

Myron B. Thompson Academy

Emergency Response and Action Plan

Revised January 2026

Emergency Action Plan Distribution List

| | |
|------------------------------|---|
| Secondary Administrator | Administrator's Office |
| Elementary Administrator | Elementary Office |
| Special Education Department | Room 301 |
| Face to Face Labs | Room 312 and 201 |
| All Staff | Teacher Handbook in Canvas |
| Students | Under "Secondary:7-12" and "Elementary: K-6" tabs in Canvas |
| Public | School's website www.mbta.me under "Student Life" tab |

Purpose of the Plan

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

- ✓ A copy of this guide is in the staff handbook in the elementary and secondary tabs in Canvas and the school website. Hardcopies are in the main office, elementary office, room 301, and room 312.
- ✓ The MBTA Emergency Action Plan has been developed primarily for faculty and staff members to use and follows Federal and State guidelines for **preventing, preparing, responding, and recovering** from a variety of common school incidents.
- ✓ The format of the Plan was developed for quick and focused action. The order of responses does not indicate a sequence for responses or a level of importance.
- ✓ The Plan is not designed to provide “answers” to every imaginable emergency situation. Every situation needs to be assessed and responses should be tailored as necessary to ensure safety.
- ✓ **Changing needs and circumstances will necessitate periodic revisions to the Plan.** It is a dynamic document that should be reviewed at least annually with appropriate faculty, staff, students, and community input.
- ✓ A References/Resources section appears towards the back of the plan where critical information related to the Plan should be placed and referred to as needs arise.
- ✓ This information should be revised and presented to staff at the beginning of each year.
- ✓ This guide is intended to serve as a reference for educators, administrators, students, and staff and does not replace common sense, sound judgment, and prudent actions in response to emergency situations.

Scope of the Plan

The Myron B. Thompson Academy Emergency Action Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

Situation Overview

a. General Population

Myron B. Thompson Academy’s current enrollment is approximately 427 students (elementary and secondary students) located in the YWCA’s Laniakea building. These students are supported by a committed staff and faculty consisting of:

24 Teachers and specialists

3 Administrators

10 Resource/support staff

3 Educational assistants
3 Counselors
1 Registrar
1 Student Services Coordinator

b. Special Needs Population

Myron B. Thompson Academy is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 15; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents.

Emergency Contact Information

| Name | Phone Number |
|---|--------------|
| Emergency | 911 |
| Charter Commission Office | 808-586-3775 |
| Complex Area Superintendent (CAS) Linell Dilwith | 808-784-6600 |
| Local Police (non- emergency) | 808-529-3111 |
| Hawaii Emergency Management Agency | 808-733-4300 |
| ASK 2000 | 808-275-2000 |
| Poison Control | 800-222-1222 |
| Myron B. Thompson Academy, Main Office | 808-441-8000 |
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5 Mission Areas of Preparedness

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

Prevention:

- The action schools take to prevent a threat or actual incident from occurring.

Protection

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

Mitigation

- Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.

Response

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

Recovery

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

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

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

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

Planning, Assumptions and Limitations

Stating the planning assumptions allows Myron B. Thompson Academy to deviate from the plan if certain assumptions prove not to be true during operations. The school's Emergency Action Plan (EAP) assumes:

- The school community will continue to be exposed and subject to hazards and incidents, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EAP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

Limitations

It is the policy of Myron B. Thompson Academy that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Myron B. Thompson Academy can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time

Concept of Operations

Myron B. Thompson Academy recognizes that staff and students will be first responders during an incident. The Emergency Action Plan enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

a. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Myron B. Thompson Academy may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at Myron B. Thompson Academy will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the ICS team or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Incident Commander- Chain of Command Flow Chart

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|--|
| 1. Principal Diana Oshiro |
| 2. Secondary Administrator Kim Uyeda-Young or Elementary Administrator Kurumi Ka'apana-Aki |
| 3. Student Services Coordinator Noelle Tavares-Sumiye or College and Career Counselor Jacey Waterhouse |
| 4. Registrar Chris Sumiye |
| 5. Grades 8-12 Counselor Connie Nakasone or Grades K-7 Counselor Derek Lau |

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Incident Commander (principal) or his/her designee is responsible for activating the School EAP, including common and specialized procedures as well as hazard-specific incident plans.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The administrators are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident. In the event that this School EAP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Incident Commander (IC) **(Principal)**

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EAP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.

- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the staff and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location. Report to respective division administrator.
- Report missing students to the respective administrator.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Help any students who may be injured. Arrange for first aid for those unable to be moved. Render first aid if necessary.

Educational Assistants

Responsibilities include assisting teachers as directed.

Counselors

Counselors provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander.

Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the Incident Commander.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

Students

Students Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents

Parents/Guardians Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EAP will be activated including the implementation of the Incident Command System (ICS). The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

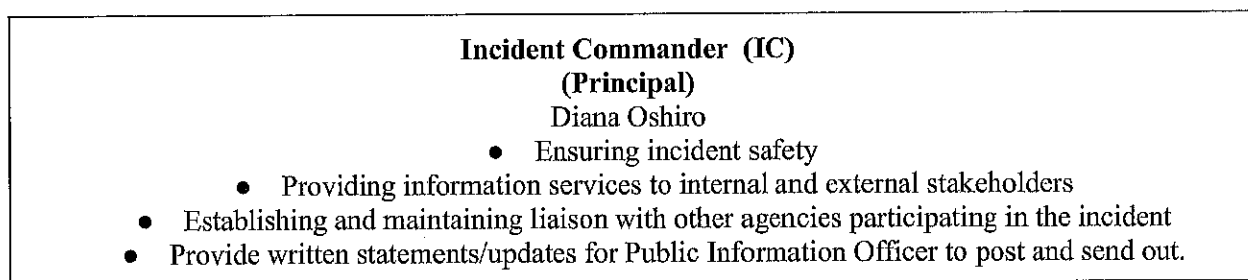
| <i>Incident Command System Team Member- Positions</i> | <i>EXT 230</i> | <i>ROOM</i> | | | |
|--|---------------------------|--------------------|--|--|--|
| Principal, Diana Oshiro | 8001 | Main Office | | | |
| Secondary Administrator, Kim Uyeda-Young | 8016 | Main Office | | | |
| Elementary Administrator, Kurumi Ka'apana-Aki | 8003 | 213 | | | |
| College and Career Counselor, Jacey Waterhouse | 8049 | Main Office | | | |
| Secondary Counselor, Connie Nakasone | 8024 | Main Office | | | |
| Elementary Counselor, Derek Lau | 8026 | 207 | | | |
| Registrar, Chris Sumiye | 8047 | Main Office | | | |
| Student Services Coordinator, Noelle Tavares-Sumiye | 8013 | Main Office | | | |
| Account Clerk, Joel Tabangcura | 8011 | Main Office | | | |
| Front Office Clerk, Kris Leahy | 8015 | Main Office | | | |
| Elementary Office Clerk, Angela Freitas Courtney Doi | 8035 8074 | 212 213 | | | |
| IT Specialist, Bryson Baguio | 8087 | Main Office | | | |
| Human Resources, Ashley Tojio | 8009 | Main Office | | | |

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| Elementary Clerk, Angela Freitas | 8035 | 212 | | | |
| Elementary Clerk, Courtney Doi | 8074 | 213 | | | |

Roles and Responsibilities

School personnel who are assigned to the Incident Command System will follow the established chain of command and assume specific roles and responsibilities (defined in the Incident Command chart) to ensure an orderly response to an emergency situation.

Incident Command System/Multidisciplinary Crisis Response Team



Command Staff

Command Staff: Directs the incident management activities using strategic guidance from the IC. School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

Command Center

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

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|--|---|---|---|
| Public Info. Officer Chris Sumiye/ Jacey Waterhouse <ul style="list-style-type: none">• Authority as designated spokesperson• Ability to maintain grace under fire• Serves as the conduit for information to internal and external stakeholders, including the media or caregivers | Safety Officer Kim Uyeda-Young <ul style="list-style-type: none">• Monitors safety conditions and develops measures for ensuring the safety of all response personnel | Liason Officer Kim Uyeda-Young/ Kurumi Ka'apana-Aki <ul style="list-style-type: none">• Serves as the primary contact for supporting agencies assisting with incident response• Ability to represent the concerns and needs of all parties involved in a response | Mental Health Officer Connie Nakasone/ Derek Lau <ul style="list-style-type: none">• Coordinates mental health support services for responders• Is given the authority to determine that a given responder is unable to fulfill his/her duties as a consequence of the responder's traumatic stress |
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| Operations Section Chris Sumiye/ Noelle Tavares-Sumiye Organize, assign, and supervise response resources, manage staging areas, organize mental health and medical support for crisis victims | Planning Section Kim Uyeda-Young/ Kurumi Ka'apana- Aki Collect, evaluate, and display incident intelligence and information, prepare and document Incident Action Plans, track resources assigned to the incident, maintain incident documentation, | Logistics Section Jacey Waterhouse Order, obtain, maintain, and account for essential personnel, equipment, and supplies, provide communication planning and resources, set up food services, set up and maintain incident facilities, | Finance Section Joel Tabangcura Negotiate contracts and monitor performance, perform timekeeping, conduct cost analysis, oversee compensation for injury of damage to property, hold a critical position if the crisis incident qualifies as a federal or state |
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| | develop plans for demobilization | provide support transportation, seek medical care for incident personnel/responders | emergency. |
|--|----------------------------------|---|------------|

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|---|--|--|--|
| Security/Traffic Chris Sumiye/Dan Copp | Situation Kim Uyeda-Young, Kurumi Ka'apana-Aki, Diana Oshiro | Facilities Kim Uyeda-Young | Time Diana Oshiro/ Joel Tabangcura |
| Search and Rescue Kim Uyeda-Young (informed of any missing secondary students), Kurumi Ka'apana-Aki (informed of any missing elementary students) Staff not assigned to tasks | Documentation Kim Uyeda-Young | Food Jacey Waterhouse | Procurement Diana Oshiro, Joel Tabangcura |
| Crisis Intervention/ Student Care Connie Nakasone, Derek Lau | Resources Marlys Lee | Supplies Kris Leahy, Angela Freitas, Courtney Doi, Ashley Tojio (ordering) | Cost Diana Oshiro, Andrew Deutscher |
| Evacuation All Staff | Demobilization Kim Uyeda-Young, Kurumi Ka'apana-Aki, Diana Oshiro | Ground Support All Staff | Compensation/ Claims Diana Oshiro, Joel Tabangcura |
| Release/ Reunification All Teachers | | Communications/ IT Support Yuni An/ Bryson Baguio, Sharon Hioki | |
| Medical Attention for Victims Kris Leahy, Angela Freitas, Courtney Doi | | Medical Attention for Responders Kris Leahy, Angela Freitas/Courtney Doi | |
| | | | |

Communication

Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal (Appendix A).
- Faculty Email/Text via SwiftReach: An email/text is a quick and simple system for notifying staff of an incident. The email originates with the IC and provides pertinent information. Emails will be sent to provide the staff with updates.
- Morning Faculty Meeting (in person or via Zoom): As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting (in person or via Zoom): As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- Telephone intercom: The intercom is a quick way for notifying the staff of an incident. The announcement will be written by the IC.

Communication With the School District Office

The Incident Commander will contact the charter office director and the complex area superintendent at the Honolulu district office. The district office will notify the school superintendent of the status of all schools involved in the incident. The IC may designate staff member(s) to monitor all communications.

Communication With Parents

Before an incident occurs, Myron B. Thompson Academy will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Ensure Emergency Action Plan is updated and posted in Canvas and on the school website.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, Myron B. Thompson Academy will: Disseminate information via text messages, on Canvas, and on the school website to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where school will resume.

Communication With the Media

In the event of an incident, the Incident Commander will:

- Provide the Public Information Officer with a written statement.
- Establish an off-campus briefing area for media representatives (if appropriate)
- Determine the need to establish or participate in a Joint Information Center.
- All Myron B. Thompson Academy employees are to refer all requests for information and questions to the designated spokesperson.
- Templates for statements/press releases to the media, including standard procedures and protocols, have been developed.

Collaborating with the Media

Before a Crisis

- Cooperate to maintain a positive relationship.
- Direct most communication requests to the Public Information Officer.
- The main office will be the assigned the communication center and the YWCA front entrance stairs will be assigned as the media briefing area for the school. The YWCA has the ability to close the front entrance if appropriate.
- Meet collaborating agencies (local police and fire) to review site maps that show the location of media and communication centers.
- Inform school employees that the only people who are to speak to the media are those who have received permission from the superintendent or administrator.

During a Crisis

- Communicate clearly and consistently.
- Develop a fact sheet to share.
- Provide clear, concise, brief, factual, and unbiased messages.
- Stay specific and avoid technical terms.
- Verify information, especially about physical conditions of students or staff.
- Ensure that information presented protects the privacy of victims and does not jeopardize law enforcement investigation.
- Maintain a positive and calm demeanor. Do not treat media representatives as adversaries.
- Be prepared for the media to arrive before responders.
- After the original media release, update the media every half hour for the first 2 hours and then hourly thereafter (even to say there is no new news to report).
- Avoid saying "no comment." It is better to say "We have no new information."
- Include steps that the school is taking, or will take the next day, to ensure safety (increased police presence, mental health professionals available).
- Provide helpful information to be shared with the public.

- Use the media to notify parents of resources available.
- Note the district's concern for the safety of students.
- Create a "zone of privacy" for the school.
- Tell students, staff members, and primary caregivers that they have a right to refuse to talk to the media. Encourage them to refer all media inquiries to a designated representative (e.g., the PIO or IC).
- If a primary caregiver also happens to be a media professional, he or she must agree to not to report on parent and caregiver meetings.
- Conduct effective media interviews.
- Listen to the entire question before answering.
- Use layperson's terms (avoid jargon).
- Maintain eye contact.
- Portray an image that is respectful, positive, calm, and concerned.
- Remember that media representatives need a story, but you can help steer the message toward restoring the safety and security of the children and highlighting resources available.
- Remind media of special guidelines from the American Foundation for Suicide Prevention on reporting death by suicide (see <https://afsp.org/wp-content/uploads/2016/01/recommendations.pdf>).

Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Inform Hawaii Department of Education and the charter office of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Myron B. Thompson Academy will:

- Provide appropriate information to internal groups including administrators, staff, and students. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Myron B. Thompson Academy will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication Tools

Some common internal and external communication tools that Myron B. Thompson Academy may use include the following:

- Standard telephone: Myron B. Thompson Academy has designated the main school telephone number (808-441-8000) as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- Intercom systems: PA system via school telephone
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site.

- Computers: A wireless laptop computer may be used for communication both within the school and to other sites.
- Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school website and on Canvas.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- YWCA Alarm system: Alarm will signal in the event of a fire.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

Crisis Communication Guidelines

Communicating With Students and Parents

- Have the Public Information Officer send out (via email blast and posted on the school website) a written statement prepared by the Incident Commander. This statement can be read to the students by teachers in their classrooms (with the assistance of crisis team, if needed).
- Send letters or electronic communication to primary caregivers. These documents should be translated into languages spoken by school families.

Deciding Who Should Communicate With Students

- Arrange to have a person familiar to the students (e.g., teacher) also be present
- Make available a school-employed mental health professional (e.g., clinical psychologist, behavioral health specialist, school counselors, social worker) to assist or lead the discussion when you observe the following:
 1. The teacher is too personally affected or uncomfortable to do it alone.
 2. The needs of the students (closeness to the event or victim, emotional reactions) suggest that the session needs to include further discussion about personal experiences with the crisis, individual reactions, and coping strategies.

