

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING MINUTES

Regular Meeting

October 9, 2019

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

OCEAA School Library

825 N. Broadway, Santa Ana, CA 92701

AGENDA

I. Call to Order: 6:16 PM

A. Roll Call

Board Members

Dr. Kimberly Barraza Lyons, President

Dr. Alfonso Bustamante

Valerie Sullivan, Vice Chair

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Staff/Other

Kristin Collins, School Director

Janine McFarlin, Interim Controller

Mike Limon, Executive Director – arrived for open session

Present

Absent

X

X

X

X

X

X

X

X

X

B. Approval of Agenda

II. Public Comment on Closed Session Items, If Any

Opportunity for members of the public to address the Board on closed session items

III. Fall Catalog Invoice

Action: Approve \$9,892.31 invoice for fall catalog.	Motion: BS Second: KL
	Vote: 4 for 0 against

IV. Adjourn to Closed Session 6:20 PM

A. Conference with Legal Counsel – Anticipated Litigation, Government Code sections 54954.5(c) & 54956.9 (d)(2).

B. Staff Evaluations/Privacy or Other Confidential Issues (Gov. Code Section 54957(b))

V. **Reconvene to Open Session and Report of Action from Closed Session, If Any 7:04 PM**

VI. **Public Comment**

No public comment

VII. **Board and Staff Reports**

A. Staff Reports

1. School Director – Kristin Collins
2. Executive Director – Mike Limon

Paul MacDonald with Futures Education, a consulting firm specializing in setting up special education programs and joining SELPAs presented on the next steps for OCEAA applying to join a SELPA. We have prepared policy and legal documents but are working on programming, mission/vision/values for our SELPA and are fine-tuning through January 2020.

B. Operations Report –Janine McFarlin

C. Board of Directors Reports

VIII. **Items for Consent**

Action on the items below will be made in one motion unless removed from Consent by a Board member. Items removed from Consent will be considered in the original agenda order immediately following action on Consent.

- A. ~~Approval of Minutes from September 2019 Board Meeting~~
- B. Ratification of September 2019 Check Register

Action: Approve Consent Items Listed Above	Motion: KL Second: BS
	Vote: 4 for 0 against

IX. **Safety/Emergency Plan Review**

Action: Approve emergency handbook pending recommended changes from first responders	Motion: VS Second: BM
	Vote: BS, VS, BM for 0 against KL abstains

X. ~~**Approve Updated Bylaws**~~

Action: Tabled as revisions must be presented to SAUSD at least 3 weeks before adoption.	Motion: _____ Second: _____
	Vote: _____ for _____ against

XI. Approve Revised LCAP

Action: Approve revised LCAP	Motion: KL Second: BS
	Vote: 4 for 0 against

XII. Approve Reclassification Criteria

Monica Bennett Gee, OCEAA English learning and technology coordinator presented revised reclassification criteria. Staff recommend removing requiring subtests because the state criteria do not require them.

Action: Approve revised reclassification criteria	Motion: KL Second: VS
	Vote: 4 for 0 against

XIII. Approve EL Contract Agreement/Invoice

Action: Approve EL invoice for \$67,450.	Motion: VS Second: KL
	Vote: 4 for 0 against

XIV. Update to Board Titles

Action: Tabled	Motion: ____ Second: ____
	Vote: ____ for ____ against

XV. Items for Future Meetings

The next regularly scheduled meeting is on November 13, 2019.

XVI. Adjournment

The meeting was adjourned at 8:28 PM.

OCEAA Executive Director Board Report

October 2019

Mike Limon

1. ADA/Enrollment/ Recruitment/ Tours:

- a. Current enrollment is 625 students
 - i. Lost about 3 students, either do to relocation or child challenged with dual language environment
- b. Tentative Tour Dates:
 - i. Jan. 17th, Feb. 7th and May 8th

2. Student Recruitment and Retention:

- a. We have interest for 6th students to join the program. Need to go through the process with parents to see how OCEAA can support new students.
- b. We need to review our middle student support system for long term success for new students

3. Operational

- a. Main Building will need a complete roof build. Quote 1: \$200k, second bid in a few weeks.
- b. Elevator will need to be replaced soon, projected around \$80k.
- c. Annex Lease renewal 2020.
 - i. There are options to reconfigure our TK & K space, which need to be explored.
- d. We are continually researching refinance options as the market interests are favorable for us.
- e. Meals + Nutritional Services System, Meals + was not a good system for our school. The company was not supportive with the implementation.
 - i. We went back to PowerLunch, which was down for a week during that transition.
 - ii. It took over 100 hours to reconcile parent payments and student transaction into PowerSchool. Parents were communicated throughout this process.
 - i. We were stuck using two online payment systems. One for KEDS (eFunds) and the other for nutritional services (K12 Payment Center). This is because of system compatibility.
 - ii. We will be giving notice to Meals + about discontinuing service. CDE has been notified as it was a grant funded initiative.
- f. Kicked-off our eRate annual planning meeting
- g. Charter Renewal Committee is on track to meet Oct 15th deadline.

4. **Funding:**

- a. Applied for \$5k grant through Disney for projectors: **It was awarded to us!**
- b. Applied for Santa Ana Art Grant with “Faces of Santa Ana” for mural on main Building
 - i. The City of Santa Ana did not fund us but “Sans Arts” Foundation had committed to fund this but recently rescinded the approval due to current SPED situation.
 - ii. We will try United Way next.
- c. Working through a “School Beautification Initiative” fundraising program. **At this point this has brought in about \$1k.**
- d. We will be building a committee to develop a 15th year OCEAA celebration event, which would serve as a fundraiser.

