



SCHOOL HEALTH, SAFETY PLAN, AND PROCEDURES

SAVANT PREPARATORY ACADEMY OF BUSINESS

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<https://savantprepacademy.com>

Savant Preparatory Academy of Business
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Savant Preparatory Academy of Business Safety Plan
Statement of Commitment

Savant Preparatory Academy of Business (SPAB) strives to be an inviting school where children and adults are safe; however, we cannot prevent emergencies from occurring. In fact, they can and do happen in most schools without notice. We can plan in advance procedures to follow if and when emergency situations occur, thereby reducing the risks of unnecessary injury and minimizing confusion and complications. The safety and well-being of all persons will be the primary consideration in an emergency situation. Personal and school safety education, which will include health, conflict resolution, and emergency procedures will be taught and incorporated in the school curriculum.

It would be impossible to describe every possible emergency that could occur and to prescribe a specific plan to deal with it. Yet, having a well thought out plan for emergency situations will certainly assist school administrators, teachers, students, and parents in responding effectively during crisis situations.

This School Safety Plan has been developed to assist the faculty and staff of SPAB in the implementation of the school's established procedures for crisis management and to provide an outline of each procedure.

Emergency Management Support Team

Emergencies require spontaneous decisions and immediate action. In the event a crisis should occur each member of the Emergency Management Team is charged with specific responsibilities. The chain of command will follow the normal administrative chain of command with administration being in charge during a school crisis until the superintendent and/or designee arrives. *If administration is not available, administration designee will assume the responsibility for decision-making.*

The Emergency Management Team will consist of the following:

Task	Title	Name
School Command Leader	Principal/CEO	Eva Tillman
Ass. Command Leader	CFO	Jeannette Balcazar
Traige/Medical Services	Operational Staff	Amelia Parker Ashley Harper
Media Area	Project Manager	Mireya Olguin
Law Enforcement Services	Secretary	Eva Tillman
Student Supervision	Teachers	Melissa Martinez Diana Vasquez Adelyn Angulo Darlene Pleitez Susy Arcos Travis Vinton Nataly Noah Nicholas Alvarez
	Resident Substitutes	Tuere Storks Nicole Stewart Alisha Promis Katherine Balcazar
	Instructional Aides	Aileen Soriano Thomas Cooper Gabriela Isiordia
Communcation Services	Office Staff	Mireya Olguin Shaneka Newman

External Personnel – The nature of the incident will dictate which outside official will be in charge. For example, in the event of a fire, the fire chief would be in charge, or if the situation involves a crime, the police chief will direct operations

Specific Responsibilities of School Emergency Management Team

Principal

1. Verify the crisis and direct office staff to notify administrative staff and emergency personnel.
2. If the emergency is on campus, the principal will direct emergency headquarters. The principal will supervise emergency personnel and be responsible for decisions regarding students' and teachers' welfare.
3. If the emergency site is off campus, the principal will go directly there and assist in identifications and communicate with administrative staff and the school command post.
4. Release information to the media.
5. The principal serves in loco parentis during the school day. In all decisions affecting students, the principal is the final authority.

School Secretary

1. Notify emergency personnel of situation.
2. Call alternate sites if relocation is necessary.
3. Direct parents and respond to parent calls.
4. Move emergency call lists and emergency kit to emergency headquarters, if other than office.

Office Manager

1. Direct School Safety Team – Reassign responsibilities if a member of the team is unavailable. Designate areas for command post and first aid.
2. Remove uninjured students from danger. If this involves using an alternate site, law enforcement will determine the appropriate site. The office manager will assist in the movement of students to that site.
3. If the emergency site is off campus, the office manager will direct the command post at the school and be responsible for communication, including contacting parents.
4. Supervise student body until emergency is over.
5. Organize and supervise loading of students into cars and buses.
6. Secure bus lists if a bus is involved in the crisis.

Available Aides

1. Report to principal immediately.
2. Provide first aid for injured students.
3. During a tornado or intruder, wait until danger passes.

Campus Monitors

1. Check restrooms for students.
2. Report to principal

**Savant Preparatory Academy of Business
Emergency Response Team**

Principal / CEO – Eva Tillman

CFO – Jeannette Balcazar

Secretary – Shaneka Newman

Project Manager - Mireya Olguin

Lead Teacher - Nicholas Alvarez

Campus Manager – Amelia Parker

Sociol-Emotional Specialist – Ashley Harper

**Savant Preparatory Academy of Business
Emergency Phone Numbers**

ALL EMERGENCY AGENCIES ----- 911

San Bernardino City Unified School District Police ----- 381-1100, 381-1167

San Bernardino Police Department----- 384-5742

Bernardino County Sheriff----- 890-4858

Bernardino School Police----- 388-6130

San Bernardino County Fire Department----- 387-5974

San Bernardino City Fire Department----- 384-5286

California Emergency Management Agency----- 916-845-8510

San Bernardino County Office of Education ----- 888-3228

Omnibus Service ----- 379-7100

Emergency Websites

Websites

National Weather Service <http://www.wrh.noaa.gov>

Homeland Security <http://www.whitehouse.gov/homeland/> Cal

Trans-road closures <http://www.dot.ca.gov>

FEMA www.fema.gov

School Procedures – Emergency Drills

California Ed Code requires schools to complete Fire and Earthquake Drills on a regular schedule. Additionally, the SBCUSD requires each site to complete two lockdown or lockout drills per year.

Reminders:

- The First Fire drill SHALL occur within 10 days from the start of school.
- Fire & Earthquake drills may NOT be performed concurrently.
- Schools with any grade in K-6 must conduct fire drills monthly.
- Sites needing to reschedule a drill are asked to inform the Safety Office at (909) 381-1192 prior to the drill.
- For Fire drills, you must activate the alarm using a fire “Pull Station”.
- The Great ShakeOut should be used as one required Earthquake drill.

Elementary & Middle Schools with 6th grade:

- 1 Fire Drill monthly (first one must be within 10 days of the start of school)
- 1 Earthquake Drill quarterly. Great ShakeOut counts as one.
- Two lockdown or lockout drills per year. (Invite District Police)



LOCKOUT CONDITION

Lockout is called when there is a threat or hazard outside of the sites building. Whether it's due to violence, criminal activity in the immediate neighborhood, or a dangerous animal in the parking lot, Lockout uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Lockout is: "Lockout! Secure the perimeter" and is repeated twice each time the public address is performed.

ACTIONS

The Lockout Protocol demands bringing people into the buildings and locking all outside access points.

Where possible, normal activities would continue uninterrupted. Activities that were held outside, such as PE class, would return to the buildings and if possible continue inside the building.

There may be occasions where people expect to be able to leave the building - end of school, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to staff, students as well as their parents that these directives may inconvenience them, but their cooperation is important to ensure their safety.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated. An Incident Commander should assume responsibility. Radio communication should be established with Police.

RESPONSIBILITY

Depending on their location, individuals may be required to lock their doors, windows or gates. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, wings, windows, gates, fences, and other access points. This assigned staff is designated as having "Lockout Duty."

There should also be assigned a person with "Secondary Responsibility" for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or area leaders are required to take roll and determine if attendance has changed since the start of class/day. If there are extra or missing persons, they should notify the IC.

The front office or accountability team should field information regarding missing or extra persons in the classroom/building.

REPORTER

Lockout is typically reported by Police dispatch to the site phone. That staff member then informs administration and initiates the public address.

It may also be reported to the site by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in the event of a Lockout defines the "Lockout Perimeter."

Obvious doors, building wings, floors or other access groups define individual "Lockout Zones" within the Lockout Perimeter.

Some locations may have outside perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the site that mandate special handling of a Lockout. An example would be a campus where modular building are present. It may be best for people in modular buildings to Evacuate a the main building rather than going to Lockout in the modular building.

If during a Lockout a hazard occurs inside the building - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

EXAMPLES OF LOCKOUT CONDITIONS

The following are some examples of when a school or Police dispatch might call for a Lockout.

- Dangerous animal on school grounds
- Criminal activity in area (Police Pursuits)
- Civil disobedience





LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard inside, or likely to enter the school perimeter. From adult disputes to intruders to an active shooter, Lockdown uses interior rooms as security to protect people from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

ACTIONS

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside areas exposes them to unnecessary risk and inhibits first responders entry into the building.

