class Visitation.....	6
D. Pupils Leaving School.....	6
VII. SAFE INGRESS AND EGRESS OF PUPILS, PARENTS AND EMPLOYEES TO/FROM SCHOOL .....	6
VIII. LEVELS OF EMERGENCIES .....	6
IX. AUTHORITIES AND REFERENCES.....	7
X. PLAN IMPLEMENTATION .....	7
A. Planning Hazard Assessment.....	7
B. Staff Orientation/Training.....	7
C. Faculty and Staff .....	7
D. Special Education .....	7
E. Student Achievement and Educational Performance.....	8
F. Instructional Material and Tools and Professional Development.....	8
G. Learning Environment.....	8
H. Drills.....	8
I. Evacuation Routes.....	8



J.	Supplies and Equipment.....	8
K.	Emergency Cards.....	8
L.	Communications.....	8
M.	Emergency Actions.....	8
XI.	<b>EMERGENCY PREPAREDNESS PROCEDURES.....</b>	<b>9</b>
A.	Responsibilities.....	9
B.	Emergency Teams .....	10
C.	Team Leader Responsibilities:.....	10
D.	Personal Preparedness .....	11
XII.	<b>Lock-Down Procedures.....</b>	<b>11</b>
A.	Lock-Down Procedures Checklist for Teachers.....	12
B.	Lock-Down Procedures Checklist for Office Staff .....	13
C.	Lock-Down Procedures Checklist for Principal/Incident Commander (IC).....	14
XIII.	<b>Additional Resources .....</b>	<b>15</b>



## II. INTRODUCTION

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the rest of this Comprehensive School Safety Plan. The principal or designees, as the Incident Commander, is called at this point and will decide what to do based on the situation.

There are basic safety procedures, which can be utilized in responding to various emergencies:

- Duck, Cover and Hold (earthquake, explosion)
- Evacuation (fire, explosion, hazardous material release, post earthquake)
- Walking to an off-campus location (St. Anne's Lobby)
- Directed Transportation (when a bus is required to leave the area)
- Shelter-in-Place "LOCK DOWN" (hazardous material release, gunfire, sniper, storms)
- Drop flat to the ground – "hit the deck" (gunfire)

There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system utilizes designs that may be applied to any emergency. It's based on the Incident Command System, a proven emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS) the school will be linked to other responsible agencies in an integrated fashion.

## III. PURPOSE

This plan is designed to provide a framework for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

## IV. A SAFE AND ORDERLY ENVIRONMENT CONDUCIVE TO LEARNING

New Village Girls Academy has developed strategies and procedures to ensure a safe and orderly environment conducive to learning that includes:

- All staff will be given an employee handbook. It will be given out and reviewed in an in-service prior to the first day of instruction. The handbook outlines the following areas:
  - School Mission Statement, goals and objectives
  - Teacher responsibilities
  - Bell, recess and lunch schedules
  - Discipline plan
  - Guidelines for homework

We shall communicate and enforce district rules and procedures on school discipline. However, we will employ a restorative justice model.

Our safety action plan will be evaluated annually and amended on an as-needed basis.



School rules shall be communicated to students, parents, and staff and shall be posted in each classroom.

Every classroom shall continue to make accessible in case of an emergency its Emergency Kit and its Emergency Disaster Drill Procedures Envelope that includes current class attendance roster.

**A. Smoke-free Policy**

New Village Girls Academy is located on the campus of St. Anne's, a smoke-free campus. Smoking is not allowed in the building at any time.

**B. Telephone**

All school telephones are business phones and can be used only with the permission of teachers and/or office personnel. Only in case of an emergency will a teacher be called to the telephone during class hours, or a student be called to the telephone during the school day. Necessary messages will be placed in staff mailboxes/delivered at designated times during the school day. Students will be permitted to use the phone only in case of an emergency, with the approval of the office staff/principal. Calling internships and potential internship sites are exceptions. Phone usage during lunch is allowed.

