

Maunaloa School



EMERGENCY RESPONSE PLAN

September 2012

INTRODUCTION

Maunaloa School has a fundamental obligation to ensure the safety and welfare of its students and staff. It is the school's responsibility to provide an environment where people are physically and emotionally secure. Toward that end, the Maunaloa School Emergency Response Plan has updated the school's emergency response practices and replaces the school's Crises Management Safety Guide.

The Maunaloa School 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. As an adaption format, the Plan addresses three (3) critical stages for dealing with incidences:

- **BEFORE**

Proactive actions to prevent (or minimize) and prepare prior to an incident happening

- **DURING**

Actions to take once an incident is occurring

- **AFTER**

Actions to take in the aftermath of an incident to recover and return the school to a state of "normalcy" as quickly as possible and to improve on practices in future events.

Experts in the field of emergency response say that, "It is not a question of IF an emergency will occur, but WHEN it will occur." To ensure a safe and secure campus, it behooves all members of the faculty and staff to be thoroughly familiar with the Maunaloa School Emergency Response Plan and to actively prepare for and participate in related emergency practices and drills.

EMERGENCY RESPONSE TEAM

An emergency can occur at any time. When the magnitude and/or intensity of an emergency require an organized team approach for response, the school's Emergency Response 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 shall consist of the following people:

- Principal
- School Administrative Services Assistant (SASA)
- Office Assistant
- Health Aide
- Custodians

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 Administration Building (Building B) and the alternate site is in the Library (Building A).

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>POSITION</i>	<i>EXTENSION</i>	<i>ROOM</i>
Principal *	774-8303	Office
SASA *	774-8302	Office
Office Assistant	774-8301	Office
Health Aide	774-8313	Office
Custodian 1	774-8300	Office
Custodian 2	774-8300	Office

* Denotes individuals who are assigned to a two-way portable radio.

REFERENCES/RESOURCES:

- a. Emergency Response Team Responsibilities

USER GUIDE

The Maunaloa School Emergency Response Plan serves as a GUIDE for faculty and staff to deal with a variety of incidents that disturb and disrupt school operations.

- 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.
- Prudent use of personal discretion and adaptation to the Plan's contents should be exercised to meet the unique needs of a specific incident. The Plan is not designed to provide "answers" to every imaginable emergency situation.
- 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, student, 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.

TABLE OF CONTENTS

INTRODUCTION.....	I
EMERGENCY RESPONSE TEAM.....	II
USER’S GUIDE.....	III
TABLE OF CONTENTS.....	IV
INCIDENTS (IC):	
Allergic Reaction.....	IC-1
Assault/Fight.....	IC-2
Bomb Threat.....	IC-3
Drug/Alcohol Use.....	IC-4
Earthquake.....	IC-5
Field Trip Emergency.....	IC-6
Fire.....	IC-7
Irate Parent/Visitor.....	IC-8
Riot.....	IC-9
Suspicious Letters/Packages.....	IC-10
Terror Attack.....	IC-11
Tornado/High Wind.....	IC-12
Trespass.....	IC-13

REFERENCES AND RESOURCES (RR):

Bomb Threat Procedure.....	RR-1
Earthquake Procedure.....	RR-2
Emergency Alert System/Signals and Communication Methods.....	RR-3
Emergency Response Team.....	RR-4
Epi-Pen Procedure.....	RR-5
Fire Evacuation Procedure.....	RR-6
Lockdown Procedure.....	RR-7
Off-Campus Evacuation Procedure.....	RR-8
Reunification Plan.....	RR-9
Shelter-In-Place Procedure.....	RR-10
Trespass Procedure.....	RR-11

**SCHOOL INCIDENTS
(IC)**

INCIDENT:

ALLERGIC REACTION

BEFORE:

- a. **Be** aware of assigned students that may have severe allergic reactions (i.e., insect bites and stings, peanut butter, chocolate, etc.) and any emergency action plans in case of exposure to these allergens.
- b. **Request** assistance to eliminate sources of insects that may bite or sting.
- c. **Be** knowledgeable of the Epi-Pen procedure. (See Section RR-5.)

DURING:

- a. **Keep** the injured comfortable and **seek** the assistance of the School Health Aide.
- b. **Assist** with the administration of medication if available and appropriate.

AFTER:

- a. **Process** and **submit** the necessary report forms.
- b. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Epi-Pen Procedure

INCIDENT:

ASSAULT / FIGHT

BEFORE:

- a. **Review** and **discuss** with students school expectations for student behavior.
- b. **Supervise** all student activities as assigned.
- c. **Anticipate** potential violent situations.

DURING:

- a. **Assess** situation.
- b. **Seek** assistance from security and other staff; **Report** specific location.
- c. **Attempt** to intervene and defuse situation.
- d. **Identify** participants.
- e. **Clear** the area of spectators once order is restored and preserve the area for investigation.

AFTER:

- a. **Seek** help for the injured.
- b. **Account** for assigned students; **await** further instructions.
- c. **Process** and **submit** the necessary report forms.
- d. **Assist** with the investigation process.
- e. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

INCIDENT:

BOMB THREAT

BEFORE:

- a. **Be** knowledgeable of the school's Bomb Threat Procedures.
- b. **Conduct** daily visual inspections of your work area and be alert to suspicious packages or objects.
- c. **Be** alert for suspicious or unfamiliar persons on the campus.
- d. **Be** knowledgeable of and practice the Fire Evacuation Procedure and the Off-Campus Evacuation Procedure.

DURING:

- a. If a threat is received by telephone, **attempt** to keep the caller on the line and ask for information about the bomb such as what kind of bomb it is, where is it located, when will it detonate, etc.; **inform** the administration as soon as possible.
- b. If a suspicious package or object is found, do not **handle** it; **evacuate** the area immediately; **inform** the administration as soon as possible by using a messenger.
- c. **Cease** use of any electronic devices such as cell phones and telephones.
- d. **Evacuate** on command.

AFTER:

- a. **Seek** help for the injured.
- b. **Account** for assigned students; **await** further instructions.
- c. **Process** and **submit** the necessary report forms.
- d. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. School Bomb Threat Procedure
- b. Bomb Threat Card
- c. Fire Evacuation Procedure
- d. Off-Campus Evacuation Procedure

INCIDENT: DRUG / ALCOHOL USE (SUSPECTED)

BEFORE:

Be familiar with signs of drug/alcohol use such as changes in behavior, glassy eyes, talkativeness, depression, erratic behavior, and change in personal hygiene.

DURING:

- a. **Isolate** the student and notify security or the office.
- b. **Avoid** physically handling the student.
- c. **Wait** with the student until help arrives.

AFTER:

- a. **Process** and **submit** the necessary report forms.
- b. **Assist** with the investigation process.
- c. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

INCIDENT:

EARTHQUAKE

BEFORE:

- a. **Inspect** work area and eliminate possible hazards.
 1. **Place** large and heavy objects on lower shelves or floor.
 2. **Secure** shelves to walls; **brace** or **anchor** high or top heavy objects.
 3. **Store** breakables on low shelves or in closed cabinets.
 4. **Secure** cabinet doors with bolts or latches.
 5. **Store** hazardous materials in a safe, well-ventilated storage area.
- b. **Be** knowledgeable of and **practice** the earthquake drill.

DURING:

- a. Indoors
 1. **Direct** students to **drop** to the ground; **take cover** under a sturdy table or other piece of furniture; **hold on** to the furniture until shaking stops.
 2. **Stay away** from glass windows, light fixtures, or shelves and cabinets that may topple.
 3. **Evacuate** outdoors only if safe to do so.
- b. Outdoors
 1. **Drop** to the ground in an open area.
 2. **Stay away** from trees, utility wires, electrical poles or other objects that may fall.
- c. **Be prepared** for earthquake aftershocks.

