

Ballard School District
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Ballard School District

SCHOOL SAFETY PLAN

SCHOOL YEAR 2022/2023

Phone numbers:

| | |
|--|---------------|
| Police Non-emergency: | (805)686-5000 |
| Fire Non-emergency: | (805)681-5500 |
| Safety Coordinator: Pamela Rennick | (805)729-3064 |
| Ballard School District Office | (805)688-4812 |
| County Office of Education: | (805)964-4711 |
| County Office of Emergency Management: | (805)681-5526 |

SITE ADMINISTRATOR RESPONSIBILITIES CHECKLIST

Site administrators have a responsibility to establish on-scene command, formulate and communicate a situational assessment, set up a command post, request necessary personnel, and provide a suitable staging area for emergency responders. To accomplish these tasks, the Site Administrator should assume command responsibilities, appoint others to control activities, establish missions and objectives, gather intelligence, and delegate other tasks as necessary to establish control until relieved by an appropriate emergency response agency (Law Enforcement, Fire, Public Health, etc.).

The quicker you call 9-1-1, the sooner you will get help!

Situational Assessment:

A situational assessment is that information developed by staff/faculty/students at the scene of an emergency and is basic intelligence transmitted to the Emergency Response agencies via the Communications Center (Dispatch). This initial information is then relayed to the appropriate emergency response agencies to assist with the response to the emergency situation. Situational assessments should be updated regularly as the event changes and control measures are implemented to return the situation to normal, or relieved by an emergency response agency.

The initial situational assessment should include:

- Type of emergency
- Location of emergency
- Type of structure/vehicle involved
- Size of area involved
- Incident Command Post location
- Suggestions for a Staging Area
- Best Access Routes for emergency vehicles
- Assistance required (Law Enforcement, Fire, EMS (AMR), etc.)
- Number and type of casualties/injuries
- Identified potentially hazardous information/conditions

Once the situational assessment has been completed, as the Incident Commander (I/C) you should direct attention to control measures related to the event.

This would include:

- Initiate the **Incident Command System**
- Initiate the appropriate action in accordance with the Standard Response Protocol (SRP)
 - Evacuate
 - Lockdown

- Lockout
- Shelter-in-place
- Establish a log/journal for recording major decisions and activities
- Establish communications with the emergency responders through the communications center (Dispatch)
- Make required notifications
- Request additional personnel and equipment as necessary
- Assign personnel to ICS functions:
 - **Operations**
 - **Planning/Intelligence**
 - **Logistics**
 - **Finance/Administration**
- Develop and implement an operations plan which may include:
 - Evacuation
 - Search and Rescue
 - Student/Staff/Visitor accountability
 - Student/Parent Reunification
 - Liaison with emergency response agencies
 - Emotional support and counseling
 - Implementation of the Continuity of Operations Plan (COOP)

Our role at an emergency, once the appropriate emergency agency has arrived, may be to support them in their efforts. The Site Administrator can be of assistance by providing:

- A Unified Commander, Liaison Officer, or Agency Representative
- Controlling access to the site
- Taking school site responsibilities and functions from the emergency response agencies:
 - Student accountability
 - Grief Counseling
 - Reunification
 - Parent Notifications
 - Sheltering options
 - Cooperation and coordination with their requests
 - Providing scribes and clerical support staff

Hazard and Threat Specific Appendices Appendix 1: Fire

Appendix 2: Earthquake

Appendix 3: Active Threats and Violence/Active Shooter Appendix 4:

Bomb Threats/Suspicious Devices/Packages Appendix 5: Floods/Debris

Flows

Appendix 6: Psychological Healing Procedures

Appendix 7: Online Resources

Appendix 1 FIRE CHECKLIST

This checklist is intended to assist school site staff in the initial stages of a fire. These guidelines are flexible and can be modified to address the specific situation (Threat and Risk) you are faced with.

Scope:

This checklist should be used in the following situations:

1. Observed smoke and/or flames
2. Smell of smoke and/or fire
3. Activation of the site Fire Alarm system

Note: It is not always appropriate to evacuate immediately upon activation of the fire alarm. It is also not appropriate to evacuate the entire campus for all fires.

Assess your actual situation, your threat and your risk. Take the appropriate SRP action (Evacuate, Lockdown, Lockout, Shelter-in-place) and base your unique situation as determined by your situational assessment.

