

KUA O KA LĀ NCPCS



SAFETY DRILL & EVACUATION PROCEDURES



Kua O Ka Lā Public Charter School (KOKL PCS), Pū'ala'a, Puna, Hawaii

EMERGENCY PHONE NUMBERS & SAFETY PROCEDURE FLOWCHART

Kua O Ka Lā Public Charter School

981-5866/981-5867

345 Makalika St.

Fax: 981-5860

Pahoa, Hawaii 96778

		Work phone #	Off Hours
Head of School	Susan Osborne	640-3439	640-3439
Principal	Kapoula Thompson	217-4257	345-6461
Safety Manager	Leila Kealoha	937-7991	965-6585
Safety Officer(s)	Amy Pankowski	965-2193	854-1268
	Denim Cretton	640-8103	937-4481
	Maile Nihipali	430-3579	430-3579
	Karina Espinoza-Leasure	965-2188	430-0981
	Jocelyn Grant	965-2184	333-1670
	Ua Estabilio	965-2193	756-1804
	Tracey Tagalicod	756-1997	339-4538
	Daron Key	217-4258	510-459-7937
	Maile Nihipali	430-3579	430-3579
	Tutabelle Ojeda	965-2193	987-6322
	Will Howell	333-6460	333-6460
CCO <small>(Charter Commission Office)</small>	Sione Thompson	586-3775	586-3775
CCO, Office of Safety and Security		586-3775	348-5754
District Office	C.A. Supt. Keoni Farias	974- 6602	Fax 974-6604
Student Transportation Section			
Bus #1	Paul Kushlak	217-1074	982-6956
Bus #2	Martin Cambra	640-1422	
Nanawale Community Association		965-8080	
Madie Greene (point of contact) after hours (Tuesdays)			640-0919
Vacationland Community Org. Wai ‘Opae (Sheri Lehner)			965-9189
HIOSH Hotline		586-9102	
Hawaii County Police Dept., CAPT. Medeiros	911		965- 2716 Pahoa

Hawaii County Fire Dept.,	911	965-2765	Pahoa
Ambulance Service, Emergency	911		
County Civil Defense	935-0031	935-3311	
State Civil Defense	733-4300		
Child Welfare Services	933-0350		
American Red Cross	935-8305	334-7777	
Pacific Disaster Center	(808) 891-0525		
Hazardous Materials	1-800-586-4249		
Poison Center	1-800-222-1222		
Dept. of Water Supply (Dwayne)	961-8060	961-8790	
HCEOC (LUNCH & BREAKFAST)	935-4654		
Fire Alarm System (Ohana Control Systems)	557-1213	(firewolf911@hawaii.rr.com)	
Fire School Inspection (Prevention)	Gantry Andrade	932-2912	
DOE: Safety Minutes Reports			

Charter School Commission Letter

RE: Emergency and Disaster Prep Instructions

If it is necessary to close schools, the Charter School Commission will follow these procedures:

1. Commission Staff communicates any DOE school closures to charter schools;
2. Charter schools contact Commission Staff to notify staff of any charter school closures (include dates of closure, if applicable). If any charter schools are planning to close, please provide me with the day(s) you will be closed and a phone number for people to call if they need more information;
3. Commission staff posts charter school closure information on the Commission website;

4. Commission Staff also transmits charter school closure information to DOE Communications office (no need to call Donalyn Dela Cruz directly);
5. DOE Communications office includes statement in DOE press releases directing the public to the Commission website for more information on charter school closures.

If there is anyone else on your staff that needs to be included on these disaster preparedness emails, please let me know and I can add them to this email list.

Feel free to contact me if you have any questions.

Yvonne W.M. Lau
Chief Operations Officer
'Aha Kula Ho' āmana - Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813
Phone: [808.586.3777](tel:808.586.3777) Fax: [808.586.3776](tel:808.586.3776)
Email: yvonne.lau@spcsc.hawaii.gov Website: <http://chartercommission.hawaii.gov>

**[OBJ] Emergency Communication Plan i. Head of School
SUSIE 640-3439**

a. Contacts

- i. Principal – Kapoula Thompson 808-217-4257**
- ii. Charter Commission Sheryl Tuberville
808-586-3784 (to inform for closure)**
- iii. Civil Defense 935-0031**

b. Contact Media

**We do not need to contact media as Sheryl does this now.
Civil Defense 935-0031**

i. Radio

- 1. KWXX ofc: 935-5461 sales@kwxx.com STAFF main resource for info**
- 2. KBIG ofc: 961-0651 PSA FAX:934-8088**
- 3. KAPA ofc: 329-6633 email: psa@kaparadio.com**

ii. TV

- 1. KGMB news@hawaiinewsnow.com STAFF main resource for info**
- 2. KITV website form: www.kitv.com/tv/contact**

iii. Web

- 1. Big Island News Now
newsdesk@bigislandnow.com STAFF main resource for info**
- 2. KOKL Website Daron 217-4258**

c. Principal – Kapoula – 217-4257

i. VP: Denim – 937-4481

- 1. Contact Safety Mgr: Leila: 937-7991 (Call & Text)**

a. Daron: 217-4258/510-459-7937

b. Financial Officer Ua: 756-1804

i. Maile: 430-3579

- 1. Kalaniakea: 699-8402**

- 2. Kini: 699-0962
- 3. Brian: 530-406-0528
- ii. Beth: 937-8965
 - 1. Jane: 206-769-6291 (Text)
 - 2. Gwen: 333-0730
 - 3. Jean: 207-400-0733
- iii. Janette: 657-5685

c. HR Karina 430-0981

- i. Jocelyn: 333-1670
 - 1. Tutabelle Ojeda 987-6322
 - 2. Jazmine Ojeda 987-6335
- ii. Mariposa: 938-7903
- iii. Deanna: 464-0841/339-6456
 - a. Erin Okuda: 981-4536
 - b. Robbie: 938-7499/ 965-9777
 - c. Malia: 965-7833
 - d. Jean McKeague - 808-217-6030
 - e. Kathy Williamson 808-769-4847

[OBJ·OBJ·OBJ]

- iii. Kūlani Calina: 896-4065 (KS staff: Mon./Tues. only)

- 2. Contact Safety Officer Michael Pankowski: 938-1368
 - a. Amy: 854-1268

EMERGENCY PROCEDURE/EVACUATION FLOWCHART

FIC (First in Command)

Susan Osborne (Head of School)
&
Kapoula Thompson (Principal)
&
Denim Cretton (Vice Principal)

SIC (Second in Command)

(Safety Manager)
&
Leila Kealoha

TIC (Third in Command) (Resource Teacher/SSC)

&
Amy Pankowski & Maile Nihipali

NIC (Next in Command)

Karina Leisure-Espinoza (HR),
Daron Key & Deanna Wentworth (Pu'ula)

Introduction

Student and staff safety at any educational facility is not a new administrative responsibility. What is new is the demand placed on administrators to have a well-structured, written response plan designed to mitigate the worst crisis one can think of.

Having a well-written School Safety Plan and periodically exercising that plan will provide each member of the staff at Kua O Ka Lā Public Charter School with a better understanding of what to expect during a crisis situation.

The preparation of a School Safety Plan includes the concept of prevention. The implementation of prevention procedures and programs are essential in combating school violence. One violence prevention component is early intervention in recognizing the warning signs of students who are in dire need of psychological services.

Any plan is useless if it sits on a shelf or is hidden away in a file cabinet. We cannot expect staff members to react to a crisis situation unless there are periodic exercises. The following crisis plans and procedures are designed for the staff and students to respond to a crisis with a pre-planned, practiced response.

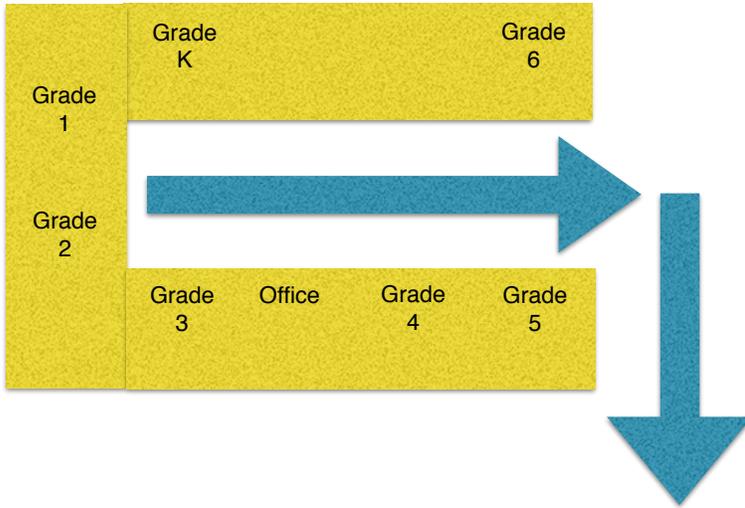
Purpose of the School Safety Plan

It is the policy of Kua O Ka Lā PCS to provide an environment conducive to the welfare and safety of students and staff. In accordance with this policy, it is our responsibility to provide an environment where students, staff, and the school community will be physically safe and psychologically secure.

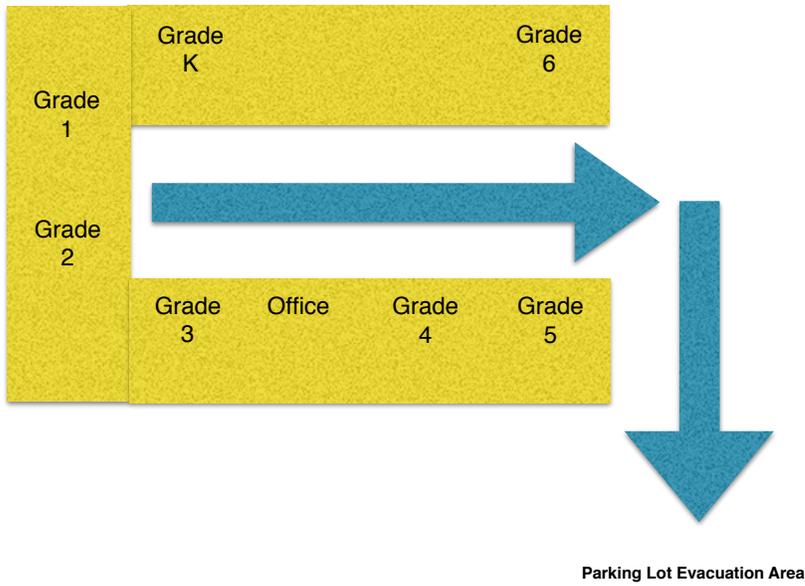
The purpose of the Safety & Crisis Response Plan is to provide every working member of Kua O Ka Lā PCS a practical reference document. This document will familiarize staff members with the safety procedures, which requires practicing them, in the event that an actual crisis may occur at any time.

It is the responsibility of each staff member to familiarize himself or herself to the Safety & Crisis Response Plan and to educate the students in these processes and procedures

Nani Mau Evacuation Plan Fire



Emergency Evacuation Plan Nani Mau



General Responsibilities of *Administration, Teachers and Staff* in a Crisis Situation

A crisis may occur at any time; therefore it is important that schools are prepared to handle various situations. The best preparation is in both the prevention of crisis situations and the intervention of them. Clear roles and responsibilities should be defined to avoid confusion in a crisis when response time is crucial. Although, delineations are defined, bare in mind it does not restrict one's own discretion at the time of crisis. If it is necessary to cross the line to handle the situation successfully and safely, staff and faculty members should do so.

Prevention Responsibilities:

To prevent a crisis situation from arising, the focus is on being alert to the possibilities. To that end, all staff members should report any impending disturbance rumors, unauthorized person(s) loitering on campus or possible acts of violence against the school or personnel. They should intervene whenever the safety of any person on campus is in danger.

Administration Responsibilities:

- Be familiar with the Kua O Ka Lā's prevention, response, and recovery crisis plans.
- Be familiar with agencies and community resources available to the school.
- Maintain a close working relationship with the police in the area.
- Facilitate safety committee meetings to address safety issues regularly.
- Administer crisis practice drills periodically during the regular school day to ensure that all safety expectations are met at the highest level.
- Conduct faculty/staff in-service periodically to familiarize staff members of their roles and responsibilities when a crisis arises.
- Make Crisis Response Plans accessible and available to all staff members.
- Monitor campus situations regularly to assess safety practices.

Classified Responsibilities:

- Report any safety hazards immediately.
- Initiate emergency repairs if anything on physical plant will potentially cause danger to health and safety.

Teacher and Staff Members:

- Understand and implement “Working Guidelines on Duties and Responsibilities of Teachers Relating to Student Behavior and Discipline.”
- Understand the philosophy of Chapter 19 and the legal implications in dealing with disciplining issues.
- Understand the philosophy of “Kua O Ka La PCS Student Discipline Plan” and the Comprehensive Student Support System (CSSS) providing students a framework of problem solving with non-violent solutions.
- Resolve issues and deal with the public professionally through a non-confrontational process that involves all parties. **Notify administrator of complaints & conflict.**
- Avoid remaining on campus during non-school hours.
- Be conscious of where students are when they are under supervision.
- Have procedures that are clear and well-rehearsed.
- Listen and be aware of the signals and messages students send when they are in distress

INTERVENTION RESPONSIBILITIES:

In the event of a crisis, it is essential that we act quickly so that the situation will not escalate more than necessary. The goal is to work together to address the situation to the successful end. Therefore, it is important that all staff and faculty members be familiar with the practice procedures and is able to apply them to the real situations.