5. **Safety & Security:**

1. Applied for training(s) with Readiness and Emergency Management for Schools, a federal program.
2. Orange Coast College, College Public Safety is open to support our safety procedures.
3. We have iterated our Emergency/ Safety plan for board review.

6. **Partner Development/Outreach:**

1. The All American Boys Chorus - OCEAA site visit 9/18
2. LA Plaza De La Cultura y Artes: The Wall Las Memorias Gala - Aetna Guest
3. Santa Ana Chamber Candidate Forum tonight
4. CA Quality Awards/ Gala in DTLA - Spectrum Guest
5. Goodwill -OC Luncheon -10/1
6. San Diego Hispanic Chamber Gala – 10/4
7. Hispanic 100 Gala – 10/5 – AT&T Guest
8. OCHCC Hispanic Leadership Awards - Albert Pujols, Angels Baseball - 10/8
9. Share our Selves Celebrity Chef Dinner - 10/11

OCEAA Board Update
Oct 9, 2018

LCAP Goal 1: 100% Proficiency

- ❖ **Instructional Program & Achievement Updates** (K. Collins)
 - Presentation of Initial CAASPP data shared via the 2020-2025 Charter Petition section on Renewal Criteria (K. Collins)
 - Presentation of new Reclassification Criteria (M. Bennett Gee)
 - LCAP Annual Measurable Outcomes have been aligned with EL Education Workplan goals & annual benchmarks, and are included at the end of this report.

- ❖ **Literacy Team Report** (M. Carrera)
 -

- ❖ **Math Report** (N. Kubasek)
 -

- ❖ **Arts Report** (E. Vicario)
 -

- ❖ **Professional Development**
 - The EL Workplan team has planned the PD calendar through January based on our 2019-20 benchmark goals and academic Coordinator priorities.
 - Wednesdays dedicated to Crew planning (all), Eureka math implementation (all math teachers) and biliteracy planning (4th-8th content teachers other than math)
 - Sept 27 PD Agenda included Staff crew, Eureka training and biliteracy training to support instruction and vertical articulation of the Language curriculum strand.
 - Upcoming student-free days in November and January will focus on implementing effective data cycles
 - Sarah Purdy, ELED School Designer, provided on-site coaching support Sept 27 and Oct 1.
 - Initial Crew and Student Engaged Assessment learning walks conducted and results shared with staff.
 - Jocelyn Vargas (K teacher) and Nicole Kubasek (math coach) will attend the ELED National Conference in Atlanta Oct 15-19.
 - Martha Alvarado will attend the California Science Education Conference in San Jose Oct 18-20.

LCAP Goal 2: 100% Biliterate/Bilingual

- ❖ English Learner report (M. Bennett-Gee)

- Initial ELPAC was completed for 43 students this year (in the first 30 calendar days of the school year).
- We are currently doing a field test of the new Computer-Based Summative ELPAC with 100 students across TK to 8th grade.
- In addition to awarding the rigorous and prestigious OCDE Pathways to Biliteracy awards in Kindergarten, 3rd, 6th and 8th grades this year, we have added an OCEAA Approaching Biliteracy award in 6th and 8th grade for students who joined the immersion program late or need special considerations.
- [CDE put out new guidance in mid-August 2019 for reclassifications](#) and we will process reclassifications in keeping with the new criteria in November 2019.
- EL Coordinator will take over Claudia Sachs' role as the administrative representative for ELAC meetings.
 - [ELAC meeting dates are posted on the school website](#) and the first meeting is Friday, October 18th at 8:15am in the Dance Room.
 - Presentations given at ELAC meetings will now be recorded and posted on Facebook.
- EL Coordinator and Linda Hardman-Greene are working together with input from teachers in service of biliteracy to improve fill the gaps in the ELD curriculum that have become clear in the CAASPP and ELPAC data.

LCAP Goal 3 – 100% Safe, Healthy and Positive School Climate

- ❖ School Culture & Character report (J. Chavez)
 - Homeroom Crews - have been established since the beginning of the school year and have been doing well. We have established a character trait focus for each month. (i.e. October & November's focus is valentía/courage)
 - Habits of Character and Crew culture were shared with parents at the Coffee Chats on August 21 and Sept 4.
 - Behavior Data → limited data available while we switch from SWIS to EduClimber as our primary data warehouse
 - Other→ The PPT that is below was presented to teachers on 10/2 and has the most current information.
 - All updates are in the PPT below :)
https://docs.google.com/presentation/d/1rrCF3BpxA1MA1_NSH2jYn4D7sE1GtxZ7ZQupKI8mFDM/edit?usp=sharing

LCAP Goal 4 – 100% Parent-School Partnerships

- ❖ ELAC and SSC will hold their first meetings in October.

- ❖ Coffee chats held every other Wednesday from 8:15-9:00am.
- ❖ Parent meet & greet with [Paul McDonald](#), Futures Education consultant assisting us with SPED transition tentatively scheduled for Thursday morning, Oct 13 at 8:15am.

LCAP Updated Annual Measurable Outcomes

Goal #1 - 100% of students achieve proficiency in core subjects through strong Tier 1 and 2 instruction, assessment and intervention.

STATUS

Modified

DESCRIPTION

STATE PRIORITIES

- 1 - Basic Services
- 2 - Implementation of State Standards
- 4 - Pupil Achievement
- 7 - Course Access
- 8 - Pupil Outcomes

IDENTIFIED NEED

All students need a highly qualified teacher and a broad and challenging curriculum, including arts and technology, with necessary materials to master essential State Standards, NGSS, and National Core Arts Standards. OCEAA will build on our success in developing a shared teaching culture through continued professional development in curriculum and instruction that provides appropriate rigor and supports, thereby increasing rates of proficiency on multiple measures of assessment, and closing achievement gaps.