Staff and student training reinforces the practice on not opening the building doors, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated. An Incident Commander should assume responsibility. Radio communication should be established with Police.

RESPONSIBILITY

Each adult is responsible for implementing Lockdown. Personnel should lock all room access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

REPORTER

Lockout is typically reported by Police dispatch to a site. That staff member then informs administration and initiates the public address. It may also be reported to the site by anyone on-site if a threat is directly observed outside of the building

PREPARATION

Identification of access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, rolling door, and fire escape ladder access points.

A "safe zone" should also be identified within the area/room that is out of sight of windows. Persons should be trained to not open the classroom door until a first responder or other person with keys unlocks it.

Everyone, including parents and loved ones should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

DRILLS

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with District Police participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page



CONTINGENCIES

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

RED CARD/GREEN CARD

Some safety plans suggest sliding a red or green card under the door to indicate status. The SRP suggests this practice not be taken. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Please see the section on Red Card/Green Card/Med Card.



SHELTER CONDITION

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as fire outside, earthquake or hazmat.

PUBLIC ADDRESS

The public addresses for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

HAZARDS MAY INCLUDE:

- Smoke from Outside Fire
- Hazmat
- Severe Weather
- Earthquake

SAFETY STRATEGIES MAY INCLUDE:

- Move to indoor area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

An Incident Commander should assume responsibility. Radio communication should be established with Police

RESPONSIBILITY

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER

Shelter is typically called by the Incident Commander but may be called by staff, students, teachers or first responders.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year with the Safety Officer.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

PLAIN LANGUAGE ACT

With FEMA recommending plain, natural language,¹ the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected population.

Location of Utility Controls and Fire Extinguishers

Electrical - Located in Program Specialist Office

Gas – South side of campus

Water – Immediately in the front of campus

Phone - Landline located in the office (909) 677-0213

Fire Extinguishers – There are a total of 19 fire extinguishers on campus

Emergency Safety Folder (Principal)

The principal of Savant Preparatory Academy of Business will have an emergency safety folder that includes the following:

1. Safety Planning Committee
2. Emergency Numbers
3. Emergency Management Team
4. Emergency Crisis Checklists
5. Crisis Assessment Sheet
6. Crisis Communication Tips
7. Media Interview Tips
8. Guidelines for Handling the Media
9. Faculty Phone Tree
10. Map of the School
11. Lists of Faculty with CPR and First Aid Training
12. Bomb Threat Checklists

Emergency Kit (Classroom)

Each teacher should develop an emergency kit to take with you during a drill or actual emergency. The emergency kit should be kept near the door so they can be easily picked up during an emergency. The following items should be a part of the emergency kit:

- Updated class list
- A list of emergency phone numbers
- The keys to your room
- A red sheet of paper (to hold up if you are missing a child or you need something)
- Paper and pencils
- Medical records of the students who receive medication each day
- Early dismissal forms for each student
- A book to read if needed

Emergency Equipment/ Supply List

- Battery-type bullhorn(s) for use inside and outside the building.
- Two-way intercom to each school area or alternative system of communication.
- Laptop computer with modem and charged battery or cables to hook to car lighter.
- Fax machine.
- Portable telephone, cellular telephone.
- Walkie-talkies or other radios.
- First-aid kits for school office, individual classrooms, and other areas occupied by students and staff.
- Office emergency kits-one or more for school office with the following items: class rolls; telephone directory; student and staff medical records; telephone numbers for parents/guardians at work and home; list of persons permitted to check students out of school.
- Classroom emergency kits with above items plus class work/games for students during waiting time.
- Caller identification device for school office telephone
- Flashlights and other auxiliary lighting.
- Rubber gloves available to all school personnel.
- Name tags (stick-on type) to place on students or staff as needed.
- Teacher identification name tags, ribbons, or orange/yellow vests to be worn during emergencies.
- Candles and Matches
- Bottled Water
- Paper Towels, hand cleansing lotion, hand-wipes

**Savant Preparatory Academy of Business
2024-2025 Personnel Phone Numbers**

Employee	Contact Information
Eva Tillman	909.310.5006
Jeannette Balcazar	909.991.2195
Shaneka Newman	909-677-0213
Mireya Olguin	909-677-0213
Amelia Parker	909-677-0213
Ashley Harper	909-677-0213
Nicholas Alvarez	909-677-0213
Darlen Pleitez	909-677-0213
Nataly Noah	909-677-0213
Melissa Martinez	909-677-0213
Diana Vasquez	909-677-0213
Adelyn Angulo	909-677-0213
Susy Arcos	909-677-0213
Travis Vinton	909-677-0213
Cecilia Baza	909-677-0213
Katherine Balcazar	909-677-0213
Tuere Storks	909-677-0213
Marilyn Ransom	909-677-0213
Nicole Stewart	909-677-0213
Roberto Lopez	909-677-0213
Alisha Promis	909-677-0213
Aileen Soriano	909-677-0213
Gabriela Isiordia	909-677-0213
Victoria Murguia	909-677-0213
Thomas Cooper	909-677-0213
Yamileth Ramirez	909-677-0213
Aaliyah Hernandez	909-677-0213

Prevention and Curriculum

It is not enough for the school to provide for the physical safety of students. Students must also be mentally prepared to meet a crisis. Contrary to many commonly held beliefs, it is not the realistic understanding of the effects and consequences of disaster that causes people to take a fatalistic, fearful view of emergency preparedness. Ignorance, misunderstanding, and mistrust of public information and warning are the three things, which most often result in inaction, panic and unnecessary loss of life and property.

To help dispel ignorance, clear up misunderstanding, and develop trust in public information and warning, the school needs to provide students with emergency preparedness information. Disaster awareness and preparedness is best taught by incorporating material into existing courses where it is most relevant. It is not a difficult task, but it does take thought and ingenuity. Teachers will find that by raising their own consciousness to the realities of disaster, they will begin to see numerous opportunities for raising students' awareness by providing safety tips during normal class work.

The results will be two-fold. First the ability of the school population to respond to an emergency will be greatly improved when students are fully aware of the rationale behind the instructions they are given. Secondly, students will have survival skills to increase their abilities to take care of themselves should an emergency arise and there are no responsible adults to take charge.

Even a very young child can absorb basic emergency preparedness instruction. A child needs to know that emergencies can happen to anyone and that there are measures that should be taken in self protection. Without frightening a child, a teacher may introduce concepts of emergency and self-help by relating instructions to the child's everyday experiences. A teacher should give priority to that which children are most apt to experience in their home or school environment.

Elementary school children should be made aware of the natural phenomena and man-made hazards that cause disasters. They should be trained in safety and survival procedures and become acquainted with the people and agencies providing emergency services. They must learn their own sense of self confidence in problem solving and decision-making. Children should also be shown how individual cooperation adds to the safety of the group.

Kindergarten

Safety

1. Playground safety – Tour playground and discuss each piece of equipment. Practice correct use of equipment.
2. Bus safety (field trips) – Role-play proper bus behavior and invite bus driver to speak to class.
3. Pedestrian safety – Discuss traffic colors as related to crossing streets. Use role-playing to reinforce the crossing of streets safely.
4. Personal safety – Teach students to beware of strangers and to avoid adults in school who are not wearing identification.
5. School safety – Help students recognize potential hazards of objects such as scissors, pencils, and electrical equipment. Discuss safety procedures for specific situations.
6. Fire safety – Invite a fireman to visit the classroom to share their equipment and to discuss the reasons for having fire drills at home. Take a field trip to the fire department.

Field Trip Safety

1. Review rules for bus safety.
2. Set up guidelines for possible emergency situations and for acceptable behavior.
3. Review personal identification information.

Community Helpers

1. Help students identify community helpers and explain their roles.
2. Invite community helpers to speak to students.

Weather

1. Discuss weather information concerning tornadoes and thunderstorms.
2. Emphasize school procedures for severe weather.

First and Second Grades

Fire Safety

1. Discuss fire safety procedures, including fire drills and recognition of fire alarm.
2. Practice evacuation procedures.

Field Trip Safety

1. Review rules for bus safety.
2. Set up guidelines for possible emergency situations and for acceptable behavior.
3. Review personal identification information.