Sharing Facts With Students

- Use brief, simple, and developmentally appropriate explanations, particularly for young children (i.e., classroom meetings)
- Allow children to ask questions to clarify misperceptions and misunderstandings.
- When discussing death, avoid euphemisms (e.g., “went to sleep and did not wake up”, “went away”, or “was lost”). These may be taken literally and cause fear or misunderstanding.
- Balance the information with constant reassurance about what is being done to keep the students safe (maintain routines).
- Consider both physical and psychological safety.

Communicating With Students Close to the Event

- If students know the victim well, plan to spend more time providing direct mental health supports.
- Consider the following approaches:
 1. Student psychoeducational groups, which include sharing crisis facts and answering questions, preparing for common reactions, and teaching strategies to cope with reactions, including referral procedures.
 2. Individual or group crisis intervention, which includes sharing personal stories and reactions. Mental health professionals, ideally school-employed professionals should provide these interventions because they are most likely to be familiar and reassuring.

Using Activities or Art to Share Stories

- Use artwork or stories to have students discuss their responses and feelings. Respond by emphasizing commonalities between experiences.
- Avoid interpreting artwork or stories
- End by emphasizing mastery or preparedness skills learned
- Ask what students have learned and what you can do to help
- If children write letters or cards to families, screen the card before sending

Answering Students' Questions

- Remember to provide only verified facts (develop a fact sheet)
- Tell the truth- don't ignore or minimize facts
- Use brief and simple explanations for younger children
- Expect to repeat facts
- Do not give details that students do not ask for
- Avoid sensationalizing or speculating
- Allow students to ask questions
- Let them know when what they have heard is a rumor; or directly dispel rumors
- Let the students' questions guide the sharing of information
- Tell them that you will give four responses"
 1. These are the facts
 2. I don't know
 3. Talk to your parents
 4. I can try and find out and get back to you or your teacher
- Balance the information with reassurance about what is being done to keep them safe
- Remember referral procedures in case a student needs more support

Sample Script for Teachers After a Crisis

I have some very sad news to share with you. John Smith, a third-grade student here at Myron B. Thompson Academy, died in a car accident Saturday afternoon. The family is planning the funeral and it will probably be on Thursday afternoon of this week. We will let you and your parents know when we have more information about this. When something like this happens, people sometimes have questions, and I would like to answer any questions you may have. I may or may not know all the answers will be honest with you if I don't know or if we are not allowed to share specific information out of respect for John's family. I may also tell you to ask your parents, or I may have to go ask someone else and get back to you with more information. I also want to let you know that different people react to this type of event in different ways, and that is OK. Some people may cry, other may have trouble eating or sleeping, some people may find it hard to do work, and others may not have much of a reaction at all. If you want to talk to someone about your feelings or reactions regarding John's death, tell your teacher or me, and we can make sure you get to talk to someone. Does anyone have any questions?

Emergency Alert Signals

| | |
|-------------------------------------|---|
| All Clear | One continuous air horn blast for ten seconds. |
| Active Shooter/Campus Threat | Primary: Notification via telephone PA System announced three times Bullhorn: Outside areas such as breezeway, restrooms, gym, courtyard, Fuller Hall, Cafe Julia. No broadcast ability for outdoor areas Back-Up: Direct verbal notification. |
| Ballistic Missile Threat | Wailing Sirens broadcasted by State. School wide notification via PA phone system |
| Bomb Threat Evacuation | Primary: Set of two short and one long burst from the air horn, continuous for three minutes. Secondary: Individual classroom notification by emergency response team member and/or YWCA custodial staff. Back-Up: Bullhorn notification. |
| Classroom Emergency | Primary: Use classroom telephone to call the main office. Secondary: Call administration using personal cell phone. Back-Up: A red card sent to the office |
| Emergency Evacuation | Primary: Notification via telephone PA System Secondary: Bullhorn notification. Back-Up: Direct verbal notification. |
| Fire | YWCA Alarm System |
| Lockdown | Primary: Notification via telephone PA System announced three times Bullhorn: Outside areas such as breezeway, gym, courtyard, Fuller Hall, Cafe |

| | |
|--|--|
| | Julia, restrooms No broadcast ability for outdoor areas Back-Up: Direct verbal notification |
| Telephone Use | For emergency use only. |
| Portable Two-way Radio (Walkie) | The Emergency Response Team shall use the two-way radios in every crisis, except in bomb threats. |
| Tsunami | One long blast (siren) <i>Hawaii Tsunami Sirens</i> |

Emergency information for families

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

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







- **Ensure that your child's emergency contact information is accurate and current.**
- Become familiar with the MBTA's emergency plan and parent/guardian reunification procedures in the event of a school evacuation.
Take time to prepare with your children your family's emergency plan. The Federal Emergency Management Agency (FEMA) has valuable resources online here: <http://ready.gov/kids>.

★ **In case of a school emergency:** Although your first reaction would be to call or rush to your child's school, **please follow these tips**

- DO NOT call or rush to your child's school. Phone lines and staff are needed for emergency response efforts.
- DO NOT phone your child. Staff and students are discouraged from using cell phone communication for safety reasons.
- Tune in to local TV/Radio stations for official school news alerts.
- Rely only on official communication from school or public safety officials.
- Listen for official information regarding reunification with your child. Students will be released ONLY to parents/guardians who are documented as emergency contacts and who present a picture ID such as a driver's license, military ID or passport.
- Check Myron B. Thompson's Academy's website, Canvas, and the Department of Education website and [Twitter feed](#) for emergency updates as well as personal email/text for email/text blasts from school.

Response Actions for Emergencies

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

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

Earthquakes

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

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

Response During an Earthquake

If you are inside a building:

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

If you are outside:

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

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

Take immediate action, evacuate.

Recovery (After) an Earthquake:

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

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

Earthquake Guidelines

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

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

Evacuation Guidelines

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

Fire Guidelines for Building Evacuations regarding Fire Incidents

Warning/Notification Fire Alarm

| Evacuation- ICS Members | BUILDING | ROLE |
|--|----------------|--|
| Principal Diana Oshiro | Command Center | Clear Buildings/ manage CC |
| Secondary Administrator, Kim Uyeda-young | | Clears secondary classrooms |
| Elementary Administrator, Kurumi Ka’apana-Aki | | Clears elementary classrooms |
| College and Career Counselor, Jacey Waterhouse | | Clears main office |
| Secondary Counselor, Connie Nakasone | | Helps with supervising secondary students |
| Elementary Counselor, Derek Lau | | Helps with supervising elementary students |
| Registrar, Chris Sumiye | | Helps direct emergency personnel to Command Center |
| Student Services Coordinator, Noelle Tavares-Sumiye | | Help with students in room 301 |
| Account Clerk, Joel Tabangcura | | Sweep of second floor classrooms |
| Front Office Clerk, Kris Leahy | | Sweep of the main office |
| IT Specialist, Bryson Baguio | | Sweep of the third floor classrooms |
| Elementary Clerk, Angela Freitas or Courtney Doi, Ashley Tojio | | Help with supervision of students |

Office will initiate clearing of buildings:

→ Assigned Emergency Response Team Member to check rooms and respond to prompt by office when clear.

- ICS will be called with assignments before evacuation starts, if there is an evacuation.
- Secondary administrator will get walkie talkies from main office (1 secondary administrator, 1 elementary administrator)

Front Office Responsibilities/Roles

Follow Instructions from Command Center

Answer and help manage phone calls

Faculty/Staff Responsibilities:

- Clear the students from the immediate area.
- Locate the nearest fire extinguisher if small enough to put out.
- Notify the office to send a message on the PA system.
- Evacuate upon hearing the announcement on the PA system or YWCA fire alarm.
- Turn off all lights and close all classroom doors.
- Leave the area quickly but in an orderly manner, follow the Fire Evacuation Plan Map.
- Proceed to your designated evacuation site according to the Fire Evacuation Plan Map, or follow the posted Fire Evacuation Plan Map if not in your regular classroom (i.e., library, computer lab, cafeteria).
- Listen carefully for instructions over the school PA system.
- Take attendance, record injuries and report all missing students on the Attendance/Injury report form.
- BE SURE TO WRITE LEGIBLY!!
- Supervise students. Keep them calm, quiet and under control.
- Wait for the ALL CLEAR signal before returning to class.
- Handicapped or disabled persons will have assistance from designated adults (EAs). Designated adults will be assigned to room 301 to help with students (SSC, counselor).

Bring the following four items to your evacuation site:

Emergency/Crisis Backpack (contains Binder) and should contain the following items:

- Attendance Rosters
- Injury Report Forms
- Pen or Pencil
- Student Sign out sheet
- Individual Emergency Plan (if student has one) (Appendix B)

General Fire precautions

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

- Don't re-enter the building until directed by authorities.

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

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

Lock Down

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

When to Lockdown:

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

Lock Down Guidelines

Warning and notification Announcement via intercom system

The following guidelines provided may assist with developing lockdown procedures.

- **Administrator to CALL 9-1-1** (getting to safety first is priority)
- Broadcast lockdown warning (in plain language) from a safe location.
- Seek refuge in a room.

- If safe, hold the door open and direct as many students, staff, and visitors in as possible
- Close and lock the door. Reinforce door security by using belts, straps or door blocker/barricade devices (commercially procured)
- Lower or close any blinds
- Turn off lights and computer monitors
- **Barricade doors using desks, filing cabinets, and other heavy objects if it can be done quickly or possible**
- Have staff and students stay low and away from windows and doors. Look for the "Safe Corner" in a classroom or office.
 - Place students and staff at that location so that the intruder cannot see them looking in the door or windows. Within the Safe Corner, build a defensible space ("cocoon") using desks, bookcases, textbooks and other solid objects if there is evidence that physical force is eminent.
- Find items (i.e., scissors, letter openers, sharp/hard objects, etc.) that can be used to defend **yourself and others**
- Develop a plan to defend yourself if the perpetrator enters the room
- Keep calm and quiet
- Silence video/projector/speaker equipment, cell phones, and other personal electronic devices.
- Prohibit texting.
- If requested or if the situation warrants, report via classroom intercom, telephone, internet or cellular phone to law enforcement or administration indicating:
 - Room number;
 - Your name
 - Injured individuals (type of injury and severity)
 - Names of individuals you have in your care.
- Any classes being held outside should move into the nearest classroom, lock all doors, and find a safe area.
- If teachers and students are in the bathrooms, they should attempt to lock the bathroom doors, move to a stall, lock it, and stand on the toilet. If unable to lock, they should move to the closest classroom immediately. (classrooms close to bathrooms that do not lock will look for students)
- Anyone in the hallway should move to the closest classroom immediately.
- Support staff should stay in the area they are in, secure the doors, and turn out the lights.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate.
- **Never open doors during a lockdown, even in the event of a fire alarm unless password is given: "BEESAFE"**
- For further directives, law enforcement officers and administrators should have keys to open doors or an announcement will be made over the intercom or other mass communication device.
- Remain in lockdown until ALL CLEAR

Triggers for Initiating a Lockdown Protocol

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

- Any other emergency situations deemed appropriate

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

- Gather all students that are within and directly outside of your classroom.
- During elementary physical education classes, students, campus visitors and staff shall enter the nearest room or building.
- Assist all handicapped and disabled persons into the room. Get other students, aids/ teachers to assist
- Secure all windows and doors.
- Keep everyone low and away from windows.
- Turn off all other equipment and lights
- Take attendance using the Attendance/Injury Report form.
- Wait for further instructions.
- Do not open the classroom door for anyone without password: "BEESAFE"
- Be prepared to evacuate if the Emergency Evacuation Plan is implemented.
- Be aware that you and those under your control may be moved to another location that's NOT consistent with the Emergency Evacuation Plan.
- Keep the phone lines clear - all phones are for emergency use only. Do not allow students to use the school phones.

Mass Evacuation: Off Campus Evacuation

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

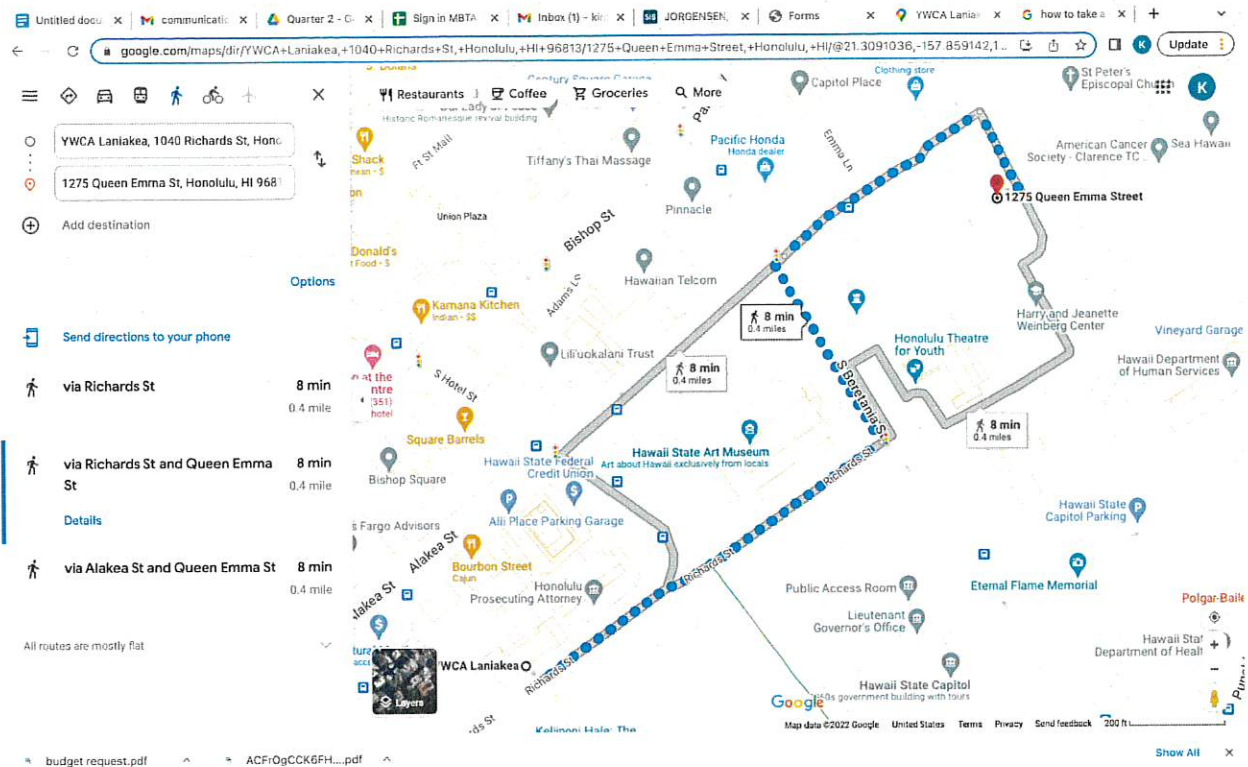
The decision to implement an Off-Campus Evacuation (OCE) shall rest with Administration. The emergency response team/crisis team will be assembled to receive their assignments. Following the decision to conduct the OCE, the campus will be placed into LOCKDOWN (follow LOCKDOWN procedures). Attendance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

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

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

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

(See Campus Evacuation Routes)



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

Termination of Evacuation

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

Faculty/Staff Responsibilities

- Take attendance following the announcement of the Lockdown using the Attendance/Injury Report Form
- When an evacuation order is given, you will be notified to exit the classroom and leave the campus by way of your designated Evacuation Route

- Bring Emergency Backpack with necessary supplies/medications, student rosters, emergency contact information, Emergency Response Action Plan/Crisis binder.
- Office Clerk to grab grade level signs for Evacuation Assembly Area.