Actions

- ◆ #1 Access to Quality Teachers
- ◆ #2 Access to Quality Materials
- ◆ #3 Access to Technology
- ◆ #4 Improved Measures of Assessment and Intervention
- ◆ #5 Professional Development to support 100% Proficiency Goals
- ◆ #6 Arts Instruction & Program Development
- ◆ #7 Supports for Students with Disabilities

EXPECTED ANNUAL MEASURABLE OUTCOMES

Measureable	Baseline	Year 1	Year 2	Year 3
CAASPP ELA: All & ELs	2018-19: Meets or Exceeds Standards ELA: All 50.9%; ELs 27%	2019-20: Meets or Exceeds Standards ELA: Increase All & ELs by 4%	2020-21: Meets or Exceeds Standards ELA: Increase All & ELs by 3%	2021-22: Meets or Exceeds Standards ELA: Increase All & ELs by 3%
CAASPP Math: All & ELs	2018-19: Meets or Exceeds Standards Math: All 39%; ELs 20%	2019-20: Meets or Exceeds Standards Math: Increase All & ELs by 4%	2020-21: Meets or Exceeds Standards Math: Increase All & ELs by 3%	2021-22: Meets or Exceeds Standards Math: Increase All & ELs by 3%
CAASPP ELA: SWD	2018-19: Decreased ELA Level 1 SWD by 20% from 77.8% to 62.16%	2019-20 Decrease ELA Level 1 SWD by 10%	2020-21Decrease ELA Level 1 SWD by 5%	2021-22 Decrease ELA Level 1 SWD by 5%
CAASPP Math: SWD	Decreased Math Level 1 SWD by 20% from 80.77% to 64.86%	2019-20 Decrease Math Level 1 SWD by 10%	2020-21Decrease Math Level 1 SWD by 5%	2021-22 Decrease Math Level 1 SWD by 5%
K-2 Reading on Grade Level	2018-19: 68% of students meeting EOY DRA goal	2019-20 Increase by 10%	2020-2021: Increase by 5%	2021-2022: Increase by 3%
K-2 Math Fluency	2019-2020: Baseline expectation 70%	2020-2021: Increase by 10%	2021-2022: Increase by 5%	2022-2023: Maintain 85% or above

Goal #2 - 100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural; 100% of ELs meet or exceed state targets for attaining proficiency in English.

STATUS

Modified

DESCRIPTION

STATE PRIORITIES

- 2 - Implementation of State Standards
- 4 - Pupil Achievement
- 6 - School Climate
- 8 - Pupil Outcomes

IDENTIFIED NEED

Students need equitable access to becoming proficient in a second language, thereby increasing their access to college and careers, and positioning them to engage effectively in a global society.

Actions	
◆	#1 EL Services
◆	#2 High quality professional development to support ELs and SLs in acquiring a second language
◆	#3 Dedicated Support Staff to Service ELs and SLs in Acquiring a Second Language
◆	#4 Multicultural Education and Culturally Relevant Instruction

EXPECTED ANNUAL MEASURABLE OUTCOMES

Measureable	Baseline	Year 1	Year 2	Year 3
English Learner Progress	2017-18 ELPAC: 6% L1, 22% L2, 37% L3, 35% L4	Increase L 3 & 4 by 5%	Increase L 3 & 4 by 5%	Maintain 80% L3 & 4
Reclassification Rate	2017-18: Reclassification rate = 14%	Maintain 10% or higher Reclassification Rate	Maintain 10% or higher Reclassification Rate	Maintain 10% or higher Reclassification Rate
Biliteracy Awards	2017-18 Baseline = 161 students earning Pathways to Biliteracy Awards	Increase baseline by 10%	Increase baseline by 10%	Increase baseline by 10%
CA Spanish Assessment	TBD - results released in January	Based on baseline	Based on baseline	Based on baseline

Goal #3 - 100% of students are focused on learning in a healthy, safe and positive school environment.

STATUS

Modified

DESCRIPTION

STATE PRIORITIES

- 1 - Basic Services
- 5 - Pupil Engagement
- 8 - Pupil Outcomes

IDENTIFIED NEED

All students deserve access to school facilities that are conducive to learning. Students need adults to model high expectations, fairness and consistency in the application of school operating procedures, as well as training in becoming proactive problem solvers who take responsibility for their own success and the success of their learning communities. While a strong Tier 1 PBIS system is in place, Tier 2 and 3 interventions for students with social, emotional and behavioral needs are still in initial stages of implementation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Measureable	Baseline	Year 1	Year 2	Year 3
Suspension Rate	2017-18 Suspension Rate = 0.5% (CA Dashboard)	Maintain suspension rate below 2%	Maintain suspension rate below 2%	Maintain suspension rate below 2%
CAL-SCHLS System Survey	2017-18 Key Indicator Results	2019-20: Increase lowest scoring indicators by 3%	No administration	2021-22: Increase lowest scoring indicators by 3%
Student knowledge and application of Schoolwide Habits of Character	Metrics to be developed in Academic Year 2019-20	Based on Baseline	Based on Baseline	Based on Baseline
MDRs written	2017-18: 525 MDRs written	Reduce by 10%	Reduce by 10%	Reduce by 10%
Crew Implementation	Metrics to be developed in Academic Year 2019-20	Based on Baseline	Based on Baseline	Based on Baseline

Actions

- #1 Clean and Safe Facility
- #2 Physical Health and Wellness
- #3 Positive and Responsive School Climate
- #4 Extra-Curricular Activities and Field Work
- #5 Continuous Improvement

Goal #4 - 100% of students are supported by parent-school partnerships that are focused on their social, emotional and academic development.