Weather

1. Discuss different types of threatening weather.
2. Practice severe weather procedures.

Intruder

1. Discuss the need for awareness of strangers on the school grounds and in the building.
2. Practice “lock-down” procedures

Third – Sixth Grade

Field Trip Safety

1. Review rules for bus safety.
2. Brainstorm possible emergency situations.
3. Role-play solutions to situations.

Fire Safety

1. Invite a fireman to visit the classroom.
2. Have students demonstrate and relate the importance of “Stop, Drop, and Roll” procedures.
3. Have students map escape routes from various locations at school and home.
4. Encourage parents to practice home fire drills.

Suggestions for teachers:

- Invite speakers from emergency service groups, and visit the emergency management office, fire, etc., facilities on short field trips.
- Add a few emergency related words to the weekly spelling lesson.
- Make up math problems involving emergency response times.
- Have children make maps of their community, designating hazardous areas, as they perceive them.
- Have children draw posters, make up songs or write poems about emergency preparedness techniques.
- Invent a likely emergency situation and assign each child a role.
- View a disaster related film and have the children discuss it.
- Use carefully chosen newspaper and magazine articles to illustrate disasters and their effects.
- Choose a story involving children in an emergency situation to read to the class.

Buildings and Grounds Security

1. The school doors are opened at 7:30 a.m. All personnel are expected to be at early duty assignments at 7:30 a.m. each day. All personnel are divided into four groups who have early duty on a rotating schedule.
2. Lockdown procedures will be taught and practiced periodically.

Protecting the Crime Scene

1. Once a crime scene has been identified, immediately call 911.
2. The principal, assistant principal or other personnel will secure the scene to insure that staff and students stay away from the scene and that it remains untouched.
3. CALL THE SAN BERNARDINO OFFICE OF EDUCATION 888-3228
4. A perimeter of 60-70 feet around the scene will be protected.
5. If anyone accidentally walks into a crime scene, that person will tell the police if she/he touched or moved anything.
6. When the police arrive, they will control the crime scene.

Communications

1. All teachers and staff have access to a copy of the Savant Preparatory Academy of Business Health and Safety Plan. In-service training is provided to review policies and procedures.
2. Rooms are equipped with walkie-talkies.
3. All administrators, office staff, and campus monitors, are supplied with a walkie-talkie.
4. The principal, and administration have their private cell phones on at all times.
5. Bullhorns are available for an emergency situation.

Early Dismissal Plan

1. The Principal and/or designee will make the decision to dismiss school early.
2. The instructions for the parents as stated on the Early Dismissal Form will be followed.
3. The students will remain at school and be supervised until parents arrive.

Savant Preparatory Academy of Business Early Dismissal Form

The Savant Preparatory Board and/or designee determines when school should be dismissed early for any reason. In the event school officials determine that school should be dismissed prior to normal dismissal time, Savant Preparatory Academy of Business will implement the following:

Student's Name: _____

Check one of the following:

1. _____ My child is a car rider. Please call the phone numbers listed below.

2. _____ My child walks home. Please call the phone numbers listed below.

The people listed below are the people we will contact. When a person has been contacted, your child will be checked out by that person.

List the numbers in the order we are to call

Name Phone Number

Name _____ Phone Number _____

Name _____ Phone Number _____

Name _____ Phone Number _____

Name _____ Phone Number _____

Date _____

Parent Name (print) _____

Parent Signature _____

Crisis Communication Tips

Gather information. As quickly as possible, determine the basic who, what, when, where, and how. Develop a written statement to include the time at the top of the page. Do not worry about explaining why early in the situation.

Using a trained spokesperson at the scene, give an initial press briefing as soon as possible. If you do not give official information, reporters will use unofficial material, i.e. rumors, speculation, etc., to fill their broadcasts.

Be concise and precise. Help reporters and do not become impatient if they ask seemingly dumb or repeated questions.

Show concern and empathy. Let the audience see the human side of your organization.

Offer reassurance. Tell what you are doing to correct the problem, help those affected and return to normal operations.

Monitor media reports and correct errors immediately. Do not assume reporters will ultimately obtain accurate information.

Do not say “No comment” and do not go off the record. If you do not know the answer, say so. **Avoid fixing blame.** That comes later after you have completed your investigation. **Update frequently and regularly.** Announce your next update.

Tell the truth.

Remain calm and stay in control of the situation.

Avoid jargon, acronyms, and technical terms.

Arrange media access to the scene. Television, in particular, wants pictures and will do whatever is necessary to get them. Treat all media equally.

Media Interview Tips

People facing media interviews often are defensive. Their answers are too long, creating opportunities to be quoted out of context. On television, their facial expressions and body language may show nervousness.

Using some of the following fundamental media principles, you can be more comfortable and appear more believable when you are in the media.

News is about conflict and controversy. When you are in the news, expect that reporters will be looking for the negative, and will present it in a way that will appeal to their audience.

The most important part of the interview process is preparation. Before the interview, find out what the reporter wants to know, how much he or she already knows about the story, who else is being interviewed, etc. Then do your homework. Prepare to answer two or three really tough questions you hope will not be asked.

Have your own messages. Be sure they are positive statements about the issue. Avoid defensive comments.

Never say “No comment.” You will appear to be guilty of hiding something. If you cannot answer, explain why.

Do not speculate, conjecture, or guess. If you do not know the answer, say so and promise to get it before the reporter’s deadline.

Avoid using acronyms, jargon, and technical terms. Speak with energy and enthusiasm. **Talk in sound bites.** Speak with energy and enthusiasm.

In television interviews, **your eye contact is with the reporter**, NOT the camera.

Keep answers short and avoid over answering. The reporter is not there to be educated.

Interviews are not conversations. Treat each answer as though it was going to be the sound bite or quote, which represents your only apparent contribution to the story.

Avoid clothing, jewelry or makeup that attracts attention. Be sure your hair is combed and your tie is straight.

Above all, never lie to a reporter. If you cannot explain something, say so and talk about what you are doing to prevent it from happening again.

Guidelines for Handling the Media

In the event of an emergency situation, the **Principal/CEO, Eva Tillman**, or in her absence, the **CFO, Jeannette Balcazar**, will be the spokesperson for the school.

Develop a written statement for dissemination.

Keep the staff informed through one person, **Jeannette Balcazar, Mireya Olguin will take her place if she is absent**. This controls rumors.

Be proactive with the media.

Contact the media before they contact the school.

Set geographic and time limits.

Explain restrictions.

Hold the press accountable.

Create positive relations with the media before an emergency or crisis occurs.

Stress positive actions taken by the school.

Do not refuse to speak to the media; they will turn to less reliable sources.

Do not disclaim responsibility until all facts are known.

Announce new changes made after the incident has passed.

Get the maximum amount of information out to the media-and thus the public-as rapidly as possible. Overall accuracy and completeness of media coverage depends to a large degree on “how fast” and “how much” information they receive.

Emphasize to parents, students and staff that they can say “NO” to interviews.

The goal is to ally the media as an educational and informational tool in communicating a crisis or emergency situation and in explaining the efforts of the district.

Safety Information

General safety information must be communicated if the School Safety Plan is to be effective. This information relates to all or several types of crisis situations.