Instruct students to:

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

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

- Take Attendance immediately upon reaching the Evacuation Assembly Area
- Inform an administrator if you are missing a student or if there are any injuries.
- Maintain order and discipline.
- Wait for the ALL CLEAR (air horn blast) signal before returning to the campus.
- If the decision is made to return to campus, the return to campus will be in the reverse order of arrival to the Evacuation Assembly Area.
- Attendance will be taken for the final time in the classroom.
- An office staff will collect the IRF for the teachers.
- If the decision is made to close the campus, the students will be released to parents/guardians at the Evacuation Assembly Area.

How to Assist those with Disabilities

During an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous.

Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

**An individualized emergency action plan is filled out for every child with a disability that may elevate risk in an emergency. A copy of the plan will be in the student's classroom and in the classroom's "emergency bag".*

To alert visually-impaired individuals:

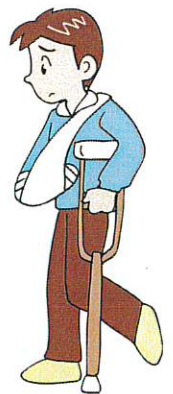
- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain a person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety



To evacuate individuals using wheelchairs

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

Mass Evacuation Emergency Response Team: Roles & Responsibilities

Principal

- Shall take control of the Command Center.
- Shall decide to close the school or return to campus.
- Shall be the first to lead everyone back to the campus.
- Shall be the authority as to when to signal the ALL CLEAR.

Secondary Administrator

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

Elementary Administrator

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

Registrar

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

Student Services Coordinator

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

Counselors

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

Technology Coordinator

- The Technology Coordinators shall direct students and faculty to and from the Evacuation Assembly Area.
- The Technology Coordinator shall report to the Command Center at the Evacuation Assembly Area and shall supervise the return route back to the campus.

Educational Assistants

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

Shelter-in-Place

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

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

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

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

Shelter-in-Place Hazardous Material

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

Shelter-in-Place: Ballistic Missile Threat

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

Shelter-in-Place Guidelines

- Move person(s) from outside the building to inside immediately and remain indoors.
- Each teacher needs to take attendance
- Close exterior doors and windows.
- Turn off all ventilation, including furnaces, air conditioners, vents and fans.
- Doors and windows are locked tightly, large gaps (under doorways and windows) are sealed as much as possible to minimize air from entering the room (tape, wet cloth, plastic sheeting)
- Student/ are seated quietly away from windows and doors and are calm
- Have everyone remain sheltered until an “all clear” signal is given.
- Instruction continues till further notice

Shelter-in-Place: Chemical Spill

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

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

Guidelines to Various Hazards & Threats

Active Shooter/Threat

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

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

Guidelines for Response to Actual Active Shooter/Threat:

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

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

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

CONTACT + LOCATION = RESPONSE

1) Contact:

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

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

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

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

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

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

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

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

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

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

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

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

Prevention/Mitigation and Preparedness Guidelines:

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

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

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

Preparing for an Active Shooter Situation

Planning

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

- How to evacuate or lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, break room).
- Personnel involved in such planning should pay attention to disability-related accessibility concerns when advising on shelter sites and evacuation routes.
- How to evacuate when the primary evacuation route is unusable.

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

Air Pollution Guidelines

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

Human activities that result in air pollution include:

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

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

Evacuation. See Evacuation Guidelines.

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

Alert Notifications:

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

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

- ➔ **Good (Green)**
- ➔ Moderate (Yellow)
- ➔ Unhealthy for sensitive groups (Orange)
- ➔ Unhealthy (Red)
- ➔ Very unhealthy (Purple)
- ➔ Hazardous (Maroon)

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

- Look around places where you spend time.
- Identify safe places, preferably air conditioned rooms within the facility.
- Identify at-risk employees and/or students who have asthma and other respiratory problems.
- Know the area's air quality risk/forecast. Monitor current air conditions daily.
- Practice annual required drills/exercises.
- Evacuation
- Shelter-in-Place
- Response (During) an Air Pollution:
 - Assess the situation and determine the level of emergency, based upon indicators such as increase in the number of employees and/or students having difficulty breathing or suffering from asthma.
 - Move person(s) from outside the building to inside immediately and remain indoors.
 - Close exterior doors and windows.
 - Drink bottled water to avoid dehydration.
 - Evacuate, if advised to do so.

For vog incidents:

- Shelter the identified at-risk employees and/or students and render care.
 - Avoid physical activities, especially outdoors, such as brisk walking or exercise.
 - Fans and/or air conditioners may be used, but keep vents closed and use recirculated air.
 - Damp cloth or paper, gauze, surgical or non-toxic mask may be helpful. If breathing is difficult with a mask, do not use it.
 - Have prescribed medication available and administer if necessary.
 - Notify parents/guardians of the severely affected.
 - Seek medical assistance, dial 911 for Emergency Medical Services (EMS), if needed
- (After) an Air Pollution:
- Listen to local officials for updates and instructions.
 - Monitor current air conditions daily.

Assault

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

Prevention/Mitigation and Preparedness Guidelines

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

- All staff are required to view the school/workplace-violence safety video annually.
 - Implement an open door policy where employees, and students can have grievances heard, and addressed.
- **Review and discuss with the staff the guidelines for:**
- School's expectations for student behaviors, and A

- administrative follow-up for assault behaviors.
- Review data from the safe school information system to identify areas and students of concern.
- Consider staff, student, and community suggestions in developing school-level behavioral guidelines.
- Provide proper supervision of all activities.
- Any employee is allowed to call 911 when danger is imminent or assistance is needed to handle a physical altercation(s), however administration must be informed of any 911 emergency calls made.
- Train personnel to respond to assaults, such as:
 - Get help
 - Avoid stepping between combatants during altercation
 - Issue verbal commands to stop.

Response Guidelines

These guidelines should be followed when an assault has occurred.

- Assess the situation and determine the level of emergency.
- Call 911 to alert the police and Emergency Medical Services (EMS), if assistance is needed.
- Defuse tension. Separate the victim(s) and suspect(s) once order is restored.
- Provide first aid as needed.
- Clear the area of spectators. Implement campus lock down if needed.
- Seal off area for investigation.
- Activate the ICS.
- Notify the Charter Commission Office.
- Follow investigative and disciplinary procedures
 - a. If the suspected assailant is a student: Investigate and discipline in accordance with Chapter 19 and notify the parent/guardian.
 - b. If suspected assailant is an employee: Notify the police, investigate, and inform the Charter Commission Office
 - c. If the suspected assailant is someone other than a student or employee: Notify the police, investigate, and issue a trespass letter.
 - d. If the victim is a student: Investigate, and notify the parents/guardian
 - e. If the victim is an employee: Notify the police, investigate, and inform the Charter Commission Office and consult with the Office of Human Resources.
 - f. If the victim is someone other than a student or employee: Notify the police, investigate, and inform the Charter Commission Office.

Recovery Guidelines

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

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

- Submit the appropriate DOE reports for employee and student injuries.
- Disseminate information in accordance with the communication plan.
- Evaluate the effectiveness of actions taken and revise plan accordingly.
- Evaluate the effectiveness of actions taken and recommend changes accordingly.

Ballistic Missile Threat Guidelines

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

Warning Notification [Hawaii warning sirens](#)

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

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

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

Civil Defense siren—Wailing Air Raid siren.

Shelter-in-Place Guidelines for Ballistic Missile Threat: Before an emergency:

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

- Emergency Management will assess residual radiation levels and advise when sheltering can be discontinued.

Stay tuned:

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

Detail information:

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

- Gather all students within and immediately outside.
- Assist all handicapped and disabled persons. (Get other students, aides, or teachers to assist you.)
- If parents and/or other visitors show up at the school within 10-15 minutes of the notification, school personnel must offer them Shelter-in-Place protection.
- After impact, and only when/if feasible, apply plastic sheeting, wet cloths, and duct tape to cover doors and windows.
- Secure all windows and doors. If available in the classroom, use plastic sheeting, wet cloth and duct tape to seal doors, windows, cracks, etc. to minimize indoor air contamination.
 - a. Do not open door(s).
 - b. Turn off all other equipment.
 - c. Turn off fans and air conditioning.
 - d. Listen to the telephone intercom system.
 - e. Take emergency attendance.
 - f. Wait for further instructions.
 - g. Be aware and ready:
 - h. Be prepared to evacuate in accordance with the site/campus Off-Campus Evacuation Plan.
 - i. Be aware that you and those under your control may be moved to another location. Comply with proper authorities (i.e., emergency first responders, school administrators) directions.
 - j. Keep phone lines clear. Do not allow students to use phones. Phones are for emergency use only.

Communication plan:

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

Biological Release Guidelines

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

Prevention/Mitigation and Preparedness Guidelines

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

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

Be aware that:

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

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

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

Recovery Guidelines

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

- Arrange for support and psychological first aid.
- Release the area for clean-up, only after investigations by the Fire and Police departments have been completed.

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

Bomb Threat Guidelines

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

Prevention/Mitigation and Preparedness Guidelines

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

- Implement procedure for visitors to sign-in and be easily identified (visitor badge) while on campus.
- Conduct daily inspections of facilities and be alert and report suspicious packages or devices.
- Be alert and report suspicious looking or unfamiliar persons.
- Place a Bomb Threat Card Checklist next to the office phones and review the procedures for handling bomb threat calls with office personnel.
- Practice the fire evacuation drill, as required.
- Conduct the off-campus evacuation drill annually.

Response Guidelines

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

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

Activate the Emergency Response Team.

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

Recovery Guidelines

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

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

Chemical Release or Spill Guidelines

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

Prevention/Mitigation Guidelines

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

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

Preparedness Guidelines

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

- Train and document training students who handle chemicals most often, such as students enrolled in science-lab courses.

Response Guidelines

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

If a chemical is released indoors:

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

Recovery Guidelines

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

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

Drug & Alcohol

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

- **Avoid** physically handling the student, and wait with the student until help arrives.
- Take notes including any details about behaviors noticed and any other relevant information.

- **Assist** with the investigation process.
- **Evaluate** the effectiveness of actions taken and **recommend** changes accordingly.

Explosion Guidelines

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

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

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

- Survey laboratories on a regular basis.
- Provide training opportunities on safety requirements in the curriculum areas.
- Instruct and supervise students on safe practices.
- Properly label, store, and dispose of materials.
- Purchase safe materials and protective equipment.
- Equipment:
 - a. Routinely inspect equipment to ensure it is in safe operating condition;
 - b. Ensure the equipment is properly maintained;
 - c. Repair the equipment as necessary; and
 - d. Dispose of equipment that cannot be safely used and/or repaired.
- Take immediate corrective action to reduce or eliminate safety hazards and unsafe practices.
- Establish a procedure for visitors on campus.
- Establish a procedure for the control and inspection of packages and materials.
- Conduct shelter-in-place drills in response to an explosion.
- Provide all employees with access to appropriate Safety Data Sheet (SDS) records.
- Provide all employees with Hazardous Communication training as required.

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

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

Family Reunification Procedures

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

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

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

- A communication system utilizing cell phones, walkie-talkies and/or runners shall be available to communicate with key personnel and to expedite student release.
- Students shall remain with their assigned classes until summoned to the Release Center.
- Teachers keep track of students who are picked up using their attendance sheet.
- A traffic control plan should be established to expedite the movement of vehicles and people at or near the Release Center.
- Students should not be released on their own without the permission of an administrator or designees.
- At least 1 adult will remain with the students with special needs (elementary, non-verbal...). The adult will supervise these students until a parent arrives for pick up.

Quick Tips For Parents If There Is A School Emergency

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

Stay calm and alert:

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

Please do not come to the school:

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

Please do not call the school:

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

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

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

Make sure your emergency contact information is accurate and updated:

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

Be prepared with photo ID:

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

- Bring a valid form of identification (ID).
- Follow signage and parking directions of the reunification location.
- Please follow staff instructions and be patient.
- Wait patiently as a staff member retrieves and escorts your child to you.

- Please note that only approved adults with valid photo identification will be allowed to pick up students from the evacuation location.

Flood Guidelines

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

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

Landslides & Debris Flow.

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

Basic Safety Tips:

- Turn Around, Don't Drown!
- Avoid walking or driving through flood waters.
- Just 6 inches of moving water can knock you down, and 2 feet of water can sweep a vehicle away.
- If there is a chance of flash flooding, move immediately to higher ground.
- If floodwaters rise around vehicle but the water is not moving, abandon the vehicle and move to higher ground. Do not leave the vehicle and enter moving water.
- Avoid camping or parking along streams, rivers, and creeks during heavy rainfall.
- These areas can flood quickly and with little warning.

Prevention-Mitigation and Preparedness (Before) a Flood:

- 1) Know the area's flood risk.
 - a) Nearby waterways, streams, drainage channels, canyons
- 2) Practice annual required drills/exercises.
 - a) Evacuation

- b) Shelter-in-Place

Response (During) a Flood:

- 1) If a flash flood watch has been issued:
 - a) Move all persons indoors or away from flood areas.
 - b) Bring in outdoor items and move important indoor items to the highest possible floor.
 - c) Disconnect electrical appliances.
 - d) If instructed, turn off gas and electricity at the main switch or valve. This helps to prevent fires and explosions.
- 2) If a flash flood warning has been issued:
 - a) Move immediately to higher ground or stay on high ground.
 - b) Evacuate if advised to do so.

For schools:

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

Recovery (After) a Flood:

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

Field Trip Emergency

Before Trip

- Assess the field trip site to identify hazards.
- Have adequate and appropriate supervision to meet the needs of the activity.
- Review school bus safety rules with participants.
- Provide the participants with safety instructions for the field trip.
- Review and update students' medical records; have medical information available.
- Have a communication device (i.e., cell phone) available for emergency communication.
- Have an alternate transportation vehicle available if practical.
- Ensure that completed student field trip forms with medical insurance/student accident insurance information are submitted.
- Provide the office with a roster of students attending the field trip
- Have a First Aid Kit.

During Trip

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

After Trip

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

Medical Emergency Guidelines

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

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

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

Response Guidelines

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

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

Allergic Reaction/ EPIPEN Procedure

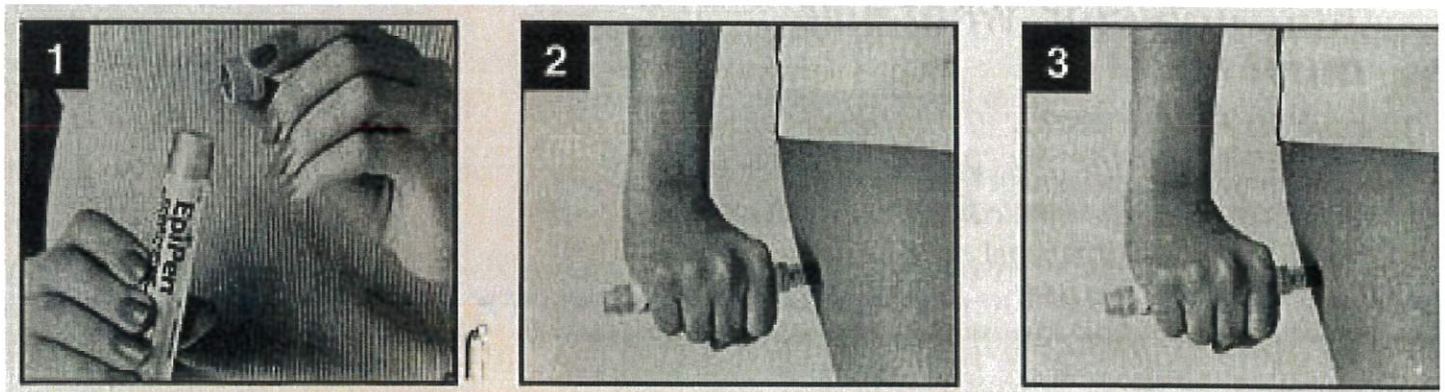
According to Superintendent Hamamoto's memo dated May 20, 2008, "There is a revised procedure for the disposal of the Epi-Pen after administration. The Epi-Pen is an emergency medication administered to students with asthma, anaphylaxis, or other potentially life threatening conditions. As necessary/required,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

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

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

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

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



Pandemic Flu

Basic Facts About Pandemics:

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

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

HIDOE Leadership

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

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

Community Assistance from the HIDOE

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

Essential Worker

- Designated HIDOE employees are declared as essential workers to assist the community and school in response exercises.