Administrator or Designated Staff Responsibilities

- Assess the situation.
- Verify information.
- Take charge immediately and determine actions.
- Address life safety (first-aid, safety of victim, etc.) right away.
- **IMPORTANT- KEEP WRITTEN CHRONOLOGICAL DETAILED NOTES.**
- Seal off high-risk areas and preserve scene.
- Call 911/Ambulance (if necessary) and Educational Officer in charge.

- Notify Complex Area Superintendent.
- Notify staff of emergency. Evacuate/secure area if necessary.
- Activate School Crisis Team and implement crisis response procedures.
- Control traffic ingress/egress; keep area clear for emergency vehicles.
- If evacuation is implemented, be sure to have student release forms and health cards available.
- Account for all faculty and staff.
- Preserve evidence
- Handle all media statements on behalf of the school (administrators only).
- Provide “status” information to parents.
- Notify community agencies if necessary.
- If necessary, recommend school closure to Charter Commission office.
- Implement post-crisis procedures; debrief.

Teachers:

- Keep calm and act immediately.
- Verify information.
- Follow emergency procedures.
- Warn students, if advised.
- Stay with students during an evacuation. Take class roster. Account for all students.
- DO NOT SPEAK WITH MEDIA. Refer media matters to administrator.
- Keep detailed notes of crisis event.
- Debrief with students and restore order and peace after the crisis.

EMERGENCY PROCEDURE (Within the 1st Ten Minutes)

The principal/director of education, or person-in-charge, does not go to the scene. The principal or his designee is required to manage the crisis. There are a number of activities that need to be coordinated during a crisis. The principal with the help of the Crisis Management Team must perform these functions.

Every crisis has a time frame. The clock starts ticking upon notification of the event. How one responds and the timeline of the responses will be used to judge the effectiveness of our response.

- **Assess Life Safety**
- **Provide Emergency Care**

- **Call 911**
- **Notify Office**
- **Dispatch the Teacher-In-Charge to the Scene**
- **Evacuate/Secure Area**
- **Activate Crisis Team**
- **Isolate the Witness with an Adult**
- **Implement Notification signals**
- **Notify Charter Commission office**

(Next Fifty Minutes)

- i. Crisis management team has reported, is briefed, and assumes predetermined duties. These include:
 - i. Member responds to the front of the school to await arrival of police and emergency personal and direct them to the scene.
 - i. Member assists the principal in preparing a press release; await the arrival of the media, directing them to a media staging area.
 - 1- Member awaits the arrival of parents.
 - ii. Members insure students and staff have evacuated the area.
 - i. Member assumes the responsibility of scribe, keeping notes of action taken, persons notified, and keeps a chronological record of events.
 - ii. Parents' notification is made of the injured students and parents of the witness.
 - iii. The principal meets with the police for a briefing on status of the case.

- iv. A staff member will accompany injured student to the hospital.
- v. The Governing Board & Charter Commission office will be provided with an update.

(Reminder of the first day)

- i. The Principal after consultation with the investigating police officers declares “All Clear” signal; return school operation back to normal.
- ii. To reduce any confusion that might result from the all clear signal, teachers will need to be advised of any changes to the class schedules.
- iii. The principal may hold a joint news conference with the police.
- iv. Prior to the news conference, a press release will be prepared for delivery by the Principal. *A sound rule to follow is to let the police handle any questions regarding the actual crime, and the principal deals with what is occurring in the school and what will be occurring the next day.*
- v. The Complex Area Superintendent is advised of the status of the school investigation.
- vi. The Principal meets with the Crisis Team Members to make a quick assessment and determine what else needs to be accomplished before the school ends for the day.
- vii. A notice advising the parents as to what happened today as well as the schedule for tomorrow is prepared to be sent home with the students.
- viii. The Principal prepares for the emergency staff meeting that will follow the close of school. Be prepared to fully brief the staff on what happened, who was involved, the status of the police investigation, the medical condition of the student and what will tomorrow bring.
- ix. The Crisis Team meets in the evening. Everyone is provided with the latest information. Plans are formulated for the next day. As part of this planning process, as decision will have to be made to seek additional help, to include additional guidance counselors as well as psychologists for mental health services

- x. An update is prepared and placed in each staff person's mailbox for the next morning.
- xi. The principal may visit the injured student and his or her parent.

(Subsequent Days)

- i. An early morning meeting with the Crisis Management team is held to review any new information, particularly if it pertains to the police investigation and medical status of the student. Plans will be reviewed for that day with an agreement to meet again at the close of the school for reassessment.
- ii. It is wise to plan a parent meeting within 48 hours of the initial incident. It is important that parents be given an opportunity to express their concerns and fears. The school staff needs to be present and to reassure parents that their children are safe in the school. Make sure ground rules are established for anyone wishing to address the group. A representative from the police needs to be in attendance.

Kua O Ka Lā PCS Crisis Management Team Roles and Responsibilities

The **School office** will be the **Primary Command Center** from which all communication and control measures will be initiated, received, and disseminated. Alternate Command Centers located at Pahoia Recreational Center will be utilized should it become necessary. If an alternate site is used, telephone lines should be forwarded to that site.

CRISIS MANAGEMENT TEAM:

Head of School, Principal, Vice Principal

(Susan Osborne, Kapoula Thompson, Denim Cretton)

- Serves as the Crisis Management Team Leader
- Plans, coordinates, and supervises disaster operations
- Communicates with the District Office
- Communicates with the schools in the complex
- Communicates with the media, police and fire department, civil defense, etc.
- Contact HIOSH if there is an employee death, 3 or more employees hospitalized, more than \$25,000 damage.

Primary, First Alternate or Second Alternate, Stand-by Safety officer(s)-in-charge (SAFETY COMMITTEE)

Leila Kealoha (Safety Mgr), Denim Cretton (Vice Principal), Amy Pankowski (SSC), Maile Nihipali (Teacher), Karina Espinoza (HR), Daron Key (Tech Specialist), Tutabelle Ojeda (Educational Assistant), Patty Fernandes SPED

- Serves as PRE School Safety committee (PRESSC) facilitator(s)
- Carries a portable air horn
- Helps to coordinate staff without responsibilities
- Coordinates Off-Campus evacuations
- Coordinates family reunification procedures
- Takes school evacuation kit to secondary evacuation site.
- Conducts advance of evacuation sites (Primary and secondary) prior to actual evacuation
- Makes arrangements for delivery of food for personnel as needed.
- Floor maps for buildings and class rooms
- Coordinates room keys
- Maintains use of restroom, classroom, etc.
- Coordinates supplies and equipment
- Reports to command center for additional assignments
- Fills water containers, as needed

School Administrative Services Assistant

(Registrar/SASA, Jocelyn Grant)

- Stays with principal/Director of education, records all communication and documentation
- Monitors telephone calls and use
- Assists the Health Aide with medical situations, emergency cards, First Aid Kit, ice packs during evacuation
- Prepares statement dictated by Principal for the media, assist in the health and medical needs of personnel
- Assist in notifications to parents
- Takes students' emergency/health records, medication, First Aid Kit, and small cooler with ice pack to evacuation site
- Inform administration of "fragile" students, including those who need medication
- Assist health aide with "fragile" students

Clerk/Financial officer *(Tracey Tagalicod / Ua Estabilio)*

- Monitors telephone calls and use
- Keeps log of all communication (including telephone calls)
- Coordinates transportation (notify them for school closure/cancellation/pick up)
- Notifies field trip destinations/classes on field trip
- Maintains a master class list and telephone numbers
- Maintains walkie-talkie (not during bomb threat)

SSC/SPED *(Amy Pankowski, Patty Fernandes, Jane Howard)*

- Assist teachers with evacuation
- Coordinate student records and identification
- Coordinate efforts to help students and staff cope

Teacher and/or Educational Assistant with Students

- Acquaint themselves with emergency procedures
- Educate students on what to do in case of an emergency
- Account for all students

- Supervise and monitors safety of all students
- Maintain calm and in order
- Assist in communicating with students and parents
- Maintain student's' emergency information
- Have a sign out log ready for parents to sign out their child (submit to office)

Students

- Know and follow procedures in case of an emergency
- Know causes of the emergency & evacuation
- Stay calm and follow instructions

EMERGENCY CHECKLIST

- i. Assess Life Safety**

- ii. Notify Office / Notification from Office**

- iii. Evacuate / Secure Area**

- iv. Activate Crisis**

- v. Provide Emergency Care**

- vi. Debrief**

SITUATION/INCIDENT

POLICE/FIRE DEPARTMENTS

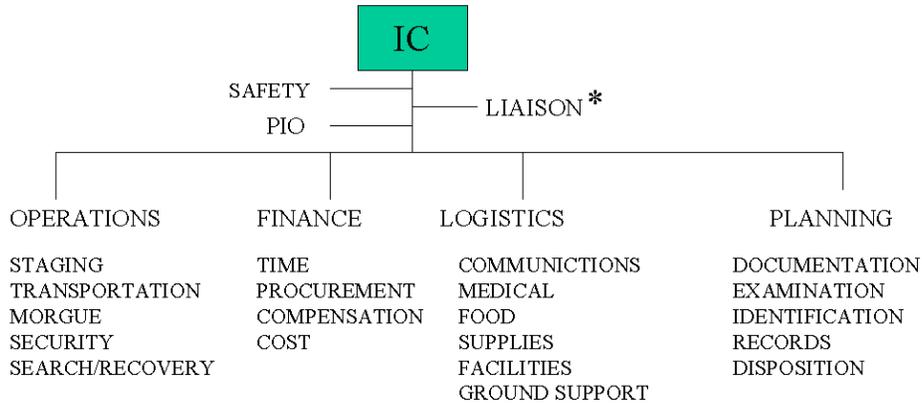
INCIDENT COMMAND SYSTEM

Whenever the **Police, Fire or Civil Defense** responds to an emergency incident and establishes a command center or post they use the INCIDENT COMMAND (IC) SYSTEM.

The Incident Command System is the emergency management structure approved by the Federal Emergency Agency (FEMA). The structure allows for an efficient method of managing major crisis situations or disasters. Without the application of the IC model, crisis management would be difficult if not impossible. In most cases, school officials will defer incident management to the local fire or police; however, student accountability and staff management will remain the responsibility of school officials.

The organizational chart best describes this system. A school representative, usually the Principal, will station self in the IC Center as a “Liaison” to the IC Commander, who is the highest-ranking officer at the site.

INCIDENT COMMAND SYSTEM



SAFETY: Assures safety at scene
Veto power

LIAISON: Other agency leaders
SCHOOL ADMINISTRATOR

PIO: Public Information Officer

ORGANIZATION FOR RESPONDING TO EMERGENCIES

EMPLOYEE SAFETY

NOTE: This section needs to be developed further by the safety committee and/or administrator for each individual school. The contents should cover the following:

- Visitor Protocol and Signage (authorization for access to area)
- Personnel identification and Control
- Protective lighting
- Material control
- Early Arrivals and Late Departures
- Refuge and Evacuation
- Communication (student, “buddy,” office)
- Notification of HIOSH if: you have an employee death; 3 or more employees hospitalized for an incident; more than \$25,000 damage.

Employee Safety Plans

Every employee is important to the mission of the Governing Board, and considerable training and money have been invested in each employee. It is critical that employee safety plans are in place so that employees may be protected from harm and are assured a safe workplace. The following information is designed to help make employees more knowledgeable about measures that can be taken to enhance office safety and security. The following guidelines are provided to help formulate written office safety plans that will help to address violent individuals entering workplaces with the intent of harming employees.

SITUATION/INCIDENT EMPLOYEE SCREENING

Effective screening of school volunteers and part-time employees should be made for any person performing work at school that is not screened by the Office of Personnel Services (OPS). This is an attempt to reduce the risk of a violent or sexually abusive person intruding into the work environment. The following techniques or resources may be used:

- Personal interviews
- Character references
- Employment references
- Criminal background checks
- Driver's license
- Military background
- Verification of education, training, certification, and license
- Credit and financial history

PERSONNEL IDENTIFICATION

1. **Visitors Report to Office** and **No Trespassing** signs are posted on the outer perimeter
2. **All visitors that are associated with the school are to sign in.**
3. Simple physical barriers in the office/classroom provide reaction time. Physical barriers that control, deny, impede, delay and discourage access to an area by unauthorized or undesirable persons. Barriers could be desks, counters, short doors, office dividers, etc. but not to compromise egress during emergencies.
 - Accomplish this by defining the perimeter of the office/classroom.
 - Establish a physical and psychological deterrent to entry and provide notice that entry is permitted.
 - Provide reaction and response time to address any disturbance or threat.
 - Enhance detection and apprehension opportunities of unauthorized personnel.
 - Channel the flow of people through designated entranceways in a manner that permits the efficient operation of personnel identification and control.
 - In the classroom be sure to locate desk to serve as a barrier yet located where there can be a safe and easy exit from danger.

Remove or relocate obstructions (files, books, and paper trays) to increase visibility.

Evacuation and areas of refuge for office staff.

- Establish evacuation procedures for office staff when no other exit is available.
- Identify a room that can shelter office staff from the violent person.

4. Personnel Identification and Control Procedures

A system of personnel control is a basic security measure required at most locations. Positive identification provides a means for visually establishing authorization for personnel movement and actions. The degree of control must be in keeping with sensitivity, value, or operational importance of the area, and the procedure must be simple.

Establish controls that are pertinent to each area or structure. Address each in term of authority and criteria for personnel access.

Have a staff member situated in a position facing the entrance that can immediately observe/identify individuals entering the facility as a key point in office control.

Removed or relocate obstructions (files, books, and paper trays) to increase visibility.