- A. All teachers and staff have access to a copy of the Savant Preparatory Academy of Business Health and Safety Plan. In-service training is provided to review policies and procedures.
 - a. The first priority is the safety of the students. Teachers will have on hand an emergency call sheet for each student with name and emergency information. This emergency form should be kept in the teacher's emergency kit. In the event of an emergency, the teacher should take the emergency kit and use the emergency forms when needed.
 - b. Remain calm. Do not panic. Keep students calm.
 - c. Follow the established operating procedures for each specific crisis.
 - d. If a teacher is on a planning period when a crisis occurs, he/she should go directly to his/her students.
 - e. Only the Principal and/or designee should talk to the media.
 - f. Teachers are responsible for their students. A record should be kept of any student who checks out.
 - g. Emergency headquarters will be the office or other alternate site as determined by law enforcement agencies.
- B. Emergency, medical, fire, and police phone numbers and bomb threat checklist are posted on the phones.
- C. Instructions for each crisis situation are given to each student and reinforced through drills.
- D. Primary and secondary evacuation routes are identified and posted using fire exit diagrams. Plans are designed to evacuate the entire school complex as quickly and safely as possible.
- E. All substitute teachers are provided with a desk copy of emergency instructions.
- F. Emergency information forms are maintained on each child, listing significant health problems, parental instructions for emergency actions or inclement weather, physician and hospital of choice.
- G. A master floor plan will be given to emergency personnel prior to emergency situations and available immediately when they arrive at the school.
- H. An opportunity for faculty members to be trained in basic first aid procedures will be provided. A list of those trained in first aid is maintained in the office and in the School Safety Plan.
- I. The teaching staff will provide instruction and practice in emergency preparedness and survival techniques appropriate to grade level in daily learning activities.
- J. Regularly scheduled drills are held for each type of emergency. Drills are carried out frequently enough for everyone to become familiar with procedures and routines. The first drill of the year will be announced in advance, so that instructions can be given and procedures established. Procedure, not time, should be most important for the first drill. Additional drills should be conducted with time as the important element. Tornado and fire maps are posted in all classrooms, offices, gym, and cafeteria. Drills should be carried out under a variety of conditions:
 - a. During lunch hours, recesses, assemblies, regular class periods, class changes, and under varying weather conditions.
 - b. With best routes and/or exits blocked to test alternate route.
- K. The following items should be available for use during an emergency:
 - a. Emergency safety folder
 - b. First aid kit

- c. Walkie-talkies
 - d. Bullhorn
 - e. Whistles
 - f. Open telephone line
 - g. Weather radio
 - h. Radio
 - i. Power failure telephone
 - j. Emergency lighting
 - k. Fireproof file cabinet
 - l. Cell phones
- L. In the event of an emergency, the crime scene will be protected until law enforcement agencies arrive.
- M. Counselors will be available for individual and group counseling.

Supervision of Students

1. Students are supervised at all times.
2. In an emergency/ early dismissal situation, students will be dispersed/ dismissed according to the information on the early dismissal form.
3. In an emergency/ early dismissal situation teachers will be permitted to leave with PRINCIPAL'S permission ONLY.

Training for Staff and Students

1. All teachers and staff have access to the Savant Preparatory Academy of Business Health and Safety Plan in each classroom and copies of the plan have been placed in the main office, principal's office. In-service training is provided to review policies and procedures.
2. CPR and First Aid training will be provided for office staff members.
3. Fire, weather, and intruder drills are scheduled throughout the school year.
4. Students are provided direct instruction regarding emergency situations.

Recovery

Principal's Role

1. Support response efforts, be available for consultation and defer to decisions of the SPAB Board.
2. Be visible, available, and supportive to empower staff.
3. Provide direction for teachers to alter the curriculum.
4. Communicate with the District Office and other affected schools.
5. When appropriate, contact family of the deceased and inform staff and students about funeral arrangements.

Counselor's Role

1. Counseling services will be available from school counselor, Wandalyn Lane.
2. Support the faculty.
3. Keep records of affected students and provide follow-up services.
4. When appropriate, notify feeder schools so they can prepare siblings and other students regarding the crisis.

Teacher's Role

1. Provide accurate information to students to dispel rumors.
2. Lead class discussions, when warranted, that focus on helping students to cope with loss.
3. Answer questions without providing unnecessary details.
4. Be understanding and receptive to students' expressions of various emotions.
5. Identify students who need counseling and refer to the counselor.
6. Provide activities to reduce trauma, such as artwork, music, and writing.
7. Alter the curriculum as needed.

Aircraft (Fallen)

Should a fallen aircraft endanger the school population, the principal will notify local law enforcement agencies and SBCUSD.

1. Preparation

- a. All faculty and students will practice evacuation procedures.
- b. A list of emergency numbers will be available.
- c. In case of a jet aircraft, the minimum safe distance is 400 yards.

2. Response

If a fallen aircraft endangers the school population:

- a. Initiate evacuation procedures if directed to do so. Principal or designee will determine the best evacuation procedure to use.
- b. Render first aid, if necessary.
- c. The principal or designee will determine and direct any other action required.

A Shelter-In Place may be initiated to keep staff and students inside building areas due to an environmental hazard such as smoke from fire, a hazardous material spill, etc. The signal will be an announcement to “Shelter-In-Place” over the intercom. All students and staff should remain indoors, shutting all windows and doors. The school may also have the HVAC system shut off to prevent pulling in hazardous substances from the outdoor air.

Bomb Threat

If you should find a closed container (i.e. sealed box, tool box, brown paper bag, etc.) do not open it. It is our “nature” to open these things to see whom they belong. However, we cannot assume that it is safe to do so. If you find or see a container, leave it where it is and notify an administrator.

1. Preparation

During periods of tension or in the aftermath of bomb threats:

1. All rooms should be kept locked when not in use.
2. Upon arrival in the morning and return to the room during the day, the teacher should check the room and report anything unusual to the principal.
3. Teachers should stay in the room until all students leave, then secure windows and the doors upon departure.
4. Custodians should lock the door(s) after cleaning each room.

2. Response

- a. The person who answers the bomb threat call should:
 1. Obtain as much information about the caller as possible.
 2. Listen, do not interrupt. Keep caller talking
 3. Write down the time of call and exact words of caller if possible.
 4. Try and keep the caller talking and do not hang up even after the caller hangs up.
- a. After the call ends, immediately notify principal or designee, SBCUSD and law enforcement. If a **lockdown** is required each teacher should check his or her classroom for anything suspicious. Law enforcement and school officials will search the remainder of the building. **Check the hall and make sure all students are in a classroom. Allow any student to enter your room, then notify the office of any extra student you have.** Lock your doors and windows, check for any suspicious items in the room

then continue with normal classroom activities until the all clear is given over the intercom. If a **CODE RED Lockdown** is required immediately lock your classroom door, move students away from the line of sight of the door window and/or cover your door window, remain on the floor and keep your class quiet. Check for any suspicious items in your room. Do not open the door for anyone until you are notified to and an all clear is given over the intercom. Students who are locked out of their room will go to the office or take cover in the nearest safe place (classroom) they can find.

- b. The San Bernardino City Unified School District and Law Enforcement officials will review the information that has been obtained and will make a joint decision on whether or not to evacuate the building. **If it is deemed necessary to evacuate the buildings, use the bomb drill procedure that is currently in place.**

Evacuation of the buildings

Each teacher should line up the children in her room immediately upon bomb threat signal. The teacher should lead the class in a single line to the proper exit as outlined on the bomb drill evacuation chart. Once the class is outside the teacher should direct the class to the far end of the parking lot near the freeway. The Director of Operations and security will serve as road guards to insure the safety of the student. Teachers must lead students to the far end of the parking lot. Each teacher must check the number of students present. If any are missing, the teacher should notify the principal or designee. Each teacher must keep her class outside until the all clear signal is given or she/he is notified by the principal or designee.

- a. If a teacher, student, or school employee should notice any person who does not belong on campus, or who may be acting strangely, they should notify the principal, assistant principal or office staff. .
- b. Office staff should remove emergency contact information from the building if evacuation is needed. Emergency equipment can be used to contact parents from any alternate site if needed.

Bomb Checklists

1. Location of the bomb
2. Type of Explosive
3. What does it look like?
4. What time will it explode?
5. Why did you place the bomb at Savant Preparatory Academy of Business?
6. Is the caller an adult?
7. Approximate age of the caller
8. Exact words used by the caller
9. Date and time of the call
10. Any background noises

11. Type of speech (slow, fast, accent)

Bus Accident During Field Trip

1. Preparation
 - a. A list of riders and their phone numbers will be kept on file in the office and on each bus.
 - b. A list of emergency phone numbers that include the bus company, school, and sheriff's office should be kept on each bus.
 - c. Bus evacuation drills should be practiced twice each year.
 - d. Bus safety should be taught or reviewed at the beginning of each school year.
2. Response
 - a. The order of response depends on the situation.
 - b. Stop. Failure to stop at the scene of an accident in which you are involved is a criminal offense, which will subject you to the penalty of the law in addition to disciplinary action by the school system.
 - c. Determine need for evacuating riders from the bus.
 - d. Protect the scene. Lose no time in setting out red flags (one warning device 100 feet in each direction from the scene and one near the scene).
 - e. Assist any injured persons, but don't move them unless necessary. Keep injured as warm and quiet as possible pending the arrival of emergency personnel.
 - f. The principal and counselor will go to the scene of the accident.
 - g. The Director of Operations or designee should contact parents of students involved and answer inquiries made to the school. Parents who come to the school will be directed to the school gym where the Director of Operations or designee will disseminate information.
 - h. If emergency assistance is required paramedics will transport students at their discretion.
 - i. If uninjured students are returned to the school, the Director of Operations will meet the bus, make a list of students returning, and direct the students. An area will be designated for parents to meet.