STATUS

Modified

DESCRIPTION

STATE PRIORITIES

- 3 - Parental Involvement
- 5 - Pupil Engagement

IDENTIFIED NEED

Students need to be supported by meaningful and productive partnerships with parents/guardians through parent participation and education.

Actions	
▲▼	#1 Proactive Attendance Monitoring and Enrollment Communication
▲▼	#2 School Promotion and Recruitment
▲▼	#3 Parent Organizations and Education
▲▼	#4 Parent Participation and Communication
▲▼	#5 New Action

EXPECTED ANNUAL MEASURABLE OUTCOMES

Measureable	Baseline	Year 1	Year 2	Year 3
Student Attendance Rates	2017-18: P3 ADA = 96.63%	Maintain ADA above 96%	Maintain ADA above 96%	Maintain ADA above 96%
Chronic Absenteeism	2017-18: 4.1% Chronically Absent	Decrease by 0.5%	Decrease by 0.5%	Decrease by 0.5%
Parent Leadership	Active FSO, ELAC and SSC	Maintain active organizations	Maintain active organizations	Maintain active organizations
Parent Engagement (CAL-SCHLS System Survey)	2017-18 Key Indicator Results	2019-20: Increase lowest scoring indicators by 5%	No administration	2021-22 Increase lowest scoring indicators by 3%
Parent Education	Hold at least 1 parent workshop each on math, literacy and SEL.	Hold at least 1 parent workshop each on math, literacy and SEL.	Hold at least 2 parent workshops each on math, literacy and SEL.	Hold at least 3 parent workshops each on math, literacy and SEL.



Emergency Handbook

EMERGENCY CONTACTS

Emergency Fire/Ambulance/Police = 911

Fire	Ambulance	Santa Ana Police Dept.
OCFA, Santa Ana (714) 567-3235	CARE Ambulance Service (non-emergency) (877) 972-0999	Dispatch (714) 245-8049 Non-emergency Reporting (714) 245-88655

Gas	Electricity	Water
SoCalGas (800) 427-2200	Southern California Edison (800) 655-4555	Santa Ana Water Services (714) 647-5454 SA Municipal Utility Services/ Emergency Water Service (714) 953-8026

24 Hour Suicide Prevention Line	Crisis Assessment Team (CAT)
1-877-7CRISIS or 1-877-727-4747 Immediate, confidential over the phone suicide prevention services to anyone who is in crisis or experiencing suicidal thoughts	(866) 830-6011 For assessment & evaluation of individuals experiencing psychiatric emergencies, including threats to harm self, others, or gravely disabled

Orange County Educational Arts Academy Emergency Handbook

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I. UNIVERSAL EMERGENCY PROCEDURES

Evacuation Procedures

DURING CLASS TIME

- Administrator or designee signals evacuation on the PA system or fire alarm rings.
- With staff supervision, students quickly exit the classroom and WALK in orderly lines.
- Students evacuate the building by designated routes to the assembly area (see Appendices).
- DO NOT USE ELEVATOR.
- Teachers:
 - a. Take your EMERGENCY BACKPACKS with rosters and CLASSROOM ATTENDANCE COUNT sheets with you.
 - b. Check that all students are out of the classroom.
 - c. Check that all exits are clear.
 - d. **Close classroom door.** DO NOT LOCK (*Later entry may be required.*)
- Students stand in assigned areas at the assembly area (see Appendices).
- Teacher takes roll and accounts for each child. Have a student take the Classroom Attendance Count sheet to the Registrar/Receptionist at the Incident Command Center.
- Students in classrooms other than their own are to remain with that class until given permission by both teachers to rejoin their class.
- Students remain standing in orderly and quiet lines (Voice Level 1) until the **all clear** signal is given by an administrator.

BEFORE SCHOOL, DURING LUNCH AND DURING RECESS

- With staff supervision, students follow evacuation routes and WALK to the assigned assembly area where they meet their homeroom teacher.
- Students remain in orderly and silent lines until the **all clear** signal is given by an administrator.

DURING P.E./MUSIC/6-8th GRADE ELECTIVES

- Teacher, or supervising adult, stops play, organizes class(es) into silent and orderly lines and follows evacuation route to the assigned assembly area to meet their homeroom teachers.
- Students remain in orderly lines until **all clear** signal is given by an administrator.

WHEN NOT IN YOUR OWN CLASSROOM

- Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.
- The available EMERGENCY BACKPACK should accompany the class and be used by the teacher, or supervising adult, to account for all students.
- Follow procedures listed above.

Drop, Cover and Hold Procedures



When staff command is given or shaking starts:

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.

Indoors, not in a classroom:

- Avoid exterior walls, windows, hanging objects, tall furniture, large appliances, and cabinets with heavy objects or glass.
- Do not try to move more than 5-7 feet before getting on the ground.
- Do not go outside during shaking!
- The area near the exterior walls of a building is the most dangerous place to be.

Outdoors:

- Move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, vehicles, and other hazards.
- *Drop, Cover, and Hold On.* This protects you from any objects that may be thrown from the side, even if nothing is directly above you.

Wait for further instructions or signal to evacuate.

Lockdown Procedures

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1) Lockdown with warning – The threat is outside of the school building; the school may have been notified of a potential threat outside of the building (ex: chemical spill off campus, civil disturbance, gunfire in vicinity, flood).
- 2) Lockdown with intruder – A direct threat is inside the building (armed intruder, hostage situation, etc.).

Lockdown with warning procedures

- Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- LOCK exterior doors.
- Clear hallways, restrooms and library that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Move on announcement only.
- Building administrator will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly)

- Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space.
 - If Lockdown is initiated during lunch or KEDS snack, LOCK double doors & cover windows to Garden Grill, turn out the lights and have students sit quietly on floor/under tables.
- Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to Zen Zone area.
- Lock classroom doors & cover door windows.
- DO NOT lock front door.
- LOCK doors to playground.
- Move people away from windows and doors. Turn off lights. Be quiet.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Building administrator will announce “all clear.”