Situational Assessment:

- Location of fire, smoke or smell
- Size of involved area, actual and potential
- Apparent direction and rate of spread
- Weather conditions at your site
- Type of building affected (what the facility is used for, what is it made of)
- Ingress/egress routes for emergency responders
- Identify the best location for emergency responders to respond to
- Identify any potential hazards (e.g., electrical, chemical, structural, etc.)
- Notify emergency responders of injuries to staff and/or students
- Notify emergency responders of the location of staff and/or students who have been injured

INITIATE INCIDENT COMMAND SYSTEM:

- Site administrator or their designee will assume control and command of the incident
- Ensure 9-1-1 has been called and the situational assessment has been relayed to the 9-1-1 operator
- Evaluate the need to Evacuate and if necessary, initiate the Standard Response Protocol
- If the decision is to evacuate, designate the appropriate assembly area
- Initiate Student Accountability procedures (See Functional Appendix)

- Initiate Emergency Notification Protocols; District, Parents and key stakeholders
- Depending on the severity of the event, consideration should be given to initiating the Standard Reunification Method. (See Functional Appendix C)

If the incident warrants, emergency services will likely assume the Incident Commander role. The site administrator or their designee will work in Unified Command and/or as an Agency Representative (A-REP). This person will likely work directly with the Incident Liaison Officer (LOFR).

This School Site Incident Commander will be responsible for the following actions:

- Ensure the safety of Staff/Faculty, students, parents, and other visitors on campus
- Working closely with emergency responders throughout the incident
- Addressing the needs and concerns of the emergency responders' command
- Conducting and initiating the SRP
- Having a damage assessment report completed
- Maintaining a log of all decisions made
- Maintaining a log of and tracking all persons injured as a result of this incident
- Initiating psychological first aid and crisis response team protocols
- Initiating the Continuity of Operations Plan for the affected school site
- Determining the demobilization point and initiating the demobilization protocols
- With consultation of Facilities, determine the status of buildings
- If necessary, determine alternate facilities for use should the affected school site not be functional, or is uninhabitable

Appendix 2 EARTHQUAKE CHECKLIST

This checklist is intended to assist the school site administrator, or their designee, at the initial indication of an earthquake.

Scope:

This checklist should be used in the event of a felt earthquake. As the magnitude of earthquakes can vary greatly, your response should be based on the information and specific situation in which you are faced. Your response should also be commensurate with magnitude of the earthquake.

Initial Considerations:

- Initiate **DROP, COVER AND HOLD**
 - **Call 9-1-1**
 - Initiate the **Incident Command System** and make required notifications (District, PIO, Parents, etc.)
 - Coordinate with Emergency Responders: What are your needs? What is your status? (Damage Reports, Injuries, Casualty Collection Point(s)- where are they, what is the best access? etc.)
 - Once Emergency Responders arrive, integrate into their ICS command structure (Unified Commander, Liaison, or A-REP)
 - After shaking has stopped, consider the need to initiate the Standard Response Protocol, and at what level (Evacuate, Shelter-in-place, Etc.)
 - Consider Access and Functional Needs Evacuation Protocols (Appendix D)
 - Conduct an initial facilities damage survey and report findings
 - Utilities Disruptions
 - Flooding
 - Fires
 - HazMat Spills or plumes
 - Collapsed or severely damaged buildings
 - Casualties (injured vs. fatalities)
 - Roadway and other infrastructure damage that would limit the ability for emergency responders from gaining access to your site
 - If Evacuations were initiated, adhere to the student/staff/visitor accountability protocols
 - If necessary, activate Search and Rescue Teams
 - Establish Casualty Collection Point(s)
 - Conduct Triage as necessary
 - Notify Parents and key stakeholders
 - Initiate Parent/Student Reunification Protocols
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Drop, Cover and Hold Procedure

I. Purpose

In the case of an incident requiring drop, cover and hold, the following procedure should be adhered to by students, staff and visitors.

II. Scope

Drop, cover, and hold procedure outline steps to be taken by staff /student is to help prevent injury or death during an incident; e.g., earthquakes. Designated staff members and bus drivers are required to participate in the evaluation of the school EOP as it relates to this appendix.

This plan outlines procedures for students/staffs located:

- Indoors
- Outdoors
- In a moving vehicle

III. Responsibilities

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills

IV. Specialized Procedures

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

A. Indoor Procedure

When indoors, students and staff should:

- Drop to the floor
- Cover by getting under a sturdy table, desk or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms
- Hold on to the table or desk until directed to stop
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned of locations

B. Outdoor Procedures

When Outdoors, students and staff should:

- Move away from buildings, streetlights, and utility wires
- Drop to the ground
- Cover their face and head with their arms
- When directed by the superintendent/principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations

C. Moving Vehicle Procedure

When in a moving vehicle, drivers and staff should:

- Stop as quickly as safety permits
- Instruct all students and staff to stay in the vehicle
- When it is safe to do so, proceed cautiously and evacuate the vehicle. Move to a safe location; a field, park, or similar clearing

See additional information below:

PROTECT YOURSELF. SPREAD THE WORD.