Communicable Disease

The School System will work cooperatively with local and state health agencies to enforce and comply with applicable health codes for the prevention, control, and containment of communicable diseases in schools.

1. Certificate of Immunization
 - a. A Certificate of Immunization against diseases designated by the state health officer shall be required before a student can be enrolled initially in Transitional kindergarten or first grade in Savant Preparatory Academy of Business.
2. Authority to Exclude Student
 - a. The Principal shall have the authority to exclude any student with a communicable disease or parasite known to be spread by any form of casual contact* and is considered a health threat to the school population. Such a student shall be excluded from Savant Preparatory Academy of Business for a period of time as may be prescribed by the local Health Department, district nurse, or a physician. In all cases, a statement of clearance from the Department of Health,

district nurse, or a physician shall be required before the student may re-enter school or return to work.

3. Due Process for Students

- a. When reliable evidence or information from a qualified source confirms that a student is known to have a communicable disease or infection that is known not to be spread by casual contact*, i.e. HIV, AIDS, Hepatitis B and other like diseases, the decision as to whether the affected person will remain in the school setting will be addressed on a case by case basis by a review panel to ensure due process.
- b. If the above individual is a student who has been determined to be handicapped pursuant to the administrative rules for special education, or is suspected of being physically or otherwise health impaired the protocol for special education students outlined in policy will be followed.

4. Mandatory Screening for Communicable Diseases

- a. Mandatory screening for communicable diseases that are known not to be spread by casual contact is not warranted as a condition for school entry or for continued attendance.

5. Procedures for Handling Blood or Body Fluids

- a. Irrespective of the disease presence, routine procedures shall be used and adequate sanitation facilities will be available for handling blood or body fluids within the school setting. School personnel will be trained in the proper procedures for handling blood and body fluids and these procedures will be strictly adhered to by all school personnel.

6. Confidential Information

- a. All persons privileged with any medical information that pertains to students or staff members shall be required to treat all proceedings, discussions and documents as confidential information. Before any medical information is shared with anyone in the school setting a documented written review shall be made which shall include the parent/guardian, student, if over age 18, or their representative. Written consent of the parent/guardian or student, if over age 18, will be obtained prior to the release of information to those employees identified with a documented written review.

7. Instructions Regarding Communicable Diseases

- a. Instruction on the principal modes by which communicable diseases, including, but not limited to, Acquired Immunodeficiency Syndrome (AIDS) are spread and the best methods for the restriction and prevention of these diseases shall be taught to students with in-service education provided to all staff members.
- b. For a clearer understanding of the phrase "spread by casual contact" refer to The New England Journal of Medicine, February 6, 1986, p. 346.

8. Lice and Nits

- a. Provided an outbreak of lice is discovered, school personnel shall promptly notify parents/guardians of students in the affected classroom/school in order that they may take appropriate preventative measures. Students determined to be carriers of lice will be ineligible to attend school until a clearance statement from the office staff or a designated school administrator is presented to school officials. Parents/guardians of children with lice should secure promptly the necessary treatment and health clearances. Parents/guardians should immediately apply the treatment, remove the nits and return their children to school within three (3) school days. Failure to return children within the three (3) day period will require school principals to report the matter to the District Attendance Office.

Death or Suicide

The specific circumstances of the death will determine the course of action, as there is no prescribed method for dealing with such a tragedy.

1. Preparation
 - a. The principal or designee will be the contact person.
 - b. Health education, safety, and prevention are all incorporated into the curriculum. c. Character building programs and conflict resolution are also taught to improve self-esteem and self-worth.
 - c. The emphasis will be that help is available and that there are alternatives to suicide.
2. Response
 - a. The principal and administrative team will meet immediately to review what has happened. Counseling services will be contacted. The family will be contacted to express condolences and get funeral arrangements.
 - b. Information will be relayed to the faculty, staff, and students in a factual, caring manner.
 - d. Individual and group counseling will be available from the SBCUSD counselors. e. If the death is a suicide, school will not be dismissed or funeral attendance encouraged during school hours.

Drug Related Situations

Students will be encouraged to make healthy choices concerning drugs and alcohol. The principal should be notified of any suspected use of drugs or alcohol. The principal will call the police, notify the SPAB Board, and call the parents of involved students.

1. Preparation
 - a. School will recognize Drug Awareness Month and staff will plan related activities.
2. Response
 - a. The principal will investigate any situation in which there is suspicion of drugs or alcohol. The Student Parent Handbook Guidelines will be followed.
 - b. Faculty members will report any information that might be of assistance.

Medication Administration During the School Day

Many students require medication during school hours. The school's goal in administering medication is to assist students in maintaining an optimal state of wellness, thus enhancing the educational experience. The following is an overview of policies regarding taking medicine while at school:

- Students are prohibited from carrying prescription and non-prescription drugs on their person while at school.
- A Medication Permission Form must be obtained from the school office and completed by a parent/legal guardian before the medicine will be given. Any special instructions should be included.
- Parents/guardians must deliver medications directly to the school office.

- Prescription medicine must be in the original labeled container.
- Non-prescription medicines must be in an unopened (sealed) container.
- Any unused medicine must be picked up by the parent/guardian, from the school office.
- Students diagnosed with asthma may be allowed to carry their inhalers on their person and to self-administer the medication as directed by the physician. The arrangement will be allowed upon the written request of the physician and the approval of the principal or designee.
- Medication will be given as specified until the parent/guardian requests in writing to discontinue the medication or the supply is exhausted.

Earthquake/Sinkhole

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to happen, but cannot yet predict the exact time and place.

1. Preparation

- a. The principal, administrative team, and janitorial personnel will know the location of electrical, gas and water valves.
- b. Students will become familiar with emergency command: “DROP and COVER.”

2. Response

a. **During the shaking:**

1. Keep calm – remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are caused by falling or flying debris.
2. If indoors – stay there.
 - a. Take cover under desks, tables or other heavy furniture.
 - b. Take cover in interior doorways or narrow halls.
 - c. Stay away from windows and beware of falling objects.
3. If outdoors – stay in the open.
 - a. Move away from building if possible.
 - b. Avoid utility poles and overhead wires



SHELTER CONDITION

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as fire outside, earthquake or hazmat.

PUBLIC ADDRESS

The public addresses for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

HAZARDS MAY INCLUDE:

- Smoke from Outside Fire
- Hazmat
- Severe Weather
- Earthquake

SAFETY STRATEGIES MAY INCLUDE:

- Move to indoor area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

An Incident Commander should assume responsibility. Radio communication should be established with Police

RESPONSIBILITY

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER

Shelter is typically called by the Incident Commander but may be called by staff, students, teachers or first responders.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year with the Safety Officer.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

PLAIN LANGUAGE ACT

With FEMA recommending plain, natural language,¹ the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected population.

b. After the shaking:

1. Use fire drill procedures to evacuate and move to open areas away from buildings.
2. Do not re-enter buildings until authorities have checked them for possible structural damage, leaking gas lines and other utility disruptions. Maintenance technician will assist with shutdown of the facility's systems.
3. Teachers should take roll to be sure all students are accounted for and report to the principal. Emergency peel off stickers should be applied for name tags.
4. While inside buildings, do not use any open flames (candles, matches, etc.)
5. If a radio is available, turn it on for latest bulletins.
6. Early dismissal policy may be implemented. The principal will make the decision.
7. If there is damage or injury, the procedures for fire or explosion will be followed



EVACUATE CONDITION

Evacuate is called when there is a need to move people from one location to another.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance "Evacuate! To the Field. Evacuate! To the Field."