AFTER:

- a. **Seek** help for the injured.
- b. **Account** for assigned students; **await** further instructions.
- c. **Process** and **submit** the necessary report forms.
- d. **Assist** with the damage assessment process.
- e. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. School Earthquake Procedures

INCIDENT:

FIELD TRIP EMERGENCY

BEFORE:

- a. **Assess** the field trip site to identify hazards.
- b. **Have** adequate and appropriate supervision to meet the needs of the activity.
- c. **Review** school bus safety rules with participants.
- d. **Provide** the participants with safety instructions for the field trip.
- e. **Review** and **update** students' medical records; **have** medical information available.
- f. **Have** a communication device (i.e., cell phone) available for emergency communication.
- g. **Have** an alternate transportation vehicle available if practical.
- h. **Ensure** that completed student field trip forms with medical insurance/student accident insurance information are submitted.
- i. **Provide** the office with a roster of students attending the field trip; identify students who are staying back in school and the location where they will be supervised.
- j. **Have** a First Aid Kit.

DURING:

- a. **Treat** the injured or ill.
- b. **Call** 911 for police, fire and/or emergency medical services if required.
- c. **Notify** the school administration.
- d. **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.
- e. **Account** for all students and adults.

AFTER:

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

REFERENCES/RESOURCES:

BEFORE:

- a. **Be** knowledgeable of and **practice** the school's Fire Evacuation Procedures; **be** knowledgeable of and **practice** the school's Off-Campus Evacuation Procedures.
- b. **Post** the Fire Evacuation Map plan in a conspicuous place.
- c. **Locate** the closest fire alarm pull station and fire extinguisher.
- d. **Heed** good safety practices for preventing fires such as turning off or unplugging electrical devices daily, using proper extension cords, and storing chemicals and flammable liquids in proper storage containers and cabinets.
- e. **Keep** walking isles and pathways clear of debris and litter.
- f. **Be** knowledgeable of how to use a fire extinguisher.
- g. **Have** the classroom list and Attendance/Injury Report forms readily available

DURING:

- a. **Utilize** the fire extinguisher for small fires by following the PASS (Pull, Aim, Squeeze, Sweep) procedure.
- b. **Pull** the fire alarm.
- c. **Evacuate** following the Fire Evacuation Procedures; **turn off** lights and **close** doors when exiting.
- d. **Avoid** access roads where emergency vehicles may have to travel.
- e. **Account** for assigned students; **await** further instructions.
- f. **Prepare** to implement the Off-Campus Evacuation Procedures upon command.

AFTER:

- a. **Seek** help for the injured.
- b. **Process** and **submit** the necessary report forms.
- c. **Assist** with the investigation process.
- d. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Fire Evacuation Procedures
- b. Off-campus Evacuation Procedures
- c. Fire Extinguisher Use Video

INCIDENT:

IRATE PARENT / VISITOR

BEFORE:

- a. **Build** good rapport with parents and community members.
- b. **Conduct** meetings with parents and community members in a public place with high traffic and visibility and where help may be accessed quickly.
- c. **Request** assistance from the administration if a “difficult” meeting is anticipated.

DURING:

- a. **Be** calm and courteous.
- b. Do not **touch** the person.
- c. **Attempt** to defuse the situation.
- d. **End** the meeting if the person is uncooperative and attempt to reschedule another meeting.
- e. **Leave** the room quickly if necessary and seek help from the administration.

AFTER:

- a. **Seek** assistance from the administration.
- b. **Develop** a plan for follow-up to the incident and attempt to resolve any concerns.
- c. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

BEFORE:

- a. **Review** and **discuss** with students school expectations for student behavior.
- b. **Supervise** all student activities as assigned.
- c. **Be** knowledgeable of and **practice** the school's lockdown procedure.
- d. **Anticipate** potential violent situations.

DURING:

- a. **Assess** situation.
- b. **Seek** assistance from security and other staff; **report** specific location.
- c. **Attempt** to intervene and defuse situation.
- d. **Identify** participants.
- e. **Lock down** upon command.
- f. **Clear** the area of spectators once order is restored and preserve the area for investigation.

AFTER:

- a. **Seek** help for the injured.
- b. **Account** for assigned students; **await** further instructions.
- c. **Process** and **submit** the necessary report forms.
- d. **Assist** with the investigation process.
- e. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Lockdown Procedure

INCIDENT:

SUSPICIOUS LETTER / PACKAGE

BEFORE:

- a. **Inspect** all letters/packages in a specific sorting area.
- b. **Wear** gloves when handling items.
- c. **Be** knowledgeable of and **practice** the school's Shelter In Place Procedure.

DURING:

- a. Do not **shake, open, bump, smell, or taste** suspicious items.
- b. **Isolate** suspicious items and **request** assistance from the administration.

If suspicious contents have been released:

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

AFTER:

- a. **Seek** help for the ill and injured.
- b. **Account** for assigned students.
- c. **Process** and **submit** the necessary report forms.
- d. **Assist** with the investigation process.
- e. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Shelter-In-Place Procedure

INCIDENT:

TERROR ATTACK

BEFORE:

- a. **Remind** all students and staff to wear the school's identification badge.
- b. **Be** knowledgeable of the school's Trespass Procedure.
- c. **Be** knowledgeable of and **practice** the school's Lockdown Procedure and Off-Campus Evacuation Procedure.

DURING:

- a. **Direct** all visitors to the school office; immediately **report** any trespasser, suspicious person, vehicles, or packages.
- b. **Lock down** on command.
- c. **Account** for all assigned students.
- d. **Remain** in place until the "All Clear" signal is issued or until further instructions are given.
- e. **Prepare** for off-campus evacuation.

AFTER:

- a. **Seek** help for the injured.
- b. **Process** and **submit** the necessary report forms.
- c. **Assist** with the investigation process.
- d. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Trespass Procedure
- b. Lockdown Procedure
- c. Off-Campus Evacuation Procedure

BEFORE:

- a. **Inspect** work area and secure items that may topple or fall due to high winds.
- b. **Store** hazardous materials in a safe place.
- c. **Be** knowledgeable of and **practice** the school's Shelter-In-Place Procedure.
- d. **Be informed** that severe thunderstorms, unstable weather, a loud, roaring noise, dark green-colored sky, and a sighting of funnel clouds may mean that a tornado may be approaching.

DURING:

- a. **Keep** students calm.
- b. **Turn on** television to the closed-circuit channel and await instructions.
- c. **Shelter-in-place** upon command.
- d. **Instruct** students to sit on the floor with back against the wall away from windows, suspended light fixtures, and objects that may fall; move under sturdy furniture if possible and protect the head.
- e. **Remain** in place until the "All Clear" signal is issued.

AFTER:

- a. **Seek** help for the injured.
- b. **Account** for assigned students; **await** further instructions.
- c. **Process** and **submit** the necessary report forms.
- d. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Shelter-In-Place Procedures

BEFORE:

- a. **Remind** all students and staff to wear the school's identification badge.
- b. **Be knowledgeable** of the school's Trespass Procedures.

DURING:

- a. **Maintain** a safe distance from the visitor.
- b. **Make** mental notes of the visitor's characteristics (e.g., clothing, distinguishing facial and body features, height, weight, etc.).
- c. **Direct** the visitor to report to the school office.
- d. **Request** the visitor to leave the campus and **observe** the visitor's departure off the campus if there is no reason for the visitor to remain; immediately report the visitor to the administration.