5. Provide a sign-in sheet for visitors, requesting the following information:

- Name
- Contact information
- Purpose
- Time of arrival and departure

- 6. To ensure return of visitor ID have visitor provide object of value that will be returned upon signing out.**
- 7. Never allow a person unknown to the staff go to the classroom and pick up a student. Always have the student come to the office to make certain that he or she knows the person who wants to take him or her out of school.**
- 8. In secondary schools where student parking is permitted, implement a student/faculty parking sticker system.**
- 9. As often as possible, have adult surveillance of student gathering places (restrooms, student parking lots, and courtyards).**
- 10. Require teachers to be in classroom doorways during class changing times.**

11. Before approving an evening event or public forum, insist upon adequate security for people and school property.
12. Conduct “hall sweeps” as a matter of routine.
13. Challenge all unknown persons found in the school or on school grounds. Take pictures, if necessary.
14. Involve students and staff in the identification of security concerns and in the formulation of security plans through the school safety committee.
15. Stress that students and staff have a basic obligation to be responsible for their own persons and property.
16. **Authority for access**

Access criteria for the following and provide access accordingly:

- Assigned personnel
- Visitors
- Vendors and trades people
- Contract personnel

SITUATION/INCIDENT

ROOM PROTECTION/CONTROL

Before deciding to employ particular security measures, a risk and threat analysis must be performed to determine the degree of physical security required. Consider the possible violent clientele visiting the office complex or classrooms, the crime condition of the office and classroom, geographical location, neighboring high-risk facilities (bars, prisons, courts, etc.) and administrators' involvement in controversial issues. The protection of computer information, equipment and sensitive files should also be considered.

Levels of Physical Security:

Minimum Security

- i. Simple physical barriers in the office/classroom provide reaction time. Physical barriers that control, deny, impede, delay and discourage access to an area by unauthorized or undesirable persons. Barriers could be desks, counters, short doors, office dividers, etc. but not to compromise egress during emergencies.
 - Accomplish this by defining the perimeter of the office/classroom.
 - Establish a physical and psychological deterrent to entry and provide notice that entry is permitted.
 - Provide reaction and response time to address any disturbance or threat
 - Enhance detection and apprehension opportunities of unauthorized personnel.
 - Channel the flow of people through designated entranceways in a manner that permits the efficient operation of personnel identification and control.
 - In the classroom be sure to locate desk to serve as a barrier yet located where there can be a safe and easy exit from danger.

Remove or relocate obstructions (files, books, and paper trays) to increase visibility.

2. Protective lighting

Install emergency lighting in the event of power loss

3. Evacuation and areas of refuge.

Establish evacuation procedures for office staff when no other exit is available.

Identify a room that can shelter office staff from the violent person.

4. Once simple barriers are in place, they can be supplemented with reinforced doors, window grates, high security locks, simple lighting over doors and windows and a basic unmonitored alarm device at the site of the intrusion that provides detection capabilities and local annunciation.

- i. Use local alarm to call for assistance.
- ii. Institute hand signals, message system, “call police” signal/code, etc.

5. Emergency call buttons for assistance in isolated offices (Duress alarm)

- Installed and operational.

Medium Security

Consultation with Safety and Security Services is recommended before implementation.

Medium security measures may include:

Advanced intrusion alarm system with central alarm monitoring
Duress alarm device (panic button)
High security physical barriers
Locked entry doors with entry by buzzer
Security cameras at entrances and office public counter area

High Level Security

High-level security may include the following:

- Security guard with communication system capability
Closed-circuit TV system on perimeter with time-lapse recorder
Perimeter/building intrusion alarm systems

Maximum Security

They may include:

- Access control system
- High security lighting
- Sophisticated intrusion alarm system
- 24-hour security guard (building and perimeter)

SITUATION/INCIDENT

GENERAL EMPLOYEE SAFETY

Early Arrivals and Late Departures

If personnel are allowed to be on campus during non-work hours, the Administrator has a responsibility to cover these employees in the safety plan. A security procedure for early staff arrivals and staff that leaves after hours should include communication to get help (phone, cell phone, alarm). Safety in numbers reduces the risk of becoming a target.

- Set time in the morning and evening when the office will be closed (hopefully, staff members will arrive and leave in groups).
- Identify high-risk areas in the parking lots/structures such as areas that are poorly lighted, blind corners and soundproof stairwells. Instruct staff to avoid these areas.

Fire and hostage evacuation, shelter in place and lock down plans and procedures

- Developed, posted and communicated to staff and exercised.

Emergency communications procedure (who will make calls to the 911, how to signal others to seek help immediately, “Buddy” system)

- Established and understood by staff.
- Establish a signal that student(s) will seek immediate help for a staff member.
- Establish a “Buddy” system where staff members can check on each other and where students can seek immediate help.

Emergency call buttons for assistance in isolated office locations (duress alarm)

- Installed and operational.

Emergency Preparedness

- Familiarize and train staff relating to emergency signals and procedures and emergency equipment (i.e., fire extinguisher, pull stations, evacuation exits).
- Post emergency numbers as required.

Contact HIOSH if

- There is an employee death on campus (within 12 hours of incident)
- 3 or more employees are hospitalized (within 8 hours)
- There is more than \$25,000 damage (within 8 hours)

EMERGENCY EVACUATIONS

There are numerous types of emergency situations that require Kua O Ka Lā PCS to activate a crisis or evacuate campus buildings and premises. Procedures for possible emergency evacuation events, such as: *Earthquake, Hurricane, Fire, High winds, Tornado, Flash floods, High surf and Lightning storms*. They are described in detail below.

The designated **"SAFETY ZONE"** is the front parking lot of Nani Mau and the field in front of Boys and Girls Club. See the attached map with buildings, routes and zones.

PREPAREDNESS

KOKL PCS is equipped with a First Alert radio receiver for public alert by NOAA, the National Oceanic and Atmospheric Administration. The radio system consists of lights and radio broadcasts indicating current status of emergencies. The radio automatically turns on when there is an advisory, a watch, or a warning. **In the event of a WARNING for the Eastern part of Hawai'i Island, the school MUST evacuate.** The school **MUST** evacuate all buildings in the event of a fire. All other evacuations will be up to the principal or administrator in charge for approval. In the event that an unsafe condition occurs during non-school hours that will impact the following school day, a school connect will be sent out informing all families that there will not be school that day. The media and Charter School Office will also be notified.

ALL VISITORS TO CAMPUS SHOULD CHECK IN AT A MAIN OFFICE

EARTHQUAKE ADVISORY/WATCH EMERGENCY PROCEDURE

A tsunami advisory/watch can be generated due to a non-locally generated earthquake. Communication between administration and staff will transpire in the event of an **advisory or watch**, and the progress of the situation will be followed. If an evacuation is to take place, standard procedure must be followed for smooth and timely departure. The appropriate warning

alarm or siren will sound and all staff, students and guests must immediately proceed to the “**SAFETY ZONE**” on campus for roll call and/or departure instructions. The transportation Coordinator or Safety Team officer (**Ua Estabilio/Tracey Tagalicod**) will bring the emergency equipment needed, which is: KOKL fleet vehicle keys, first aid kit, attendance clipboards, Emergency Card Binders, Telephone Directory and Bull horn. All staff should have some form of cell phone available.

Students will assemble in the “**Safety Zone**” standing in Wehena line-up, Grades K-12 lines will begin with **Grades 12 next to the mango tree and grade K next to the Hale’ Aina, Hipu`u students will make 1 line next to Kindergarten next to the Hale’ Aina, with all kumu, staff and visitors facing towards them.**

The school (All staff, students and/or guests) **MUST** evacuate all buildings in the event of a Earthquake/Tsunami drill. SWEEPERS WILL CHECK ALL ROOMS & BUILDINGS TO ENSURE ALL DOORS ARE CLOSED & ALL STUDENTS/ADULTS ARE OUT:

SWEEPERS will be Denim, Patty, Tracey, and Jazmine.

- i. **Visually take role and report absent students to Tracey (Elementary) Jazmine- back-up, Janette/U’I (MS/HS).**

ATTENDANCE WILL BE TAKEN AS FOLLOWS:

- i. GRADES K-12: HOMEROOM KUMU
- ii. HIPU`U HAUMANA: **SHARI**
- iii. STUDENT ATTENDANCE: TRACEY **(Elementary), (JAZMINE BACK-UP), JANETTE, U’I (MS/HS)**
- iv. STAFF: **KARINA (UA-BACK-UP)**

Attendance procedure:

Give the attendance checker the number of students present in class and provide the names of students absent that day

Report any missing students to the assigned Checkers: **Tracey, Janette & U’i.**

IF AN EVACUATION IS NECESSARY, All staff and students will report to the Keaau Shipman Park. Once this is determined, all drivers will promptly report to their corresponding vehicles and bring them to standby, ready position, behind the kumu to prepare for student boarding. Bus and Van drivers will have buses and vans running and ready in their line-up in front of the Nani Mau Parking lot. Once all students are accounted for, all students will load the bus as follows.

EVACUATION: LOADING OF VEHICLES

i. The loading of the buses and vans, of grades and staff, will proceed as follows:

i. **Grades K-6** students *and* Kumu: **Load Bus #1**

i. LOAD from the REAR of the bus working their way forward

Driver: Paul Kushlak (BACK-UP: KAPOULA/DARON)

One administrator: Kapoula will load bus #1 in order to ensure evacuation procedures are properly followed

ii. **Grades 7-12** students and Kumu and remaining Staff: **Load Bus #2**

Driver: Martin Cambra

ALL STAFF THAT ARE TAKING ATTENDANCE FOR A SPECIFIC GRADE SHOULD LOAD THE APPROPRIATE BUS.

i. Once the bus or van is loaded tell the driver that you have accounted for all your students and then leave and head to the Keaau Shipman Park.

A school **connect** will be sent out, once it is safe and convenient. ADVISE FAMILIES TO **NEVER** PICK UP THEIR CHILD AT SCHOOL AND WAIT FOR THE SCHOOL REACH OR PHONE TREE CALL. Parents/guardians listed on corresponding emergency cards are permitted to pick up their children. The only way for a child to ride home with someone else is if the designated staff member in charge of the dismissal from the Keaau Shipman Park speaks to the parent/guardian. Parents must sign out students, just as they must sign them out when school is in session. It is

imperative that we keep our emergency cards updated and this depends on your informing us any time you have a phone or contact change.

SEE APPENDIX FOR “ATTENDANCE SHEET”

Earthquake DRILLS & PROCEDURES

EARTHQUAKE WARNING

DRILL & EMERGENCY EVACUATION

In the event that you hear the Civil Defense siren sound, feel the ground shake for more than 20 seconds, and have a hard time staying on your feet, or know that a large local earthquake has occurred, move immediately away from coastal areas to higher ground. Do not wait for sirens to sound. If you reach 50 feet in elevation or ¼ mile inland you are out of the Tsunami inundation (likely to get hit) zone.

EARTHQUAKE WARNING DRILL & EMERGENCY EVACUATION

ALL STAFF ARE TO ADVISE STUDENTS TO LEAVE ALL BELONGINGS BEHIND AND QUICKLY & QUIETLY EXIT THE BUILDINGS IN A SINGLE FILE LINE AND CLOSE THE DOOR BEHIND YOU.

The school (All staff, students and/or guests) **MUST** evacuate all buildings in the event of an Earthquake/Tsunami drill. SWEEPERS WILL CHECK ALL ROOMS & BUILDINGS TO ENSURE ALL DOORS ARE CLOSED & ALL STUDENTS/ADULTS ARE OUT: Denim, Kapoula, Tracey, Patty, Jazmine.

- ii. **An Earthquake/Tsunami Drill** will begin by Kua O Ka Lā staff giving the signal of an **“EMERGENCY ASSEMBLY”**. The signal shall consist of a **“Bullhorn siren”**, similar to a fire engine siren, it will sound continuously.
- iii. Upon hearing the signal for the emergency assembly, all staff, students, guests and/or parents shall proceed to their designated Safety Zone.
- iv. As needed, all students and staff should load the appropriate bus.

EVACUATION: LOADING OF VEHICLES

- i. The loading of the buses and vans, of grades and staff, will proceed as follows:
 - i. **Grades K-6** students and Kumu: **Load Bus #1**
 - i. LOAD from the FRONT of the bus fill seats from the back to the front
Driver: Paul Kushlak (BACK-UP: KAPOULA/DARON)
One administrator: Kapoula will load bus #1 in order to ensure evacuation procedures are properly followed
 - iv. **Grades 7-12** students and Kumu and remaining Staff: **Load Bus #2**
Driver: Martin Cambra (BACK-UP: UA/JACOB)
If Grades 1 & 2 are on campus they will load bus #1.

IN THE EVENT THAT A VEHICLE IS MISSING, GRADES 7-12 WILL WALK TO THE EVACUATION ZONE (AG./NEW SITE): LEADER 7-12 KUMU, a school van will transport remaining staff and guests (Drivers: **TRACEY/UA**)

ALL STAFF THAT ARE TAKING ATTENDANCE FOR A SPECIFIC GRADE SHOULD LOAD THE APPROPRIATE BUS.

- i. Once the bus or van is loaded tell the driver that you have accounted for all your students and then leave and head to the Pahoia Recreational Center.
- ii. In an **EMERGENCY**, if buses and vans are loaded, they will leave and head to the Keaau Shipman Park.
- iii. During a **“DRILL”**, they head to the designated **Safety Zone**
- iv. Once students and staff have reached the **“EVACUATION ZONE”**, attendance will be taken. **Please try to take role on the way to the “Evacuation Zone”, Visually take role and report number of students present and names of absent students.**
- v. Visually take role and **report number of students present and names of absent students** to **TRACEY, JANETTE, U’I.**
- vi. The time will be recorded from the time the **“EMERGENCY ASSEMBLY”** is signaled, when the buses and vans are loaded and then up until the time the attendance is completed, DURING A **“DRILL”**. The time should be improved every time we do our drill throughout the school year. **3 MINUTES IS THE GOAL TO BE AT THE DESIGNATED SAFTEY ZONE..**
- vii. Once the drill is completed, all students and staff can return to classes.
- viii. All staff, students, guests and/or parents will return to the main campus once the drill has been completed. In the event this is a Real Emergency, we will proceed to the Keaau Shipman Park after we check attendance and have all students/staff/visitors accounted for.