Shelter–In–Place Procedures

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Areas of the building are selected to maximize the safety of inhabitants and will vary depending on the conditions creating danger.

Sheltering in place is used when evacuation would put people at risk, or when conditions inside the building are safer than conditions outside the building (e.g., unhealthy air quality, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency.

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
 - Seal door.
 - Open or close windows as appropriate.
 - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

II. ALPHABETICAL INDEX OF EMERGENCY RESPONSE ACTIONS

Accident at School

Staff actions:

- Report accident to health clerk, administrator on duty and front office.
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- For relatively minor events, have students taken to office or school health clerk for assistance

Administrator or Designee actions:

- Provide appropriate medical attention, call 911 if needed
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed
- Document actions and complete incident reports

Assault

Staff observing the incident:

- Report to school administrator the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

Administrator or Designee actions:

- If threat still persists determine whether to initiate Lockdown
- Call 911 if warranted, or notify law enforcement (required by K.R.S.)
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- Document actions and complete incident reports

Bloodborne Pathogens / Infectious Substances

❑ Administrator/Staff Actions:

- Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPPA guidelines)
- Make certain that those individuals who contact the child on a regular basis know, and insist that, they maintain confidentiality. Those individuals would include:
 - Principal
 - School nurse
 - Teachers
 - School secretary
- Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities.
 - If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted
- Document actions and complete incident reports

Tips for Teachers:

- Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected
- If a student injures themselves and is bleeding take the following actions:
 - Don appropriate personal protective equipment
 - Bandage the wound securely
 - Isolate any contaminated items for appropriate disposal

Bomb Threat / Terroristic Threatening

(CHECKLIST FOR TELEPHONE THREATS = Last page in document)

Staff Actions:

Receiving a Threat:

1. Phone Threat

- All personnel who answer telephone calls from outside sources shall be provided a “Threat Report Checklist”, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.
- If possible, signal other staff members to listen and notify the principal and police
- Copy any information displayed in the Caller ID – photograph if able
- Write down the exact wording of the threat
- Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible
- Record the call if the telephone or other available equipment allows
- Fill out the Threat Checklist immediately
- Be available for interviews with an administrator and other public safety personnel

2. Verbal Threat

- If the perpetrator leaves, note which direction they fled
- Notify an administrator
- Transcribe the threat exactly as it was communicated
- Note the description of the person(s) who made the threat:
 - Name (if known)
 - Gender
 - Race
 - Type/Color of clothing
 - Approximate height and weight (body type)
 - Hair and eye color
 - Voice (loud, deep, accent)
 - Other distinguishing features

3. Written Threat

- If found within a document, handle the document as little as possible.
- If found on a portion/component of the structure, etc. “Do not touch”
- Notify the principal and others as appropriate
- Rewrite the threat exactly as is on another sheet of paper noting the following:
 - Date/time/location that the document was found

- Any situations or conditions surrounding the discovery/delivery
 - Full names of any person(s) who saw the threat
 - Secure the original item: Do not alter the item in any way
 - If small/removable, place in a clear plastic bag
 - If large/stationary, secure the location
 - Photograph the document and or object that the threat is written on
4. Electronic (Social Media) Threat
- Leave the message open on the computer
 - Notify the principal and others as appropriate
 - Print, photograph or copy the message and subject line, note the date and time

☐ Administrator/Designee Actions:

- Assess the threat in consultation with local law enforcement / EMS personnel
- Conduct building security scan
- Determine if evacuation is appropriate (assure evacuation route and off site location is safe utilizing police) / EMS personnel
- If no evacuation, decide upon appropriate response
- Determine appropriate communication procedures
- Document actions and complete incident reports

Chemical Material Spill

1. Accidents originating OUTSIDE the building:

☐ Staff Actions:

- Notify administrator on duty.
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Observe wind direction by observing flags or leaves and move students appropriately

☐ Administrator/Designee Actions:

- Initiate Shelter in Place, shut off HVAC units
- Call 911
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

2. Accidents originating INSIDE the building:

☐ Staff Actions:

- Notify administrator on duty.
- Move students away from immediate vicinity of danger

☐ Administrator/Designee Actions:

- Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation
- Call 911 if warranted
- Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be upwind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe
- Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes
- Document actions and complete incident reports

Earthquake

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

☐ Staff Actions:

If inside:

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- After initial shock, prepare for possible aftershock, then supervise evacuation and standard student accounting when signal is given or alarm sounds (avoid all hazards, i.e., electrical wires, broken glass, etc.)

If outside:

- Move quickly away from building and overhead electrical wires
- Initiate Drop, Cover and Hold
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- After initial shock, prepare for possible aftershock, then supervise evacuation and standard student accounting when signal is given or alarm sounds (avoid all hazards, i.e., electrical wires, broken glass, etc.)

☐ Administrator/Designee Actions:

- Give Drop Cover and Hold emergency command
- Give signal for evacuation procedures to Assembly Area
- Implement Emergency Response Protocol
- Document actions and complete incident reports

Fire

In the event of a fire:**☐ Staff Actions:**

- Pull alarm
- Supervise evacuation procedures to outside Assembly Area
- Follow student accounting procedures
- Do not re-enter building until being given permission to re-enter

☐ Administrator/Designee Actions:

- Call 911
- Implement Emergency Response Protocol
- Document actions and complete incident reports

Gas Leak

All school personnel, including cafeteria managers and custodians, report any suspected gas leak to an administrator immediately.