Communication

- Communication (internal and external) is important to maintain before, throughout, and in the aftermath of a pandemic to keep employees and the community apprised of the department's conditions, services, and assistance. The Principal will take the lead in this effort

Public Information

- Work closely with the Department of Health and other state and federal agencies to ensure the sharing of new information.
- Provide regular updates as the flu unfolds (e.g. email) to key public health and education stakeholders.

- Assist various offices with communications sent home to parents or shared with employees to avoid misinformation or misuse of terms (e.g. Frequently Asked Questions, classroom instruction, public access TV for home teaching, employee compensation, work schedule changes, school usage as an alternative emergency site, school schedule changes, busing changes, etc.). Provide template letters if needed.

Language

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

Poisoning Guidelines

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

Prevention/Mitigation and Preparedness Guidelines

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

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

Response Guidelines

These guidelines should be followed if poisoning is suspected.

- Refer to the Safety Data Sheets (SDS)/ Material Safety Data Sheets (MSDS) immediately for response actions.
- Isolate all exposed victims and treat as directed by SDS/MSDS.
- Call 911 to alert the police and Emergency Medical Services (EMS).
- Isolate the area and retain possible sources of exposure for analysis.
- Notify the Charter Commission Office; Safety, Security, and EmergencyPreparedness Branch (SSEPB).
- Conduct an internal investigation.
- Disseminate information in accordance with the communication plan.

School Closures

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

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

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

Suspicious Letter/Package Guidelines

Prevention/Mitigation and Preparedness Guidelines

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

- Develop a system for receiving mail and shipped materials. Consider including such measures as:
 - a. Designating a specific area for sorting items;
 - b. Inspecting all letters/packages thoroughly before opening;
 - c. Wearing gloves when handling items;
 - d. Not shaking or bumping any suspicious item;
 - e. Not opening, smelling, touching, or tasting the suspicious letter or package or its contents; and
 - Isolating suspicious item(s)
 - Be suspicious of letters/packages with the following:
 - Having a powdery substance on the outside;
 - Sent from someone unfamiliar to you;
 - Having excessive postage, poorly typed address, incorrect titles or titles with no name, or misspellings of common words;
 - Addressed to someone no longer with your organization;
 - Having no return address or one that cannot be verified;
 - Having unusual weight or being oddly shaped;
 - Having an unusual amount of tape;
 - Marked with restrictive endorsements, such as "Personal" or "Confidential;" and
 - Having strange odors or stains.

Response Guidelines

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

- Assess the situation and determine the level of emergency.
- Call 911 to alert the police, fire, and emergency medical services (EMS).
- Isolate and treat the injured.
- Secure and isolate the letter or package and its surrounding area.
- Signal shelter-in-place.

- Inform the Charter Commission Office; Safety, Security, and Emergency
- Preparedness Branch (SSEPB).
- Disseminate information in accordance with the communication plan;

Recovery Guidelines

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

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

If suspicious contents have been released:

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

Terrorism Threat Guidelines

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

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

Prevention/Mitigation

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

- Post “No Trespassing” and “Visitors Report to Office” signs on the perimeter and at entrances of the campus;
- Develop a strict, visitor-control procedure;
- Require all employees and students to wear an identification badge;
- Maintain buildings’ locks and latches;

- Conduct lockdown and off-campus evacuation drills at least annually; and
- Have the following available for police and emergency responders:
 - 1) A person who is knowledgeable about the physical school plant outlay (i.e., location of phones, doors, windows, hallways, closets, electrical control panels, fire extinguishers, hoses, roof access),
 - 2) Plant maps and diagrams, and
 - 3) Any information or records of the suspected terrorist.

Preparedness Guidelines

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

Response Guidelines

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

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

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

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

Recovery Guidelines

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

- Arrange for support and psychological first aid if required.
- Work with law enforcement and follow appropriate investigative procedures.
- If the suspect is a student or employee, follow appropriate disciplinary procedures.

If suspect is a student

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

If suspect is an employee

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

Tornado Guidelines

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

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

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

Alert Notifications:

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

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

Prevention-Mitigation and Preparedness (Before) a Tornado:

- Be alert to changing weather conditions. Look for approaching storms.
- Look for the following danger signs:
 - a. Dark, often greenish sky.
 - b. Large hail.
 - c. A large, dark, low-lying cloud (particularly if rotating).

- d. Loud roar, similar to a freight train.
- Practice annual required drills/exercises.
- Evacuation.
- Shelter-in-Place.

Response (During) a Tornado:

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

Recovery (After) a Tornado:

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

Trespass Guidelines

Faculty/Staff Responsibilities

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

Administrative Responsibilities

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

Tropical Cyclone (Tropical Storm/Hurricane)

Guidelines

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

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

Category 1: Sustained winds of 74 – 95 mph

Category 2: Sustained winds 96 – 110 mph

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

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

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

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

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

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

Tsunami Guideline

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

Guidelines.

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

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

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

- Fire.
- Flood.
- High Surf.
- Evacuation.

Alert Notifications:

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

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

Prevention-Mitigation and Preparedness (Before) a Tsunami:

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

Alert Notifications:

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

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

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

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

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

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

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

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

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

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

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

For Schools:

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

See Emergency Closing Guidelines

Recovery (After) a Tropical Cyclone:

- Listen to local officials for updates and instructions.
- Check-in with family and friends by texting or using social media.

- Return only when authorities say it is safe.
- Watch out for debris and downed power lines.
- Avoid walking or driving through flood waters. Just 6 inches of moving water can knock you down, and fast-moving water can sweep your vehicle away.
- Avoid flood waters as it may be electrically charged from underground or downed power lines and may hide dangerous debris or places where the ground is washed away.
- Photograph the damage to your property in order to assist in filing claims.

Guidelines Maintenance Responsibility

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

For employees:

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

Utility Network Outage Guidelines

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

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

Prevention-Mitigation (Before) Activities Guidelines:

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

Response Guidelines

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

- Assess the source of the outage and any health and safety

- Check all elevators for trapped riders.
- Secure potentially dangerous areas (i.e., downed power lines, water ponding).
- Turn off utilities to the affected area
- Continue school operations as best as possible.
- Inform the Charter Office.
- Disseminate the information in accordance with the communication plan

Recovery Guidelines

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

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

Vog /Volcanic Smog Guidelines

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

Prevention/Mitigation and Preparedness Guidelines:

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

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

Recovery (After) a Tropical Cyclone:

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

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

For employees:

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

See Hurricane; Guidelines.

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

Alert Notifications:

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

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

Recovery (After) a Tropical Cyclone:

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

For employees:

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

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

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

Resources & References

Active Shooter

Active Shooter Exercises

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

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

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

Preventing an Active Shooter Situation/Warning Signs

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

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

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

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

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

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

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

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

These behaviors often include:

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

Active Shooter Resource

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

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

Injury Report Form

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

Bomb Threat Procedures

A Bomb Threat is reported by telephone to school personnel.

- Get the attention of co-workers by signaling that you are receiving a bomb threat over the phone by using the Bomb Threat Card.
- Attempt to keep the caller on the line.
- Have someone else listen in on the call.
- Notify an administrator immediately.
- Once a bomb threat has been received, do not operate the school bell system, as well as portable two-way radios, cellular phones and remote controls.
- Use the Bomb Threat Documentation Form (**appendix C**)

Bomb Threat by Mail, Package Delivery or Suspicious Package

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

Bomb Threat by Personal Contact

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

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

Teacher/Staff Responsibilities

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

- Appropriate **Post-Crisis Debriefing Plan** shall be followed.

Administrative Responsibilities

- The Principal or designee shall determine whether or not to activate the **Incident Command System**.
- Call 911 and notify police.
- Turn of all:
 1. Portable two-way radios
 2. Cellular phones
 3. Remote controls
 4. Radios
 5. Bell system
- The Principal or designee shall notify the Charter Commission Office.
- **Do not turn any electrical device on or off!**
- Distribute the **Bomb Threat Memo (appendix C.1)** to all classrooms.
- Activate the **Incident Command System (ICS)**
 1. Assess the situation and determine a plan of action..
 2. Conduct a cursory visual check of the campus for any unusual objects.
 3. If any suspicious items are found, immediately distribute the **Bomb Threat Alert (appendix C.2)** to all classes (page CC). This alert will indicate whether or not the **Off-Campus Evacuation Procedure** is in effect.
 4. If time is of the essence, use secondary or back-up notification systems.
 5. Implement the **Off-Campus Evacuation Procedure**. Make note of procedures involving handicapped or disabled persons.
 6. Wait for HPD. HPD will notify Base Command.
- Conduct a search of the campus. The administration shall coordinate these efforts with the YWCA staff. Areas to search include classrooms, restrooms, locker rooms, office rooms, trash cans, staircases, hallways, elevators and junction boxes. If anything suspicious is found, do not touch! Be prepared to give an accurate location to police and administration.
- The Principal shall remain available for consultation with police, media, teachers, parents, and military authorities. All relative information shall be relayed to police following their arrival.
- Should restroom facilities be required, the Principal or designee shall inform the authorities who will provide these facilities.
- HPD will conduct an investigation and search. They will determine if the campus is safe, and will advise if they feel the school should be shut down.
- Keep teachers and the student body informed of the progress of the investigation. Let people know what is going on.
- If it is determined that the school is safe, sound the **ALL CLEAR** signal.
- Should it be necessary to close the school, implement the **School Emergency Closure Plan**.
- Should the incident occur before or after school hours, evacuation, if deemed necessary, shall be guided as above.
- The Principal or designee shall conduct a thorough investigation of the incident.
- Process all necessary forms and reports.
- Where appropriate, implement **Post-Crisis Debriefing Plan**.



School Emergencies/Major Incidents

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

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



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

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

June 21, 2019

2.6 RESPONSE TO HAZARDS, THREATS, AND/OR EMERGENCIES

2.6.1 LEVEL OF EMERGENCY

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

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

Responsibilities:

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

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

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

Guidelines for School Initiated Closing During Non-School Hours:

- Principal will assess the emergency incident and gather information.
- Principal will notify Complex Area Superintendent (CAS) of the emergency incident and a possibility for school closing may be required.
- Principal will make a recommendation to the CAS on whether or not a school closure is warranted. Principal will also provide the CAS on how school personnel will be accommodated based on collective bargaining agreements, if school is to be closed.
- CAS approves request to close school; the CAS will notify the Principal.
- Principal will notify the following persons and/or offices:
 - a. School personnel through mass messaging system (MMS), email, or emergency telephone tree.
 - b. Charter Office
 - c. Safety, Security, and Emergency Preparedness Branch (SSEPB).
 - d. CAS will notify the Superintendent's office
 - e. Deputy Superintendent will notify and update the Superintendent of the emergency incident.
 - f. Principal will continue to update the Charter Office and CAS. CAS will continue to update the Superintendent's office.

Guidelines for School Initiated Closing During School Hours:

- Principal will implement the Emergency Action Plan (EAP) and take precaution measures to assure employees and students are safe.
- Principal will assess the emergency incident and gather information
- Principal will notify Charter Office and CAS of the emergency incident and a possibility for school closing may be required

- Principal will make a recommendation to the Charter Office and CAS on whether or not a school closure is warranted.

Sheltering at School

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

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

Identify safe areas in each school building.

Issue sheltering alert.

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

Account for all students after arriving in a safe area.

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

Close all exterior doors and windows.

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

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

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

Reunification

| Role | Responsibility | Human Resources |
|----------------------------|--|--|
| Incident Commander (IC) | Works closely with other command staff to oversee the reunification of students with their primary caregivers; works with other agency ICs in a unified command situation. | Primary: Diana Oshiro Backup: Kim Uyeda-Young or Kurumi Ka'apana- Aki |
| Public Information Officer | Communicates with caregivers and press; coordinates use of mass calls, text messages, and/or social media posts | Primary: Chris Sumiye Backup: Jacey Waterhouse |
| Safety Officer | Observes assembly and reunification areas and addresses any safety concerns; helps establish and oversee physical security of site | Primary: Kim Uyeda-Young and Kurumi Ka'apana- Aki |
| Liaison Officer | Communicates with fire, medical, law enforcement, and community response agencies | Primary: Jacey Waterhouse Backup: Chris Sumiye |
| Mental Health Officer | Coordinates the mental health support needed for students, staff, and caregivers; ensures that the needs of mental health crisis intervention providers are being met; communicates with community mental health | Primary: Connie Nakasone and Derek Lau |

| | | |
|--------------------------------|--|---|
| | agencies and professionals | |
| Reunification Team Leader | Is responsible for the execution of the reunification process; guides setup, assigns roles and duties, maintains flow, troubleshoots, makes final accountability decisions | Primary: Kim Uyeda-Young and Kurumi Ka'apana- Aki |
| Greeter | Presents a familiar face; helps manage the caregiver waiting area and informs caregivers about the reunification process; helps verify the identity of caregivers who arrive without identification; locates caregivers whose children are injured and directs them to the notification room | Primary: Jacey Waterhouse Backup: Marlys Lee |
| Checker | Ensures that students are released to their parents/guardians, examines IDs; verifies custody rights of caregivers if appropriate, and directs caregivers to reunification point | Primary: all teachers with face to face students |
| Verifier | Cross-checks names and checks for accuracy; verifies attendance lists, communicates with checkers and greeters regarding children who are injured or unaccounted for | Primary: Noelle Tavares-Sumiye Backup: Angela Freitas or Courtney Doi |
| Runner | Retrieve students from student holding area and bring them to staff at reunification point | Primary: Kris Leahy Backup: Angela Freitas or Courtney Doi |
| Herder | Help organize student holding area; gather students and take them to student holding area; help identify students who may need mental health crisis intervention | Primary: all teachers with face to face students |
| Mental Health Crisis Responder | Provide mental health crisis intervention to students, staff, and caregivers; provide crisis intervention support for those in acute distress; can help facilitate | Primary: Connie Nakasone and Derek Lau Backup: clinical psychologist, behavioral health specialist, crisis team from district office |

| | | |
|-----------------|--|--|
| | caregiver trainings | |
| Traffic Control | Sets up parking area with directional cones and signs; maintains order in parking areas; reports any crowd control problems to the Safety Officer | Primary: Bryson Baguio and teachers that do not have face to face students on campus |
| Stage Hands | Initially set up check-in area, place signs to direct caregivers to the appropriate areas, and set up student staging area; gather materials and supplies needed during reunification; may be assigned to operations when setup is completed | Primary: Noelle Tavares- Sumiye and all staff that are available |

Recovery: Psychological Healing Procedures

Purpose

These procedures have been developed to provide an emotional support system to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing/recovery process.

Scope

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as school counselors, complex clinical psychologist, behavioral health specialist, school social workers, and district crisis teams will be contacted for support as deemed appropriate. Additional advice may be sought from outside psychologists and mental health experts.