AFTER:

- a. **Process** and **submit** the necessary report forms.
- b. **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

REFERENCES/RESOURCES:

- a. Trespass Procedures

REFERENCES AND RESOURCES (RR)

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:

- | | | |
|----------------|--------------|-------------|
| ___ Calm | ___ Excited | ___ Angry |
| ___ High | ___ Low | ___ Raspy |
| ___ Rapid | ___ Weak | ___ Strong |
| ___ Loud | ___ Laughing | ___ Crying |
| ___ Normal | ___ Distinct | ___ Slow |
| ___ Whispering | ___ Nasal | ___ Stutter |

Figure 4-4: BOMB THREAT CARD
(Form OBS-1100a)

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF BUSINESS SERVICES

PLACE CARD UNDER TELEPHONE

QUESTIONS TO ASK

- 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?

EXACT WORDS USED BY THE CALLER THREAT

POISON Help
1-800-222-1222

CALLER ID (if available) _____
Sex of caller _____ Race _____
Age _____ Length of call _____
Call received on: (Telephone No.) _____
Time _____ Date _____

BOMB THREAT

CALLER'S VOICE

___ Calm	___ Whispering
___ Angry	___ Nasal
___ Excited	___ Stutter
___ High	___ Lip
___ Low	___ Raspy
___ Rapid	___ Deep
___ Weak	___ Ragged
___ Strong	___ Clearing Throat
___ Loud	___ Deep Breathing
___ Laughing	___ Cracking
___ Crying	___ Disguised
___ Normal	___ Accent
___ Distinct	___ Familiar
___ Sturred	___ If voice is familiar, who?

BACKGROUND NOISE

___ Street	___ Booth (hollow)
___ Traffic	___ Long Distance
___ Voices	___ Animal noises
___ Music	___ Static
___ Machinery	___ Clear
___ Other	

THREAT LANGUAGE

___ Well spoken	___ Taped
___ Foul	___ Incoherent
___ Irrational	___ Message read by caller

Police Emergency No. _____
District Office No. _____
Safety/Security Services No. (808) 586-3457

COMPLETE FORM OBS-1100
(distribute copies accordingly)

Lisp Deep Rugged
Clearing Throat Deep Breathing Cracking
Familiar Accent Disguised

_____ If voice is familiar who does it sound like?

- Listen for any background noise and take note:

Street Traffic Voices
Music Machinery Booth (hollow)
Long Distance Animal Noises Static
Clear Other

- Listen for threatening language:

Well Spoken Foul Irrational
Taped Incoherent 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 person under surveillance.
- Notify administration, school safety manager and security.
- 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 District Superintendent.

Administrative Responsibilities (continued)

- **Do not turn any electrical device on or off!**
- Distribute the blue **Bomb Threat Memo** to all classrooms (page BB). Physical Education classes that are out in the field area shall remain in the field area and await further instructions.
- Activate the **Emergency Response Team**.
 1. Assess the situation and determine a plan of action.
 2. Notify Maunaloa School.
 3. Conduct a cursory visual check of the campus for any unusual objects.
 4. 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.
 5. If time is of the essence, use secondary or back-up notification systems.
 6. Implement the **Off-Campus Evacuation Procedure**. Make note of procedure involving handicapped or disabled persons.
 7. Wait for MPD. MPD will notify Base Command.
- Conduct a search of the campus. The Principal shall coordinate these efforts with the custodial staff. Areas to search include classrooms, restrooms, office rooms, play areas, trash cans, staircases, hallways, and under portable classrooms. 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.
- The Principal shall have **Emergency Personnel Information** readily available.
- Should restroom facilities be required, the Principal or designee shall inform the military authorities who will provide these facilities.
- MPD 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 Evacuation Procedures

1. SASA
 - Walks to inform Cafeteria Personnel of threat
 - Notifies library; Portable & Cottage A,B,C
 - Setup area @ Community Park, calls 911 immediately
 - Back up for Clerk
 -
2. Health Aide
 - Informs A105 & A108
 - Transport water & cups on personal vehicle
 - Assist Clerk & Administers First Aid @ Command Post
3. Principal
 - Meet authorities and media
 - Give master key and radio to appropriate authorities.
4. Office Assistant
 - Distributes Walkie Talkies from command post
 - Responsible for Emergency Cart
 - Posted at post 1 – Post 1/Command Post
 - Setup designated area @ Community Park
 - Inform Command Post all students & staff safe @ park
5. EA (Kim Pagan)
 - Posted @ Hoesa St. (Post 2) to stop all traffic
 - Follow & Assist last class to Community Park,
 - Inform Command Post all students & staff @ park
 - Backup for Post 3
6. Custodian #1 (Kalani G.)
 - Evacuate & secure restrooms, lab & library
 - Proceed to Community Park once campus is cleared
 - Resume responsibilities of Custodian #2 if no substitute available
 - Back up for Post 4
 - Backup for Liko's duties
7. Custodian #2 (Liko Mawae)
 - Check all cottages
 - Proceed to Community Park once campus is cleared
 - Resume responsibilities of Custodian #1 if no substitute available
 - Floating Back up
8. Teachers:
 - Leave all windows & doors open
 - Proceed to lead students to Post 1 following map
 - Grade levels to report to designated areas marked with flags @ Community Park
9. SpEd personnel: (Melissa)
 - Leave all windows & doors open
 - Proceed to lead students to Post 1 following map
 - Take students to appropriate grade levels @ park

BOMB THREAT MEMO

TO: _____

FROM: _____

SAMPLE

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

BOMB THREAT MEMO

TO: _____

FROM: _____

SAMPLE

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

BOMB THREAT ALERT

TO: _____ **DATE:** _____

FROM: _____

SAMPLE

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 Emergency Response Plan.**

BOMB THREAT ALERT

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- 6. Bring attendance books for roll call.**
- 7. Bring Emergency Response Plan.**

Earthquakes usually strike without warning. Take the following actions as time permits:

- Direct students to drop to the ground; take cover by getting under a sturdy table or other piece of furniture; and hold on until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the room.
- When an earthquake strikes, stay where you are. Stay indoors if you are indoors and stay outdoors if you are outdoors. Most injuries occur as people enter or exit buildings.
- Direct students to stand against a wall near the center of the building or stand inside previously damaged structures, or stand in interior doorways and hold on.
- Avoid standing under ceiling fans, hanging light fixtures, or near windows.
- Because of possible gas leaks, do not light any fire after an earthquake. Turn off all gas and/or propane valves. **DO NOT USE CANDLES, MATCHES, OR OTHER OPEN FLAME AND DOUSE ALL FIRES!**
- Avoid touching electrical wires which may have fallen and do not walk in streams, puddles or ponds of water nearby the downed wires.
- Never operate electrical switches or start an automobile if within an area where gas mains may have ruptures or where leaking gas is suspected.
- Remain where you are until tremors have subsided.
- Do not attempt to move seriously injured persons unless they are in immediate danger of further injury or death.
- Turn on a portable AM/FM radio for Civil Defense instructions and damage reports.
- Do not use the telephone except for genuine emergency calls.
- Evacuate if you are in immediate danger.

Faculty/Educational Assistants

- If you evacuate, post a note on your door and indicate your name and evacuation site.
- Take your **Emergency Response Plan** and attendance log/roster.
- Exercise caution and watch for broken glass, live wires and debris.
- Attend to injuries at evacuation site.
- Wait for instructions or the **ALL CLEAR** signal.
- Follow the **Emergency Evacuation Plan** if so instructed.