POST EVACUATION PROCEDURES

Post Off-Campus Evacuation

In the event of an emergency and an off campus evacuation has occurred, all students, staff and visitors will meet at the Keauu Shipman Park.

- i. A designated safety officer will place an all “SCHOOL REACH” to let parents know that it is safe to come and pick up their child/children.

- ii. All students need to be signed out by their parent or guardian. If the parent or guardian is unavailable, they need to send a note with the person who they would like to pick them up or call one of the safety officers who is in charge of student dismissal. REFER TO EMERGENCY CARD BINDERS.
- iii. Dismissal of students will be done by a safety officer: Kapoula/Denim → Tracey → Leila → Maile → Karina →

Use the “Emergency Sign-Out class roster”

- iv. All staff will remain at the site until all students are released.
- v. Appropriate safety officers will have first aid supplies available if needed.
- vi. Once all students are dismissed, the safety committee will debrief.
- vii. Debrief should consist of:
 - i. Efficiency of evacuation (from school to evacuation site)
 - ii. Communication to parents
 - iii. Student pick up by parents
 - iv. Recommendations of improvements for future evacuations

EMERGENCY SIGN-OUT CLASS ROSTER

Date: _____

Teacher: _____

Room: _____

REASON for School Closing: _____

STUDENT’S NAME	TIME	PRINT ADULT’S NAME	RELATION	SIGNATURE
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**FIRE
DRILLS
&
PROCEDURES**

FIRE DRILL/EVACUATION

Evacuation (fire) drills will be held once per month. Within the first week of school, teachers are to take their students out to orient them to the appropriate evacuation route (see map) and their assigned/numbered reporting area.

In the event that there is a fire in one of the buildings, the fire alarm will sound.

ALL STAFF ARE TO ADVISE STUDENTS TO LEAVE ALL BELONGINGS BEHIND AND QUICKLY & QUIETLY EXIT THE BUILDINGS IN A SINGLE FILE LINE AND CLOSE THE LOCKED DOOR BEHIND YOU. GRAB YOUR ATTENDANCE SHEET LOCATED BY YOUR DOOR.

**** During a FIRE DRILL, and in the event that the ALARM DOES NOT WORK, teachers will alert others by continually blowing the whistle with 3 SHARP BLOWS until you reach the safety zone.**

The school (All staff, students and/or guests) **MUST** evacuate all buildings in the event of a fire, **close windows and lock doors**. SWEEPERS WILL CHECK ALL ROOMS & BUILDINGS TO **ENSURE ALL STUDENTS ARE OUT AND DOORS ARE CLOSED and LOCKED.**

SWEEPERS:Denim, Kapoula, Patty, Tracy, Jazmine.

Sweepers will turn off alarm for drills: in the event one person is absent use this flow chart:
Kapoula, Denim, Daron.

- i. Upon hearing the fire alarms sound, Kua O Ka Lā staff will give the signal of an **“EMERGENCY ASSEMBLY”**. The signal shall consist of the fire alarm sounding continuously. In the event the fire alarm is not working use your whistle and blow **“3 sharp blasts of the whistle, 3 times in a row”**. Continue to walk with your class to the **“SAFETY ZONE”** quickly and quietly.
- ii. Advise students to line up in their **“WEHENA”** lines facing the driveway, Grades K-12 lines will begin with Grades 12 next to the mango tree and grade K next to the Hale’Aina, Hipu`u students will make 1 line next to Kindergarten next to the Hale’Aina, with all kumu, staff and visitors facing towards them.

- iii. Once all staff, students and/or guests have reached the “**SAFETY ZONE**” then roll call will be taken, visually take role and report # of students present and names of absent students.

ATTENDANCE WILL BE TAKEN AS FOLLOWS:

- i. GRADES K-6: Assigned kumu - **ALL ATTENDANCE IS GIVEN TO TRACEY**
 - ii. GRADES 7-12: Homeroom Kumu - **ALL ATTENDANCE IS GIVEN TO JANETTE AND U’I**
 - iii. HIPU`U HAUMANA: **SHARI (UA-BACK-UP)**
 - iv. STAFF/VISITORS: **KARINA (UA-BACK-UP)**
- iv. Time will be recorded from the time an emergency assembly is signaled up until the time the attendance is completed, IN THE EVENT OF A “**DRILL**”. The time should be improved every time we do our drill throughout the school year.

EVACUATION: LOADING OF VEHICLES

1. The loading of the buses and vans, of grades and staff, will proceed as follows:

- ii. **Grades K-6** students and Kumu: **Load Bus #1**
 - i. LOAD from the **FRONT** of the bus fill seats from the back to the front
Driver: Paul Kushlak (Back-up: KAPOULA/DARON)
One administrator: Kapoula will load bus #1 in order to ensure evacuation procedures are properly followed
- iii. **Grades 7-12** students and Kumu and remaining Staff: **Load Bus #2**
Driver: Martin Cambra (Back-up: UA/JACOB)

ALL STAFF THAT ARE TAKING ATTENDANCE FOR A SPECIFIC GRADE SHOULD LOAD THE APPROPRIATE BUS.

- i. Once the bus or van is loaded tell the driver that you have accounted for all your students and then leave and head to the Keaau Shipman Park.

Pulling the Fire Alarm

- i. Check with Kapoula, Leila or Safety Officer In Charge before pulling the alarm/blowing whistles for a drill.
- ii. Pull down on a “Fire Pull Station” or blow whistles 3 times loudly.
- iv. Allow the alarm to ring for at least 2 minutes. Return to pulled alarm, unlock the little Fire Pull door (there are keys in the Red Fire Alarm box), open the door, close the door as this allows it to reset, lock the Fire Pull door again.
- v. You are probably the last person to go to the “Safety Zone” so you should be the “sweeper” which means you need to double check that all classes, that they have been evacuated and no students are left behind.
- vi. Return to the Fire Alarm and press the “Silence Alarm” button for 3 seconds. The alarm should stop ringing and should reset.
- vii. If Alarm continues, refer to Classroom Map to identify location of Pull Station.

HURRICANE EMERGENCY EVACUATION

HURRICANE

**IN THE RARE EVENT THAT THE SCHOOL IS IN DANGER OF
A HURRICANE, USE THE FOLLOWING PROCEDURES.**

ALL STAFF ARE TO ADVISE STUDENTS TO LEAVE ALL BELONGINGS BEHIND AND QUICKLY & QUIETLY EXIT THE BUILDINGS IN A SINGLE FILE LINE AND CLOSE THE DOOR BEHIND YOU. GRAB YOUR ATTENDANCE SHEET LOCATED BY YOUR DOOR.

- i. Upon hearing Civil Defense siren, Kua O Ka Lā staff will give the signal of an **“EMERGENCY ASSEMBLY”**, the signal shall consist of a **“WORD OF MOUTH”**.
- ii. Upon hearing the signal for the emergency assembly, all staff, students, guests and/or parents shall proceed to **“SAFETY ZONE”**. If you are in your classroom, ALL Grades will use the driveway towards the office that leads to the safety. If you are on the makai side of campus use the main gate entrance and the crosswalk to get to the bus/vans. If you are in ‘Ahalanui Park use the lower gate area to return to campus and then use the main gate entrance and the crosswalk to get to the bus/vans.
- iii. Students will assemble in the **“Safety Zone”** standing in Wehena line-up, Grades K-12 lines will begin with **Grades 12 next to the mango tree and grade K next to the Hale’ Aina, Hipu`u students will make 1 line next to Kindergarten next to the Hale’ Aina, with all kumu, staff and visitors facing towards them.**
- iv. **SWEEPERS CHECK ALL ROOMS & BUILDINGS TO ENSURE ALL DOORS ARE CLOSED & ALL STUDENTS/ADULTS ARE OUT: Kapoula, Denim, Patty, Tracey, Jazmine**
- v. *ATTENDANCE WILL BE TAKEN AS FOLLOWS:*
 - i. GRADES K-12: HOMEROOM KUMU
 - ii. HIPU`U HAUMANA: **SHARI(UA-BACK-UP)**
 - iii. STUDENT ATTENDANCE: TRACEY (Elementary), (JAZMINE BACK-UP), **JANETTE, U’I (MS/HS)**
 - iv. STAFF: **KARINA (UA-BACK-UP)**
- v. Attendance procedure: Give the attendance checker the number of students present in class and provide the names of students absent that day. Report any missing students to the assigned Checkers: **Tracey, Janette & U’i.**

- vi. At this point, an administrator will place an all “**SCHOOL CONNECT**” and advise parents of the evacuation that is occurring. Also, a designated safety officer (Susan Osborne or Jocelyn Grant), will inform the Charter Commission office of the emergency and the evacuation plans/procedures taken.
- vii. At this point, all students and staff should load the appropriate bus or vans.

IN AN EVACUATION, all drivers will promptly report to their corresponding vehicles and bring them to standby, ready position, behind the kumu to prepare for student boarding. Bus and Van drivers will have buses and vans running and ready. Once all students are accounted for, all students will load the bus as follows.

EVACUATION: LOADING OF VEHICLES

- ii. The loading of the buses and vans, of grades and staff, will proceed as follows:

- i. **Grades K-6** students and Kumu: **Load Bus #1**

- i. LOAD from the REAR of the bus working their way forward

Driver: Paul Kushlak (BACK-UP: KAPOULA/DARON)

One administrator: Kapoula will load bus #1 in order to ensure evacuation procedures are properly followed

- ii. **Grades 7-12** students and Kumu and remaining Staff: **Load Bus #2**

Driver: Martin Cambra (BACK-UP: UA/JACOB)

If Grades 1 & 2 are on campus they will load bus #1.

- Once the bus or van is loaded tell the driver that you have accounted for all your students and then leave and head to the “**EVACUATION ZONE**”.
- All students will be signed out by their parents, guardians or emergency contacts from the Keaau Shipman Park.

**NATURAL
DISASTERS:
HIGH WINDS,
FLASHFLOODS,
LIGHTNING
STORMS,
TORNADO
AND
HIGH SURF**

NATURAL DISASTERS: HIGH WINDS, TORNADO, FLASH FLOODS, LIGHTNING STORM, AND HIGH SURF EVACUATION

ALL STAFF ARE TO ADVISE STUDENTS TO QUICKLY & QUIETLY EXIT THE BUILDINGS IN A SINGLE FILE LINE AND CLOSE THE DOOR BEHIND YOU. GRAB YOUR ATTENDANCE SHEET LOCATED BY YOUR DOOR.

- i. Upon hearing that “HIGH WINDS, TORNADO, FLASH FLOODS, LIGHTNING STORM OR HIGH SURF has become a danger , Kua O Ka Lā staff will give the signal of an **“EMERGENCY ASSEMBLY”**, the **SIGNAL SHALL CONSIST OF A WORD OF MOUTH.** Assigned safety officers will inform teachers and staff of the evacuation to occur.
- ii. Upon hearing the call for the emergency assembly, all staff, students, guests and/or parents shall proceed to their designated bus or van.
- iii. The buses will use the normal bus/van route to go to the Keaau Shipman Park in the event of a ***Tornado, Flash floods, Lightning storm and high surf evacuations.***
- iv. At this point, an administrator will place an all **“SCHOOL REACH”** and advise parents of the evacuation that is occurring. Also, a designated safety officer (Susan Osborne/Kapoula Thompson/Denim Cretton), will inform the Charter Commission office of the emergency and the evacuation plans/procedures taken.
- v. At this point, all students and staff should load the appropriate bus or vans.

EVACUATION: LOADING OF VEHICLES

1. The loading of the buses and vans, of grades and staff, will proceed as follows:

iv. **Grades K-6** students *and* Kumu: **Load Bus #1**

- i. LOAD from the REAR of the bus working their way forward

Driver: Paul Kushlak (BACK-UP: KAPOULA/DARON)

One administrator: Kapoula will load bus #1 in order to ensure evacuation procedures are properly followed

v. **Grades 7-12** students and Kumu and remaining Staff : **Load Bus #2**

Driver: Martin Cambra (BACK-UP: UA/JACOB)

If Grades 1 & 2 are on campus they will load bus #1.

ALL STAFF THAT ARE TAKING ATTENDANCE FOR A SPECIFIC GRADE SHOULD LOAD THE APPROPRIATE BUS.

- i. Once the bus or van is loaded tell the driver that you have accounted for all your students and then leave and head to the Keaau Shipman Park.

BOMB THREAT PROCEDURES

BOMB EMERGENCY

- i. Assess**
 - Question caller
 - Record information
 - DO NOT touch anything unusual

2. **Notify administration**
 - “Possible Bomb” (white)
 - “Bomb Alert” (red)
 3. **Evacuate**
 - Take Emergency Folder
 - Survey quickly
 - DO NOT turn off electricity
 4. **Activate Crisis**
 - Take attendance
 - Keep calm
 5. **Provide Emergency Care**
 - Injuries
- i. **Debrief** - refer trauma

DOE BOMB THREAT PROCEDURES

(YELLOW CARD)

I. IMMEDIATE RESPONSE TO THREATS

A. Threat by Phone

1. BE CALM. DO NOT PANIC.
 - a. Have someone listen on the call.
 - b. Attempt to trace (Call Hawaiian Telephone Security Department at 546-8830)
2. LISTEN AND RECORD ACCURATELY
 - a. Voice, sex, age, accents, lisp, any distinguishing features.
 - b. Listen for background noises.
3. NOTE THE EXACT TIME
4. QUESTION THE CALLER
 - a. What kind of bomb is it?
 - b. Where is the bomb?
 - c. When will it explode?
 - d. What will cause it to explode?