❑ Staff Actions:

- Notify administrator on duty
- Move students from immediate vicinity of danger

❑ Administrator/Designee Actions:

- Call 911
- If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Notify gas company
- Determine whether to move to alternate location
- Do not re-enter building until being given permission to do so by emergency personnel
- If the gas leak is external, all students and staff should remain in the buildings;
 - Initiate Reverse Evacuation and/or Shelter-in-Place procedures until further instructions are received
- Document actions and complete incident reports

Hostage Situation / Kidnapping

❑ Staff Actions:

- Notify administrator on duty
- Keep all students in their classrooms until further notice

❑ Administrator/Designee Actions:

- Initiate Lockdown
- Call 911
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances should the students be evacuated from the building without approval and/or assistance
- If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building
- Document actions and complete incident reports

Suicide Ideations and Support

(DRAFT SAUSD Policy)

Protocol for Suicidal Ideations and Support



Warning signs are observed by or reported to school personnel

“Walk and Talk Referral”

DRAFT 8-21-17

Contact: School Psychologist, Mental Health Clinician, School Counselors and/or School Nurse, SRO/School Police.
Mental health/suicidal ideation assessment needs to be completed immediately.

If mental health support is not available connect with School Administrators immediately or call PSS 714.433.3484, School Climate 714. 433. 3429, Lead Psychologist 714.558.5546

Notify School Administration/SRO or School Police if CAT or Hospitalization is recommended.

(student should not leave school or be left unattended, SAUSD Staff must be available onsite for this process)

Monitor & Support

- Parents Notified (Signed Release)
- Follow-up services arranged
- Staff member designated as student “go-to person” for assistance
- Safety Plan
- Email school admin, SRO, school counselor

Further Assessment Needed

- SRO/School Police 714.558.5535
- CAT Team 1.866.830.6011
- Parent Notified (Signed Release)
- Front Office notified of CAT/Ambulance arrivals
- Email school admin, SRO, school counselor if needed

Transition/re-entry meeting must be coordinated by with school administration and support staff and parents upon student return from hospitalization or clinical assessment before student returns to class

Shall include:

- Coordinate plan to monitor/support student (If Spec. Ed, notify case manager)
- Providing counseling resources and Safety Plan
- Release of information form with providers
- Designate staff contact for student
- Minimum of two follow-up visits within 1st month of return from class
- Monitor attendance and check coding for attendance

Threat Response

(Including hostage situation, intruder, weapons)

Staff Actions:

- Initiate lockdown (if able)
- Call 911 (if able)
- Notify administrator on duty of situation
- Follow lockdown protocol
- Wait for further instruction

Administrator/Designee Actions:

- Initiate Lockdown (if not already completed)
- Call 911 (if not already completed)
- Follow lockdown procedures until clearance given by local law enforcement
- Document actions and complete incident reports

Threat of Harm

(Including Active Shooter)

Staff Action:

- Initiate lockdown procedures / barricade door if possible
- If not in an area that can be secured, run out of the building and as far as you can to a safe location
- If lockdown and running away aren't possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort)

Administrator/Designee Actions:

- Call 911
- Initiate lockdown procedures
- Attempt to determine:
 - Location of the threat and number of persons involved
 - Physical description of persons in harm
 - Number and type of weapons being used
 - Document actions and complete incident report

Weather Related Emergency

Weather Watches:

- Indicate that conditions are right for development of a weather hazard.
- Watches cover a larger area than Warnings
- Watches are issued by the National Weather Service Office Severe Storm Prediction Center hours before the anticipated event is forecast to occur.

Weather Warnings:

- Indicate that a hazard is imminent and the probability of occurrence is extremely high.
- Warnings are issued based on eyewitness reports or identification of specific severe weather signatures on Doppler Radar.
- Warnings may be issued within minutes of the arrival of most severe weather events.
- In the case of winter storm warnings, those warnings are often issued hours before the arrival of the weather system.
- A NOAA Weather Radio, with battery backup, should be installed in all school buildings.

Weather Advisories:

- Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.).
- Advisory lead times are the same as Watches.

Administrator/Designee Actions:

- Upon Issuance of a Watch or Advisory
 - Activate appropriate members of school Emergency Response Team to be alert for possible change in weather status.
 - Monitor weather reports for change in conditions.
 - Initiate emergency procedure if necessary.
 - Document actions and complete incident report.

IV. DISASTER PREPAREDNESS

School Response Team

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

<p>INCIDENT COMMANDER</p>	<ul style="list-style-type: none"> ✓ Assess emergency or threat and impact to students, staff, school property, and surrounding community. ✓ Activate emergency plan and Incident Command System. ✓ Establish a Command Post. ✓ Implement student, staff and visitor counts. ✓ Develop and communicate Plan of Action; update staff regularly. ✓ Consult with emergency responders. ✓ Authorize any release of public information. ✓ Begin student release procedures (when it is safe to do so). ✓ Release teachers and staff as appropriate. ✓ Declare end of emergency – initiate recovery when appropriate. ✓ Make provisions for mental health counseling. ✓ Remain in charge of your campus until released by fire or law enforcement incident commander.
<p>SAFETY AND SECURITY</p>	<ul style="list-style-type: none"> ✓ Lock gates and all external doors. ✓ Locate/control/extinguish small fires as necessary. ✓ Check gas meter and, if gas is leaking, shut down gas supply. ✓ Shut down electricity only if building has clear structural damage or advised to do so by IC. ✓ Post yellow caution tape around damaged or hazardous areas. ✓ Verify that the campus is 'locked down' and report to IC. ✓ Keep IC updated of all activities and precautions taken. ✓ Ensure that the entire campus has been checked for safety hazards and damage. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety. ✓ Route parents, fire, rescue, police, etc. as appropriate.
<p>FIRST AIDE CARE</p>	<ul style="list-style-type: none"> ✓ Provide emergency first aid. ✓ Keep site coordinator updated on status of victim(s). ✓ Update First Responders upon arrival at the scene. ✓ Keep log of status of the victim(s) and all aid administered. ✓ Note: In the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.