Administration

- Activate the **Emergency Response Team**.
- Assess injuries and damages.
- Call 911 for emergency response if needed.
- Confirm with the Head Custodian all gas utilities have been turned off.
- The Emergency Alert System radio will automatically come on and must be monitored for emergency instructions.
- The SASA will be in charge of all communications on behalf of the Principal.
- Detailed school maps and plans must be made available to emergency workers.
- Contact the District Office for district instructions.
- Determine a plan of action.
- Implement either the **Emergency School Closure Plan** or **Emergency Evacuation Plan** if necessary.
- Direct security and custodians to confirm the campus is clear of people.
- Resume school only if conditions allow.
- Follow the **Post-Crisis Debriefing Plan** if applicable.

Custodians

- Head Custodian is to have all natural gas utilities turned off.
- Custodians will sweep campus and secure the buildings in the event of an evacuation.

School Safety Manager

- Control traffic for emergency vehicles as needed.
- Assist with handicapped and disabled persons as needed.
- Sweep campus for injured persons and confirm with custodians that the campus has been completely evacuated, in the event of an evacuation.
- Assist administration as needed.

EMERGENCY ALERT SYSTEM / SIGNAL AND COMMUNICATION METHODS

REF/RES:

What is the Emergency Alert System?

The Emergency Alert System (EAS) at Maunaloa School has been established to assist the students, faculty and staff during an internal or external crisis, to plan and respond appropriately to different emergency situations.

How is the system activated?

It is activated after school officials have determined that a threat to the security and safety of the students, faculty and staff at Maunaloa School exists.

How are people notified?

The notification may be made through a series of methods that will include the use of a school-wide call system, bells, whistles, air horns and bullhorns. An audible announcement is made over the school-wide PA system or by use of bullhorns.

Who is involved during an EAS notification or actual evacuation?

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

What are the criteria to activate the EAS?

Lockdown, civil defense, homeland security, tsunami, civil disobedience, earthquake, law enforcement activity, fire drills or exercise, or when deemed necessary by administration.

Who activates the EAS?

The Principal and/or their designee.

Emergency Alert Signals

ALL CLEAR	One continuous fire alarm blast for ten seconds
BOMB THREAT NOTIFICATION	Blue Bomb Threat Memo - Notification Card Yellow Bomb Threat Alert - Evacuation Preparation Notice
BOMB THREAT EVACUATION	Primary: Set of two short and one long burst from air horn, continuous for three minutes. Secondary: Individual classroom notification Back-Up: Bullhorn notification.
CLASSROOM EMERGENCY	Primary: Activate classroom PA System. Secondary: Use classroom telephone to call the office. Back-Up: A red card sent to the office.
EMERGENCY EVACUATION	Primary: Notification via Public Address System Secondary: Bullhorn notification. Back-Up: Direct verbal notification.
FIRE	School Buzzer & Emergency Strobe Light System
LOCKDOWN	Primary: Notification via PA System. Secondary: Bullhorn notification. Back-Up: Direct verbal notification.
TELEPHONE	For emergency use only.
PORTABLE TWO-WAY RADIO	The Crisis Management Team shall use the two-way radios in every crisis, except in bomb threats.

EMERGENCY RESPONSE TEAM RESPONSIBILITIES

REF/RES:

RESPONSIBILITIES

Principal

- will take control of the Command Center.
- Maintains the Master Student List and telephone numbers.
- will decide to close the school or return to campus.
- will be the first to lead everyone back to the campus.
- will be the authority as to when to signal the ALL CLEAR.
- will notify DAGS if situation is warranted.
- will keep log of all communication (including telephone calls).

SASA / Clerk Typist

- will take a bullhorn and walkie talkie to the Evacuation Site.
- will be one of the first to lead the evacuation.
- will have the following items readily available:
 - Emergency Response Plan.
 - Master Student List and telephone numbers.
 - Master Teacher Roster
 - Telephone numbers for all school-related services (i.e., bus transportation, EMS, HPD, DAGS, etc.)
 - Emergency Personnel Information
- will be responsible for the accounting of the students and faculty at the Evacuation Assembly Area.
- will advise the Principal whether or not all students are present and accounted for at the Evacuation Assembly Area.
- will sound the ALL CLEAR at the direction of the Principal.
- will supervise the return route back to the campus.
- will be the last to leave the Evacuation Assembly Area.
- will assist the Principal with the Command Center after leaving the Evacuation Assembly Area.
- will keep log of all communication (including telephone calls).

Health Aide

- will coordinate the transportation of the food and water supply, cups, trash cans and/or trash can liners to and from the Evacuation Assembly Area.
- will manage the Comfort Station at the Evacuation Assembly Area.
- will fill water containers, as needed and controls the dispensing of water to those in need.
- will establish the First Aid Station at the Evacuation Assembly Area.

- will assist with health needs of students and school personnel.
- will take student health records, medications and First Aid Kit to the evacuation site.

Educational Assistants

- will ensure the safety of students, faculty and all school personnel to and from the Evacuation Assembly Area.
- will either escort her assigned class or assist with the evacuation by supervising the evacuating classes to the Evacuation Assembly Area whichever is applicable.
- will secure the perimeter of the Evacuation Assembly Area.

Head Custodian and Custodial Staff

- will be the last to leave the campus and ensure that all buildings are secured.
- will report to the Principal for perimeter security assignments at the Evacuation Assembly Area and shall supervise the return route back to the campus.
- will report to First Aid Station to assist in communications with the Command Center.
- will maintain control of the rubbish at the Evacuation Assembly Area.
- will coordinate the clean-up of the Evacuation Assembly Area following the termination of the evacuation.

School Food Services Manager and Cafeteria Staff

- will coordinate the transportation of the food and water supply, cups, trash cans and/or trash can liners to and from the Evacuation Assembly Area.
 - will manage the Comfort Station at the Evacuation Assembly Area.
 - will fill water containers, as needed and controls the dispensing of water to those in need.
-

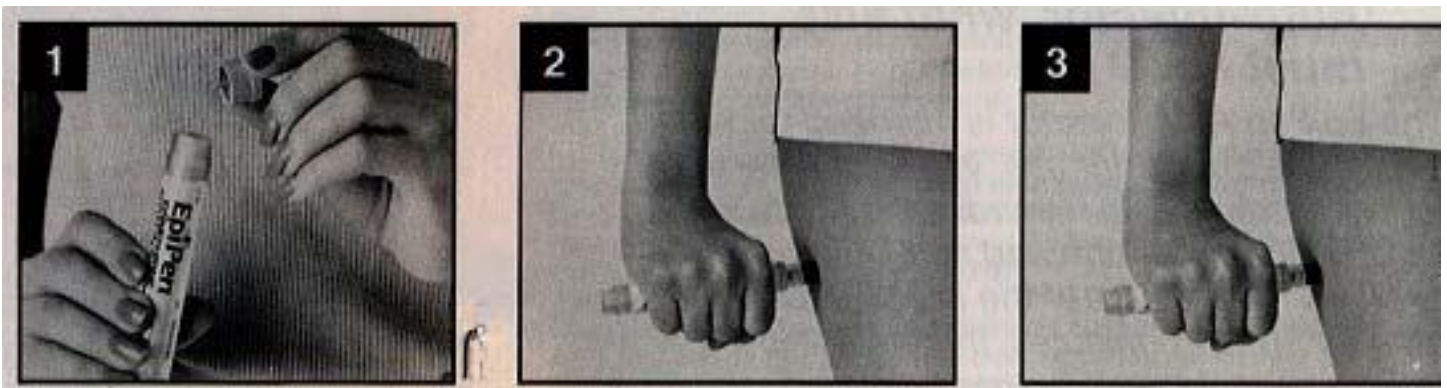
According to Superintendent Hamamoto's memo dated May 20, 2008, "There is a revised procedure for the disposal of the Epi-Pen after administration. The Epi-Pen is an emergency medication administered to students with asthma, anaphylaxis, or other potentially life threatening conditions. As necessary/required, 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 gray activations cap.
2. Hold black tip near outer thigh (always apply to thigh).
3. Swing and jab firmly into outer thigh until 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.