Your past experience in earthquakes may give you a false sense of safety; you didn't do anything, or you ran outside, yet you survived with no injuries. Or perhaps you got under your desk and others thought you overreacted. However, you likely have never experienced the kind of strong earthquake shaking that is possible in much larger earthquakes: sudden and intense back and forth motions of several feet per second will cause the floor or the ground to jerk sideways out from under you, and every unsecured object around you could topple, fall, or become airborne, potentially causing serious injury. This is why you must learn to immediately protect yourself after the first jolt... don't wait to see if the earthquake shaking will be strong! In MOST situations, you will reduce your chance of injury if you:



DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



COVER your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs



HOLD ON until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

Appendix 3

ACTIVE THREAT OF VIOLENCE/ ACTIVE SHOOTER CHECKLIST

This Checklist is intended to assist school site staff/faculty/students in the initial stages in response to an Active Threat of Violence or an Active Shooter situation. The guidelines contained within this checklist are flexible and dependent on the specific set of circumstances you are confronted with.

Scope:

The Active Threat of Violence or an Active Shooter on a school campus can take many forms. It is imperative that one recognize the threat as soon as possible and take decisive action. There is a substantial increase in the survivability of these events the sooner one takes decisive action.

This Checklist should be used anytime there is a direct threat of violence or an active shooter on campus.

Acts of Violence can manifest in many ways: Active Shooter, where the perpetrator is actively using a firearm to kill or injure school staff, students or others on campus; knives or other stabbing/slashing tools. Like an active shooter, perpetrators are intent on causing as many deaths and injuries as possible but use stabbing/slashing tools instead of firearms; Vehicles used as weapons; Domestic Violence and/or disgruntled employee situations can result in the use of any of the above mentioned modalities.

Actions:

- Activate the Standard Response Protocol (Lockdown, Evacuate, Lockout, Shelter-in-Place). While it is dependent on the circumstances you are facing, generally to appropriate SRP response is to Lockdown
- Run (Avoid), Hide (Deny), Fight (Defend)*
- Call 9-1-1 as soon as possible
- Attend to injured staff, students and/or visitors
- Make Required notifications (PIO, Parents)
- Account for students, staff, visitors
- Establish Casualty Collection Point(s) (CCP)
- Coordinate with responding emergency responders
- Determine/suggest best ingress and egress routes
- Designate Media Staging area where they can respond
- Start the Standard Reunification Method (SRM)
- Determine Reunification site and manager(s)

Information Emergency Responders will need:

- Who is the primary point of contact (POC)
- Number of suspects
- Identity of the suspect(s)
- Location of the suspect(s) if known
- Number of injured students/staff/visitors
- Location(s) of those injured
- Are there any hostages, if so who: Names, ages, and location
- Any additional information; actively shooting, movement and current location of suspect(s), or if it known if the suspect has left campus or committed suicide

Other Considerations:

- Law Enforcement will likely take command of this incident as soon as they arrive
- Law Enforcement will integrate/coordinate their response with the Fire Department and EMS (AMR)
- Law Enforcement will form "Contact Teams" to address any active threat(s)
- Law Enforcement's first priority is to stop the killing, then the dying
- Law Enforcement will need as much information as possible; establish a POC who can stay on the phone with the Incident Commander
- Law Enforcement will likely pass injured students and staff to address an active threat
- Once the threat has been mitigated, law enforcement, fire and EMS will coordinate the emergency response to the injured and systematically evacuate the campus
- Law Enforcement will also coordinate the criminal investigation and will likely need to interview any witnesses to the event
- Due to limited resources, law enforcement will ask the schools oversee and administer the Parent/Student Reunification (SRM). Law Enforcement will assist with the evacuation from the school buildings, but will rely on the schools for everything else regarding reunifications
- Determine if an alternate school site will be needed in the immediate future should it be decided that school activities will continue at an alternate site (COOP)
- Law Enforcement/Fire will assist in providing information regarding injured students/staff/visitors and their locations. Law enforcement will handle death notifications but may need the assistance of grievance counselors

*Run (Avoid), Hide (Deny), Fight (Defend)

Run (Avoid)-

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible
- Your primary goal is to avoid where the attacker is or may go

Hide (Deny)-

- Hide in an area out of the attacker's view
- Deny entry to your locations by blocking entry to your hiding place and/or locking the doors
- Silence your cell phones and/or pagers