Responsibilities

To implement the recovery: psychological healing procedures:

- Designated staff (counselors and secondary administrator) attended the PREPaRE training in February 2024 to learn how to recognize signs of trauma.
- Designated staff (counselors and secondary administrator) attended the PREPaRE training in February 2024 to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma as appropriate.
- Honolulu District School Psychology Coordinator reviewed and provided input into the plan.

SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the school counselors immediately.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed. Donate all remaining memorial items to charity. Discuss and approve memorials with the school board's consent. See Memorials: Special Considerations When Memorializing an Incident for guidelines.

Memorials: Special Considerations When Memorializing an Incident

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember or commemorate the loss or tragic event. Many recommendations, special considerations, and decisions will need to be made in the emotional aftermath of a school crisis. This handout highlights and addresses some key points for your memorial committee to consider when your school is faced with the challenge of designing a memorial following an incident.

The Purpose of a Memorial

Memorials are a way for students, staff, and the community to express their grief. Because they are often group events, they serve to normalize feelings. Memorials can also be learning events for children and opportunities for students to take an active role in the grieving process. Depending on the age of students, many of them will not have much experience, if any, with death and the grieving process. Therefore, part of the response will be to teach students about the grieving process and what to expect at memorial services, events, or activities. Children may learn about customs, rituals, and the different kinds of reactions and emotions they can expect to have themselves or see in others. Memorials will likely evoke questions from students, so they should be given time to ask questions. This opportunity will help them feel more prepared for the memorial, which may subsequently serve to reduce feelings of anxiety.

Do No Harm

A memorial should do no harm—memorial or gathering sites should be safe. For example, if a student has died in a car crash, do not allow students to gather and grieve at the accident site if it is beside a busy street or highway. Keep candles at the memorial site separate from stuffed animals, flowers, and letters and poems. Let students' questions be the guide; do not force them to discuss or attend the memorial if they are not ready. Making students feel obligated to express themselves or grieve before they are ready may be doing more harm than good. Emotional numbing may be a protective factor for a child during the initial stages of grief.

Types of Memorials

When appropriate, encourage your students to express themselves by providing them with a number of choices in memorial activities. A variety of activities will increase the likelihood that individual students can choose their preferred mode of expression. Choosing to create a memorial—whether permanent, semipermanent, or temporary—is no small decision.

Permanent memorials may include a granite monument, permanent artwork, an engraved stone, or a permanent plaque (for example, visit the Columbine Memorial Foundation's website: www.columbinememorial.org).

Permanent memorials require careful planning and discussion before any final decisions are made: Is there potential for retraumatization? Are there design, perception, or political implications? Other things to consider are maintenance costs, memorial policies, cultural norms, time commitment, location, management of initial donations, long-term implications, and costs. One large high school district established a policy that no space or place on campus can be permanently named after a person. This district-wide policy decreases the likelihood of permanent memorials and promotes renewable or living memorials.

Semipermanent, renewable, or living memorials may include a tree planting, a memory garden, dedication of a space such as the library or gymnasium, a bench, an annual scholarship, or an annual 5K run. These may require ongoing maintenance. For semipermanent memorials, the school will want to designate how many years the memorial will remain in place.

Temporary memorials may include a nonrenewable scholarship; a temporary website or online memorial; a onetime monetary donation to charity; a message on a poster or banner; a memory book; an individual or group letter; a journal; creation of a personal song, poem, or other art project; a candlelight vigil; or an impromptu memorial site (collection of balloons, flowers, stuffed animals, and photos). Most temporary memorials are short term, and can be given away as a gift or donation, or they will expire or come to an end within a year. In most school-related deaths, it is most appropriate to create temporary memorials. Temporary memorials allow students, staff, and families to express their grief in a positive and constructive manner.

Memorial Best Practices

Schools can put in place policies that are based on the following best practices:

- Develop a school- or district-wide policy concerning memorials.
- Suggest having a written “memorial procedures” plan.
- Designate a memorial committee and committee chairperson to make decisions.
- Involve all important stakeholders (students, staff, parents, and community members).
- Be proactive in working with families and students to create appropriate memorials.
- Follow the maxim of “do no harm.” Memorials should not be a source of retraumatization.
- Do not make memorial creation or attendance mandatory.

Although some literature exists regarding memorials, there is not a great deal of empirical research validating the use of memorials. In the crisis preparedness phase, it is recommended that districts develop guidelines about memorials before a crisis event takes place. The guidelines serve several purposes: (a) common definitions; (b) guidance for administrators, especially with an event that is highly emotional or politically influenced; and (c) consistency of implementing memorials across schools and crises.

A memorial committee may be assembled to help develop and promote memorial guidelines and policies. The committee will be responsible for making difficult and sensitive decisions. The committee will need to obtain support and consensus among the stakeholders involved. This is not always an easy task. For example, following a school shooting in Springfield, Oregon, Cathy Paine wrote: “The design and construction of a permanent memorial proved to be one of the biggest challenges of our recovery. Initially, there was a lack of funding and agreement about the details of the memorial design. A second

committee was formed and the memorial was dedicated on the fifth anniversary of the shooting. The permanent memorial consists of trees, benches, a basalt pillar, and a memorial fence, which are all located in a small park near the high school.”

Because memorials are group events, it is a time for people to come together and to support one another. Often memorials serve as a gathering place on important anniversaries after an event. If groups are gathering at a memorial site, the memorial committee should make school staff aware of the events so they can provide supervision; monitor student reactions and the appropriateness of the activities; and support students, staff, and community members. If memorials take place off school grounds, at least one school representative should be present, if possible.

Memorials After a Suicide

Memorials following a suicide are particularly important to monitor. The following approaches are recommended:

- Do not make a permanent memorial following a suicide.
- Do not glorify, highlight, or accentuate the event in any way.
- Choose memorials that are temporary, nonrenewable, or in the form of a living memorial (e.g., monetary donation to charity or research, purchase of a suicide prevention program for students). These memorials will positively affect surviving students as opposed to glorifying the students that died by suicide, which increases the risk that others will copy the act.

Every decision made regarding memorials after a student suicide will be extremely important, because it may help prevent the death of another student. It has been estimated that 100–200 students die each year in suicide clusters. School administrators and mental health staff can help by making recommendations not to establish permanent memorials after a death by suicide. Memorials following a suicide may glamorize death or communicate that suicide is an appropriate or desired response to stress. School staff should discourage whole-school assemblies, T-shirts, full-page dedications in a yearbook, establishment of a scholarship, a flag flown at half mast, or any long-term commemoration. Spontaneous memorials (balloons, flowers, pictures, and letters) should be removed or allowed for only a short time.

Having an established school policy that addresses memorials in the district, and educates students, staff, and parents, will help to alleviate potential hard feelings and resentment by those who may not understand the reasoning for this approach and may be upset by it. Addressing the requests of grieving parents is easier when administrators can refer to a school policy. Decision makers need to remember that their primary concern should be about the surviving students that are left in their care. Otherwise, saying no to a memorial can be misinterpreted as the school not caring or being insensitive.

Memorials: A List of Dos and Don'ts

Memorial events and activities can be healthy venues that promote emotional expression and provide a sense of hope and recovery for those who participate. This list will serve as a quick guide for school officials who will ultimately be making decisions to best support students.

| Do | Do Not |
|---|---|
| DO designate a chairperson and/or committee to oversee current and future memorial activities. | DO NOT designate permanent memorials, plaques, or pages in a yearbook for students that die by suicide. |
| DO provide a variety or range of memorial activities for students so they can choose their own way of expressing grief | DO NOT hold an assembly after the death of a student who died by suicide (to minimize glorification of the student's death). |
| DO promote memorials and activities that foster a sense of hope, recovery, and positive action. | DO NOT close school or dismiss early to allow students and staff to attend a funeral (students and staff should be permitted to attend on an individual basis). |
| DO educate students about memorial behavior and expectations (e.g., people may express their emotions openly at a memorial). | DO NOT allow any form of subtle or obvious gang representation such as symbols or colors. |
| DO provide a variety of age-appropriate memorial activities that reflect the student's developmental stage. | DO NOT announce the death of a student over the intercom system (classroom announcements are more personal). |
| DO give permission for students to leave a memorial event if they do not feel comfortable and suggest an alternate activity (recommended that staff supervise students that leave). | DO NOT encourage funerals to be held at a school. |
| Do provide students and staff with additional options (counseling, talking to a trusted adult) should they become overwhelmed with emotions and need additional support. | DO NOT allow memorials to be placed at the entrance of a school (memorials need to be optional) |
| DO disseminate facts and provide information to parents and staff about crisis reactions and adaptive and maladaptive coping responses. | DO NOT attempt to have the school provide all memorials (community groups may also provide venues and activities as a remembrance or commemoration of the event). |
| DO demonstrate awareness and sensitivity toward culturally related expressions, practices, and activities. | |

| | |
|--|--|
| DO closely supervise all memorial events to make sure they are appropriate, safe, and follow the maxim of “do no harm.” | |
| DO monitor individuals at memorial events and make sure they are linked with or referred to mental health professionals, if needed. (Students indicating self-harm or violent intent need to be referred immediately.) | |
| DO promote “living” memorials that benefit others (e.g., donations for a suicide prevention program) | |

Remembrance or commemoration T-shirts have gained in popularity but can present potential problems. Most often, school staff may not be aware of the T-shirts until multiple students are wearing them. The following questions can be discussed when forming memorial policies: (a) Will T-shirts be allowed? If not, what other alternative memorial activities can be suggested to students? (b) If no T-shirts are allowed and students violate policy, how will the administration handle the violation? Will the staff have students remove or cover the T-shirts, or will they send the students home? (c) If T-shirts are allowed, can they be created to memorialize a student who was involved in illegal or gang activities? (d) How long is it appropriate for students to wear the shirts? (e) Can students wear them for more than a week, more than a month, or for the rest of the year? These are challenging decisions for schools and districts to make; thus the importance of developing consistent policies.

Many decisions must be made when creating a memorial following a school crisis or tragedy. It is important for school districts to proactively establish memorial policies and procedures before a crisis occurs. Establishing a committee to help guide the creation of appropriate memorials will allow students, staff, and community members to grieve and express themselves in a manner that promotes healthy healing.


Resources American Foundation for Suicide Prevention, & Suicide Prevention Resource Center. (2018). After a suicide: A toolkit for schools (2nd ed.). Waltham, MA: Education Development Center. <http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf> Brock, S. E., Sandoval, J., & Lewis, S. (2001). Preparing for crises in the schools: A manual for building school crisis response teams (2nd ed.). New York, NY: Wiley. Heath, M. A., Bingham, R., & Dean, B. (2008). The role of memorials in helping children heal. *School Psychology Forum: Research in Practice*, 2, 17–29. National Association of State Mental Health Program Directors. (2010). Preventing suicide: A toolkit for high schools. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Paine, C. K. (2007, January). Hope and healing: Recovery from school violence. Paper presented at the Confronting Violence in Our Schools: Planning, Response, and Recovery symposium of the Public Entity Risk Institute. Retrieved from https://www.riskinstitute.org/peri/images/file/Paine_HopeandHealing.pdf Poland, S., & Poland, D. (2004, April). Dealing with death at school. *Principal Leadership*, 8, 8–12. U.S. Department of Education, Emergency Response and Crisis Management (ERCM) Technical Assistance Center. (2007). Paying

tribute to deceased school community members. ERCM Express, 3(3), 1–8. Retrieved from [http://rems.ed.gov/docs/ ERCMNewsletter_Memorials.pdf](http://rems.ed.gov/docs/ERCMNewsletter_Memorials.pdf) Zenere, F. (2009, October). Suicide clusters and contagion. Principal Leadership, 12, 12–16.

School Recovery Plan

Acute Traumatic Stressors That May Require School Crisis Response and Mental Health Crisis Intervention

(appendices D-S)

| | | |
|--------------------------------|---|--------------------------------|
| Typically Less Traumatic |  | Typically More Traumatic |
|--------------------------------|---|--------------------------------|

| | |
|------------------|------------------|
| Caused Naturally | Caused by People |
|------------------|------------------|

| | | |
|-----------|---------------|-------------|
| Accidents | Technological | Intentional |
|-----------|---------------|-------------|

| | | | |
|---------------|---------------|---------------------|-------------------|
| Illness | Falls | Car Malfunction | Robbery |
| Disease | Drowning | Explosions | Stabbing |
| Epidemic | Sports Injury | Nuclear | Shooting |
| Fatal Illness | Electrocution | Dam Failures | Sexual Assault |
| Wildfire | Car Accident | Aircraft Crash | Physical Assault |
| Hurricane | Gun Accident | Poison/Gas Leak | Physical Neglect |
| Tornado | | Construction | Homicide |
| Tsunami | | School Bus Accident | Suicide |
| Earthquake | | Oil Spill | Kidnapping |
| Landslide | | Structural Collapse | Home Invasion |
| Lightning | | | Domestic Violence |
| Tree Fall | | | Terrorist Attack |

| | | | |
|-----------|--|--|---------|
| Volcano | | | Rioting |
| Meteorite | | | War |
| | | | Arson |

Evaluating Psychological Trauma

Things to remember:

- “One size fits all” does not apply
- Support system needs to be tailored to the individual student needs
- Want individuals to expect to recover
- Intensive supports are not always needed and could actually do more harm than good
- Don’t over respond- don’t want to give a message that an individual is not capable to handle things
- Not all crisis are equal in intensity
- Getting back to a routine is important

Psychological Trauma Risk Factors: Predictors of Traumatic Stress

Risk Factor 1: Physical Proximity (most important risk factor)

- Crisis exposure: Physical proximity to the crisis
 - a. More direct exposure= increased trauma risk
 - b. Greater distance from crisis= decreased trauma risk
- Make a list of those in close physical proximity

****Percentage with severe PTSD 1 month after a playground shooting (Pynoos et al. 1987)**

- a. By location at the time of the shooting:
 - Playground- 49%
 - At school- 17%
 - Absent- 7%
 - Off track- 5%

Risk Factor 2: Emotional Proximity

- Crisis exposure: Emotional proximity to the crisis
 - a. How close are individuals to each other? Social media connections? Circle of friends of offender and victim? Family?

Risk Factor 3:

- Preexisting physical and psychological illness
- Trauma history
- Avoidance coping
- Social withdrawal

- Lower developmental level
- Poor self- Efficacy
- High Psychophysiological arousal
- Pessimism

Risk Factor 4: Pre-trauma External Vulnerability

- Lack of family support and resources
 - a. Absence of family resources
 - b. Poor family functioning
 - c. Parent traumatic Stree
 - d. Family history of PTSD
 - e. Parental mental illness
 - f. Poverty
- Lack of extrafamilial social resources
 - a. Social isolation
 - b. Low social support
 - c. Lack of perceived social support
 - d. Bias and discrimination

Risk Factor 5: Threat Perception

- Subjective impression more important than exposure
- Adult reactions influence threat perceptions- children look at adults in their lives- How are we reacting? It's ok to ask for help.