**C. Visitors**

Parents, volunteers and visitors are welcome to visit the school. All entrances to the school, except the closest entrance to the main office, will be locked during the school day (8:00 am to 3:00 pm). During YPI hours, all doors and gates will be closed. Visitors are asked to enter through the front door and sign in at the office upon arrival. Visitors are asked to sign out at the office when leaving the campus. To provide for the safety of all students and to limit classroom interruptions, any communications during the school day between parents or guardians and students (such as dropping off books, homework, lunches, etc.) must be conducted at the school office rather than the classroom door. School personnel will arrange for messages or deliveries to be made to the classroom at appropriate times. An adult must accompany children visiting the school who are not enrolled in the school.

**ALL STAFF ARE HELD RESPONSIBLE FOR STOPPING UNKNOWN PEOPLE AND ASKING THEM TO GO TO THE OFFICE.**

**V. ACTION PLAN**

**A. Chain of Command**

**1. PRINCIPAL-Jennifer Quiñones**

- Coordinate and supervise management activities.
- Supervise specific activities relating to the needs of the school, staff, students, and others involved in the emergency.

**2. TOSA (Teacher on Special Assignment)- Christa Hollis**

- Supervise and assist in specific activities relating to the needs of the school, etc.
- Supervise staff that has pre-defined roles

**3. FIRST RESPONDERS- Veronica Yanagisawa, Elsa Valdivia, Ana Aguirre**



- Report immediately to the principal or designee.
- Supervise immediate care of injuries or hysterical persons.
- Relocate students to safe areas of the building or campus.

#### **4. CUSTODIAL STAFF-Megan Molina**

- Report to PRINCIPAL
- Assist with traffic management and other duties.
- Evacuation
- Check buildings for missing children
- Close classroom doors and windows

#### **5. OFFICE STAFF- Yolanda Molina, Vivian Luna, Kyle Denman, Genevieve Gonzales**

- Report immediately to the principal.
- Assist in planning and preparation if food and shelter are needed.

#### **6. INSTRUCTIONAL TEACHERS- Katherine McMahon, Antonio Chavez, Jacqueline Benitez, Brenda Hernandez, Shinsung (John) Cho, Kimberly Ruppert, Jesus Roman, Caylin Anderson, Erica Guzman**

- Remain with students at all times
- Keep a class roster, check periodically to account for all students
- Lead students to safety based on emergency procedures
- Take materials to identify persons who have permission to pick up students
- Hold all students until someone who has specific permission to get the student arrives.

#### **Overview:**

Principal- Jennifer Quiñones

TOSA - Christa Hollis

Office Manager- Yolanda Molina

Staff/teachers/parents- Vivian Luna, Elsa Valdivia, Erica Guzman, Katherine McMahon, Antonio Chavez, Jacqueline Benitez, Brenda Hernandez, Shinsung (John) Cho, Kimberly Ruppert, Jesus Roman, Caylin Anderson, Megan Molina, Kyle Denman, Veronica Yanagisawa, Ana Aguirre, Genevieve Gonzales

## **VI. PARENT/GUARDIAN INFORMATION**

Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents. All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

- A. Change of Address or Telephone
  - If parents move, they must immediately come to the office in person and notify the school of your new address.
  - If telephone numbers change, the school must be notified immediately.



**B. Route to and From School**

- Plan with your child, know what route they take
- Establish a time for leaving and arriving home
- The campus is open at 7:15 am
- Breakfast is served from 7:30 – 8:00 am
- Students who are not a part of the After-School Program must go straight home after school.
- Students should know their address and telephone number.

**C. Class Visitation**

- Visitors must report directly to the office before entering the campus/class
- Children that are not enrolled in the school cannot visit the campus unless accompanied by a parent/guardian.

**D. Pupils Leaving School**

- No child is permitted to leave the school during the school day without permission of the parent/principal/designee
- Because it is much safer, it is mandatory that parents come to or call the office to take children out of school early. Children will only be released to their parent/guardian or people whose names appear in their emergency card (no exceptions). Finally, parents need valid reasons to sign out students.