- e. What does it look like?
 - f. Where are you calling from?
- 5. NOTIFY YOUR ADMINISTRATION
- 6. KEEP A LOG OF ALL PHONE THREATS
- B. By Mail / Package Delivery
 - DO NOT HANDLE THE SUSPICIOUS MAIL/PACKAGE OBJECT
 - a. Evacuate your immediate area.
 - b. Notify the administrator.
- C. By Personal Contact
 - 1. PLACE THE PERSON UNDER SURVEILLANCE
 - i. Signal someone to get assistance.
 - b. Signal someone to notify the administrator.
 - c. Note: sex, age, height, weight, clothing, ethnicity, color of hair, skin, eyes, and any distinguishing marks or characteristics (scars, tattoos, mannerisms, voice).
 - 2. DON'T MAKE PHYSICAL CONTACT
 - 3. MAKE WRITTEN NOTES AS SOON AS POSSIBLE
 - Note the direction, kind of transportation (make, model, license number, and color or vehicle), and other details that will assist police. (Refer to Bomb Threat Form, Attachment No. 1).

II. NOTIFICATION PROCEDURES

- A. After the caller hangs up or after witnessing a personally delivered bomb threat or letter, immediately inform the principal or person in charge. Any suspicious article or device should not be handled and should be immediately reported to the principal or person in charge.

- B. Upon receipt of such notification, the principal or person in charge will immediately notify the Police Department, the Charter Commission Office and the Attorney General's Office at 548-4740.

- C. The Police Department, upon arrival at the scene and after consulting with the principal or person in charge regarding the gravity and nature of the threat, may notify the following appropriate agencies:
 - 1. Tactical Operation Division (only when a device is found).
 - 2. Sixth Ordinance Detachment.
 - 3. Ambulance Service (standby).

4. Fire Department (standby).
5. FBI.
6. Alcohols, Tobacco, and Firearms Division, Department of Treasury.

III. ACTIONS BY PRINCIPAL OR PERSON IN CHARGE

A. Contact the Charter Commission Office, and “911” (police) immediately. The principal will notify the Attorney General’s office.

B. Analyze Threat and determine if evacuation is necessary.

1. Evacuate the building(s) and make a visual check.
2. Visually examine the building(s) without evacuation.
3. Disregard any visual check and evacuate immediate and surrounding area if parcel is received.

C. Follow Evacuation Guidelines and/or Visual Check (looking at a glance for items that were not there before).

1. Serious consideration should be given to every bomb threat.
2. If time permits, obtain advice from the police prior to ordering an evacuation and/or visual check.
3. If no specific building or time is mentioned or short notification is given in the threat, consider immediate evacuation.
4. If a specific time but no area is mentioned, consider starting the evacuation immediately, but no later than one (1) hour before the specified time. Visually check the premises one (1) hour after the bomb is supposed to have detonated. Any suspicious article or device should not be handled or disturbed.
5. If a specific time and specific building or area are mentioned, consider evacuating the specific building and surrounding premises immediately, but no later than one (1) hour prior to the designated time, and visually check the building or area one (1) hour after the bomb is supposed to have detonated.

D. Order safe and timely Evacuation

1. Establish a command center identified with a red-checkered flag.

2. ***If the decision is to evacuate***, Emergency Assembly will be to announce the evacuation order by sending a “Bomb Alert” Card to all school personnel. **Do not use cellular phones or walkie-talkies** (frequency may set off bomb).
3. **Evacuate the building according to the fire drill plan.** The “holding area” should be in an open area at least 300 feet from the nearest building – **“SAFETY ZONE”**.
4. School level employees should:
 - a. Make a quick visual check prior and as you leave the area. Any suspicious article or device should not be handled and should be immediately reported to the principal or person in charge.
 - b. Take all valuables with you when evacuating. Students to take only medicine and valuables but not their bags.
 - c. Submit negative reports to the principal.
 - d. Leave doors and windows open.
5. A roster of all necessary telephone numbers should be available.
6. The decision to return to class will be left up to the administrator. Bell will be rung at this time to send students back to class.

E. Follow Bomb Search (Visual Check) procedures

1. In the event of an evacuation, conduct visual check of areas not already cleared by other employees one (1) hour after the bomb is supposed to have detonated.
2. The principal or person in charge will be responsible for the organization and conduct of the visual check after consulting with the Police and Fire Departments.
 - a. Search/Visual Check Techniques:
 - Look at a glance.
 - Do not touch a strange or suspicious object.
 - Removal and Disarming of a bomb must be left to the professionals
 - b. Room Search - Team Concept
 - Listen for Clock Sound
 - Enter room and move to various parts of the room and stand quietly and listen for clockwork device.
 - Divide room in four heights
 - Ground to waist height

Waist to head height
Head to ceiling height
Above ceiling - false ceiling

c. Buildings - Exterior

Public common areas
Unlocked storage rooms

d. Grounds - Outside areas

Drains, manholes, etc.
Trash cans, dumpsters
Parked cars

3. The Police Department, upon arrival at the scene, may:

- a. Interview the principal or person in charge regarding the nature and gravity of the threat.
- b. Provide the principal or person in charge with advice regarding the organization and conduct of the visual check. Any suspicious article or device should not be handled and should be immediately reported to the police.
- c. Interview persons familiar with the buildings or structures: e.g., maintenance or security personnel, custodial staff, and other personnel in charge of specific areas to determine if anything suspicious or out of the ordinary was previously detected.
- d. A blueprint of floor diagram should be immediately available.
- e. Accompany the principal or person in charge in the visual check proceedings. Any suspicious article or device should not be handled and should be immediately reported to the police.

4. Employees familiar with the building layout may be asked to assist in the visual check. Any suspicious article or device should not be handled and should be immediately reported to the principal or person in charge.

5. When a potential bomb or explosive device is located, the police and other authorities will take over immediately.

E. Consult with police and fire dept. to determine if "All Clear" to return to class.

The principal or person in charge will make the decision to reenter the building(s) following an evacuation and visual check in which no bomb was found.

F. Submit Form OBS-1100, Report of Bomb Threat. **SEE APPENDIX.**

IV. PREVENTIVE ACTION How to prepare against a bomber:

1. School personnel should be alert to suspicious looking or unfamiliar persons or objects in critical areas.
 - i. Personnel should make periodic checks of all rest rooms, stairwells, under stairwells, and other areas of the buildings to assure that unauthorized personnel are not hiding or have placed objects in critical areas.
3. Establish a strict procedure for control and inspection of packages and materials entering critical areas.
 - ii. Tight security measures will force the bomber to plant his bomb in a public rest room facility or on the outside surrounding area of the building, making search areas much easier to locate.

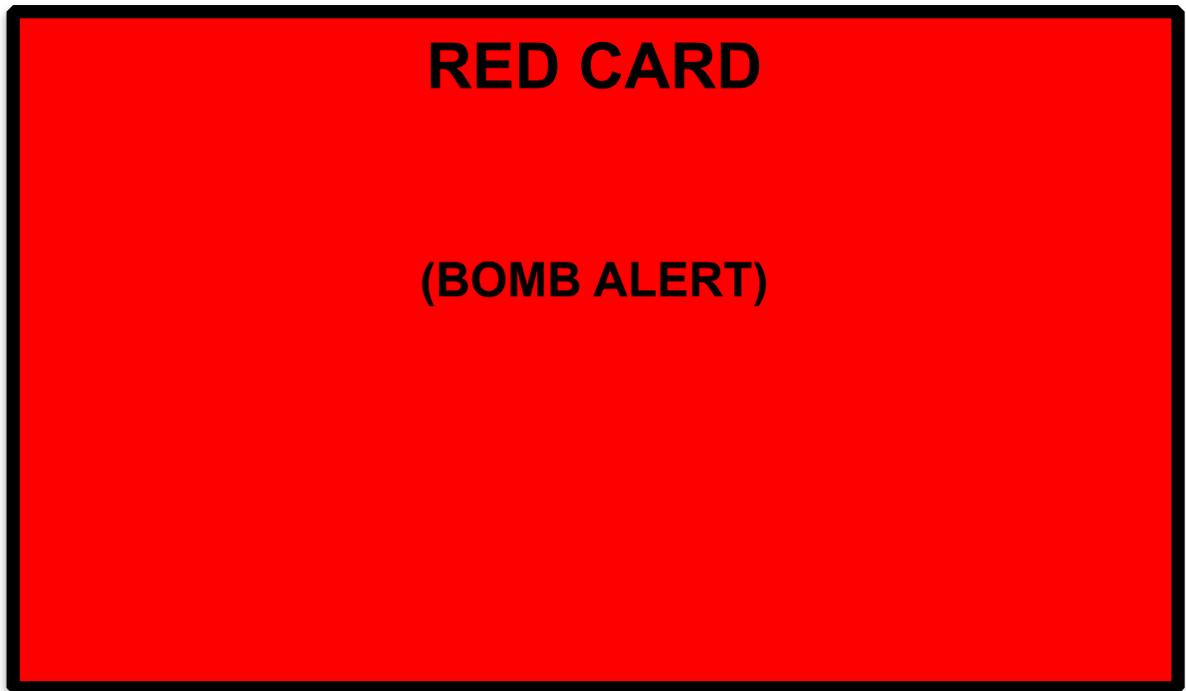
BOMB THREAT

**(PERSON CALLED OR PERSON THREATENED)
("THERE IS A BOMB")**

Crisis Situation

(red card)

- 1. DO NOT turn anything electrical on or off.**
 - 2. Quickly survey your room for any unusual items or packages. DO NOT TOUCH THESE ITEMS. Report them to the Office.**
 - 3. Take emergency folder.**
 - 4. Evacuate quickly using fire drill exit plan.**
 - 5. Take roll. Report missing students.**
- i. All information will be disseminated through support staff.**



POSSIBLE BOMB
(white card)

1. **DO NOT** turn anything electrical on or off.
 2. Quickly survey your room for any unusual items or packages. **DO NOT TOUCH THESE ITEMS.**
 3. Report anything unusual to the office.
- iii. Keep students calm and occupied.

iv. Wait for possible evacuation.

WHITE CARD

(POSSIBLE BOMB)

LETTER AND PARCEL BOMB RECOGNITION POINTS

- + FOREIGN MAIL, AIR MAIL, AND/OR SPECIAL DELIVERY
- + NO RETURN ADDRESS OR POORLY TYPED ADDRESS
- + HANDWRITTEN ADDRESS OR MISSPELLED COMMON WORD
- + MARKINGS SUCH AS "CONFIDENTIAL" OR "PERSONAL"
- + INCORRECT TITLES OR TITLES WITH NO NAME FOLLOWING
- + EXCESSIVE WEIGHT OR POSTAGE
- + LOPSIDED OR UNEVEN ENVELOPE
- + RIGID ENVELOPE, NOT FLEXIBLE
- + EXCESSIVE SECURING MATERIALS, SUCH AS TAPE, STRING, ETC.
- + PROTRUDING WIRES, TINFOIL, OR OTHER MATERIALS
- + OILY STAINS OR OTHER DISCOLORATION
- + ANY VISUAL DISTRACTIONS
- + PARCEL EMITTING NOISES, SUCH AS TICKING OR BUZZING

LOCKDOWN

***(INTRUDER, HOSTAGE,
ASSAULT, DRUGS, RIOT,
FIGHTS, GANG VIOLENCES,
IRATE PARENT, WEAPONS)***

LOCK DOWN

(INTRUDER, HOSTAGE, ASSAULT, DRUGS, RIOT, FIGHTS, GANG VIOLENCES, IRATE PARENT, WEAPONS)

i. Assess

- DO NOT Approach

2. Notify

- **WALKIE-TALKIE OR WORD OF MOUTH "LOCKDOWN"**

3. Lock Down

- Lock doors and windows immediately
- Turn on Closed circuit television or email

4. Activate Crisis

- Take attendance, EMAIL admin@kuaokala.org
- Keep calm

5. Provide Emergency Care

- Injuries

6. Debrief - refer trauma

SITUATION/INCIDENT

LOCK DOWN

During crisis:

Teachers/Staff

Assess Situation

- Do not approach danger

- Calm situation or individual

Notify

- **WALKIE-TALKIE AND/OR WORD OF MOUTH “LOCKDOWN”**

Lock Down

- Proceed to the nearest classroom/facility if not already on their classroom
- Allow access to any person needing protection; however, require the person to identify him/herself before allowing access
- Check for stragglers before locking doors
- Secure and lock all doors and windows
- Stay away from windows to prevent injury from flying glass
- During Lock Down, should the Fire Alarm activate, staff and students remain in designated areas. The matter will be investigated immediately. The Administrator will announce an order to evacuate or to remain in place.

Activate Crisis

- Take Attendance: email to admin@kuaokala.org the number of students present in your grade level or classroom and the names of who are absent
- Keep students seated and engaged in a quiet activity. They are not to be alarmed. Take cover behind barriers, if necessary.
- Turn on email for further instructions.
- Do not allow anyone out of the class at any time. Parents will not be allowed to pick up their children during the crisis.
- Once the lockdown is done the ALL CLEAR signal will be given
 - Monday: Ekahi, Tuesday Elua, Wednesday Ekolu, Thursday, Eha, Friday Elima

Administration

Assess

- Verify crisis
- Define type and extent of crisis

Notify

- Signal “Lock Down” by **WALKIE-TALKIE AND/OR WORD OF MOUTH**
“LOCKDOWN”
- During Lock Down should the fire Alarm activate, staff and students remain in designated areas. The matter will be investigated immediately. The Administrator will announce an order to evacuate or to remain in place.
- Activate Crisis Management Team.
- Call 911- Police, Ambulance, etc.