Psychological Trauma- Warning Signs

Early Warning Signs

- Mostly expected responses to stress
- Generally not signs of mental illness
- Important for survival in threatening situations

Require Immediate Intervention

- Interference with functioning
- Dangerous coping behaviors
- Acute panic, fear, distress
- Dissociative states

Indicate more severe trauma

- Persistent hyperarousal
- When combined with particular risk factors
 - a. Physical injury
 - b. Death of immediate family member
 - c. Preexisting mental illness
 - d. Complex trauma

Enduring Warning Signs

- Reactions don't remit or worsen= more severe psycholoigcal trauma
 - a. Acute stress disorder (duration = 3 days to 1 month)

- b. PTSD (duration = 4 weeks or more)

Developmental Variations

- Reactions that are associated with one of four developmental levels
 - a. Preschooler
 - b. Primary grade
 - c. Intermediate grade
 - d. Adolescent

Cultural and Religious Variations

- Influence crisis responders as well as victims
 - a. Be aware of your own implicit biases
- Influence types of events judged threatening
- Affect how individuals and communities
 - a. Assign meaning to crises
 - b. Express traumatic stress
 - c. View and judge crisis reactions

Conducting Psychological Triage-

Primary Triage- Establishes initial treatment priorities

- Begins ASAP
- Completed before initiating interventions
 - a. Primary triage- establishes initial treatment priorities
 - b. Secondary triage- uses data collected during interventions
 - c. Referral triage- is conducted as interventions conclude
- Use checklist to identify trauma risk (appendix D)
- Make initial crisis intervention treatment decisions
- Collect facts (appendix E)
- Gauge trauma risk (appendix F)

Secondary Triage- Uses data collected during interventions

- Begins as interventions are initiated
 - Continues during interventions
 - Identifies warning signs (indicators) or traumatic stress
- Appendix G, H

Referral Triage- Is conducted as interventions conclude

- Conducted as interventions conclude
- Identifies mental illness
- Identifies ongoing treatment needs- Survivors of traumatic events who do not manifest symptoms after approximately two months generally do not require follow-up
 - a. Severe or dangerous reactions

- b. Enduring reactions
- c. Mental illness (e.g., PTSD)
- d. Requires a tracking system

** Support/assistance may be counterproductive if students do not really need it. When students struggle temporarily with a task, the unsolicited help of an adult may communicate the message that they have low ability and little control regarding their own successes and failures. In contrast, allowing students to struggle on their own for a reasonable amount of time conveys the belief that students do have the ability to succeed on their own. (Ormod 1999, p.451)

Three Mental Health Crisis Intervention Classifications

(appendix J)

| | | |
|----------------|-------------------------|----------------------------|
| Social Support | Psychological Education | Psychological Intervention |
|----------------|-------------------------|----------------------------|

1. Social Support

Types of social support:

- Emotional (help managing feelings)
- Instrumental (help with tasks)
- Informational (give guidance or direction)

Sources of social support

- Family
- Formal
- Informal
- Social media

Affected by developmental level

- Younger children look for support from adult caregivers
- Adolescents also view friends and romantic partners as important providers of social support

Affected by culture

- Formal kinship support vs professional support
 - a. Some feel needs should be met within the family
- Emotional support vs instrumental vs informational support

Predicts recovery from trauma

- Moderates acute and long-term mental health problems
- Lower support predicts severe traumatic stress
- Low perceived social support associated with mental illness

Strategies- Tier 1 (universal interventions): immediate, least restrictive

- Reunite with primary caregivers and siblings
 - a. Provide emotional and instrumental support
 - b. Younger children are reunification priorities
- Reunite students with peers and teachers
- Return to familiar environments and routines
 - a. Provides stability, continuity, predictability, and rules for behavior

- Empower caregivers
 - a. Offer instruction on providing social support
 - b. Limitations
 - 1. Not sufficient following significant trauma
 - 2. Caregivers may be traumatized
 - 3. Caregivers sometimes not viewed as helpful
 - 4. Presence of preexisting mental illness or complex trauma
 - 5. Social support may deteriorate over time

2. Psychological Education

- Informational Documents
 - a. Provide facts
 - b. Predict possible reactions
 - c. Identify intervention resources.
 - 1. Examples: NASP Crisis Resources, www.nasponline.org or SAMHSA's Disaster Distress Helpline, 1-800-985-5990
- Caregiver Training
 - a. Introduce the training- identify groups leaders, understand purpose, process, and steps
 - b. Provide facts- need facts to help children understand the crisis, do not give children unasked for frightening crisis details
 - c. Prepare for reactions that follow crisis exposure- prepare for common crisis reactions, identify pathological reactions and maladaptive coping strategies,
 - d. Review techniques for responding to reactions- learn helpful responses to children's stress reactions
- Classroom Meeting Goals

Students have knowledge of reassuring crisis facts and crisis rumors addressed

Teachers have begun to identify students in need of mental health crisis intervention assistance

 - a. Introduce the meeting
 - b. Provide reassuring crisis facts
 - c. Answer students' questions (if a student asks about "god", ask them to talk to their parents)
 - d. Refer students who have coping challenges
- Student Psychological Education (not the setting to discuss experiences or reactions)

Students are able to recognize crisis facts, appreciate common crisis reactions, recognize pathological reactions and maladaptive coping, and identify adaptive coping strategies.

Crisis interveners collect secondary triage data.

 - Introduce lessons
 - Answer questions and dispel rumors
 - Prepare for reactions
 - Teacher how to manage reactions

Limitations: not sufficient for severe reactions, must be paired with other interventions, more research is needed, but no studies indicate harm

3. Psychological Intervention

Things to consider: doing no harm, addressing acute distress, parental permission, limits to the school response

- Stabilization (Appendix K)
- Group crisis intervention (Appendix L)
- Individual crisis intervention (Appendix M)
- Psychological recovery (Appendix N)
- Psychotherapeutic treatments (Appendix O)

Examining the Effectiveness of Crisis Preparedness and Crisis Response

- Questions used to evaluate the process of crisis response and recovery implementation- (Appendix P)
- Teacher survey form to examine the effect of a crisis event on academic functioning- (Appendix Q)
- Checklist to Evaluate the Crisis Response: After-Incident/After-Action Report- (Appendix R)
- Common and Extreme Stress Reactions in the Crisis Responder- (Appendix S)

Appendix A

[illegible]

Myron B. Thompson Academy
Individualized Emergency Plan for Students

Appendix B

| | | |
|-----------------|--------|------|
| Student's Name: | Grade: | Age: |
| Teacher: | Room: | |

| |
|----------------------|
| Student's Strengths: |
| |
| |

| |
|----------------|
| Medical Needs: |
| |
| |
| |

| |
|-----------------|
| Physical Needs: |
| |

| |
|----------------------|
| Communication Needs: |
| |
| |
| |

| |
|----------------|
| Sensory Needs: |
|----------------|

| |
|--|
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| |

| |
|---|
| Other critical information (e.g., emotional or behavioral needs, triggers): |
| |
| |
| |
| |

| |
|---|
| Individualized emergency kits contents (e.g., squeeze toy, EpiPen, picture book...) |
| |
| |

Myron B. Thompson Academy

Bomb Threat Documentation

Appendix C

| | |
|----------------|--|
| Filled out by: | |
| Date/Time | |

| | |
|------------------------------------|--|
| When is the bomb going to explode? | |
| Where is the bomb right now? | |
| What does it look like? | |
| What kind of bomb is it? | |
| What will cause it to explode? | |
| Did you place the bomb? | |
| What is your name? | |
| What is your address? | |
| Where are you calling from? | |
| Caller ID (if available) | |
| Gender of caller | |
| Race | |
| Age | |
| Length of call | |

Take note of caller's voice

| | | | | | | | |
|--------|--|---------|--|----------|--|--------|--|
| Calm | | Excited | | Angry | | High | |
| Low | | Raspy | | Rapid | | Weak | |
| Strong | | Loud | | Laughing | | Crying | |

| | | | | | | | |
|-----------|--|----------|--|--------|--|-----------|--|
| Normal | | Distinct | | Slow | | Whisper | |
| Nasal | | Stutter | | Lisp | | Deep | |
| Rugged | | Familiar | | Accent | | Disguised | |
| Breathing | | Cracking | | | | | |

If voice is familiar, who does it sound like?

Listen for any background noise

| | | | | | | | |
|-----------|--|---------|--|--------|--|-------|--|
| Street | | Traffic | | Voices | | Music | |
| Machinery | | Animals | | Static | | Other | |

Listen for threatening language

| | | | | | | | |
|-------------|--|--------------|--|------------|--|-------|--|
| Well Spoken | | Foul | | Irrational | | Taped | |
| Incoherent | | Message read | | | | | |

BOMB THREAT MEMO
(appendix C.1)

TO: MBTA Staff

FROM: Administration

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

BOMB THREAT ALERT
(appendix C.2)

TO: MBTA Staff

DATE: _____

FROM: Administration

We have received a bomb threat!

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

Begin evacuation: NOW or AT _____ (Time)
(Circle One)

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

Psychological Trauma Risk Checklist

Appendix D

| | | | |
|-------|--------|-------|------------|
| Name: | Grade: | Date: | Counselor: |
|-------|--------|-------|------------|

| Low Risk | Moderate Risk | High Risk |
|--|--|---|
| Physical distance from trauma _____ Out of vicinity of crisis site | _____ Present on crisis site | _____ Crisis victim or eyewitness |
| Emotional distance from trauma _____ Did not know victim(s) | _____ Friend of the victim(s) _____ Acquaintance of victim(s) | _____ Child or sibling of victim(s) _____ Relative of victim(s) _____ Best friend of victim(s) |
| Internal resilience _____ Active coping style _____ Mentally healthy _____ Socially connected _____ No trauma history _____ High developmental level _____ Good sense of self-efficacy _____ Low psychophysiological arousal level _____ Optimistic outlook on life | _____ No clear coping style _____ Questions exist about precrisis mental health _____ Some difficulties with social connectedness _____ Trauma History _____ At time appears immature _____ Marginal sense of self-efficacy _____ Moderate psychophysiological arousal level _____ Ambivalent outlook in life | _____ Avoidance coping style _____ Precrisis psychopathology _____ Socially withdrawn _____ Significant trauma history _____ Low developmental level _____ Poor sense of self- efficacy _____ High psychophysiological arousal level _____ Pessimistic outlook on life |
| External resilience _____ Living with nuclear family | _____ Living with some nuclear family | _____ Not living with any nuclear family |

| | | |
|--|--|---|
| <input type="checkbox"/> Good family functioning <input type="checkbox"/> No parental traumatic stress <input type="checkbox"/> No family trauma history <input type="checkbox"/> Parent(s) mentally healthy <input type="checkbox"/> Good social resources/relations <input type="checkbox"/> Acknowledges multiple social resources | members <input type="checkbox"/> Family functioning at times challenged <input type="checkbox"/> Some parental traumatic stress <input type="checkbox"/> Some history of family trauma <input type="checkbox"/> Possible parental psychopathology <input type="checkbox"/> Social resources/relations at times challenged <input type="checkbox"/> Acknowledges few social resources | memebers <input type="checkbox"/> Poor family functioning <input type="checkbox"/> Significant parental traumatic stress <input type="checkbox"/> Family history of PTSD <input type="checkbox"/> Parent psychopathology <input type="checkbox"/> Poor or absent social resources/relations <input type="checkbox"/> Perceived lack of social support |
| Immediate reactions during the crisis <input type="checkbox"/> Remained calm during the crisis event | <input type="checkbox"/> Displayed mild to moderate distress during the crisis event | <input type="checkbox"/> Displayed acute distress (e.g., fright, panic, dissociation during crisis event) |
| Current/ongoing reactions and coping <input type="checkbox"/> Only few common crisis reactions displayed <input type="checkbox"/> Coping is adaptive (i.e., it allows daily functioning at precrisis levels) | <input type="checkbox"/> Many common crisis reactions displayed <input type="checkbox"/> Coping is tentative (e.g., the individual is unsure about how to cope with the crisis) | <input type="checkbox"/> Mental health referral indicators displayed (e.g., acute dissociation, hyperarousal, depression, psychosis) <input type="checkbox"/> Coping is absent or maladaptive (e.g., suicidal/homicidal ideation, substance abuse) |
| Total Low: | Total Moderate: | Total High: |

Crisis Facts That Inform Psychological Triage

Appendix E

Basic Information

| |
|---|
| What happened |
| |
| |
| |
| When did the event occur? |
| Where did the event occur? |
| Is law enforcement involved (did a criminal activity take place)? |
| |
| Who was involved (i.e., who are the crisis victims)? |
| |
| |
| |
| What is the prognosis for those involved? |
| |
| |
| |
| Was anyone injured or killed? Yes or No |
| If YES, who was killed? |
| |
| |

Physical Proximity

| |
|--|
| Who witnessed the event? |
| |
| |
| Who is considered close friends or the crisis victim(s)? |
| |
| |
| What classroom(s) was (were) the crisis victim(s) a part of? |
| |
| What activities (e.g., clubs, athletics, organizations) did the crisis victim(s) participate in? |
| |
| |
| |

Personal Vulnerability

| |
|--|
| Have there been other crisis events that have affect students/staff this past year? |
| |
| Have any staff or students been affected by an event similar to the current crisis? |
| |
| Has anyone experienced a sudden loss of a loved one over the past year? |
| |
| Are there staff or students who have any mental health concerns that may affect their ability to cope with the crisis? |
| |
| Have staff and/or students already learned of the event? Yes or No |
| If YES, how were staff and students informed (e.g., media, social media, pictures, videos)? |
| |
| |

Primary Risk Screening **Appendix F**

| | |
|--------------|----------|
| Student: | Date |
| Referred by: | Teacher: |
| Screeners | Grade |

Crisis Exposure

Physical Proximity

| | | | | | |
|---|--|----------------|----------------------------------|---|---|
| _____ 10 | _____ 8 | _____ 6 | _____ 4 | _____ 2 | _____ 0 |
| Crisis Victim: physically injured | Crisis victim: physically threatened | Crisis witness | In the vicinity of the crisis | Absent by chance from the site of the crisis event | Out of the vicinity of the crisis event |

Describe crisis event exposure:

| |
|--|
| |
| |
| |
| |
| |

Duration of Exposure

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| _____ 5 | _____ 4 | _____ 3 | _____ 2 | _____ 1 | _____ 0 |
| Weeks | Days | Hours | Minutes | Seconds | None |

Emotional Proximity

| | | | | | |
|----------------------------|---------------------------|-------------------------------|----------------|---------------------------|---------------------------|
| _____ 5 | _____ 4 | _____ 3 | _____ 2 | _____ 1 | _____ 0 |
| Parent(s) or sibling(s) | Other family member(s) | Best and/or only friend(s) | Good friend(s) | Friend(s) acquaintance | Did not know victim(s) |

Elaborate on relationship(s) with crisis victim(s)

| |
|--|
| |
| |
| |
| |
| |

Personal Vulnerability(ies)

| | Yes | No | Elaborate |
|--------------------------------|-----|----|-----------|
| Avoidance coping style | | | |
| Known/suspected mental illness | | | |
| Social withdrawal | | | |
| Previous trauma or loss | | | |
| Lack of family resources | | | |
| Lack of social resources | | | |

| | | | |
|-------------------|--|--|--|
| | | | |
| Total "Yes" (0-6) | | | |

Immediate Crisis Reactions

| | | | |
|--------------------|-----------------------|-------------------|---------------|
| _____ 5 | _____ 3 | _____ 1 | _____ 0 |
| Acutely distressed | Moderately distressed | Mildly distressed | Remained calm |

Primary Risk Screening Rating

| Primary Risk Screening Category | Rating |
|--|--------|
| Physical proximity to the crisis event (0-10) | |
| Duration of exposure to the crisis event (0-5) | |
| Emotional proximity or relationship(s) with crisis victim(s) (0-5) | |
| Preexisting personal vulnerability(ies) (0-6) | |
| Immediate crisis reactions (0-5) | |
| Total (0-31) | |

Parent Contact by Crisis Team Member

| | |
|----------------------------|------------------|
| Student: | Date of Contact |
| Parent's /Guardian's Name: | Time of Contact: |
| Crisis Team Member: | School |

When contacting the student's parent or guardian by phone to share risk-screening data:

1. Provide your name and position.
2. Provide the verified crisis facts and report that you met with their child.
3. Review your observations of the student's reactions and what supports were provided.
4. Answer any questions they may have.
5. As indicated, provide name of community counseling resources.
6. Determine the parent's intent to seek appropriate services for the student
7. If appropriate, offer to contact the student's private therapist (before doing so be certain to obtain consent to release/receive confidential information from parent/guardian)

If the parent/guardian picks up their child at school:

1. Introduce yourself and thank them for coming.
2. Briefly review your concerns for their child
 - a. Let them know that recovery is the norm
 - b. Share that initial reactions are normal given the circumstances, but after about a week or more, if the reactions have not begun to lessen, it is important to consider professional mental health support.