SEARCH & RESCUE	<ul style="list-style-type: none"> ✓ Coordinate the efforts of Search Teams to ensure all areas of the school campus have been searched. ✓ Procedures for Searching a Room: <ol style="list-style-type: none"> 1. Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched. 2. The team will search the room, moving clockwise. 3. When the room has been searched and cleared, the team will place a second piece of tape so that a large "X" will indicate that the room has been cleared by the team. 4. When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post. 5. Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information on to the Command Post. ✓ Once the Police and Fire Departments have arrived, the search team coordinator will report his or her findings and assist first responders as needed. ✓ Keep the IC updated on the status of the team's effort and assist with the emergency as directed.
STUDENT SUPERVISION	<ul style="list-style-type: none"> ✓ Remains with and supervises students after the evacuation. Ideally each classroom teacher is supervising his/her class, but teachers who are needed on other teams will combine their classroom with another teacher. ✓ Organize and supervise student activities. ✓ Note: As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.
STUDENT RELEASE	<ul style="list-style-type: none"> ✓ At the direction of the IC, release students to authorized adults. ✓ Maintain a log of all students who have been released and who they were released to. ✓ Set up a parent contact area (check in gate) with student emergency cards and appropriate paper work (sign out register, student call slips).
COMMUNICATIONS	<ul style="list-style-type: none"> ✓ Prepare information for distribution to parents and the community ✓ Implement Parent Notification Procedures

SCHOOL RESPONSE TEAM DISASTER PROTOCOL

Action Step	Person/Team Responsible
Signal alarm or PA announcement to evacuate all buildings, Call 911	Administrator/Staff
Ensure orderly evacuation of students, staff and visitors	Teachers/Support Staff
Establish Command Post	Incident Commander
Account for all students, staff and visitors	Incident Commander, Student Supervision Team
Establish Plan of Action	Incident Commander
Communicate Plan of Action to Team Leaders	Incident Commander
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	Safety & Security Team
Utility check for damages; shutdown utilities if necessary	Safety & Security Team
Backup all data on servers and shutdown	IT Staff
Report missing students and staff to Search and Rescue team	Incident Commander
Search locations, organize supplies	Search & Rescue Team
Develop and implement parent notification plan	Communications Team
Establish medical triage location for possible injuries	First Aide Care Team
Implement parent release and reunification plan	Student Release Team
Update staff until conclusion of incident	Incident Commander
Route emergency response personnel and parent traffic and maintain student supervision	Safety & Security Team, Student Supervision Team

Appendix A: DRAFT School Response Team Organization 2017-18

INCIDENT COMMANDERS/ADMINISTRATIVE TEAM		
Main Building 1. School Director – Kristin Collins 2. Nutritional Services Supervisor – Susan Cooper 3. KEDS Director – Kamil Hazel	Annex 1. Director of Operations – Vanessa Besack Moyle 2. Annex Coordinator – Jessica Chavez 3. KEDS Administrator – Miriam Rodriguez	
SAFETY & SECURITY TEAM		
Main Building 1. Maintenance – Enrique Luna/Miguel Morales 2. Kitchen Staff & Lunch Supervisors 3. KEDS – Terrie Rivera, Nestor Barrios	Annex 1. Maintenance – Enrique Luna/Miguel Morales 2. HR Manager – Rosalinda Vargas 3. KEDS – Patty Leedom, Micaela Penalzoa	
SEARCH & RESCUE TEAM		
Main Team - 1st Floor 1. Terrie Rivera 2. Karina Rodriguez 3. Pablo Maggi	Main Team - 2nd Floor 1. Marlyne Carrera 2. Maryel Gonzalez 3. Maggie Martinez	Annex Team 1. Kinder Aide – Febe Barrera 2. Kinder Aide – Araceli Duenas
KEDS – Terrie Rivera, Nestor Barrios		KEDS – Patty Leedom, Micaela Penalzoa
FIRST AIDE CARE TEAM		
Main Building 1. Health Clerk – Shelby Hickey 2. Coordinators – Erica Vicario, Nicole Kubasek 3. KEDS Receptionist – Genesis Rodriguez	Annex 1. Receptionist – Maria Amezcua 2. TK Aide – Sonia Angeles 3. KEDS Receptionist – Kenia Sevilla	
STUDENT SUPERVISION TEAM		
Main Building 1. Classroom Teachers 2. Unassigned Staff 3. KEDS Teachers	Annex 1. Classroom Teachers 2. KEDS Teachers	
STUDENT RELEASE TEAM		
Main Building 1. Attendance Clerk – Mirna Hernandez 2. Receptionist – Manny Rodriguez 3. Music Teacher – Gaby Perez-Ugalde 4. Librarian – Mary Pastrana 5. Counselor – Gabriel Castrillon 6. KEDS Director – Kamil Hazel	Annex 1. Lead Aide – Angie Lopez 2. Accountant – Marissa Muniz 3. KEDS Administrator – Miriam Rodriguez	
COMMUNICATIONS TEAM		
Media Specialist (Karla Pineda) & Director of Operations (Vanessa Besack Moyle)		

Appendix B: MAIN BUILDING EVCUATION ROUTES TO EXIT DOORS



Appendix C: MAIN BUILDING EVACUATION ROUTES FROM EXITS TO ASSEMBLY AREA



Appendix D: ANNEX EVACUATION ROUTES TO EXITS AND ASSEMBLY AREA



APPENDIX E: STUDENT RELEASE PLAN

In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school site and adhere to the following procedures required for releasing a student, including a

- (1) a safe and secure check-in area for parents,
- (2) a separate area designated for the reunification of parents and children, and (3) a safe and secure exit for parents and children.