**VII. SAFE INGRESS AND EGRESS OF PUPILS, PARENTS AND EMPLOYEES TO/FROM SCHOOL**

During normal school hours our school has one walking entry gate (St. Anne's Parking Lot.). Students may arrive at school at 7:15 am. They can go into the courtyard or classrooms.

The school day ends at 3:00 pm on Mondays through Friday. On some days students might be off school site at internship, Community College class, or at Science.

All staff members and parent volunteers monitor the safe exit of students. Students will exit through the St. Anne's Parking lot entrance (front of the school).

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in with the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- The school's intercom system will be operational throughout the day.

**VIII. LEVELS OF EMERGENCIES**

Emergencies are described by one of the following three levels:



**Level One Emergency:** A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

**Level Two Emergency:** A moderate to severe emergency, somewhat beyond the school's response capability, which may require mutual aid assistance from the fire department, police, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

**Level Three Emergency:** A major disaster, clearly beyond the response capability of school's personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

## **IX. AUTHORITIES AND REFERENCES**

The Plan is based on federal and state law and district policy.

## **X. PLAN IMPLEMENTATION**

The Plan will be:

- Initiated by the principal or designee when conditions exist which warrant its execution
- Implemented by all staff that will remain at school and perform those duties as assigned until released by the principal.
- Reviewed at least annually.
- Emergency and disaster functions have been identified and pre-assigned.
- The Emergency Teams will be updated at least annually.

### **A. Planning Hazard Assessment**

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

### **B. Staff Orientation/Training**

All school staff will be oriented to this Plan by the principal and/or designee at the beginning of each school year.

*Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.*

### **C. Faculty and Staff**

New Village Girls Academy shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the charter, any applicable requirements of law, and the policies and directions of the school's governing board.

### **D. Special Education**

New Village Girls Academy shall actively identify students who may have exceptional needs, assess them promptly, and develop Individualized Education Programs.



#### **E. Student Achievement and Educational Performance**

New Village Girls Academy has clear measurable outcomes and data that support how well students are doing in meeting outcomes.

#### **F. Instructional Material and Tools and Professional Development**

New Village Girls Academy shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan, set of plans, or like documents.

#### **G. Learning Environment**

New Village Girls Academy is well maintained and ensures the health and safety of students and staff.

#### **H. Drills**

In accordance with state law:

Fire drills will be conducted on a regular basis.

An earthquake "Drop, Cover and Hold" drill will be held each quarter.

All students and staff will participate in these mandated drills.

A district wide drill/simulation is recommended yearly.

All drills will be recorded and a record kept.

#### **I. Evacuation Routes**

The principal/school manager is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

#### **J. Supplies and Equipment**

Disaster supplies and equipment are maintained as follows:

- Emergency kits in each classroom.
- First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
- Tools for shutting off the utilities at each shut-off location.

#### **K. Emergency Cards**

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office staff whenever the school building is evacuated.

#### **L. Communications**

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance.

In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runner will be utilized within the school building and on school grounds.

#### **M. Emergency Actions**

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY





ACTION and be prepared to do assigned responsibilities. All students are to be taught what their actions are when the following EMERGENCY ACTIONS are implemented:

- All Clear
- Evacuation
- Lockdown/Secure Building
- Hit the Deck - Drop and Cover
- Duck, Cover and Hold On

## **XI. EMERGENCY PREPAREDNESS PROCEDURES**

This Plan establishes procedures to be followed which will nullify or minimize the effects of the nine emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency. The emergencies outlined in this Plan are:

- Bomb Threat
- Chemical Accident
- Civil Disobedience
- Earthquake
- Explosion and/or Threat of Explosion for each emergency
- Fire
- Irrational Behavior
- Loss of Utilities
- Rabid Animal/Animal Disturbance

Public agencies, including the American Red Cross, are allowed to use the school buildings, grounds, and equipment for mass care and welfare shelters during the above listed emergencies. The Principal will serve as the liaison between the school and the public agencies in this situation.

### **A. Responsibilities**

- Principal-Jennifer Quiñones

Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan. Good judgment, based upon the facts available in any emergency situation, is of paramount importance. This Plan should not be considered as a restriction to judgmental prerogatives.