ACTIONS

The Evacuate Protocol demands everyone move in an orderly fashion.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

An Incident Commander should assume responsibility. Radio communication should be established with Police.

RESPONSIBILITY

The Incident Commander is usually responsible for initiating an evacuation. In a Police led evacuation, everyone may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and people should be prepared to follow specific instructions given by staff or first responders, such as boarding busses.

REPORTER

Evacuate is typically called by the Incident Commander, in police led evacuation, by a responding officer. In HAZMAT/Fires, by Fire or District Safety officer.

PREPARATION

Evacuation preparation involves the identification of facility Evacuation Points, methods of evacuations such as walking, busses, cars. This training should include immediate, delayed, Police or hazard based evacuations.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Leaders are instructed to take roll after arrival at the Evacuation Assembly Point.

DRILLS

Evacuation drills will be performed during each fire and earthquake drill.

RED CARD/GREEN CARD/MED CARD

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the evacuated groups or classes. (Select only one of the three card styles.)



•Green Card (OK) - All persons accounted for, No immediate help is necessary

•Red Card (Help) - Extra or missing persons, or vital information must be exchanged

•Red and White Cross (Medical Help) - Immediate medical attention is needed.

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.

RED CARD/GREEN CARD/ROLL CARD

An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.



(Select only one of these three card styles.)

CONTINGENCIES

Students/Staff are trained that if they are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to that lines leader in their group after arriving at the Evacuation site.

Plans should include persons with Access and Functional needs and should be drilled. Include medication and pharmaceutical evacuation and chain of custody.

STANDARD REUNIFICATION METHOD

The "I Love U Guys" Foundation has developed guidance for reunifying parents with their children. These materials are available at no cost to districts, departments and agencies.

HAZARDOUS WASTE AND CHEMICAL SPILL EVACUATION PROCEDURE

Procedure:

Each teacher should line up the children in their room immediately upon the warning signal (The students should be instructed to remain silent while the teacher follows outlined procedure. The teacher should check the number of students present. If any are missing, the teacher should report the names to the proper officials. The faculty and staff will be notified over the walkie-talkie by the principal or designee the proper evacuation plan to implement. Each teacher will proceed with the evacuation guidelines for the plan implemented. The teacher should lead the class in single line to the exit outlined on the evacuation floor plan.

Hazardous Waste and Chemical Spill Evacuation Plan

Each teacher should be prepared to evacuate the school building upon proper notification. Teachers must exit by the outlined floor plan chart. Once the class is outside, the teacher should lead the children to either the front or rear parking areas. The Director of Operations and security will serve as road guards to insure the safety of the students. Each teacher must keep their class in this designated area until the proper all clear notification is received or bus transportation arrives.

Hazardous Waste and Chemical Spill Evacuation Plan

Each teacher should be prepared to evacuate the school building upon proper notification. Teachers must exit by the outlined floor plan chart. Once the class is outside, the teacher should lead the children to either the front or rear parking areas. The Director of Operations and security will serve as road guards to insure the safety of the students. Each teacher must keep their class in this designated area until the proper all clear notification is received or bus transportation arrives

Injury and Illness

1. Preparation
 - a. Establish a current list of staff to administer first aid.
 - b. Maintain emergency information form listing significant health problems, parental instructions for emergency actions, physician and hospital of choice.
 - c. Maintain adequate first aid supplies.
2. Response
 - a. Non-critical
 - i. Administer first aid. If necessary enlist the help of another faculty member trained in first aid. In the event of a school wide crisis resulting in injuries a First Aid Center will be set up and manned by the physical education teachers. Injured students should be taken to the center if possible.
 - ii. If unsure of the seriousness of the injury, notify the office staff to contact the local rescue unit.
 - iii. Instruct the office staff to notify parents, and request that they provide transportation for student to home or doctor's office.
 - iv. If parents cannot be contacted, or if transportation cannot be provided, follow the instructions provided by the parent for contacting another individual.
 - v. If the situation is such that no one can be reached and further emergency treatment is not necessary, the child should be made as comfortable as possible

and his condition monitored closely until parents can be notified.

- b. Critical
 - i. Administer first aid to the extent possible and enlist the help of another trained member.
 - ii. Instruct the office to contact local rescue unit and parents.
 - iii. If the parent cannot be contacted immediately, contact the individual designated by the parent.
 - iv. Following the recommendation of rescue personnel, take action in accordance with parents' wishes by:
 1. Contacting student's doctor.
 2. Transporting student by ambulance to the hospital specified by parent.
 - v. If the student must be transported to the hospital, the principal or designee should accompany him/her. If there is a school-wide crisis and the principal or designee are involved in crisis management, the counselor should accompany the injured student.
 - vi. The principal should make the decision regarding notification of SBCUSD. The principal or designee should make the notification.
 - vii. Appropriate injury or illness forms should be filled out immediately.

Lockdown/Lockout Procedures

Notify the principal's office immediately of any potential intruder/hostage situation. The principal will investigate to determine the nature of the situation and the course of action to be taken.

1. Preparation

- a. **All visitors** to the building should be required to sign in at the office and obtain a visitor's pass. Visitor's pass should be visible.
- b. Establish procedures for handling an armed intruder/hostage with local law enforcement officials.
- c. Keep a master floor plan of the building available.
- d. Train faculty and students for lock-down and "DROP and COVER" procedures.

2. Response

- a. Office staff should announce "**LOCK DOWN! Locks, Lights, Out of Sight!**" and notify the police.
- b. A "Lock Down" will be called, and each teacher should check his or her classroom for anything suspicious. Law enforcement and school officials will search the remainder of the building. Immediately lock your classroom door, move students away from the line of sight of the door window and/or cover your door window, remain on the floor and quiet. Check for any suspicious items in your room. Do not open the door for anyone until a Police Officer or Administrator comes to your room and personally instructs you to go to "Code Yellow". Students who are locked out of their room will go to the office or take cover in the nearest safe place they can find.
- c. Principal or designee should investigate the situation. If there is no apparent danger, approach the individual and request identification. If a weapon is visible, proceed immediately to the entrance to inform police of the situation.
- d. Faculty should instruct students to follow lockdown procedures.
- e. If lock-down occurs during lunch, food service coordinator will lock all doors and turn

off lights.

- f. In the gym all students should remain in the gym. All doors in the gym should be locked.
- g. P.E. teachers will be notified of a lock-down by walkie-talkie if possible. Students on the playground should walk into the building and enter the closest classroom.
- h. If an intruder is in the room, ask that all or some of the students be allowed to leave.
- i. Following the instructions of the police, the decision may be made to evacuate the building. Emergency name tag stickers should be applied.
- j. Directions should be given over the walkie-talkie to individual rooms of procedures to follow and to proceed to alternate site determined by the law enforcement agency.
- k. Evacuation bells will be used when appropriate.



LOCKOUT CONDITION

Lockout is called when there is a threat or hazard **outside** of the sites building. Whether it's due to violence, criminal activity in the immediate neighborhood, or a dangerous animal in the parking lot, Lockout uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Lockout is: **"Lockout! Secure the perimeter"** and is repeated twice each time the public address is performed.

ACTIONS

The Lockout Protocol demands bringing people into the buildings and locking all outside access points.

Where possible, normal activities would continue uninterrupted. Activities that were held outside, such as PE class, would return to the buildings and if possible continue inside the building.

There may be occasions where people expect to be able to leave the building - end of school, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to staff, students as well as their parents that these directives may inconvenience them, but their cooperation is important to ensure their safety.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated. An Incident Commander should assume responsibility. Radio communication should be established with Police.

RESPONSIBILITY

Depending on their location, individuals may be required to lock their doors, windows or gates. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, wings, windows, gates, fences, and other access points. This assigned staff is designated as having "Lockout Duty."

There should also be assigned a person with "Secondary Responsibility" for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or area leaders are required to take roll and determine if attendance has changed since the start of class/day. If there are extra or missing persons, they should notify the I/C.

The front office or accountability team should field information regarding missing or extra persons in the classroom/building.

REPORTER

Lockout is typically reported by Police dispatch to the site phone. That staff member then informs administration and initiates the public address.

It may also be reported to the site by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in the event of a Lockout defines the "Lockout Perimeter."