Preparation

- At the start of the school year, prepare an emergency bins and binders containing copies of Student Emergency/Medical Information Cards, lists of all student and staff names, pre-printed signs with letters A–Z, sharpie markers, pens, and tape.
- Emergency bins and binders should be updated on a routine basis.

Reunification & Release

- Set up two tables inside the designated check-in area.
 - One table will be designated for students with last names beginning A–M.
 - The second table will be designated for students with last names beginning N–Z. Each table will have two binders with all students’ names and Student Emergency/Medical Information Cards.
 - Each table must be clearly and adequately marked with the appropriate letters.
- Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up.
- A school staff member will be responsible for directing parents to the appropriate lines.
- School staff members working at the tables will highlight students’ names in the appropriate binder and verify the parent or guardian name.
- Only contacts listed on the student emergency/medical information card may pick up a child.
- Parents/Guardians must have a valid ID and/or be recognized Parents/ Guardians of the student by a school staff member.
- Highlighting the students’ name will indicate a parent or guardian has arrived to pick up the student.
- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- Parent/Guardian will sign next to students’ highlighted name.
- After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit area (the exit area should not be the same as the designated check-in area).
- Staff members should be placed at the exit area with copies of the Student Emergency/Medical Information Cards. All parents/guardians should be cross-referenced on the emergency/medical information card prior to exiting the site.

Appendix F: STUDENT SAFETY AND PARENT NOTIFICATION

The Communications Team will determine the means and immediacy of communication depending on the scope of the event and on the potential or actual impact to the safety of students. While it's difficult to describe all possible scenarios, the following can be used a guide to gauge the school's level of notification and systems used to communicate with families:

Impact Level	Notification Response
<p>A Low Impact Incident: Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is an isolated one that does not impact more than one student. Includes planned emergency drills</p> <ul style="list-style-type: none"> • Example: An accident requiring medical emergency response, or fire drill. NOTE: Not all incidents will warrant a schoolwide notification. 	<ul style="list-style-type: none"> • Class Dojo message sent by administrator and posted message on school website by Media Specialist.
<p>A Moderate Impact Incident: Poses a moderate risk to the school. Results in some disruption to school activities such as a change of schedule or cancellation of some activities.</p> <ul style="list-style-type: none"> • Example: An air quality alert or power outage. 	<ul style="list-style-type: none"> • Email • Text message* • Posted messages on school website and Class Dojo
<p>A High Impact Incident: The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students.</p> <ul style="list-style-type: none"> • Example: An armed intruder in school or earthquake resulting in building damage. 	<ul style="list-style-type: none"> • Phone message • Text message • Posted messages on school website and Class Dojo

In the case of a high-impact emergency situation in a school or at a school-sponsored activity, access to the scene will be limited and controlled by fire or police officials.

To ensure that every parent has the most accurate account of the emergency situation, parents must keep their contact information up to date in PowerSchool – the student data system. Parents are encouraged to remain close to their sources of communication, whether phone or email, to ensure they are receiving accurate and timely updates on the emergency from school division staff.

When OCEAA communicates to parents that the school emergency has ended, direction will be provided on how parents will reunite with their child. Parents will be directed to a specific check-in area. It is important that parents follow these directions for the safety of all students, staff and parents. *A student can only be released to an adult that is documented as an emergency contact. Non-custodial parents must be listed in the student information system with a relationship to the student that has mailing rights and show proper identification.*

If an evacuation occurs during the school day, there is a possibility that the students will return to school and normal dismissal will resume. Parents will be advised to rely on OCEAA's information and monitor their phones or email closely to ensure they are receiving accurate and timely updates on the emergency from school staff. Student texts and social media can cause confusion and further disrupt safety protocols.

* In the near future, OCEAA plans to use the SchoolMessenger text messaging service as one of its tools for notifying parents of emergency situations.

Appendix G: POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post–crisis interventions for staff, students and families.
- Provide post–crisis briefings for staff, students and families as appropriate.
- Re–establish school and classroom routine as quickly as possible.
- Consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency. Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
 - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s developmental level. **CISD should only be conducted by trained professionals.**
 - Counseling – Provide grief counseling.
- Provide on–going support as necessary for staff, students and families.
- Monitor and support staff.
- Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
- Identify and monitor at–risk students.
- Provide individual crisis or grief counseling, if necessary.
- Conduct outreach to homes.
- Provide follow–up referral for assessment and treatment if necessary.

Appendix H: CHECKLIST FOR TELEPHONE THREATS

If you receive a telephoned threat (bomb/chemical/other):

- **Remain calm.**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.** Ask the following questions:
 - Where is the bomb/chemical or other hazard?
 - When will it explode/be activated?
 - What does it look like?
 - What kind of bomb/hazard is it?
 - What will cause it to explode/activate?
 - What is your name?
 - Did you place the bomb/hazard? WHY?
 - Where are you?
- Exact wording of the threat: _____
- If voice is familiar, who did it sound like? _____
- **Caller ID information: Check all that apply**

Male	Female	Adult	Juvenile	Age
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- **Call origin: Check all that apply**

Local	Long distance	Internal	Cell phone
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- **Caller's voice: Note pattern of speech, type of voice, tone.**

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

- **Background sounds: Check all that apply.**

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

- **Threat language: Check all that apply**

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
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- Did caller indicate knowledge of the building?
- Give specifics: _____
- Person receiving call: _____ Phone number where call received: _____
- **LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.**