Fight (Defend)-

- In case the attacker is able to access your location, you will need to have a plan in place to defend yourself and those with you. Having a plan in place will decrease your reaction time and increase your ability to survive
- As a last resort and only when your life, or the lives of others, are in imminent danger
- Attempt to incapacitate the attacker
- Act with physical aggression and throw items at the attacker

CALL 9-1-1 WHEN IT IS SAFE TO DO SO

Appendix 4

Bomb Threats/Suspicious Devices/Packages

I. Purpose

The potential of the discovery of suspicious devices or packages, and bomb threats, is a product of the state of our society. The ability to recognize and to respond correctly to these circumstances will require vigilance and often time an immediate response. While these circumstances often produce a high degree of stress, understanding these procedures will assist in the reduction of stress and increase the safety of our staff and students.

II. Scope

This appendix is to provide guidance to faculty and staff members on the procedures for responding to a bomb threat, a suspicious package, or device on or adjacent to campus.

III. Definitions

1. Introduction

Response to an explosive device threat is initiated upon discovery of a suspicious package or device on campus grounds, or adjacent to campus grounds, or a threatening message received by phone, email, social media, or other means that may present a risk of an explosion. Actions are taken to maximize the safety of our students, staff and others on campus. Copies of the explosive device threat form should be readily available near all phones that regularly receive calls from the outside lines, and the principal should review the below guidelines with staff members who answer phones.

2. Guidelines

Explosive Device Threat - Telephone

- A. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 9-1-1. The call taker should immediately inform the principal, and then use the explosive device threat form (attached) to gather and record information about the call and evaluate the caller's voice and background noise for distinguishing characteristics.
- B. The staff member calling 9-1-1 informs the operator of:
 - Nature of the threat on phone line
 - Name of school
 - Phone number of line receiving threat
 - Name and contact information of staff member
 - Phone number displayed for caller
- C. The superintendent/principal or his/her designee will call the law enforcement agency of jurisdiction who will direct the school to wait for officers to arrive. Law enforcement will conduct the search and lead the investigation. The principal, in consultation with law enforcement, will determine if buildings should be evacuated at any time during the incident.

- D. Law enforcement may ask to have a school-based employee a company that law enforcement search team, as school officials can more easily identify out-of-place items or packages. During a search for unusual or suspicious packages, boxes or foreign objects, all cell phones and handheld devices of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. The search should be conducted thoroughly but rapidly. If a suspicious object is found, one team member reports the discovery to the principal while the remaining team member attempts to secure and monitor the immediate area without touching or disturbing the object.
- E. No attempt should be made by school staff to investigate or examine a discovered suspicious object.
- G. The superintendent/principal will start a report to document the incident.
- H. The superintendent/principal will notify and update parents.
- I. When a suspicious object or explosive devices found, or if advised by law enforcement, the Incident Commander shall issue the Evacuate Building Action. Staff and students will evacuate the building using safe routes to the assembly area, using alternate exit routes to evacuate buildings as necessary.
- J. After the incident is over, the principal will complete the Explosive Device Threat Report, submit a copy to law enforcement, submit a copy to the District Office, keep a copy at the school site.

Explosive Device Threat - Other Means

If an explosive device threat is received via letter, email, social media or other means, the principal will consult with law enforcement to determine a course of action. The principal will make the appropriate notifications and take other actions as described above if necessary.

Suspicious object

If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted. The principal will consult with law enforcement to determine a course of action. The superintendent/principal will make the appropriate notifications and take other actions as described above if necessary.

EMERGENCY Appendix 5 FLOOD/DEBRIS FLOW

CHECKLIST

This checklist is intended to assist School Site Administrators and staff with the initial response to Flood or Debris Flow emergencies.

Scope:

While our facilities and campuses have rarely been subjected to extensive flooding or debris flows, our area has a long history of widespread flooding and debris flows. This history requires us to remain vigilant to these dangers and potential hazards. Both floods and debris flows have the potential to destroy buildings and infrastructure.

Furthermore, the National Weather Service has a history of accurately predicting weather in our area, the magnitude, the rate and consequences of a storm are very difficult to precisely forecast. Knowing the location and potential for flooding of your facility is crucial to appropriately responding to these emergencies. Additionally, even with the advancement of weather forecasting technologies, flooding and debris flows can present a significant hazard with little or no warning.