- Office Staff-Yolanda Molina, Vivian Luna, , Genevieve Gonzales, Ana Aguirre, Veronica Yanagisawa, Elsa Valdivia, Megan Molina, Kyle Denman, Christa Hollis

Provide assistance to principal by handling telephones, monitor Radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

- Teachers- Katherina McMahan, Erica Guzman, Antonio Chavez, Jacqueline Benitez, Brenda Hernandez, Shinsung (John) Cho, Kimberly Ruppert, Jesus Roman, Caylin Anderson

Assess situation and remain calm. Calm, direct and give aid to the students. Assist seriously injured students if possible. Take the appropriate action in each case. Keep a record of location of all students at all times. Be alert for latent signs of injury/shock in all students. Keep Emergency folder with updated list of students and emergency contact numbers.

- Custodians/Maintenance Staff



Examine buildings and plant for damage, provide damage control. Keep principal informed of condition of school. Assist as directed by the principal.

## **B. Emergency Teams**

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to follow the established procedure.

The Emergency Teams Sections outlined in this Plan are:

Command Section- *Jennifer Quiñones, Christa Hollis, Yolanda Molina, Kyle Denman*

Incident Commander- *Jennifer Quiñones*

Safety Officer- *Christa Hollis*

Public Information Officer- *Yolanda Molina*

Liaison Officer- *Kyle Denman*

Operations Section- *Veronica Yanagisawa, Megan Molina, Elsa Valdivia,*

Operations Chief- *Veronica Yanagisawa*

Site Facility Check/Security- *Megan Molina*

Search and Rescue Team Leader- *TBD*

Search and Rescue Team- *Erica Guzman, Antonio Chavez, Brenda Hernandez, Jesus Roman, Caylin Anderson*

Medical Team Leader- *Elsa Valdivia*

Medical Team- *Katherine McMahon, Genevieve Gonzales, Jacqueline Benitez,*

*Kimberly Ruppert, Ana Aguirre, Shinsung (John) Cho*

Student Release- *Vivian Luna*

Logistics Section

Logistics Chief- *Jennifer Quiñones*

Staffing - *Christa Hollis*

Communication- *Yolanda Molina*

Finance/Administration Section

Finance/Administration Chief- *Yolanda Molina*

Purchasing – *Yolanda Molina*

Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency.

## **C. Team Leader Responsibilities:**

The leader of each team shall have a number of ongoing responsibilities, including the following:

- requesting the principal or designee to fill any vacancies on the team;
- arranging for the training of new members and alternates;
- ensuring that necessary supplies and equipment are maintained;
- recommending purchase of necessary supplies and equipment to the principal or designee;
- conducting annual meetings with team members to validate or update procedures;
- attending annual meetings with other team leaders and the principal or designee;
- determining where and under what conditions the team will meet during emergencies; and
- Coordinating team activities during an actual emergency.



NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

#### **D. Personal Preparedness**

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

- know and complete those assignments for which they are assigned
- have the confidence that they have prepared their students to deal with emergencies

The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

#### **XII. Lock-Down Procedures**

The purpose of a Lock Down – Response or a Lock Down – No Response signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted. Because of the variety of emergencies/crises that can occur in a school it was necessary to establish a Lock Down –Response and a Lock Down – No Response Signal:

##### **Lock Down – No Response – Is used when there is:**

1. *a gunman in the school or*
2. *shots being fired or*
3. *a hostage situation*

These three situations pose the greatest threat to students and staff and require that **NO ONE MOVES IN THE SCHOOL**. The School Emergency Response Team (SERT) is not activated. Staff without supervision of children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the lock down is initiated.

**Lock Down – No Response** is declared, move the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise. Students who are not under the direct supervision of an adult when the Lock Down – No Response signal is given should find the nearest adult and follow their directions.

Any visitor to the school will remain where they are, assuming they are either in a classroom or office. If in neither location, go to the nearest classroom and follow the teacher's instructions. The secretary or someone else who is in the Command Post at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after the Lock Down – No Response signal was given.