Faculty/Staff Responsibilities

- Clear the students from the immediate area.
- Utilize the fire extinguisher for small fires with caution and work within your physical capabilities.
- Activate the fire alarm for all other fires, or notify the office if alarm is not available.
- Evacuate upon hearing the fire alarm signal.
- Turn off all lights and close all classroom doors.
- 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).
- Handicapped or disabled persons will have assistance from designated adults (EAs).
- Bring the following four items to your evacuation site:
 1. Crisis Response Plan
 2. Attendance Book
 3. Attendance/Injury Report Forms
 4. Pen or Pencil
- 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.

Teachers and staff members must follow these procedures:

All staff members are asked to assist, in minimizing casualties and executing a smooth evacuation of the buildings in the event of a fire.

2. Please explain the **Fire Exit Plan** to all students and post the Plan in your room. Everyone needs to learn the locations of *all* designated areas, in the event that a fire occurs at a time when you are not in your room.

Fire drills will be held monthly and all staff members and students are expected to participate in all drills.

At the sound of the fire alarm:

Turn off everything normally turned off at the end of the day, leave the room and shut the door(s).

Proceed to designated areas. Take the safest, shortest route. Move quickly, and in an orderly manner.

Once the students have assembled in the designated area, teachers must take a head count of the students under their supervision to be sure all students are accounted for.

Teachers and staff members will report missing persons to the Principal, designee, and / or designated staff member.

If your route is blocked, go to one of the other areas.

If the fire alarm is sounded at recess or lunch, go to the nearest designated area. Teachers organize students in the area; take a head count; and report numbers to Principal, designee, and / or designated staff member.

- g. If the fire alarm is sounded during an assembly, use all available exits; organize students in designated areas; and remain in area until notified.

At the sound of the “all clear” signal, a prolonged ringing of the bell, return to class or as instructed by the Principal, designee, and / or designated staff member.

REMINDERS

Keep students away from any vehicles or gas tanks near your designated area.

Maintain order in your area. Keep noise level down, so that important instructions can be heard.

Impress upon your students, the seriousness of the Fire Drill.

Attendance/Injury Report Form

	Evacuation		Fire		Lockdown		Shelter-In-Place		Field Trip
Teacher:			Grade:			Date:			Time:
Teacher/EA							Classroom		

*** Check off the students present at the evacuation site who were present in the classroom.**

Roster of Students	*	Absent Students
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		Added Students
7.		1.
8.		2.
9.		3.
10.		4.
11.		5.
12.		Handicapped or Disabled
13.		1.
14.		2.
15.		Missing Students
16.		1.
17.		2.
18.		3.
19.		4.
20.		5.
21.		Injured Students
22.		1.
23.		2.
24.		3.
25.		4.
26.		5.
27.		Added Adults
28.		1.
29.		2.
30.		3.
31.		Injured Adults
32.		1.
33.		2.

No. of Students on Roster		No. of Adults Assigned to Class	
No. of added students		No. of Added Adults to Class	
Total No. of Students in Class		Total No. of Adults in Class	

To use this form:

- Check the appropriate box for the type of attendance for which the form is to be used
- Write the grade of the class
- Write your name, class grade, date, and time
- List the students present in the class before the emergency
- List the students who were absent before the emergency
- List the added students to your 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

Administrative Responsibilities

- Assess situation and decide if evacuation is necessary.
 - Use fire extinguisher if the fire is small.
- Follow the **ABCs** if a crisis exists.
 - **Activate** fire alarm/call 911.
 - **Begin** evacuation process:
 - Establish Command Center Site.
 - Evacuate buildings.
 - Assist special education classes/students.
 - Check buildings for students.
 - **Contact** the Complex Area Superintendent in order to activate the Emergency Rapid Response Team (ERRT).
- **Propane Gas Valve**
 - Have the Head Custodian turn off all propane gas lines.
- **Provide Emergency Care**
 - **Assess injury.**
 - Treat the injured.
 - Report trauma.
 - If injured student is able, move to First Aid Station.
- **Traffic**
 - Custodians are to secure the parking lot.
 - Control human and vehicular traffic on campus.
 - Police to assist with traffic on public roadway, following arrival.
- **Communication**
 - Telephone (*SASA*)
 - Keep phone lines clear.
 - Maintain record of all incoming/outgoing calls.
 - Refer all requests for information to the Principal or designee.
 - Media
 - Establish media area in order to limit media on campus.
 - Principal and/or designee to man station and work with DOE designee.
 - Inform staff, students and parents of the events.
- **Closing of School**
 - Recommend to CAS whether or not to close school.
 - Consolidate all students in one area (Assembly Area) to ease fears.
 - Traffic control personnel will direct cars to park without blocking driveway. Parents will be directed to the Assembly Area. Student Control personnel will use bullhorn to announce names of students to be picked up.

FIRE EVACUATION POST CRISIS

Actions to Return to Normalcy

- 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 (school psychologist, counselor, social worker, outreach counselor).
- 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.

Triggers

- Orders from either the Police or Fire Departments or any other Emergency Services Department
- 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.

- Lockdown will be initiated over the PA or card system
- Office staff will call 911
- Gather all students that are within and directly outside of your classroom.
- During recess periods or 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 or teachers to assist you.
- Lock classroom & external doors
- Ensure all persons are inside and minimize noise
- Secure all windows and doors.
- Keep everyone low and away from windows.
- Turn on closed-circuit TV for instructions.
- Turn off all other equipment.
- Take attendance using the Attendance/Injury Report form.
- Wait for further instructions.
- Do not open classroom door for anyone until “all clear” signal is given by Principal.
- 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.

The decision to implement an Off-Campus Evacuation (OCE) shall rest with Administration. The Crisis Management Team will be assembled to receive their assignments. All team members will wear their yellow safety vests. Teachers are to bring the AIRF with them to the Evacuation Assembly Area. All students must maintain a single file line when walking from the classroom to the Evacuation Assembly Area.

1. SASA:
 - Alert by fire alarm
 - Proceed to Community Park
 - Back up for Clerk
2. Clerk or Health Aide:
 - Calls 911
 - Distribute Walkie Talkies from command post
 - Responsible for emergency cart
 - Proceed to Post 1
3. Cafeteria Manager/Café Helper
 - Transport water & cups on personal vehicle
 - Assist at Post 4. (Once student body has crossed area, proceed to Community Park.)
4. EA
 - Posted at Hoaikane St. (Post 2) – to stop all traffic.
 - Follow & Assist last class to Community Park
5. EA
 - Posted at Hoaikane St. (Post 2) – to stop all traffic.
 - Inform Command Post all students & staff safe @ park
6. Custodian #1 (Kalani G.)
 - Evacuate and secure restrooms, lab, library
 - Proceed to Community Park once campus is cleared
 - Back up Post 4
7. Custodian #2 (Liko Mawae)
 - Proceed to Community Park once campus is cleared
 - Evacuate & secure restrooms, lab, library if custodian #1 or substitute is not available
 - Floating Back up
8. Health Aide (Janna)
 - Assist Clerk & administers First Aid
9. Teachers:
 - Lock all windows & doors and proceed to lead students to Post 1 following map.
 - Inform Kim all students present
 - Grade levels to report to designated areas marked with flags at the community park.
10. SpEd personnel: (Melissa)
 - Take students to the park following map.
 - Take students to appropriate grade levels @ park