Initial Situation Assessment:

- Scope of the flooding or debris flow
- Movement of the water or debris
- Assess the potential for further flooding or debris flow
- Monitor weather, rain amounts (total) and rates (inches/hour)
- Consider hazardous materials stored in affected areas
- Assess risk by knowing topographical information and likely water flow

Actions:

- Initiate Standard Response Protocols (Evacuate, Lockdown, Lockout, Shelter-in- Place) of affected or potentially affected areas. Consider evacuating to higher ground which may be in an interior portion of the building you are in
- Call 9-1-1
- Depending on the Extent of the flooding or debris flow, consider activating the District Emergency Operations Center (District EOC)
- Since this event will likely be widespread, establish a Liaison person with Emergency Response Agencies (Unified Command, Liaison, A-REP)
- Make required notifications (District, PIO, Parents)
- If you can safely do so, move people to higher ground
- Establish location for Triage/Casualty Collection Point (CCP)
- Conduct Student/Staff/Visitor accountability protocols
- Establish Student/Parent Reunification Procedures (SRM)

Other Considerations:

These types of emergencies cause other circumstances which can exacerbate the flood emergency.

- Fire
- Electrical shock and power outages
- Hazard Material leaks and contamination
- Gas line breakage and Pilot lights being extinguished
- Structural integrity impacts
- Continuity of Operations Plans should be initiated
- Staff and Students with Access and Functional Needs will need additional consideration and assistance

Mitigation:

- Sandbags
- Pumps

Appendix 6

Recovery: Psychological Healing Procedures

Purpose

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

I. Scope

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this appendix. Additional advice will be sought from outside psychologist and mental health experts.

II. Specialized Procedures

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

Immediately following a serious injury or death and/or major incident

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

Hospital/Funeral Arrangements

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

Post-Incident Procedures

- Allow for changes in normal routines and schedules to address injury or death; however, recommend students and staff returned to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining Memorial items to charity.
- Discuss if memorials are appropriate and if it is determined they are, they require the approval of the school board.

ANNEX 7

Online Resources

American Red Cross, People with Disabilities

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, Access and Functional Needs

<http://www.caloes.ca.gov/For-Schools-Educators/Plan-Prepare/Access-Functional-Needs>

Center for Disability Issues in Health Profession, Evacuation Preparedness Guide

<http://hfcdhp.org/?s=Evacuation+Preparedness+Guide&submit=Search>

Office of Disability Integration and Coordination

<https://www.fema.gov/office-disability-integration-and-coordination>

Federal Emergency Management Agency, Preparing for Disaster for People with Disabilities and Special Needs

<https://www.fema.gov/resource-document-library>

Federal Register, Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, Volume 69, No. 142 (July 26, 2004)

<https://www.fema.gov/media-library/resources-documents/collections/379>

National Association of School Psychologists, Coping with Crisis - Helping Children with Special Needs

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>

U.S. Department of Education, Administration for Children and Families

<https://www.acf.hhs.gov/>

U.S. Department of Education

<https://www.rems.ed.gov>

IMMEDIATE RESPONSE ACTIONS

| Action | Purpose | If inside | If outside | Other measures |
|------------------------------------|---|---|--|--|
| Earthquake/Duck and Cover | To protect students and staff from flying or falling debris. | Teachers will instruct students to duck under their desks and cover their heads with their arms and hands. When clear, evacuate the building. | If outside, teachers will instruct students to drop to the ground, and cover their heads with their arms and hands. Remain outside. | Teachers and students should move away from windows. |
| Limited Outdoor Activity | To keep students indoors as protection from a nuisance such as heavy rain or smoke. | Teachers will keep students in the classroom with indoor recess and activities. Students may exit the room for the bathroom. | Students will proceed to their classrooms and remain indoors. | Teachers are responsible for securing individual classrooms. |
| Secure the Campus | To keep students indoors as protection from a potential hazard | Teachers will keep students in the classroom until further instructions are given. | Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. | Teachers are responsible for securing individual classrooms. |
| Shelter in Place/ Lock Down | To protect students and staff from a potential threat. | Teachers will instruct students to get small, quiet and out of sight, lock doors and close shades or blinds. Students should remain wherever they are (bathroom, office, etc.). | Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. | Teachers and students will remain in the classroom or secured area until given further instructions by the Principal or police. |
| Active Shooter/ Intruder | To protect students from one or more individuals who are armed with a firearm. | Teacher will initiate LOCKDOWN and PREPARE to FIGHT or RELOCATION. | Students will listen to staff directions to go to the nearest building and LOCKDOWN or to RELOCATE. | Teachers and students will remain in the classroom, secured area or in their relocation until given further instructions by the Principal or police. |

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| Fire/Evacuate Building | To protect students and staff if it is unsafe to remain in bldg. Principal will initiate the fire alarm. | Evacuate | Principal will initiate a fire alarm, and teachers will instruct students to evacuate. Stay outside and go to the assembly area. | Teachers will instruct students to evacuate, assemble in their assigned Assembly Area, and take a student roster. |
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