**Lock Down - Response** – Is used, at the discretion of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children



will report to a designated location and assist in the searching of the school for stray children and guests.

Teachers will follow the same procedures as they would for a Lock Down – No Response except there is no need to move children away from windows or to sit on the floor. The Search Team will collect the Emergency Attendance sheets from each classroom. A Lock-Down signal should never be used for a **fire/explosion** or **weather emergency**. These events have their own signal and should not be confused with a Lock-Down situation.

## A. Lock-Down Procedures Checklist for Teachers

### 1. Immediate recognition.

o Emergency Signals:

- **Lock Down – No Response**
- **Lock Down - Response**
- Fire Alarm
- Severe Weather Alert
- Duck, Cover, and Hold On
- Shelter-in-Place

### 2. Immediate action.

o **Lock Down - Response:**

- Close the classroom door.
- Make a list of all students NOT in the classroom when the signal was given.
- Add to the list the names of any students who enter the classroom after the signal was given.
- Maintain order in the classroom.
- Do not call the office unless there is a problem in your classroom.
- *Any adult who does not have supervisory responsibilities for students at the time the Lock Down - Response is given, report to a central location to assist in the management of the crisis/emergency.*

o **Lock Down – No Response -- This command is only used when there:**

- a. is a gunman in the school, or**
- b. are shots fired, or**
- c. is a hostage situation in the school**

- Close the classroom door.
- Use basic duck and cover techniques: Lie flat, face down, on floor; get under tables/desks if possible.
- Stay away from windows.
- Prepare a list of all missing students.
- Add to list the names of anyone who enters the classroom after the signal was given.
- Be prepared to give this attendance information to the office or SERT members (wait until you are contacted).
- Be prepared to move quickly if directed to do so by the police or school official.
- If directed to evacuate the classroom, take roll book or attendance record with you.
- **You and your students are taken hostage.**
  - o Stay calm.
  - o Don't be a hero.
  - o Follow instructions of captor.



- o Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
- o Inform captor of medical or other needs.
- o Be prepared to wait; elapsed time is a good sign.
- o Don't try to escape; don't try to resolve situation by force.
- o Be observant and remember everything you see and hear.
- o When rescue takes place, lie on floor and await instructions from the rescuers.

### **3. Other Considerations.**

- o If students are outdoors, use basic duck and cover techniques; lie flat on ground, if safe move to sheltered area and await further instructions.
- o Do not attempt to enter building unless directed to so by the police or school administrator.
- o Care for injured; provide for the needs of individuals with disabilities.
- o Limit your exposure to danger.
- o If possible, report status or significant changes to office/Command Post.
- o Be prepared to respond to directions from the police, Incident Commander, or SERT members.

## **B. Lock-Down Procedures Checklist for Office Staff**

### **1. Phase I Responsibilities (first ten minutes):**

- Immediately transmit information regarding the emergency to the Incident Commander (IC).
- When directed, call **911** or local police dispatcher.
- Initiate an *Event Log* recording when notifications are made, to whom, and a brief description of activity.
- If appropriate, turn off the bell system.
- Assist with the implementation of the School Emergency Response Plan.
- If visitors and/or students are in the office when the emergency is declared, arrange for their removal to a safe area outside the Command Post.
- If there is more than one telephone line for incoming telephone calls, place one of the lines on "hold" to ensure the availability of an open telephone line for out-going calls.
- Assign a person to answer the telephone and to maintain a log of all incoming calls.

### **2. Phase II Responsibilities (Next fifty minutes):**

- Assist in coordinating IC's response to the emergency.
- Make the "Visitor Log" available to the Search Team Coordinator to assist in the accountability of visitors.
- When directed, update the Charter Board on the status of the emergency.
- Provide directory information for notification to families of injured students and/or staff.
- Keep IC apprised of any new information.
- Keep the *Event Log* up to date.
- In the event the building is evacuated, take copies of parent and staff notification phone numbers and addresses (if available).

### **3. Phase III Responsibilities (Rest of the first day):**

- When directed, notify the Charter Board of the change of status from a **Lock-Down** to an "**All Clear**," meaning the emergency is over.
- If asked, assist the IC in the preparation of a written statement regarding the incident.