Parent or guardian's response:

| |
|--|
| |
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| |

Any required follow up:

| |
|--|
| |
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| |

School Crisis Intervention Referral Form

Appendix G

| | |
|----------------|----------|
| Student: | Date: |
| Parent's Name: | Grade: |
| Teacher: | Phone #: |

| | |
|---|--|
| Physical closeness to the crisis | |
| Duration of the crisis exposure | |
| Relationship(s) with the crisis victim(s) | |
| Immediate reactions to the crisis | |

| |
|---|
| Did the youth view the crisis as threatening? Yes or No. Please elaborate. |
| |
| |
| |
| |
| Has the youth experienced a similar event in the past? Yes or No. If yes, please elaborate. |
| |
| |
| |
| |
| Has the youth experienced any other traumas within the past year? Yes or No. If yes, please elaborate |
| |
| |
| |
| |
| |

Does the youth have an emotional disturbance (e.g., depression)? Yes or No. If yes, please elaborate.

| |
|--|
| |
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| |

Is the youth developmentally mature? Yes or No. If yes, please elaborate.

| |
|--|
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| |

SPECIFIC FEELINGS AND BEHAVIORS GENERATED BY CRISIS EXPOSURE

(Check all that you believe apply to the adult, adolescent, or child older than 6 years you are referring for crisis intervention.)

A. Exposure to actual or threatened death, serious injury, or sexual violence in one (or more) of the following ways:

- ☐ 1. Directly experiencing the traumatic event(s)
- ☐ 2. Witnessing in person, the event(s) as it occurred to others.
- ☐ 3. Learning that the traumatic event(s) occurred to a close family member or close friend. In cases of actual or threatened death of a family member or friend, the event(s) must have been violent or accidental.
- ☐ 4. Experiencing repeated or extreme exposure to aversive details of the traumatic event(s) (e.g., first responders collecting human remains; Police officer repeatedly exposed to details of child abuse).
Note: Criterion A4 does not apply to exposure through electronic media, television, movies, or pictures, unless this exposure is work related.

B. Presence of one (or more) of the following intrusion symptoms associated with the traumatic event(s), beginning after the traumatic event(s) occurred:

- ☐ 1. Recurrent, involuntary, and intrusive distressing memories of the traumatic event(s). Note: In children older than 6 years, repetitive play may occur in which themes or aspects of the traumatic event(s) are expressed.
- ☐ 2. Recurrent distressing dreams in which the content and/or affect of the dream are related to the traumatic event(s). Note: In children, there may be frightening dreams without recognizable content.
- ☐ 3. Dissociative reactions (e.g., flashbacks) in which the individual feels or acts as if the traumatic event(s) were recurring. (Such reactions may occur on a continuum, with the most extreme expression being a complete loss of awareness of present surroundings.) Note: In children, trauma-specific reenactment may occur in play.
- ☐ 4. Intense or prolonged psychological distress at exposure to internal or external cues that symbolize or resemble and aspect of the traumatic event(s).
- ☐ 5. Marked physiological reactions to internal or external cues that symbolize or resemble an aspect of the traumatic event(s).

C. Persistent avoidance of stimuli associated with the traumatic event(s), beginning after the traumatic event(s) occurred, as evidenced by one or both of the following:

- ☐ 1. Avoidance of or efforts to avoid distressing memories, thoughts, or feelings about or closely associated with the traumatic event(s).
- ☐ 2. Avoidance of or efforts to avoid external reminders (people, places, conversations, activities, objects, situations) that arouse distressing memories, thoughts, or feelings about or closely associated with the traumatic event(s).

D. Negative alterations in cognitions and mood associated with the traumatic event(s) beginning or worsening after the traumatic event(s) occurred, as evidenced by two (or more) of the following:

_____ 1. Inability to remember an important aspect of the traumatic event(s) (typically due to dissociative amnesia and not to other factors such as head injury, alcohol, or drugs).

_____ 2. Persistent and exaggerated negative beliefs or expectations about oneself, others, or the world (e.g., "I am bad," "No one can be trusted," "The world is completely dangerous," "My whole nervous system is permanently ruined").

_____ 3. Persistent, distorted cognitions about the cause or consequences of the traumatic event(s) that lead the individual to blame himself/herself or others

_____ 4. Persistent negative emotional state (e.g., fear, horror, anger, guilt, or shame).

_____ 5. Markedly diminished interest or participation in significant activities.

_____ 6. Feelings of detachment or estrangement from others.

_____ 7. Persistent inability to experience positive emotions (e.g., inability to experience happiness, satisfaction, or loving feelings).

E. Marked alterations in arousal and reactivity associated with the traumatic event(s) beginning or worsening after the traumatic event(s) occurred, as evidenced by two (or more) of the following:

_____ 1. Irritable behavior and angry outbursts (with little or no provocation) typically expressed as verbal or physical aggression toward people or objects.

_____ 2. Reckless or self-destructive behavior.

_____ 3. Hypervigilance.

_____ 4. Exaggerated startle response.

_____ 5. Problems with concentration.

_____ 6. Sleep disturbance (e.g., difficulty falling or staying asleep or restless sleep).

F. Duration of the disturbance (Criteria B, C, D, and E) is more than a month.

G. The disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

H. The disturbance is not attributable to the physiological effects of a substance (e.g., medication, alcohol) or another medical condition.

From the Diagnostic Criteria for Posttraumatic Stress Disorders (American Psychiatric Association, 2013, pp. 271–272), Washington, DC. Reprinted with permission.

Secondary Screening of Risk Interview

Appendix H

| | |
|--------------|----------------|
| Student: | Date: |
| Interviewer: | Teacher/Grade: |

What were the student's crisis exposure, perceptions, and reactions?

1. What do you remember about the crisis? [Note aspects of the crisis the youth does not remember.]

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2. How close were you to the crisis? [Note physical proximity to the crisis.]

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3. How long were you exposed to the crisis? [Note duration of the crisis exposure.]

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4. How threatening was the crisis for you? Did you feel as if you could have been killed or injured?
[Note any aspect(s) of the event that was perceived as involving actual or threatened death or serious injury, or a threat to physical integrity of self.]

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5.. How well do(did) you know the crisis victim(s)? [Note if the victim was a crisis fatality, how important the victim(s) was to the interviewee, and if the victim was a parent or sibling.]

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6. How did you react when the crisis occurred? [Note any reports of acute distress (e.g., panic and/or dissociation).]

Does the student report intrusive thoughts about the crisis?

7. Do you constantly think (or find yourself frequently playing) about the crisis? [Note recurrent/intrusive memories (e.g., images, thoughts, smells) that the interviewee finds distressing and wishes could be stopped.]

8. Do you have bad dreams? YES NO

8a. If YES, ask for a description of dreams. [Note if there are frightening dreams without recognizable content.]

8b. If YES, ask how frequently they occur?

9. Do you ever feel as if the event were happening again? [Note reports of illusions, hallucinations, and flashbacks, and keep in mind that in children this may include play reenactments.] _

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| 10. What does it feel like when [What do you think it would feel like if] you return to the scene of the crisis? [Note reports of intense psychological distress.] |
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| |
| 11. What does it feel like when someone or something reminds you of the crisis? [Note reports of psychological distress.] |
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| |
| 12. How do you physically respond when someone or something reminds you of the crisis? [Note reports of physiological reactivity.] _ |
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| Does the student avoid people, situations, and/or things that are considered crisis reminders? |
| 13. Do you find yourself trying to avoid thinking, feeling, and/or talking about the crisis? |
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| |
| 14. Do you try to avoid activities, places, people, or situations that remind you of the crisis? |
| |
| |

Does the student report negative alterations in thoughts and feelings since the crisis?

15. Do you have difficulty remembering aspects of the crisis? _

16. Do you feel really bad about yourself, others, or the world since the crisis? [Note exaggerated negative beliefs or expectations about self, others, or the world, including, but not limited to, feeling they are "bad" or "can't be trusted," or that the world is very "dangerous."]

17. What do you think caused the crisis? [Note any distorted beliefs regarding the cause or consequence of the crisis. Do they blame themselves or others?]

18. Do you feel guilty about what happened?

19. Do you think you could have done something to prevent the crisis?

20. Do you want to "get even" or seek revenge?

21. . How are you feeling in general since the crisis? [Note the presence of any negative emotional states such as persistent fear, horror, anger, guilt, or shame.] _

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| 22. Are there activities that were important to you before the crisis that are no longer of interest? |
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| 23. Since the crisis have you found yourself feeling different or separated/apart from other people, your friends, or your family? [Note feelings of detachment and/or estrangement.] |
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| 24. Are you finding it difficult to feel happy? |
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| |
| 25. What emotions have you been able to feel since the crisis? [Note a restricted range of affect.] [Note feelings of numbing, detachment, or a lack of an emotional response.] |
| |
| |
| 26. Does the student report an increased level of arousal and reactivity since the crisis? Since the crisis have you found that you have had difficulty controlling your temper or found yourself more easily irritated? [Note any reports of irritability or angry outbursts.] |
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| |
| 27. Do you feel that you are/have been constantly tense and on guard since the crisis and, as a result, very aware of your surroundings? [Note if they are constantly on the lookout for threats.] _ |
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| 28. Have you found yourself to be easily startled since the crisis? |
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| 29. Have you had difficulty listening to your teacher and/or concentrating on your schoolwork? |
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| 30. Are you having sleeping difficulties? [Note difficulties falling or staying asleep.] |
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| 31. Since the crisis have you found yourself doing dangerous things that could hurt you? |
| |
| |
| 32. Do you find yourself acting impulsively since the crisis? |
| |
| |
| 33. Have you engaged in any behaviors that might harm yourself or others since the crisis? |
| |
| |
| Does the student report any self-destructive thoughts and/or dangerous impulsive behaviors? |
| 34. Either prior to or since the crisis, have you had thoughts of suicide/homicide? YES NO [If YES, continue with question 35; if NO, skip to question 36. If YES, make an immediate crisis intervention referral.] |
| |
| |
| |
| 35. How often have you had these suicidal/homicidal thoughts? |
| 35a. Do you have a plan? YES or NO [If YES, continue with question 35a; if NO, skip to question 35b.] |
| 35a(i). How would you commit suicide/homicide? |
| |
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|---|
| 35a(ii). Do you have the means to carry out your plan? |
| |
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| |
| 35a(iii). When would you commit suicide/homicide? |
| |
| |
| 35b. Have you ever previously attempted suicide/homicide? |
| |
| 35c. Have you ever previously attempted suicide/homicide? |
| |
| 35d. Is there anyone or anything that could keep you from killing yourself/others? _ |
| |
| |
| Does the student report more physical illnesses, aches, and/or pains since the crisis? |
| 36. Have you felt sick since the crisis? [Note any reports of headaches, stomachaches, bowel or bladder problems, etc.] |
| |
| |
| Does the student report crisis reactions that have an effect on daily functioning? |
| 37. Have you had difficulty completing your schoolwork since the crisis? |
| |
| |
| 38. What will you do when you leave school today? |
| |
| |
| 39. Will you be in school tomorrow? |
| |

40. Have you had difficulty taking care of yourself since the event?

41. Have you had difficulty playing with your friends since the crisis?

Does the student acknowledge the presence of any resources that could help him or her cope with the crisis?

42. How do you think the crisis will affect your family and friends?

43. Is there anyone in your family that you can talk to about the crisis?

44. Is there anyone outside of your family that you can talk to about the crisis?

45. Would you like to talk again, or perhaps join a group of students to discuss the crisis?

46. What type of coping strategies have you used in the past? Which ones have worked well and which ones did not help you as much?

47. Are you currently involved in any activities that you enjoy?

48. When you have free time, what do you enjoy doing?

49. What strategies do you think you will use or can use to help you cope with this crisis?

50. Do you think you have learned anything from the crisis that will help to make you a stronger person?

Summary [Is the student's response in proportion to the degree of exposure? Is the student over- or underreacting to the crisis?]

Levels of School Mental Health Crisis Interventions

Appendix I

| | |
|--|---|
| <p>Indicated (Referral Crisis Interventions) Provided to those who were severely traumatized</p> <p>Typically a minority of crisis survivors; however depending upon the nature of the crisis can include a significant percentage</p> | <p>Tier 3 Psycho-therapy Psychological Recovery</p> <p>A week or more postcrisis</p> |
| <p>Selected (Secondary) Crisis Interventions Provided to those who were moderately to severely traumatized</p> <p>Following highly traumatic crisis, can include an entire school</p> | <p>Tier 2 Individual Crisis Intervention Group Crisis Intervention Stabilization Student Psychoeducational Groups</p> <p>Days to a week postcrisis</p> |
| <p>Universal (Primary) Crisis Interventions Provided to all students who were judged to have some risk to psychological trauma</p> <p>Depending on the nature of the crisis, can include an entire school</p> | <p>Tier 1 Classroom Meetings Caregiver Trainings Informational Bulletins, Flyers, Handouts Reestablishing of Social Support Evaluation of Psychological Trauma Ensuring of Perceptions of Security and Safety Reaffirmation of Health and Welfare Prevention of Psychological Trauma</p> <p>During/immediately after crisis</p> |

Psychoeducational Infographic

Appendix J



Helping Children After a Natural Disaster: Tips for Parents and Educators

Adults can help children manage their reactions after a natural disaster. Follow these key reminders and visit www.nasponline.org/natural-disaster to learn more.



Remain Calm and Reassuring

Children, especially young ones, take cues from adults. Acknowledge loss or destruction, but emphasize efforts to clean up and rebuild. Assure them family and friends will take care of them and over time things will get better.



Acknowledge and Normalize Most Feelings

Allow children to discuss feelings and concerns, but don't force them to talk about the disaster. Listen, empathize, and let them know most initial reactions are normal. Be attentive to, and obtain assistance for, feelings and concerns that may suggest that the child (or anyone else) is in harm's way.



Emphasize Resiliency

Competencies

Help children identify coping skills used in the past when scared or upset.

Strategies

Encourage prosocial behaviors and good physical health.

Awareness

Highlight communities that have recovered from natural disasters.



Strengthen Peer Support

Children with strong emotional supports are better able to cope with adversity. Especially among adolescents, peer relationships can decrease isolation and supplement support from caregivers who are experiencing their own distress.



Take Care of Your Own Needs

You will be better able to help children if you are coping well. Take time to address your own reactions as fully as possible. Talk to other adults, take care of your physical and mental health, and avoid using drugs or alcohol to feel better.



Seek Help for Prolonged Signs of Distress

With the help of naturally occurring social support systems, most children will be fine. However, some may have reactions requiring professional help. Consider getting professional support for children whose reactions continue or worsen after a week or more. Your child's school can be a great source of support.