The OCE will commence in an orderly fashion whereby the classrooms in K-Building, the Locker Rooms, D-Building, E-Building and Portable Classrooms 4 & 5 will leave the school grounds by way of Evacuation Route No. 1, which is through the back gate of the school. (See Campus Evacuation Routes)

Portable Classrooms 1, 2, 3 & 6, classrooms in Buildings B, C, F, and classes held in the Administration Building and in the Cafeteria will leave the school grounds by way of Evacuation Route No. 2, through the north gate at Mahiole Street. (See Campus Evacuation Routes)

All students in the Fully Self-Contained (E5 & E4) classrooms, all wheel chair bound students and students with temporary special needs will evacuate the campus by way of Evacuation Route No. 3, through the south gate at Mahiole Street. (See Campus Evacuation Routes)

Everyone will proceed to the designated Evacuation Assembly Area where the students will assemble in a designated area. (Refer to the Site Map.) There will be six Evacuation Assembly Areas that are defined as follows:

1. Assembly Area B will consist of all the classrooms in B-Building.
2. Assembly Area C will consist of all the classrooms in C and F-Buildings.
3. Assembly Area D will consist of all the classrooms in D-Building.
4. Assembly Area E will consist of all the classrooms in E Building
5. Assembly Area K will consist of all the classrooms in K Building and Locker Room.
6. Assembly Area P will consist of all the Portable classrooms.

The teachers and/or staff will complete the AIRF 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. The AIRF will be collected by the Evacuation Assembly Area Supervisors and then given to the staff responsible for the accounting of the students.

TERMINATION OF THE EVACUATION

At the signal of the "All Clear" (announcement by SASA or clerk typist), 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, faculty and staff must return to the classrooms where they were at the time of the Emergency Evacuation Drill. A final attendance shall be taken using the AIRF, once everyone has returned to the classroom. A student runner shall submit the form to the front office.

Faculty/Staff Responsibilities

- Take attendance following the announcement of the OCE using the AIRF.
- When the evacuation order is given, you will be notified to exit the classroom and leave the campus by way of your designated Evacuation Route.
- Instruct students to:
 1. Maintain a single file line when walking from the classroom to the Emergency Evacuation Assembly Area.
 2. Follow appropriate route to southwest corner fence opening and proceed across the road on right sidewalk down to Community Park.
 3. Listen for commands from safety and security personnel at all intersections and or lead students across personally.
- Classes in the library or computer lab will move directly down the walkway towards the office and proceed to the southwest corner fence opening and proceed to community park. Students or classes in the cafeteria will proceed down the stairway fronting the library or kitchen directly down to the southwest corner fence opening and proceed to community park.
- Bring with you the AIRF and Emergency Response Plan.
- While evacuating, lead your class out of the building, be alert of your surroundings, and watch for wayward students and vehicular traffic.
- Administrative staff will provide assistance as needed.
- The Principal or designee will assist each group at the southwest corner fence opening to the Evacuation Assembly Area (Community Park).
- Take Emergency Attendance immediately upon reaching the Evacuation Assembly Area.
- Also seek assistance for injured persons through the Evacuation Assembly Area Supervisor.
- Maintain order and discipline.
- Wait for the ALL CLEAR announcement by SASA or Clerk Typist 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.

1. Attendance will be taken with a new AIRF for the final time in the classroom.
 2. Forward the AIRF to the front office with a student runner.
- If the decision is made to close the campus, the students will be released to parents/guardians at the Evacuation Assembly Area.

Attendance/Injury Report Form

	Evacuation		Fire		Lockdown		Shelter-In-Place		Field Trip
Teacher:			Grade:			Date:		Time:	
Teacher/EA							Classroom		

*** Check off the students present at the evacuation site who were present in the classroom.**

Roster of Students	*	Absent Students
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		Added Students
7.		1.
8.		2.
9.		3.
10.		4.
11.		5.
12.		Handicapped or Disabled
13.		1.
14.		2.
15.		Missing Students
16.		1.
17.		2.
18.		3.
19.		4.
20.		5.
21.		Injured Students
22.		1.
23.		2.
24.		3.
25.		4.
26.		5.
27.		Added Adults
28.		1.
29.		2.
30.		3.
31.		Injured Adults
32.		1.
33.		2.

No. of Students on Roster		No. of Adults Assigned to Class	
No. of added students		No. of Added Adults to Class	
Total No. of Students in Class		Total No. of Adults in Class	

To use this form:

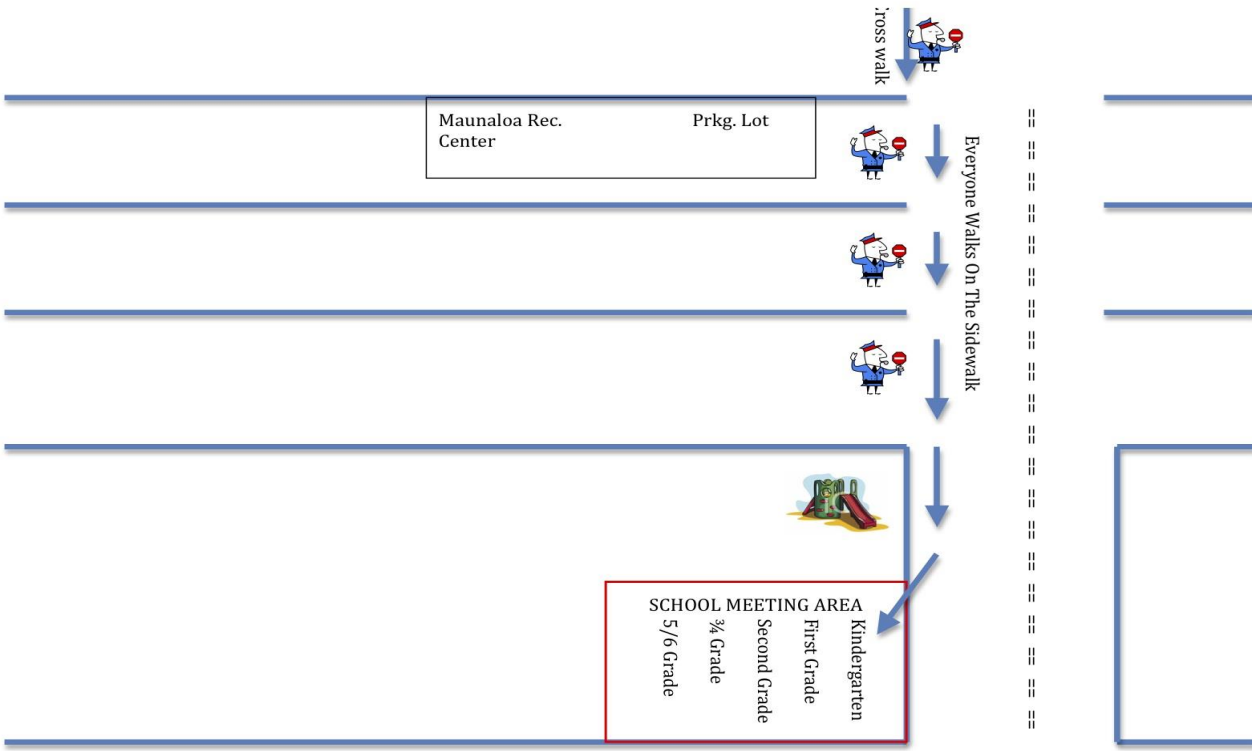
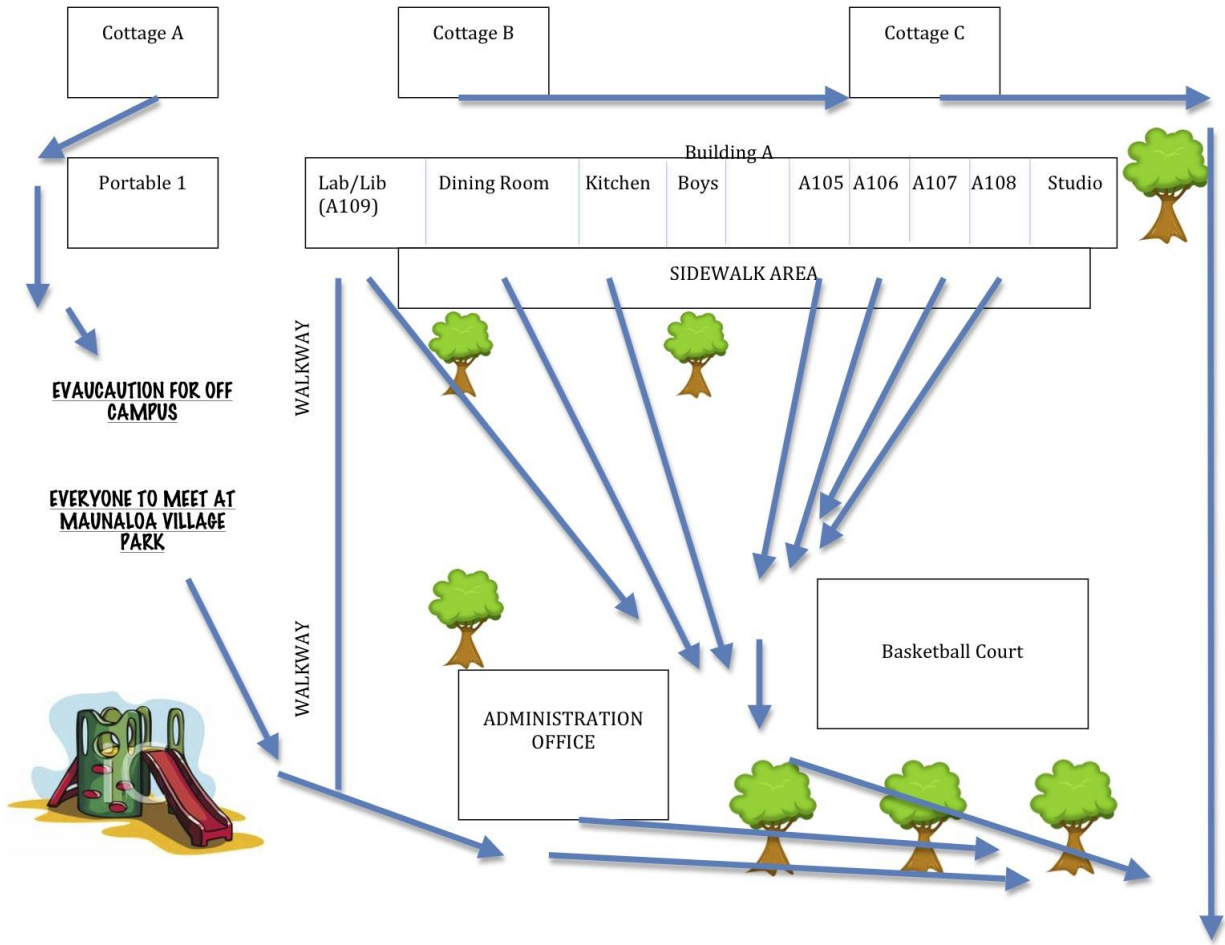
- Check the appropriate box for the type of attendance for which the form is to be used
- Write the grade of the class
- Write your name, class grade, date, and time
- List the students present in the class before the emergency
- List the students who were absent before the emergency
- List the added students to your 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

OFF-CAMPUS EVACUATION ROUTE

- 1. EVACUATION ROUTE #1 WILL BEGIN FROM THE BACK GATE OF THE SCHOOL, TURNING RIGHT ONTO THE MOANALUA GARDENS ACCESS ROAD HEADING TOWARDS MAHIOLE STREET UNDER THE JARRETT WHITE ROAD VIADUCT.**
- 2. EVACUATION ROUTE #2 WILL LEAVE CAMPUS VIA THE GATES FRONTING MAHIOLE STREET HEADING TOWARDS JARRET WHITE ROAD TO THE STAIRS LEADING DOWN TO THE CITY & COUNTY RECREATION CENTER. THE ROUTE WILL CONTINUE THROUGH THE CENTER TO THE MOANALUA GARDENS ACCESS ROAD TO LINK UP WITH EVACUATION ROUTE #1.**
- 3. EVACUATION ROUTE #3 WILL LEAVE CAMPUS VIA THE FRONT GATE CROSSING MAHIOLE STREET AT THE CROSSWALK NEAR MAHALAHI STREET. THE ROUTE WILL TURN LEFT TO HEAD TOWARDS AND THEN CROSS JARRET WHITE ROAD TO CONTINUE ON MAHIOLE STREET.**