Lock Down

- Establish Command Center to receive/disseminate all appropriate information
- If police establish an Incident Command Post, report to post but maintain school’s command center
- Assist Police (depending on crisis situation)
 - Have blueprint of school floor diagram available
 - Have someone who knows physical school plant (location of phones, doors, window, hallways, closets, etc.).
 - Determine best entrance/exit to/from building
 - Actual negotiations should be handled by police
- Traffic
 - Keep access roads open for emergency vehicles
 - Control human and vehicular traffic
- Communication
 - Keep telephone lines clear and log all incoming/outgoing calls
 - Refer all requests for information to the Principal or designee
 - Inform all staff, students, and parents of the events, as appropriate. Used closed circuit television or email to communicate, as needed
- Media
 - Limit movement of the media on the campus & designate an area for them
- Consult with Police to determine if “All Clear” to return to classrooms, relocate to second evacuation sight, or to close school.

- *During Lock Down, should the Fire Alarm activate, staff and students remain in designated areas. The matter will be investigated immediately. The Administrator will announce an order to evacuate or to remain in place.*
- Follow evacuation plans if relocation to second site is necessary.
- Closing of school, if necessary
 - Recommend to the Charter Commission office whether or not to close school. Should school be closed, inform Charter Commission office on how personnel will be accommodated
 - Consolidate all students in the Hale o Mauna Kea (HOMK) to ease fears and supervision
 - Traffic control personnel (Safety officers) will direct cars to park without blocking driveway. Parents will be directed to the assembly area (HOMK). Student control personnel will use microphone or bullhorn to announce names of students to be picked up
 - Keep students in the assembly area, if parents do not pick them up

Provide Emergency Care

- Report trauma via appropriate report forms
- Report injuries via appropriate report forms

AFTER CRISIS:

- Actions to return to Normalcy
 - Provide clear information to staff and faculty addressing all concerns
 - Communicate with parents (phone calls, in person, letters, and/or meetings)
 - Communicate with external groups (LSB, etc.)
 - Release final statement to press, as appropriate
 - Publicly express appreciation to all parties who helped to handle the situation

- Conduct investigation immediately
 - Conduct interviews simultaneously
 - Obtain all facts of the incidents
 - Who, what, when, where, why, how
 - Initiate a damage/injury survey
- Process report forms
- Contact HIOSH if there was an employee death, three or more hospitalized, more than \$25,000 damage
- Provide psychological first aid for students, victims, suspects, faculty/staff and parents
 - Identify the needs of staff, students, parents, victims and suspects
 - Provide counseling and support (school psychologist, counselor, social worker)
 - Assess nature and severity
 - Refer and connect with appropriate resources (mental health, medical, social agencies)
- Follow through with disciplinary actions, as appropriate
- Follow Chapter 19 procedure, as appropriate
- Follow BU Contract (work with Personnel Specialist), as appropriate

BEFORE SCHOOL DURING RECESS, OR AFTER SCHOOL

If you hear sounds like gunfire regardless of where you are, get students and yourself behind a full vertical barrier immediately. Only when and if you feel it is safe to move and if you are able to locate where the sound is coming from, move, in the opposite direction to seek coverage or shelter.

Seek coverage or shelter in the nearest room, classroom, or building. Should the nearest door be locked, identify yourself and say, “Lock down.”

Classified staff should report to the office ASAP upon securing your work area to assist administration with locking external doors to buildings, assist with control collect, attendance sheets, etc.

Follow classroom procedures that are described above until second “all clear” signal sounds.

LOCK DOWN PROCEDURES

If one is witness to a potentially dangerous situation that requires lockdown for the safety of our students, immediately telephone that office to signal a “LOCK DOWN.” However, if you are not in a classroom, begin yelling “LOCK DOWN” so others immediately mobilize, and get to the nearest telephone to notify office.

In the event of a lock down, continuous short blasts of the whistle will be heard until all are in a building or classroom.

CLASSROOM TEACHER RESPONSIBILITIES

- i. Proceed to the nearest classroom/facility if not already in the classroom.
- ii. Allow access to any person needing protection; however, require the person to identify him/herself before allowing access.
- iii. Secure and lock all doors and windows after making sure there are no stragglers immediately outside the classroom.
- iv. Keep all students away from the windows and doors. Students should be seated and engaged in a quiet activity. They are not to be alarmed.
- v. During Lock Down, should the Fire Alarm activate, staff and students remain in designated areas. The matter will be investigated immediately. The Administrator will announce an order to evacuate or to remain in place.
- vi. Turn on email for further instructions.
- vii. Do not allow anyone out of the class at any time during a lockdown. Parents will not be allowed to pick up their children during a lockdown.

TEACHERS AND SUPPORT STAFF RESPONSIBILITIES

SASA & OFFICE STAFF: Jocelyn, Tracey, Ua, Jannette, U'i

All adults will lock and secure all doors and windows. The staff will contact the police for assistance (911), if one is not already present. The office(s) will house any remaining unattended students in the area during the lockdown. Place people behind barriers, if necessary. Set-up equipment for closed circuit television, if available. Be ready to televise or email instructions from Administration.

SSC & SPED: Amy P., Patty Fernandes, Jane Howard

All adults will lock and secure all doors and windows. The office(s) will house any remaining unattended students in the area during the lockdown. Place people behind barriers, if necessary. Turn on closed circuit, if available or email for further instructions.

SUPPORT STAFF (ED. ASSIST.) Tutabelle O., U'i

Support staff will immediately scan campus and place any remaining unattended students in a secure location. Upon completion of their patrol, they are to secure themselves in a room.

SAFETY OFFICERS: Kapoula Thompson, Leila.K, Daron Key, Denim Cretton, Karina Espinoza

Safety officers will scan campus, check all doors and windows, and secure themselves in the building and wait for further instructions from Administration.

Campus will await instructions via email as to lock down progress.

DO NOT LEAVE YOUR ROOM UNTIL THE ADMINISTRATORS INSTRUCT YOU VIA SECRET PASSWORD, CELLPHONE OR EMAIL.

SITUATION/INCIDENT

IRATE PARENT

IRATE PARENT IS A PARENT WHO HAS BECOME ANGRY OR VERY UPSET AND WHO ENTERS SCHOOL PROPERTY:

BEFORE CRISIS:

- i. Establish a climate of trust and openness within the school community, invite parents to share their concerns with the school
- ii. Train faculty and office staff in skills of “anger” diffusion

DURING CRISIS:

Teachers/Staff

- i. Ask another staff member to assist you before approaching the parent.
- ii. Notify the administrator immediately.
- iii. Conduct a meeting in an area where there is human traffic
- iv. Send a “runner” with an emergency card to office to seek help from administrator
- v. Ask parent to walk with you to the office
- vi. Build rapport with parent and establish some conference ground rules if necessary, e.g., need to listen to each other, no violence, etc. Include counselor and other teachers in conference, as appropriate.
- vii. End the conference if parent refuses to cooperate, attempt to schedule a new conference date.
- viii. If irate parent is in the office; keep the barrier closed and exit from the back door, if necessary.

Administrator

- i. Diffuse situation by listening to the parents’ concerns and issues
- ii. End conference if parent refuse to cooperate
- iii. All 911-HPD/Ambulance, as appropriate

AFTER CRISIS:

- i. Problem solve with parent and develop a plan to handle concerns, review available resources
- ii. Follow through and monitor the agreed upon plan of action

- iii. Contact HIOSH if there is an employee death, three or more hospitalized or \$25,000 in damage

IF IRATE PARENT REFUSES TO LEAVE:

- i. Warn parent of consequences for staying on school property. Inform him/her that you will call the police.
- ii. Note description, location, and is possible, determine if the parent is carrying a weapon.
- iii. If the parent still refuses to leave, notify the office and call 911. Give police a full description of parent.
- iv. Keep safe distance at all times from the parent; be aware of parent's actions at all times. Treat the parent as potentially violent.
- v. Initiate lockdown procedures if necessary.

SITUATION/INCIDENT

ARMED-HOSTAGE

DURING CRISIS:

Teacher or Staff as Victim

- i. Try to calm the individual.
- ii. STOP: DO NOT APPROACH; DO NOT ATTEMPT TO CONFISCATE WEAPON.
- iii. Notify office; advise whether weapon is suspected or visible.
- iv. If weapon is visible or individual is threatening, ask in a calm voice for permission to evacuate the class.
- v. Evacuate quietly, if allowed, and attempt to leave also.
- vi. If evacuation is not allowed; keep talking with the individual until police arrive. Maintain a firm, even voice.
- vii. Engage captor in “easy chat” posing simple non-threatening questions (do not use the term “hostage”):

- i. Ask individual to stop what he/she is doing
 - ii. "What do you want?"
 - iii. "I am concerned about you and the people with you."
 - iv. "We are working to get answers to your request."
- viii. Listen to captor(s):
- i. Does the voice reveal intensity, irrationality, hostility?"
 - ii. Is there any accent or inflection which, may help later identification?"
 - iii. Voice quality or speech characteristics?"
- ix. AVOID DIRECT CONFRONTATION OR ULTIMATUMS.
- x. When police arrive do as they advise.

Other Teacher or Staff

- i. DO NOT approach area.
- ii. Proceed to nearest classroom.
- iii. Follow lockdown procedures.
- iv. Secure and lock all doors and windows.
- v. Stay away from windows.
- vi. Keep all students in your classrooms.

Administrator

- i. Actions to protect students, faculty, staff and property:
 - i. Signal LOCK DOWN or
 - ii. Move people away, if absolutely safe and secure exit route
- ii. During Lock Down, should the Fire Alarm activate, staff and students remain in designated areas. The matter will be investigated immediately. The Administrator will announce an order to evacuate or to remain in place.
 - i. Isolate and secure the area
- iii. Call 911 – HPD
- iv. Arrange to have the following immediately available to police when they arrive on campus:

- i. Someone who knows the physical school plant (locations of phones, doors, windows, closets, electrical control panels, fire extinguishers, hoses, access to roof tops, etc.)
- ii. Plant maps and/or chalkboard sketch of areas surrounding the “hostage building.” This is essential in developing action plans.
- iii. Teachers, parents, pupils or staff who might know captor(s).
- iv. Any school records on captor.
- v. Contact HIOSH if there is an employee death, three or more hospitalized, more than \$25,000 damage. Contact number: (808) 586- 9102

SITUATION/INCIDENT

GANG VIOLENCE ON CAMPUS

DURING CRISIS:

Teacher/Staff

- i. Seek assistance
- ii. Diffuse situation, if feel comfortable
 - i. Do not engage in physical contact with the assailant
 - ii. Do not further agitate the assailant
 - iii. Maintain eye contact
 - iv. Be courteous. Be patient.
 - v. Use verbal command “stop ad names people or
 - vi. Diffuse spectators
- iii. Separate students who are directly involved
- iv. Treat the injured
- v. Clear the area of spectators
- vi. DO NOT APPROACH if crisis level is dangerously high

Administrator

- i. Verify crisis level
- ii. Call 911, HPD/Ambulance, as needed
- iii. Seek assistance from HPD gang task force
- iv. Activate the school crisis management team, who must be visible as they patrol campus
- v. Signal LOCK DOWN

- vi. During Lock Down, should the Fire Alarm activate, staff and students will remain in designated areas. The matter will be investigated immediately. The administrator will announce an order to evacuate or to remain in place
- vii. Contact HIOSH if there is an employee death, three or more hospitalized, more than \$25,000 in damage. Contact number: (808) 586- 9102

BEFORE CRISIS:

- i. Maintain a confidential file of gang-related incidence
- ii. Ban all gang paraphernalia from the campus
- iii. Remove all gang related graffiti
- iv. Implement gang awareness program, as needed

SITUATION/INCIDENT

WEAPONS ON CAMPUS

DURING CRISIS:

Teacher/Staff

- i. Inform administration
- ii. Isolate suspects and remove bystanders
- iii. Call for “LOCKDOWN” if suspect is “Outsider”, advise whether student is uncooperative, or weapon is visible
- iv. During Lock Down, should the Fire Alarm activate, staff and students will remain in designated areas. The matter will be investigated immediately. The administrator will announce an order to evacuate or to remain in place
- v. DO NOT APPROACH
- vi. DO NOT ATTEMPT TO CONFISCATE WEAPON
- vii. Keep students and staff in classroom, away from windows
 - i. Secure and lock all doors and windows
 - ii. Seek shelter behind barrier, if necessary
 - iii. Take attendance, inform office through e-mail if students are missing or if other students/staff are “Locked down” in your classroom
- viii. Gather witnesses and secure the area

Administrator

- i. Verify crisis and degree of danger
- ii. Attempt to obtain the weapon; utilizing search and seizure procedures (extreme caution and prudence must be exercised so as to not escalate the situation).
 - i. Stay calm

- ii. Maintain eye contact
- iii. Stall for time
- iv. Keep talking, but follow instructions from the person who has the weapon
- v. Never try to grab a weapon
- iii. Call for “LOCK DOWN” if suspect is “outsider,” student is uncooperative, or weapon is visible
- iv. During LOCK DOWN, Should the Fire Alarm activate, staff and students will remain in designated areas. The matter will be investigated immediately. The Administrator will announce an order to evacuate or to remain in place.
- v. Eliminate student and staff movement in perimeter area
- vi. Call 911-HPD
- vii. Inform Complex Area Superintendent
- viii. Keep incident localized by following few outside calls
- ix. Contact HIOSH if there is an employee death, three or more hospitalized, more than \$25,000 of damage. Contact number: (808) 586- 9102

SITUATION/INCIDENT

ASSAULT

DURING CRISIS:

Teacher/Staff

- i. Separate victim and suspect and diffuse situation.
 - i. Do not engage in physical contact with the assailant.
 - ii. Maintain eye contact.
 - iii. Be courteous. Be patient.
 - iv. Use verbal command of “STOP” and names of people.
 - v. Diffuse spectators.
- ii. Summon help and notify administration.
 - i. Signal a co-worker/student that you need help.
 - ii. Identify people involved.
 - iii. Report any injuries.
 - iv. Report exact location of incident.
- iii. Treat the injured.