Obvious doors, building wings, floors or other access groups define individual "Lockout Zones" within the Lockout Perimeter.

Some locations may have outside perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the site that mandate special handling of a Lockout. An example would be a campus where modular building are present. It may be best for people in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

If during a Lockout a hazard occurs inside the building - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

EXAMPLES OF LOCKOUT CONDITIONS

The following are some examples of when a school or Police dispatch might call for a Lockout.

- Dangerous animal on school grounds
- Criminal activity in area (Police Pursuits)
- Civil disobedience





LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard inside, or likely to enter the school perimeter. From adult disputes to intruders to an active shooter, Lockdown uses interior rooms as security to protect people from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

ACTIONS

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside areas exposes them to unnecessary risk and inhibits first responders entry into the building.

Staff and student training reinforces the practice on not opening the building doors, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

An Incident Commander should assume responsibility. Radio communication should be established with Police.

RESPONSIBILITY

Each adult is responsible for implementing Lockdown. Personnel should lock all room access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

REPORTER

Lockout is typically reported by Police dispatch to a site. That staff member then informs administration and initiates the public address. It may also be reported to the site by anyone on-site if a threat is directly observed outside of the building

PREPARATION

Identification of access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, rolling door, and fire escape ladder access points.

A "safe zone" should also be identified within the area/room that is out of sight of windows. Persons should be trained to not open the classroom door until a first responder or other person with keys unlocks it.

Everyone, including parents and loved ones should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

DRILLS

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with District Police participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page



CONTINGENCIES

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

RED CARD/GREEN CARD

Some safety plans suggest sliding a red or green card under the door to indicate status. The SRP suggests this practice not be taken. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Please see the section on Red Card/Green Card/Med Card.

Armed Intruder Procedures



BE PREPARED FOR AN ACTIVE SHOOTER

Recent national tragedies remind us that the risk is real. Taking a few steps now can help you react quickly when every second counts.



FEMA
FEMA V-1000/March 2018

An active shooter is an individual engaged in attempting to kill people in a confined space or populated area. Active shooters typically use firearms and have no pattern to their selection of victims.



Can happen anywhere



Can happen anytime

IF YOU ARE INVOLVED IN AN ACTIVE SHOOTER INCIDENT

See something, say something.



Learn first aid skills so you can help others.

Before you run, know the exits.



Help law enforcement.

Find a place to hide.



Seek help to cope with trauma.



Run



Hide



Fight

HOW TO STAY SAFE WHEN AN ACTIVE SHOOTER THREATENS



If you see suspicious activity, let an authority know right away.

Many places, such as houses of worship, workplaces, and schools, have plans in place to help you respond safely. Ask about these plans and get familiar with them. If you participate in an active shooter drill, talk with your family about what you learned and how to apply it to other locations.

When you visit a building such as a shopping mall or healthcare facility, take time to identify two nearby exits. Get in the habit of doing this.

Map out places to hide. In rooms without windows, behind solid doors with locks, under desks, or behind heavy furniture such as large filing cabinets can make good hiding places.

Sign up for active shooter, first aid, and tourniquet training. Learn how to help others by taking FEMA's You Are the Help Until Help Arrives course. Learn more at ready.gov/until-help-arrives.



RUN. Getting away from the shooter or shooters is the top priority. Leave your things behind and run away. If safe to do so, warn others nearby. Call 911 when you are safe. Describe each shooter, their locations, and weapons.

HIDE. If you cannot get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Do not hide in groups—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—such as through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you notice that all immediate danger is clear.

FIGHT. Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.



Keep hands visible and empty.

Know that law enforcement's first task is to end the incident. They may have to pass injured persons along the way.

Follow law enforcement's instructions and evacuate in the direction they tell you to.

Consider seeking professional help for you and your family to cope with the long-term effects of trauma.

Take an Active Role in Your Safety

Go to ready.gov and search for **active shooter**. Download the **FEMA app** to get more information about preparing for an **active shooter**. Find Emergency Safety Tips

Intruder(s) on Campus Procedures

A campus intruder is anyone who loiters or creates disturbances on school property.

- Call District Police (909-388-6130)
- Contact school office and give location of suspected intruder.
- If notified, follow lockout/lockdown procedures.
- Take roll and notify school administration of any missing students. ‘
- Keep phone and radio lines clear.
- Remain in lockout/lockdown mode until released by law enforcement.

Savant Preparatory Academy of Business Emergency Activities Venue

Incident Commander(s): Principal on scene or designee

School Street Address: Savant Preparatory Academy of Business
24424 Monterey Ave
San Bernardino, CA 92404

Phone Number: (909) 677-0213

Emergency Contact Numbers: Police, Fire and EMS: 911
Poison Control: 1-800-222-1222

Approximate EMS response time: 10-15 minutes

Emergency Personnel:

- * CPR: Eva Tillman, Jeannette Balcazar
- * First-Aid Certified personnel: Eva Tillman, Jeannette Balcazar, Nataly Noah, Darlene Pleitez, Marilyn Willis, Nicholas Alvarez, Thomas Cooper, Ashley Harper, Yamileth Ramirez, Gabriela Isiordia, Mireya Olguin, Aileen Soriano, and Katherine Balcazar

Emergency Communication

Nearest Fixed Line Telephone: School office

Nearest Cellular Phone: Eva Tillman -Principal/CEO, Jeannette Balcazar - CFO

Emergency Equipment

Supplies and Equipment Location: First aid supplies are in the main office and each individual classroom

Roles of First Responders

- * Immediate Care of the Injured: Administrator on scene or designee
 - * Emergency Equipment: Administrator on scene or designee
 - * Activation of Emergency Services Administrator on scene or designee
- a. Call 911 (provide name, address, telephone number, number of individuals injured; condition of injured, first aid treatment; specific conditions; any other information.
 - b. Notify individuals designated on the emergency list
 - Principal/CEO: 909-310-5006
 - CFO: 909-991-2195

- * **Meet the EMS personnel:** Administrator on scene or designee
- * **Venue Directions:** Administrator on scene or designee

Field Trip Injury or Illness

1. Preparation
 - a. Permission from parent must be obtained prior to the student going on the field trip.
 - b. Students should be briefed on rules and regulations covering the trip.
 - c. An itinerary of each trip and a list of participating students should be filed in the office prior to making the trip.
 - d. At least one member of the school's faculty should accompany students on any field trip. The number of teachers accompanying students should be in direct relation to the number of participating students.
 - e. On all field trips teachers should carry a copy of emergency information for participating students.
 - f. Each teacher will submit to the office a master list of emergency contacts and phone numbers. Copies will be made and distributed to each teacher and bus driver attending the trip.
 - g. Each student should wear a badge or name tag sticker that identifies who they are.
2. Response
 - a. The teacher should promptly report to the principal any serious illness affecting students.
 - b. If the incident involves injury or illness, the procedures for injury or illness should be followed.
 - c. If the incident involves a bus accident, the procedures for such should be followed.

Savant Preparatory Academy of Business Field Trip Permission Form

Each student MUST have a completed form on file before going on any field trip Destination:

Student's Name:

Parent/Guardian:

Home Phone #:

Work Phone #:

Emergency Contact Person:

Home Phone #:

Work Phone #:

Medical Information:

Family Physician:

Allergies/Allergic to any drugs:

DATE OF MOST RECENT TETANUS SHOT :

Insurance Company:

Policy #:

Note: Your signature on this form indicates your understanding / acceptance of the trip and conditions of the trip.

Responsibility Release

Savant Preparatory Academy of Business is authorized to seek and give consent for emergency medical treatment for the participant if deemed necessary. It is understood that Savant Preparatory Academy of Business provides NO health, medical, or accident insurance for the participant.

Only students attending Savant Preparatory Academy of Business are allowed to attend field trips. Students MUST ride the bus to and from the intended destination of the field trip. Parents acting as chaperones should not permit guests or other children to attend the field trip. Regulations DO NOT permit persons to ride the bus other than students, designated parents and employees of Savant Preparatory Academy of Business.

Signature of parent / guardian:

Date:

Fighting and/or Riot

Fighting will be defined as when two or more students are engaged in a physical or verbal altercation.