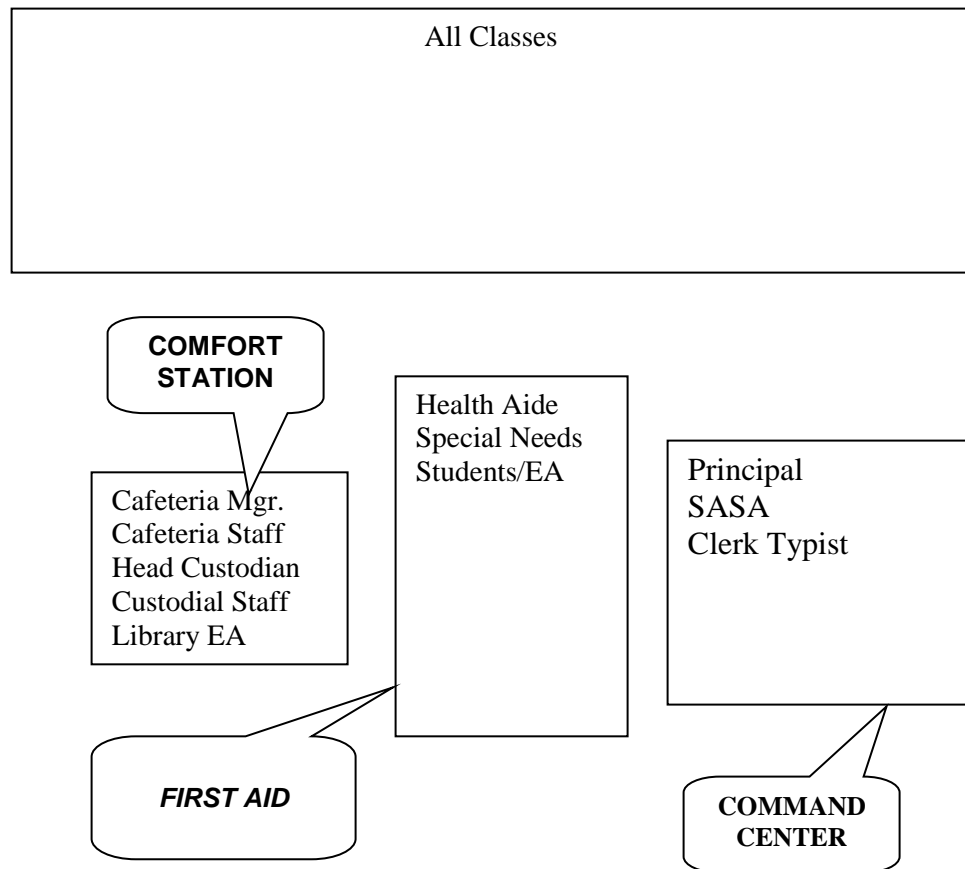
OFF-CAMPUS EVACUATION ROUTE

- 4. EVACUATION ROUTES #1, #2 AND #3 WILL CONTINUE TO THE DEAD END OF MAHIOLE STREET AND WILL PASS THROUGH THE PEDESTRIAN ACCESS GATE AT THE DEAD END OF MAHIOLE STREET. THE EVACUATION ROUTE WILL CONTINUE ONTO THE PEDESTRIAN PATHWAY ALONG SIDE THE MOANALUA FREEWAY.**
- 5. THE EVACUATION ROUTE WILL CONTINUE ALONG THE PATHWAY ADJACENT TO MOANALUA FREEWAY UNTIL IT REACHES ALA AOLANI STREET.**
- 6. THE ROUTE WILL THEN TURN RIGHT ONTO THE SIDEWALK OF ALA AOLANI STREET CONTINUING TO THE T-INTERSECTION AT ALA NAPUNANI STREET.**
- 7. THE ROUTE WILL TURN LEFT, TO CROSS ALA AOLANI STREET ONTO THE SIDEWALK OF ALA NAPUNANI STREET.**
- 8. THE ROUTE WILL CONTINUE ALONG ALA NAPUNANI CROSSING UNDER THE MOANALUA FREEWAY AND THEN ACROSS MOANALUA ROAD TOWARDS ALA HAHANUI STREET.**
- 9. THE ROUTE WILL TURN RIGHT ONTO ALA HAHANUI STREET, HEADING TOWARDS ALA PUUMALU STREET.**
- 10. THE ROUTE WILL TURN RIGHT AT ALA PUUMALU TOWARDS THE DRIVEWAY OF PUUMALU PARK.**
- 11. THE ROUTE WILL TURN RIGHT INTO THE PARK AND THE FIRST FIELD ON THE LEFT WILL BE THE EVACUATION SITE.**



EVACUATION ASSEMBLY AREA*

**This site map is a general configuration and not site specific.*



RESPONSIBILITIES

Principal

- will take control of the Command Center.
- Maintains the Master Student List and telephone numbers.
- will decide to close the school or return to campus.
- will be the first to lead everyone back to the campus.
- will be the authority as to when to signal the **ALL CLEAR**.
- will notify **DAGS** if situation is warranted.
- will keep log of all communication (including telephone calls).

SASA / Clerk Typist

- will take a bullhorn and walkie talkie to the **Evacuation Site**.
- will be one of the first to lead the evacuation.
- will have the following items readily available:
 - Emergency Response Plan.
 - Master Student List and telephone numbers.
 - Master Teacher Roster

- Telephone numbers for all school-related services (i.e., bus transportation, EMS, HPD, DAGS, etc.)
- Emergency Personnel Information
- will be responsible for the accounting of the students and faculty at the Evacuation Assembly Area.
- will advise the Principal whether or not all students are present and accounted for at the Evacuation Assembly Area.
- will sound the **ALL CLEAR** at the direction of the Principal.
- will supervise the return route back to the campus.
- will be the last to leave the Evacuation Assembly Area.
- will assist the Principal with the Command Center after leaving the Evacuation Assembly Area.
- will keep log of all communication (including telephone calls).

Health Aide

- will establish the First Aid Station at the Evacuation Assembly Area.
- will assist with health needs of students and school personnel.
- will take student health records, medications and First Aid Kit to the evacuation site.

Educational Assistants

- will ensure the safety of students, faculty and all school personnel to and from the Evacuation Assembly Area.
- will either escort her assigned class or assist with the evacuation by supervising the evacuating classes to the Evacuation Assembly Area whichever is applicable.
- will secure the perimeter of the Evacuation Assembly Area.

Head Custodian and Custodial Staff

- will be the last to leave the campus and ensure that all buildings are secured.
- will report to the Principal for perimeter security assignments at the Evacuation Assembly Area and shall supervise the return route back to the campus.
- will report to First Aid Station to assist in communications with the Command Center.
- will maintain control of the rubbish at the Evacuation Assembly Area.
- will coordinate the clean-up of the Evacuation Assembly Area following the termination of the evacuation.

School Food Services Manager and Cafeteria Staff

- will coordinate the transportation of the food and water supply, cups, trash cans and/or trash can liners to and from the Evacuation Assembly Area.
- will manage the Comfort Station at the Evacuation Assembly Area.
- will fill water containers, as needed and controls the dispensing of water to those in need.

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 Complex Area Superintendent. 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 through the media if possible.
- A Release Center is established as close to the point of release of students if possible. This may be adjacent to the roadways/parking lots where parents may drive by and pick up students. A large sign should identify this Center.
 - a. Parent release authorization forms for students should be available at the site to minimize delays if released to persons other than the parents. An administrator or designee should be located at the site to approve the release of students to persons who are not approved on the parent release authorization form.
 - b. 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.
- Parents or authorized persons should sign out students prior to taking them.
- A traffic control plan should be established to expedite the movement of vehicles and people at or near the Release Center.
- If school buses are necessary to transport students home, arrangements shall be made with the bus company.
- Students should not be released on their own without the permission of an administrator or designee.
- Special accommodations for students with special needs should be developed and included as part of the procedure.

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.

- 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.

Sheltering provides refuge for students, staff, and public within school buildings during an emergency such as chemical spill, gas etc., when vapors are generated. Safe areas may change depending on the emergency and environmental condition such as wind direction

1. Principal
 - *Issue sheltering alert (School wide PA & landline to café)
 - *Calls 911
 - *Ensures everyone remains in safe area until “all clear” is given by emergency responders.
2. Cafeteria Manager/Café Helper
 - *Take water, cups & dried fruits/snacks to **Lab/Library**
3. Staff
 - *Direct students and visitors to **Lab/Library**
4. Teachers
 - *Account for grade level students after arriving in Lab/Library area
 - K-3 in Library (designated area)*
 - 4-6 in computer lab (designated area)*
5. Clerk/EA's
 - *Account for all staff members & visitors
6. Custodians/Healthaide/SASA
 - *Close all windows & doors
 - *Use plastic sheeting, wet cloths, and duct tape, etc. to seal windows, cracks, etc to minimize indoor air contaminations
 - *Prevent outside air from mixing with inside air
 - *Remove all plastic sheeting; wet towels and other materials used to seal rooms and dispose of

Faculty/Staff Responsibilities

- Teachers shall report without hesitation all incidents of unauthorized persons on campus to security or to the office. Use the red Classroom Emergency Card or intercom if appropriate.
- If the intruder exhibits signs of hostility, secure students within the classroom. Lock doors and close louvered windows.
- In incidents where there is no hostile intent, the intruder shall be referred to the office.
- Wait for security to arrive. Be prepared to identify the intruder.
- If a **Lock Down** is necessary and is implemented, turn the TV on to the closed-circuit Channel 3 and wait for instructions. Follow **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

- Security shall respond to reports of unauthorized persons on campus.
- Determine reason for entry onto campus. If the reason is justified, a Visitor Pass shall be issued along with instructions.
- 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 to the office, or other area fronting the Administration Building.
- If the intruder exhibits signs of hostility, students are to be secured within their classroom with doors locked.
- In all instances where entry onto campus 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.
- Follow the Post-Crisis Debriefing Plan, if applicable.