For additional guidance, visit www.nasponline.org/safety-and-crisis.
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Stabilization Coding Sheet

Appendix K

| |
|---|
| 1. Contact: Obtained the distressed person's attention. |
| _____ Got at an eye level and obtained eye contact |
| _____ In a low tone, speaking calmly, quietly, and gently, identified self. |
| 2. Hear: Requested the student to listen. |
| _____ Politely asked the person if he or she can listen to the intervener |
| 3. Orient: Determined if the person was oriented to person, place, and setting. |
| _____ Asked: What's your name? |
| _____ Asked: Do you know where we are right now? |
| 4. Describe: Asked the student to describe surroundings and identify where they are. |
| _____ Asked: Can you describe for me where we are right now |
| |
| 5. Touch: With younger children, considered (but didn't force) a reassuring or protective arm across the shoulders. |
| _____ Determined the needs for, an appropriateness of, physical contact |
| 6. Distract: With younger children, tried to distract from stressful state. |
| _____ Asked carefully chosen safe/neutral questions about the person's interests. |
| 7. Provide Social Supports. Identified (and mobilized) social support. |
| _____ Parent (or primary caregiver) available and mobilized |
| _____ Teacher (or other familiar caregiver) available and mobilized |
| _____ Significant other (or friend) available and mobilized |
| 8. Reassure: Provided reassurance, including carefully selected crisis facts and perceptions of safety/security. |
| _____ Validated emotional state, then reaffirmed health/welfare and perception of safety/security. |
| _____ Gave facts in a developmental appropriate manner. |
| _____ Did not force additional conversations. |

| |
|--|
| <input type="checkbox"/> Allowed the distressed person's questions to guide what additional information is given and what additional conversation takes place. |
| 9. Ground: As needed, provided a grounding activity. |
| <input type="checkbox"/> Guided the person to take some deep breaths. |
| <input type="checkbox"/> Determined the need for a grounding activity. |
| <input type="checkbox"/> If needed, provided grounding activity |
| |



Myron B. Thompson Academy
1040 Richards Street, Ste. 220, Honolulu, Hawai'i 96813
808-441-8000
808-683-7062 (fax)
www.ethompson.org

Date:

Dear Parent/Guardian,

Our school community has experienced a traumatic event. Currently, our school's mental health crisis intervention team is engaged in a number of different activities designed to help our students understand and cope with this tragedy. One such activity is known as Group Crisis Intervention. Our school counselors will be using this approach with a group of students who have had similar crisis experiences. During this meeting we will answer your child's questions about the event, allow him or her to share his or her experiences and reactions to the crisis, and help him or her to find ways to cope with the event in a healthy manner. This letter is to inform you that we feel your child may benefit from such a session. A session will be offered on the following date/time:

If for any reason you DO NOT feel it is appropriate for your child to participate in this Group Crisis Intervention session (if you don't feel your child is ready to share his or her crisis experience and reactions or for any other reason), please complete and sign the form below and return it to the main office by:

_____.

Sincerely,

Diana Oshiro, Principal

School Counselor

| |
|--|
| _____ I DO NOT want my child to participate in a Group Crisis Intervention at this time. |
| _____ I would like to speak to the school counselor or mental health crisis intervener about my child's crisis reactions and how to help him or her cope with this event. Please contact me at the following number: |
| Phone Number: |
| Best phone contact day/time is: |
| Parent Name (Print) |
| Student Name (Print) |
| Parent Signature |
| Date |

Appendix L

Elements of Individual Crisis Intervention

Appendix M

1. Establish psychological contact.
 - a. Introduction:
 - i. Identify self.
 - ii. Inquire about and address basic needs as indicated.
 - b. Empathy:
 - i. Identify crisis facts.
 - ii. Identify crisis-related feelings.
 - c. Respect:
 - i. Pause to listen.
 - ii. Do not dominate the conversation.
 - iii. Do not try to smooth things over.
 - d. Warmth:
 - i. Ensure that verbal communication is congruent with nonverbal behaviors.
 - ii. Consider the use of, and when indicated provide, physical contact (e.g., a reassuring arm around the shoulder of a frightened student).
2. Verify emotional readiness to begin problem identification and problem solving.
 - a. If the student is not ready, stabilize the student.
 - b. If the student is ready, begin the problem-solving process.
3. Identify and prioritize crisis-generated problems. Identify the most immediate concerns.
 - a. Ask about what happened and gain understanding of the crisis story.
 - b. Ask about the problems generated by the crisis event.
 - c. Rank order crisis-generated problems.
4. Address crisis-generated problems. Encourage the student to be as responsible as possible for coping with crisis-generated challenges.
 - a. Ask about coping attempts already made and validate adaptive coping strategies already identified by the student.
 - b. Facilitate exploration of additional coping strategies and, as indicated, encourage the student to identify his or her own adaptive coping strategies.
 - c. Propose alternative coping strategies and, as indicated, do not hesitate to explicitly direct the student toward adaptive coping strategies.
 - i. If lethality is low and the student is capable of action, then take a facilitative stance (i.e., the student initiates and is responsible for coping actions).
 - ii. If lethality is high or student is not capable of acting, then take a directive stance (i.e., the crisis intervener initiates and is responsible for coping actions).
5. Evaluate and conclude the ICI session. Ensure that the individual is moving toward adaptive crisis resolution.
 - a. Secure identifying information and identify and ensure connection with primary support systems (e.g., parents, teachers).
 - b. Agree on a time for recontact and follow-up.
 - c. Assess whether immediate coping has been restored.
 - i. Physical and emotional support have been obtained, and any lethality has been reduced.
 - ii. Crisis problems have been identified, and adaptive coping has been initiated.

iii. Using the assessed trauma risk level, the student has been linked to appropriate helping resources.

- If these goals have not been obtained, then restart the ICI process.
- If these goals have been obtained, compliment the student on his or her problem-solving skills, convey the expectation that he or she will cope with the trauma, and conclude ICI. Social supports may now become the primary crisis intervention.
- Keep in mind that triage is a process and that ongoing monitoring of the recovery process is always important.

Delivery of Crisis Intervention

Appendix N

Guidelines for Delivering Crisis Intervention

- Operate only within the framework of an authorized school emergency response system.
 - Before you approach an individual or a group, first observe politely.
 - Initiate contact only after you have determined that you are not intruding or interrupting.
 - Offer practical assistance (food, water). This is often the best way to make contact.
 - Ask simple, respectful questions to determine how you may help.
 - Remain flexible and adjust to people and their situations as needed. Do not enter the site with any agenda other than providing support.
 - Be prepared for those affected by the event to either avoid you or flood you with contact.
 - Speak calmly. Be patient, responsive, and sensitive.
 - Speak slowly, in simple concrete terms; do not use acronyms or jargon.
 - Listen carefully when students or staff members want to talk. Focus on understanding (“getting”) what they want to tell you, and hearing how you can be of help. Children who are too young to speak, or who may not speak clearly, often express their feelings and show what they want through their behaviors, such as play.
 - Support and reinforce the person’s individual strengths and coping strategies, including the positive things he or she has done to stay safe.
 - Give information that directly addresses the person’s immediate goals, and clarify answers repeatedly as needed.
 - Give information that is accurate and age-appropriate. Remember that even very young children need to know what has happened. Tell children the truth, but keep it brief and speak to their developmental level (e.g., avoid discussing the details of a death).
 - Reassure young children that the adults are there to protect them and keep them safe. Even when adults do not feel safe, young children need to be assured that everything possible is being done to keep them safe.
 - When communicating through an interpreter, look at the person with whom you are talking, not at the translator or interpreter.
 - As a crisis intervention team member, reach out to those in positions of authority (e.g., administrators, school resource officers) who have been equally exposed but who, because of their position, need to project a sense of calm and control to those under their care.
 - Assist support staff (e.g., custodians, bus drivers, food workers, librarians, secretaries, coaches, instructional aides) whose emotional needs may be overlooked in emergencies. These staff members, who are often involved in directing, calming, and reassuring students and parents, are among the important stabilizing factors in students’ lives.
 - Remember that the goal of crisis intervention is to reduce distress, assist with current needs, and promote adaptive functioning, not to elicit details of traumatic experiences and losses.
 - Keep in mind that the goal of schools is to support academic achievement. Ask students what they need to be able to attend school every day, to complete their work and succeed in school, and to stay safe in their lives outside of school.
- ### Behaviors to Avoid When Providing Crisis Intervention
- Do not make assumptions about what students and staff have experienced during the incident or are experiencing currently.

- Do not assume that everyone who has been through the emergency will be traumatized.
- Do not pathologize. Most acute reactions are understandable and expectable, given what students and staff have experienced. Do not label reactions as “symptoms” or speak in terms of “diagnoses,” “conditions,” “pathologies,” or “disorders.”
- Do not talk down to or patronize students or staff. Do not focus on the individual’s helplessness, weaknesses, mistakes, or disability. Focus instead on what he or she has done that is effective or has contributed to helping him- or herself or others, both during the emergency and in the present setting. Let the student know that continuing to attend school and performing academically shows his or her strength and resilience. Highlight to staff that coming to work every day or taking on additional duties shows their strength, but that it is also okay to ask for help or to ask for some time off to take care of him- or herself.
- Do not assume that all students and staff members want or need to talk to you. Being physically present in a supportive and calm way in itself often helps affected people feel safer and more able to cope.
- Do not “debrief” by asking for details of what happened.
- Do not speculate or give information that might be inaccurate. If you cannot answer a question, say so, and do your best to learn the facts.

Note. Adapted from Psychological First Aid for Schools: Field Operations Guide (2nd ed., pp. 12–13), by M. Brymer, M. Taylor et al., 2012, Rockville, MD: National Child Traumatic Stress Network and National Center for PTSD. Adapted with permission.

Intervention Strategies for Specific Crisis-Generated Problems

Appendix O

| Crisis Problem | Intervention Strategy |
|--|--|
| Death of a loved one | <ol style="list-style-type: none"> 1. Provide emotional comfort, acute grief assistance, and practical assistance 2. Connect with social supports 3. For younger children, ensure that a familiar adult is attending to him/her 4. Offer a follow-up meeting |
| Immediate safety concerns and ongoing threat | <ol style="list-style-type: none"> 1. Help obtain information about safety and protection 2. Provide information obtained from officials about the incident as well as about available services |
| Separation from, or concern for, the safety of loved ones | <ol style="list-style-type: none"> 1. Provide practical assistance to connect people to information resources and registries to help locate and reunite loved ones |
| Physical illness, mental health conditions, and need for medications | <ol style="list-style-type: none"> 1. Provide practical assistance to obtain medical and/or psychological care and medication |
| Losses (home, school, neighborhood, property, pet, etc.) | <ol style="list-style-type: none"> 1. Provide emotional comfort 2. Provide practical assistance to help link the person with available resources 3. Provide information about positive coping and social support |
| Extreme feelings of guilt and/or shame | <ol style="list-style-type: none"> 1. Provide emotional comfort 2. Provide information about coping with these distressing emotions |
| Thoughts of causing harm to self or others | <ol style="list-style-type: none"> 1. Get immediate medical or mental health assistance 2. Stay with the individual until appropriate personnel arrive and assume management of his/her care |
| Availability of social support | <ol style="list-style-type: none"> 1. Help the person connect with available resources and services 2. Provide information about coping and social support 3. Offer a follow-up meeting |
| Prior alcohol or drug use | <ol style="list-style-type: none"> 1. Provide information about coping and social support 2. Link to appropriate services 3. Offer a follow-up meeting 4. For those undergoing withdrawal, seek a medical referral |
| Prior exposure to trauma and death of loved ones | <ol style="list-style-type: none"> 1. Provide information about post crisis and grief reactions, coping, and social support 2. Offer a follow-up meeting 3. Take note of those students who report prior trauma or loss, as |

| | |
|---|--|
| | they may have future academic or behavioral problems |
| Specific youth, adult, and family concerns about developmental impact | <ol style="list-style-type: none"> 1. Provide information on coping 2. Assist with strategies for practical help |

Questions Used to Evaluate the Process of Crisis Response and Recovery Implementation

Appendix P

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|---|
| 1. Which interventions were the most successful and why? |
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| 2. What were the positive aspects of the staff's response to the crisis event, and why? |
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| 3. What changes would you recommend regarding the immediate crisis response and longer-term recovery strategies offered? Why? |
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| |
| 4. Are there other professionals you recommend we engage to help with future crisis? |
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| |
| 5. What additional training is necessary to prepare for future crisis? |
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| |
| 6. What additional equipment is needed to support immediate response and longer-term recovery efforts? |
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| |
| 7. What other planning actions will facilitate future immediate response and longer-term recovery efforts? |
| |
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| |

Teacher Survey Form to Examine the Effect of a Crisis Event on Academic Functioning

(Appendix Q)

| | |
|----------|--------|
| School: | Date: |
| Teacher: | Grade: |

| |
|--------------------------|
| Crisis Event; |
| |
| Subject Area of Teaching |

| | |
|---|--|
| As of today, estimate the percentage of instructional time that is devoted to discussion of the crisis event. | |
| Estimate the percentage of instructional time students were engaged in academic instruction during the 4 weeks prior to the crisis event. | |
| Estimate the percentage of instructional time students are currently engaged in academic instruction. | |

| |
|--|
| Using the following scale to estimate the extent to which you feel your students have returned to their precrisis levels of academic functioning. Circle the appropriate number. |
|--|

| | | | | |
|--|---|--|---|---|
| 1 | 2 | 3 | 4 | 5 |
| All of my students have returned to precrisis levels of academic functioning | | Half of my students have returned to precrisis levels of academic functioning. | | None of my students have returned to precrisis levels of academic functioning |

| | |
|--|--|
| From your gradebook, what percentage of assignments had your students completed during the week prior to the crisis event? | |
| From your gradebook, what percentage of | |

| | |
|---|--|
| assignments have your students completed this past week? | |
|---|--|

Sample Checklist to Evaluate the Crisis Response: After- Incident/After- Action Report (Appendix R)

| | |
|--|--|
| Incident | |
| Date of Incident | |
| Date of Evaluation Report | |
| Name(s) of Member(s) Completing Evaluation Form | |

| | | |
|--|------------------------------|--------------------------------------|
| Directions: Rate the level of response plan implementation and the effectiveness of plan implementation for each crisis response component listed below. | Level of Plan Implementation | Effectiveness of Plan Implementation |
|--|------------------------------|--------------------------------------|

Level of Plan Implementation

1= Not implemented but should have been

2= Implemented but did not follow plan protocol

3= Well implemented according to plan protocol

N/S= Type of crisis did not necessitate implementation

Effectiveness of Plan Implementation

1= Was not effective- Major revisions needed

2= Somewhat effective- Some revisions needed

3= Mostly effective= Few revisions necessary

4= Very effective- No revisions needed

N/A= Type of crisis did not necessitate implementation

Directions: Rate the level of response plan implementation and the effectiveness of plan implementation for each crisis response component listed below.

[illegible]

Common and Extreme Stress Reactions in the Crisis

Responder

(Appendix S)

Common Stress Reactions

- Increase or decrease in activity level
- Difficulties sleeping
- Substance abuse
- Disconnection and numbing
- Irritability, anger, and frustration
- Vicarious traumatization in the form of shock, fearfulness, horror, or helplessness
- Confusion, lack of attention, and difficulty making decisions
- Physical reaction (headaches, stomachaches, easily startled)
- Depressive or anxiety reactions
- Decreased social activities
- Diminished self-care

Extreme Stress Reactions

- Sense of helplessness
- Preoccupation or compulsive reexperiencing of trauma experienced either directly or indirectly
- Attempts to overcontrol in professional or personal situation, or to act out in a “rescuer complex”
- Social withdrawal or isolation
- Chronic exhaustion
- Survival coping strategies such as reliance on substances, preoccupation with work, or drastic changes in sleeping or eating patterns
- Serious difficulties with interpersonal relationships, including domestic violence
- Depression accompanied by hopelessness
- Suicidal ideation or attempts
- Unnecessary risk-taking
- Illness or an increase in levels of pain
- Changes in memory or perception
- Disruption in your perceptions of safety, trust, and independence