- Assist in restoring a sense of normalcy to the school by responding to inquiries about the incident in a professional, low keyed response.
- Assist in dealing with the influx of concerned parents.
- Assist IC in preparing for the emergency staff meeting scheduled for that afternoon.
- Attend all meetings of the School Emergency Response Team and assist in the preparation of briefing documents.
- Perform such other duties as may be directed by the IC.

#### 4. Phase IV Responsibilities (Subsequent days):

- Maintain the *Event Log*.
- Respond to incoming calls.
- Assist in calling for substitute teachers if needed.
- Assist in calling parents of absent children.
- Keep IC advised of any changes.
- Assist in establishing schedules for counseling if required.
- Perform such other duties as may be directed by the IC.

#### C. **Lock-Down Procedures Checklist for Principal/Incident Commander (IC)** **Always assume the information is correct.**

##### 1. **Summon Help:**

- Designate that 911 be called. Have the caller remain on the line with 911 operator to keep police advised of changing conditions.
- Call Charter Board.
- Shut off school's bell system.

##### 2. **Conduct an Immediate Assessment:**

- Send staff person (Site Coordinator) to confirm and assess the situation.
- Based upon the assessment, determine appropriate action/emergency signal.

##### 3. **Alert School Staff and Students of the Emergency:**

- **Fire** – Sound Fire Alarm and evacuate the building.
- **Severe Weather Condition** – Sound established signal. (verbal command)
- **Lock Down – No Response** – Verbal command - No one moves in the school until the police arrive on the scene. The situation involves one of the three following conditions:
  - **gunman in the school**
  - **shots being fired**
  - **a hostage situation**
- **Lock Down - Response** – Verbal command -Activates the School Emergency Response Team.
- **Shelter-in-Place** – Verbal command – Secures campus, activates School Emergency Response Team, shelters community members.
- **Duck, Cover, and Hold On** – Verbal Command

##### 4. **Implement Appropriate Emergency Response Plan:**

- Deploy SERT.
- Remain at Command Post to direct follow-up activity.
- SERT member deploys Search Team.
- SERT member(s) coordinate the accounting of students, staff, and any visitors at time of crisis.



- Maintain an Event and Status Log.

**5. Coordinate Police, Fire, and/or Emergency Medical Personnel needs:**

- Keep responding units updated on the situation.
- Assemble witnesses and victims for the authorities.
- Brief responding units once on the scene.
- In concert with responding police/fire/medical Officials, determine next steps to be taken.
- Notify parent(s) or guardian of injured/missing student(s).
- Coordinate school response – On-site, off-site, and the Charter Board response.

**6. Main Office/Command Post is Taken Hostage:**

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible.
- Don't argue with or antagonize captor or other hostages.
- Inform captor of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape.
- Don't try to resolve situation by force.
- Be observant and remember everything you see and hear.
- When a rescue takes place, follow the instructions of the rescuers.

**7. Stand Down Procedures:**

- In concert with the police site commander, signal an "All Clear".
- Direct SERT member(s) to assist with parents wanting to either see their child or wanting to remove their child from school.
- Prepare a written press release with the assistance from the Charter Board.
- Adjust the school schedule to deal with the lost time.

**8. Recovery and Follow-up Activities:**

- Meet with SERT and critique the effectiveness of the Team's response.
- Determine the needs for the following day(s).
- Conduct emergency staff meeting at end of first day.
- Visit the affected students/staff and their families.

**XIII. Additional Resources**

In addition to the emergency situation listed in this Comprehensive School Safety plan, additional resources are available on the school website for students, parents and guardians.

Those policies are also included in the Student & Parent Handbook:

- Contact Information
- Complaint and Conflict Resolution Policy
- Uniform Compliant Procedures
- Suicide Prevention Policy
- Bullying & Harassment Policy
- Human Trafficking & the Commercial Sexual Exploitation of Children Policy
- How to Access Mental Health Services
- Child Abuse Reporting Procedures