- iv. Be courteous. Be patient.
- v. Use verbal command of “STOP” and names of people.
- vi. Diffuse spectators.
- ii. Summon help and notify administration.
- iii. Treat the injured.
- iv. Clear the area of spectators.
- v. Report to the office and complete incident report.

Administrator

- i. Call 911, if necessary, for police/ambulance.
- ii. Attempt to resolve the dispute.
- iii. Administer discipline, as appropriate.
- iv. Contact necessary offices.
- v. Complete and distribute necessary forms.
- vi. Refer Contact HIOSH if there is an employee death, three or more hospitalized, or more the \$25000 of damage. Contact number: (808) 586- 9102

SITUATION/INCIDENT

FIGHTS

DURING CRISIS:

Teacher/Staff

- i. Separate the victim and suspect and diffuse situation
 - i. Do not engage in physical contact with the assailant
 - ii. Do not further agitate the assailant
 - iii. Maintain eye contact
 - iv. Be courteous. Be patient.
 - v. Use verbal command “stop ad names people or
 - vi. Diffuse spectators
- ii. Summon help and notify Administrator
 - i. Signal coworker that you need help
 - ii. Identify people involved
 - iii. Report any injuries
 - iv. Report exact location of incident
- iii. Treat the injured

- iv. Clear the area of spectators
- v. Report to office and complete incident report

Administrator

- i. Notify Crisis Management Team
- ii. Clear the area of spectators
 - i. Limit and contain confrontation incidents
 - ii. Call 911, HPD/Ambulance, if necessary
 - iii. Evacuate personnel as necessary
- iii. Attempt to resolve dispute
- iv. Have office staff attend to any injuries
- v. Notify family member
- vi. Have staff members complete incident report
 - i. Schematic of worksite and location of violent encounter
 - ii. Names of persons detained due to incident
- vii. Administer discipline, as appropriate
- viii. Call the Complex Area Superintendent, if necessary
- ix. Refer victim/suspect for counseling services, if appropriate
- x. Contact HIOSH if there is an employee death, three or more hospitalized or more than \$25,000 in damage. Contact number: (808) 586- 9102

SITUATION/INCIDENT

FIGHT INVOLVING STAFF

DURING CRISIS:

Teacher/Staff

- i. Separate parties and diffuse situation
 - i. Do not engage in physical contact with the assailant
 - ii. Do not further agitate the assailant
 - iii. Maintain eye contact
 - iv. Be courteous. Be patient.
 - v. Use verbal command “stop ad names people or
 - vi. Diffuse spectators
- ii. Seek assistance by sending a “runner”, emergency card, etc.
- iii. Treat the injured
- iv. Clear the area of spectators

Administrator

- i. Follow “Due Process” procedures to investigate
- ii. Call 911, HPD/Ambulance, as needed
- iii. Attempt to resolve dispute
- iv. Call the Charter Commission Office, if necessary
- v. Recommend discipline, as needed

AFTER CRISIS:

- i. Process report forms
- ii. Refer parties to services as appropriate, e.g. counseling, mediation, anger management, etc.
- iii. Seek assistance from the district personnel specialist, if necessary
- iv. Contact HIOSH if there is an employee death, three or more hospitalized or more than \$25,000 in damage. Contact number: (808) 586- 9102

SITUATION/INCIDENT PROBLEMS

INTER-SCHOOL

DURING CRISIS:

Teacher/Staff

- i. Send a “runner”, emergency card, to office to seek help from administration
- ii. Attempt to intervene and diffuse situation, if comfortable
 - i. Do not engage in physical contact with the assailant
 - ii. Do not further agitate the assailant
 - iii. Maintain eye contact
 - iv. Be courteous. Be patient.
 - v. Use verbal command “stop and names of people or
 - vi. Diffuse spectators
- iii. Isolate other students from the school population
- iv. Attempt to resolve the situation

Administrator

- i. Verify level of crisis
- ii. Attempt to resolve the situation
- iii. Communicate with the administration of the other school and develop a follow up plan, if necessary.
- iv. Call 911, HPD/Ambulance, as needed

AFTER CRISIS:

- i. Have “goodwill” visits/activities by students between the involved schools
- ii. Seek assistance from the HPD as is necessary to resolve the situation
- iii. Communicate with the staff, students, and parents, if appropriate
- iv. Contact HIOSH if there is an employee death, three or more hospitalized or more than \$25,000 in damage. Contact number: (808) 586- 9102

SITUATION/INCIDENT

TEMPORARY RESTRAINING ORDERS

DURING CRISIS:

Teacher/Staff

- i. Teachers shall immediately report all instances of violations of TRO’s issued in the State of Hawaii
- ii. If the violator is on campus or in the classroom, teachers shall immediately notify the office and Administration.
- iii. If the violators appear to be hostile, leave the classroom door open
- iv. Remove, or have the target of the violator report immediately to the office. If you are able to secure the target within the room, lock doors to keep the violator out.
- v. Call a neighboring teacher to act as a witness
- vi. Keep personal space between you and the violator. Use a physical barrier such as a desk
- vii. Advise the violator to report to the office
- viii. End the conversation if the violator is uncooperative or unruly
- ix. Advise administration of the incident

Administrator

- i. The principal/vice-principal or designee shall accept a copy of any valid TRO issued in the State of Hawaii
- ii. The order must be for the protection of any student, teacher, staff member or parent who has an interest in Kua O Ka Lā PCS
- iii. Type of TRO’s
- iv. A copy of the TRO shall be kept on file in the office
- v. Staff shall be made aware of the TRO and shall be advised as to procedures to follow in the event of a violation

- vi. Call 911-HPD shall be notified immediately in the event of a violation of a TRO
- vii. Administration shall remain with the person until the police arrive
- viii. For protection, the target of the violator shall be secured in the nearest available room or office until the violator leaves campus or the police arrive
- ix. The Principal or designee shall notify the District Office

SITUATION/INCIDENT

SEXUAL ASSAULT

DURING CRISIS:

Teacher/Staff

- i. Seek help from administration
- ii. Treat the injured
- iii. Gather witnesses and secure the area

Administrator

- i. Treat the injured and involve the counselor
- ii. Gather witnesses and secure the area
- iii. Notify Child Welfare Services (CWS) and Kapiolani Sex Abuse Treatment Center, as appropriate. CWS: (808) 933-0350
- iv. Call 911-HPD, as appropriate
- v. Provide campus security
- vi. Conduct investigation
 - i. Go to site of “alleged” incident
 - ii. Honor confidentiality of all involved
- vii. Organize material and keep running record of all “happenings”
- viii. Contact HIOSH if there is an employee death, three or more hospitalized, or more than \$25,000 in damage. Contact number: (808) 586- 9102.
- ix. Comply with Bargaining Unit contractual issues, if “alleged” suspect is a teacher
 - i. Work with District Personnel Officer
 - ii. Follow Due Process procedure. Only Superintendent’s level can put person on “Department Directed Leave”
 - iii. Get keys back
- x. Communicate to parents that “school is safe”

SITUATION/INCIDENT

DRUG AFFECTED

DURING CRISIS:

Teacher/Staff

- ii. Isolate the suspect
 - i. Do not engage in physical contact with the assailant
 - ii. Do not further agitate the assailant
 - iii. Maintain eye contact
 - iv. Be courteous. Be patient.
 - v. Use verbal command “stop ad names people or
 - vi. Diffuse spectators
- iii. Seek assistance by sending a “runner”, emergency card, etc.
- iv. Keep suspect calm and awake

Administrator

- i. Investigate situation
- ii. Inform parent, designee, as appropriate
- iii. Call 911- HPD/Ambulance, as appropriate

BEFORE CRISIS:

- i. Implement the drug prevention/awareness program for students and staff, refer to school counselor

SITUATION/INCIDENT

DEATH/SUICIDE

ATTEMPT/IDEATION OF SUICIDE

Teacher

- i. Notify the Administration.
- ii. Detain student until help arrives.
- iii. Clear the area of spectators.
- iv. Refrain from discussing the situation with others except for Administration.

Administrator

- i. Pick up students
- ii. Notify
 - i. Case Manager (if applicable)
 - ii. CRSP (Crisis Response Systems Project)
 - iii. Parent (use discretion)
 - iv. Central Family Guidance Center
 - v. District Office- Social Worker
- iii. Document incident.
- iv. Designate counselor to follow through

DANGER IS IMMINENT. SITUATION IS ABOUT TO OCCUR

Teacher

- i. Notify Administration Immediately
- ii. Stay Calm. Do not panic
- iii. Clear immediate area.
- iv. Wait for help to arrive.

Administrator

- i. Call 911- HPD/Ambulance
- ii. Notify
 - i. Parent, designee or doctor
 - ii. CRSP (Crisis Response Systems Project)
 - iii. District Office- Social Worker
 - iv. Case Worker (if applicable)
- iii. Activate the school crisis management team- assist with crowd control and safety of other students.
- iv. Assess situation and gather and verify information
- v. Contact student and attempt to diffuse situation

vi. Isolate affected area

vii. Determine plan of action

- i. Ring bell for students to go to their classes (before school, lunch or recess; after school- send students home or to designated areas.)
 - ii. Sound LOCK DOWN, depending on security of situation (teachers account for all students)
 - iii. Secure building
 - iv. Use another room for displaced teachers/students
 - v. Seek help from professionals
- viii. Prepare a written statement describing the situation
- ix. Inform the Charter Commission Office.
- x. Follow up with HPD
- xi. Prepare for media inquiries.
- xii. Share information with students, staff, and parents, appropriately.
- xiii. Identify and support students, staff and parents who are in need of help.
- xiv. Attempt to restore routines as soon as feasible.

After Crisis

- i. Begin investigation immediately.
 - i. Conduct interviews simultaneously
 - ii. Complete incident report on the same day
 - iii. Obtain facts of the incidents
 - iv. Who, what, when, where, how, why
- ii. Process report forms
- iii. Actions to return to NORMALCY.
 - i. Maintain a unified position and message.
 - ii. Write a school bulletin, letters to parents/community
 - iii. Press release with final statement

- iv. Elicit suggestions and actions for resolutions
- v. Publicly express appreciations to all parties who helped handle the situation.
- iv. Identify the needs of students, victim, suspects, faculty/staff and parents.
 - i. Provide counseling and support
 - ii. Follow through with disciplinary actions.
 - iii. Show compassion for the survivors and help them to deal with their grief.
 - iv. Be aware of possible cluster suicides.
- vi. Contact HIOSH if there is an employee death, three or more injured.

Situation/ Incident

THE WARNING SIGNS OF SUICIDE

- i. Talking about committing suicide.
- ii. Having trouble eating or sleeping.
- iii. Experience drastic changes in behavior.
- iv. Withdrawing from friends, social activities.
- v. Losing interest in hobbies.
- vi. Preparing for death by making a will or final arrangements.
- vii. Giving away prized possessions.
- viii. Previously attempted suicide.
- ix. Taking unnecessary risks.
- x. Having suffered a recent severe loss.
- xi. Preoccupation with death and dying.
- xii. Losing interest in personal appearance.
- xiii. Increased use of alcohol and drugs.