1. Preparation

- a. Students and parents will receive a copy of the Savant Preparatory Academy of Business Academy Parent Student Handbook that outlines the school's position regarding fighting.
- b. The school Principal will address affective education topics, which will be reinforced by classroom teachers.
- c. Conflict resolution should be taught and reinforced.

2. Response

The teacher or (principal) should follow these guidelines:

- a. Use walkie-talkie to contact the main office and security.
- b. Speak loudly and let everyone know that the behavior should stop immediately.
- c. Obtain help from other teachers if at all possible.
- d. If students are starting to gather, call out to any of the students whose names are known and start giving orders. Attempt to get students away from the commotion as quickly as possible.
- e. Call out the names of the involved students (if known) and let them know they have been identified.
- f. Get additional help if confronted with a serious fight, especially one that involves weapons.
- g. If a weapon is involved, report this to the office and the office should notify the police immediately. If the weapon is a firearm, lock-down procedures should be implemented.
- h. After separating students, try to avoid using further confrontational behavior. Do not point at the students, make accusations, or corner them with their backs against the wall.
- i. Remember that no one can "cool down" instantly; give the students' time to talk in a calm setting and gradually change the climate of the situation.

Riot

Depending upon the proximity of the situation, riots that occur off campus may affect the school environment. Notify the principal's office in the event of any disturbance.

1. Preparation

- a. Encourage staff to be sensitive to the emotional climate of the campus.
- b. Attempt to diffuse any tensions prior to the eruption of problems.

2. Response

- a. Initiate "lockdown" procedures if directed to do so.
- b. If possible, have a camera, tape recorder or camcorder available to document the disturbance and to help to identify the participants.

Fire or Explosion

When a fire or explosions occurs, notify the principal's office immediately. The fire alarm will be activated. In the event that an alternate alarm system is necessary, the following systems may be utilized:

- A whistle may be blown. Three short rings indicate fire.

- Verbal announcement over the walkie-talkie, and/or bull horn.

1. Preparation

- All personnel and students should be familiar with the location and operation of alarms and fire extinguishers.
- Evacuation plans should be identified and posted in classrooms, fellowship hall, and offices.

2. Response

- If fire is discovered, activate the alarms. If unable to do so, notify the office. The office staff will notify the fire department.
- Evacuate the building using the pre-established evacuation routes – alternate routes should be used if exits are blocked.
- Evacuation should be conducted:
 - in orderly lines, with no running,
 - quietly without talking to minimize confusion and allow for change of orders to be heard, and
 - quickly without stopping to pick up personal belongings.
- Pre-established evacuation procedures should be followed.
 - Teacher should take class list and immediately call roll upon reaching designated assembly area. The names of extra students should be reported to the office/principal or assistant principal.
 - Security should check as many restrooms and closets as possible for students.
 - The all-clear announcement will be sounded for students to return to the building.
 - If an alternate site must be sought, the announcement will be made with the bullhorn. The law enforcement agency will determine the alternate site.

Flooding

The weather radio, radio and television will be monitored for information regarding flooding. If early dismissal is necessary, the principal will make the decision.

1. Preparation

- The principal and administrative team will be knowledgeable of local areas susceptible to flooding.
- A list of bus company phone numbers are on file.

2. Response

- If directed by the principal, early dismissal will occur. The instructions of the parents as listed on the emergency dismissal form will be followed.
- If transportation is not safe, the office staff will contact parents to pick up students. The students will remain at the school and be supervised until parents arrive.

Playground Safety

- Play area rules are taught and reviewed.
- Play area equipment is maintained in good condition.
- Play area is kept clean and free of debris especially rocks and broken glass.
- The number of students out on the play area at one time is limited to allow for adequate supervision.

4. Teachers will closely monitor students.
5. Any student who is injured will be taken to the office. The office staff will tend to the student.

Severe Weather

Thunderstorms

The weather radio will be monitored in the office, and teachers will be kept informed if precautions are needed.

1. Preparation
 - a. Severe Thunderstorm means that weather conditions are such that a thunderstorm may develop.
 - b. Severe Thunderstorm Watch means that there is a possibility of a storm developing which would be greater in intensity than the severe storm indicated by the severe thunderstorm bulletin above.
 - c. Severe Thunderstorm Warning indicates that a severe thunderstorm has developed and will probably affect those areas stated in the bulletin.
2. Response
 - a. During a watch or warning, all outside recess and physical education classes will be cancelled. Even if there is no wind or rain, lightening is always a threat.
 - b. During periods of particularly high wind, students should be kept away from glassed areas.
 - c. If severe weather occurs during dismissal, these guidelines should be followed:
 - i. Children who are car riders must be kept under supervision until transportation arrives. During a warning, the student will be permitted to leave with anyone listed on their contact card.
 - ii. Walkers will be kept in a protected area under supervision until either the warning is lifted or someone comes to pick them up. These students will not be allowed to walk home alone.

Tornado

Tornado Watch means that weather conditions are such that a tornado may develop. Tornado Warning means that a tornado has been sighted and protective measures should be taken. Students should be moved to a tornado safe area. The bullhorn will be used in the event of a power failure or malfunction of the walkie-talkies.

1. Preparation
 - a. Tornado safe areas have been identified and diagrams should be posted.
2. Response
 - a. Tornado Watch
 - i. The scanner will be monitored and communication will be established between the superintendent's office and the school. Students should stay in classrooms under the close supervision of the teacher and continue normal activities, ready to respond quickly if a tornado warning is issued.
 - ii. During a tornado watch, dismissal may be delayed.
 - b. Tornado Warning
 - i. When a tornado warning is issued, tornado procedures should begin immediately.

- ii. Go to the designated areas as indicated by the tornado diagrams posted in each room.
- c. Check restroom or nearby vacant rooms for students, staff or visitors.
- d. Take personal belongings such as large books, notebooks, or coats only if they are at desk and will provide extra protection.
- e. Teacher should take roll book and take attendance once in the designated area and report missing students to the office.
- f. Take position for greatest safety. Students should sit on the floor, with backs to wall, draw up their knees, lean forward and place their hands or a book over their heads.
- g. Allow no one to leave the area for any reason.
- h. Keep students in the designated area until the all-clear signal.
- i. If a tornado is sighted, instructions will be given for teachers to apply the emergency cards.
- j. Should a student receive an injury, immediately take him/her to the designated first aid area. If not, have medical personnel proceed to the area in which the injured student is located. Staff with no classroom will assist in directing students to proper areas.
- k. If no students are injured, keep the class together and wait for instructions.
- l. During a warning, parents will be directed to the safe area where classes are located. Teachers should follow normal check-out procedures. Students may be check-out by parent, legal guardian or persons listed as a person who can check the student out at ANYTIME. All persons should be required to sign the sign out sheet. Call for the principal or designee if problems occur concerning check-outs.

Utility Failure

Utility failures or incidents are common occurrences and may happen any time. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water main may cause extensive damage to property and building fixtures. Electrical power failure may result in the loss of refrigerated food supplies or the creation of a severe fire hazard. In the event of a utility failure, proper authorities will be notified.

1. Preparation

- a. The principal or designee and janitor will:
 - i. Know the location of gas, electric, and water connections.
 - ii. Identify the possible effects the loss of each utility may have on the school.
 - iii. Develop procedures for emergency utility shutdown.
 - iv. Establish and maintain a phone list of maintenance personnel (local and county) for day or night notification.
 - v. Establish a list of phone numbers, including day and night emergency reporting and repair services for all serving utility companies.
 - vi. Minimize threats of failure through good maintenance practices.
 - vii. Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds.

2. Response

- a. Gas Line Leak
 - i. Evacuate the building immediately by fire drill procedures.
 - ii. Notify maintenance personnel who will shut off main valve and open windows.

- iii. Re-enter the building when utility officials say it is safe.
- b. Electric Power Failure
 - i. Notify maintenance personnel.
 - ii. If there is a danger of fire, evacuate the building by fire drill procedures.
 - iii. Relocate students from rooms without windows and/or direct outside ventilation.
 - iv. If a short is suspected, turn off power at main control point and follow repair procedures.
- c. Water Main Break
 - i. Notify maintenance technician who will shut off valves at primary control point.
 - ii. Relocate articles that may be damaged by water.
 - iii. Evacuate students from affected area.