SITUATION/INCIDENT

SUICIDE



THE WARNING OF SUICIDE

- Talking about committing suicide
- Having trouble eating and sleeping
- Experience drastic changes in behavior
- Withdrawing from friends, social activities
- Losing interest in hobbies
- Preparing for death by making a will or final arrangements
- Giving away prized possessions
- Previously attempted suicide
- Taking unnecessary risks
- Having suffered a recent severe loss
- Preoccupation with death and dying
- Losing interest in personal appearance
- Increased use of alcohol and drugs

HOW TO HELP SOMEONE WHO IS THREATENING SUICIDE

- Learn warning signs
- Show interest and support
- Ask if they are thinking about suicide
- Listen, accept the person's feelings, do not judge
- Do not dare them to do it
- Do not vie advice or ask why
- Offer empathy, not sympathy
- Do not act shocked
- Take action and seek support
- Offer help and emphasize that help is available

SITUATION/INCIDENT

SERIOUS INJURY

ATTEMPT/IDEATION OF SUICIDE

Teacher

- i. Notify the administration
- ii. Detain student until help arrives

- iii. Clear the area of spectators
- iv. Refrain from discussing the situation with others except for Administration

Administrator

- i. Pick up student from class
- ii. Notify
 - i. Case manager
 - ii. Parent (use discretion)
 - iii. Central Family Guidance Center
 - iv. District Office-Social Worker

DANGER IS IMMINENT. SITUATION IS ABOUT TO OCCUR

Teacher

- i. Notify the administration immediately
- ii. Stay calm. Do not panic.
- iii. Clear immediate area
- iv. Wait for help to arrive

Administrator

- i. Call 911-HPD/Ambulance
- ii. Notify
 - i. Parent, designee, or doctor
 - ii. Case Worker, if applicable
- iii. Activate school crisis management team, assist with crowd control and safety of other students
- iv. Assess situation and gather and verify information
- v. Contact student and attempt to diffuse situation
- vi. Isolate affected area
- vii. Determine plan of action
 - i. Ring bell for students to go their classes (before school, lunch or recess; after school send students home or to designated areas)
 - ii. Secure building
 - iii. Use another room for displaced teachers/students
 - iv. Seek help from professionals
- viii. Prepare written statement describing situation
- ix. Inform the Charter Commission office.
- x. Follow up with HPD

- xi. Prepare for media inquiries
- xii. Share information with students, staff, and parents, as appropriate
- xiii. Identify and support students, staff, and parents who are in need of help
- xiv. Attempt to restore routines as soon as possible

AFTER CRISIS:

- i. Begin investigation immediately
 - i. Conduct interviews simultaneously
 - ii. Complete incident report on the same day
 - iii. Obtain facts of the incident
 - iv. Who, What, When, Where, How, Why
- ii. Process report forms
- iii. Actions to return for Normalcy.
 - i. Maintain a unified position and message
 - ii. Write a school bulletin, letters to parents/community
 - iii. Press release with final statement
 - iv. Elicit suggestions and actions for resolution
 - v. Publicly express appreciation to all parties who help handle the situation
- iv. Identify the needs of students, victims, suspects, faculty/staff and parents
 - i. Provide counseling and support
 - ii. Follow through with disciplinary actions
 - iii. Show compassion for the survivors and help them deal with the grief
 - iv. Be aware of possible cluster suicides
- v. Contact HIOSH if there is an employee death, three or more hospitalized or more than \$25,000 damage. Contact number: (808) 586- 9102

SHELTER-IN- PLACE AND HAZARDOUS MATERIALS

SHELTER-IN-PLACE

SHELTERING PROVIDES REFUGE FOR STUDENTS, STAFF, AND PUBLIC WITHIN SCHOOL BUILDING DURING AN EMERGENCY SUCH AS CHEMICAL GAS, SPILLS, ETC., WHEN VAPORS ARE GENERATED. SAFE AREAS MAY CHANGE DEPENDING ON THE EMERGENCY AND ENVIRONMENTAL CONDITIONS (e.g., WIND DIRECTION).

- i. Identify safe areas in each school building.
- ii. Issue sheltering alert, word-of-mouth system.
- iii. Direct students, staff and visitors to predetermined safe areas or rooms.
- iv. Account for all students after arriving in safe area.
- v. Do not allow outside air to mix with the inside air where mechanical ventilation systems are used. Shut down air conditioning units.
- vi. Close all exterior doors and windows.
- vii. Use plastic sheeting, wet cloths, and duct tape, etc. to seal windows, cracks, etc., to minimize indoor air contamination.
- viii. Ensure all persons remain in safe areas until the Administrator or emergency responders have given the “All Clear” signal.
- ix. Depending on environmental conditions, an off-campus evacuation may be necessary instead of a “shelter-in-place” operation at the school.

HAZARDOUS MATERIALS

INCIDENT OCCURRED IN SCHOOL:

- i. Isolate area of leak/spill. Do not attempt to clean it up.
- ii. Evacuate affected room/area.
- iii. Notify administrator.
- iv. Call 911 to alert fire department.
- v. Notify Charter Commission office
- vi. .
- vii. Notify Safety team.
- viii. Follow fire official's orders for shelter-in-place or evacuation.
- ix. In some incidents an evacuation might be necessary.

INCIDENT OCCURRED NEAR SCHOOL PROPERTY

- i. Fire or police official will notify administrator.
- ii. Notify Safety Team.
- iii. Follow fire official's orders for shelter-in-place or evacuation. Decide on the appropriate response, based on location of the chemical release and the direction and speed of winds.

APPENDIX

FIRE DRILL SCORE SHEET

SCHOOL & GRADES _____

DATE _____

TIME TO GATHER EVERYONE _____

TIME FOR ALL ACCOUNTED _____

i. ORDER and CONTROL

i. Noise..... Value 30 points _____

ii. Speed of loading buses/vans..... Value 30 points _____

i. Min. _____ Sec. _____

iii. Speed of evacuation from campus... Value 80 points _____

i. Min. _____ Sec. _____

iv. Order (quickly/quietly) Value 30 points _____

ii. EVACUATION PATTERN

i. Use of nearest exit..... Value 30 points _____

ii. Use of evacuation route on foot... Value 30 points _____

iii. Doors Closed..... Value 30 points _____

iv. Everyone out..... Value 30 points _____

v. Alarms are clear and loud..... Value 30 points _____

iii. CHECK-UP

i. Students/staff accounted for..... Value 150 points _____

ii. All emergency equipment accounted for
emergency card binder, first aid kit, etc. Value 30 points _____

TIME of last drill _____

Improvement of time: Yes ___ No ___ If yes, how much _____

COMMENTS:

OFFICER IN CHARGE _____

TSUNAMI DRILL SCORE SHEET

SCHOOL & GRADES _____

DATE _____

i. ORDER and CONTROL

i. Noise..... Value 20 points _____

ii. Speed of loading buses/vans..... Value 50 points _____

i. Min. _____ Sec. _____

iii. Speed to Evac. Zone, Wai 'Opae.... Value 50 points _____

i. Min. _____ Sec. _____

iv. Speed of accounting for attendance... Value 50 points _____

i. Min. _____ Sec. _____

v. Order (quickly/quietly) Value 30 points _____

ii. EVACUATION PATTERN

i. Use of nearest exit..... Value 20 points _____

ii. Use of evacuation route on foot... Value 20 points _____

iii. Doors Closed..... Value 20 points _____

iv. Everyone out..... Value 30 points _____

v. Alarms are clear and loud..... Value 30 points _____

iii. CHECK-UP

i. Students/staff accounted for..... Value 150 points _____

ii. All emergency equipment accounted for
emergency card binder, first aid kit, etc. Value 30 points _____

TIME of last drill _____

Improvement of time: Yes ___ No ___ If yes, how much _____

COMMENTS:

OFFICER IN CHARGE _____

Use in the event of a Bomb threat



STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF BUSINESS SERVICES

PLACE CARD UNDER TELEPHONE

QUESTIONS TO ASK

1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. What is your name?
8. What is your address?
9. Where are you calling from?

**EXACT WORDS USED BY THE CALLER
THREAT**

.....

.....

.....

.....

.....

.....

.....

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 | Lisp |
| Low | Raspy |
| Rapid | Deep |
| Weak | Ragged |
| Strong | Clearing Throat |
| Loud | Deep Breathing |
| Laughing | Cracking |
| Crying | Disguised |
| Normal | Accent |
| Distinct | Familiar |
| Slurred | 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)

SCHOOLS ASHFALL ACTION PLAN

- Conditions are continuously monitored by the School Safety Manager and/or Vice Principal. Condition reports are made to the Principal.
- **Teachers and staff should continuously monitor students' reactions to ash. Consider using the sensitive room(s) if there is an increased number of students/staff with eye irritation and/or respiratory issues.**
- DOE district office will communicate with Civil Defense on ash accumulation and recommend appropriate actions to schools.

ASH (Accumulation)	NATIONAL WEATHER SERVICE MESSAGE	SCHOOL ACTION
<u>TRACE or DUSTING</u> Less than 1/32 inch, or 0.8 mm	SPECIAL WEATHER STATEMENT	<ol style="list-style-type: none"> 1) Maintain normal school operations. Stay indoors during any visible ashfall, with doors and windows closed. 2) Monitor air quality and signs of any ash traces to be wiped/cleaned up.
<u>MINOR</u> 1/32 to 1/4 inch, or 0.8 - 6.4 mm	ASHFALL ADVISORY	<ol style="list-style-type: none"> 1) Shelter-In-Place (SIP): Stay indoors during visible ashfall and ashy conditions, with windows and doors closed. 2) After ashfall ceases, maintain normal school operations, and limit outdoor activities that will expose students to ash accumulations. 3) Adult staff with personal protective equipment (PPE) will clean ash off playground equipment and main traffic paths to avoid direct contact with and re-distribution of ash. Use damp rags/mops to clean up any ash found indoors. 4) Do not place N95 respirators on children. Stay indoors for protection. 5) Establish "sensitive rooms." Affected staff/students will be evaluated and cared for in the "sensitive rooms" by SHA or school designee using direction in SHA Manual Sections 3-3-9, 3-3-28 and 3-3-29.
<u>SUBSTANTIAL to HEAVY</u> More than 1/4 inch, or 6.4 mm	ASHFALL WARNING	<ol style="list-style-type: none"> 1) Shelter-In-Place (SIP): Stay indoors during visible ashfall and ashy conditions, with windows and doors closed. 2) Notify main office if staff/students need medical attention and establish "sensitive rooms." 3) Affected individuals will be evaluated and cared for in sensitive rooms by SHA or school designee with SHA Manual Sections 3-3-9, 3-3-28 and 3-3-29. 4) Communicate with district office on current conditions, ash cleanup needs, and next steps. Follow Civil Defense advisories.

7/27/18

SCHOOLS PARTICULATE MATTER (PM_{2.5}) ACTION PLAN

- Conditions are continuously monitored by the school's designee. Condition reports are made to the Principal.
- Monitor particulate levels as needed as needed by using hand-held monitors, messages provided by Civil Defense or Department of Health, and/or tools on the Vog Dashboard: <https://vog.ivhnh.org/current-air-quality>.
- **Teachers and staff should continuously monitor students' reactions to particulate levels. Consider using a sensitive room or sheltering in place if there is an increased amount of students/staff with respiratory issues, despite particulate monitoring data.**
- The color-coded guide with recommended actions should be followed when applicable.
- DOE district office will communicate with Civil Defense on elevation and duration of levels and recommend appropriate actions to schools.

EPA AQI*	PM _{2.5} Concentration**	Recommended School Actions
Green (Good) 0-50	Green (Good) 0-12.0 µg/m³ Little to no risk.	1) Maintain normal school operations
Yellow (Moderate) 51-100	Yellow (Moderate) 12.1-35.4 µg/m³ Unusually sensitive individuals may experience symptoms.	1) Maintain normal school operations 2) Monitor air quality. Use hand-held monitors, follow messages from CD or HDOH, and/or use tools on the Vog Dashboard: https://vog.ivhnh.org/current-air-quality 3) Notify main office if staff/students need medical attention 4) Affected staff/students will be evaluated by SHA using SHA Manual Section 3-3-9 5) Updates will be made as needed based on available monitoring data
Orange (Unhealthy for Sensitive Groups) 101-150	Orange (Unhealthy for Sensitive Groups) 35.5-55.4 µg/m³ Increasing likelihood of health effects experienced by children, and especially children or adults with pre-existing respiratory or heart disease.	1) Consider limiting outdoor activities and reduce prolonged or heavy outdoor exertion 2) Monitor air quality, and watch for symptoms (i.e. coughing or shortness of breath) 3) Notify main office if staff/students need medical attention 4) Affected staff/students will be evaluated by SHA using SHA Manual Section 3-3-9 5) Updates will be made as needed based on available monitoring data
Red (Unhealthy) 151-200	Red (Unhealthy) 55.5-150.4 µg/m³ Sensitive individuals expected to experience increased aggravation of pre-existing respiratory or heart conditions. Increased respiratory or heart effects likely in general population.	1) Limit outdoor exposure by conducting indoor activities (Recess, PE) 2) Monitor air quality, and watch for symptoms (i.e. coughing or shortness of breath) Notify main office if staff/students need medical attention 3) Affected individuals will be evaluated by SHA using to SHA Manual Section 3-3-9 4) Updates will be made as needed based on available monitoring data 5) Establish "sensitive room(s)" 6) Affected staff/students will be cared for in the sensitive room(s) or health room
Purple (Very Unhealthy) 201-300	Purple (Very Unhealthy) 150.5-250.4 µg/m³ Significant health effects expected for individuals with pre-existing conditions. Significant increase in respiratory effects in general population.	1) Shelter-In-Place (SIP) 2) Monitor air quality and watch for symptoms (i.e. coughing or shortness of breath) Notify main office if staff/students need medical attention 3) Affected individuals will be evaluated by SHA using SHA Manual Section 3-3-9 4) Establish "sensitive room(s)" 5) Affected staff/students will be cared for in the sensitive room(s) or health room
Maroon (Hazardous) 301-500	Maroon (Hazardous) 250.5-500.4 µg/m³ Serious health effects expected for individuals with preexisting conditions. Serious risk of respiratory effects in general population.	6) Updates will be made every hour or as needed 7) Communicate with district office on current conditions and next steps 8) Follow Civil Defense advisories

*AQI = Air Quality Index

**PM_{2.5} = particulate matter <2.5 micrometers in diameter; µg/m³ = micrograms per cubic meter of air

07/27/18

INPUT OF SAFETY DRILLS, EVACUATION AND MINUTES ONTO WEBSITE

**AFTER EACH DRILL, EVACUATION AND/OR MEETING A SAFETY OFFICER
NEEDS TO INPUT THE DRILL LOGS AND/OR MEETING MINUTES**

- i. Use the following URL: <http://obs.k12.hi.us/oms.nsf/pages/ssep>
- ii. On the bottom of the web page you will see three rectangles. Choose the left box that states "Safety".
- iii. Click on that box.
- iv. On the bottom right, you should see an icon that states " School Safety Committee Minutes".
- v. Click on it.
- vi. Look for "Instructions to Add School Safety Committee".
- vii. If you click on that it should upload into lotus notes.
- viii. You will have an icon in Lotus Notes that you can connect to the link to upload minutes.

If you still need help, contact Jason Kobayashi via Lotus Notes or at 586-3457.