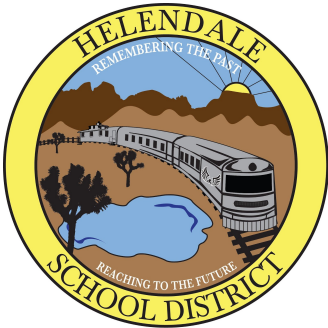


# INDEPENDENCE CHARTER ACADEMY

## COMPREHENSIVE SAFE SCHOOL PLAN 2022-23



# Helendale School District Comprehensive Safe School Plan

Independence Charter Academy

2022-23

CDS Code

36 67736 0130948

## *“Integrity Character Achievement”*

Every school in the Helendale School District will provide a safe environment that is conducive to learning. Helendale School District administration, staff and parents will create schools in which students will attend regularly and be safe from both physical and mental harm. Contact Person:

Dr. Michael A. Esposito

Position: Principal

Telephone Number: (760) 952-1760

E-Mail Address: [Mesposito@helendalesd.com](mailto:Mesposito@helendalesd.com)

**Helendale School District**  
**Comprehensive Safe School Plan**

**February 2022**

**Board of Education**

Frank Melendez

Heather Allgood

Julie Wilbanks

Jennifer Leggitt

Les Kaye

**Superintendent of Schools**

Ross Swearingen

**Assistant Superintendent**

Josh Behnke

**District Safety Committee Members**

Assistant Superintendent – Safety Mgr.

Kelly Henderson – HSD Rep.

Heidi Perrone – CSEA Rep.

### **Purpose and Scope**

Independence Charter Academy (ICA) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, teachers and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a HSD school facility.

### **Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact the site administrator as quickly as possible. She/he will respond immediately to the emergency and alert the appropriate members of the District Safety Team.

### **Safe School Leadership Team (SSLT)**

Each HSD school and district site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional, and State.**

The school site SSLT carries out the Field Response level of crisis and emergency management, the District Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- ✓ Facilitate the flow of information within and between levels of the system.
- ✓ Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. SEMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration**. Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (superintendent/principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the SSLT provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate, if possible, for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school staff should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the SSLT members. The Roles & Responsibilities outlined in this documents, will also assist the Incident Commander System if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

# School Site Instructions

1. Establish:

✓ Safe School Leadership Team

✓ First Aid Responders

2. Update your site map.

3. Establish/Update:

✓ Strategies for improving school safety, school climate/culture, and youth development.

✓ 2022-23 Fire Drill and Earthquake Drill Schedule

- Once per month at the elementary and middle/high school level

✓ 2022-23 Lockdown Drill

- Twice per year (once a semester)

✓ Data base phone system

4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site.

5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development.

6. Submit your Comprehensive Safe School Plan to the District Office for Board approval.
7. Completed plans must be submitted no later than March 15th of each school year.

### **Safe School Leadership Team (SSLT)**

Please note that the Safe School Leadership Team functions have been organized to align with the Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officer.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the physical area; (2) check for damage; (3) assess injury situations; and (4) report findings to the Superintendent.

### **Safe School Leadership Team**

\*Dr. Esposito

Ricardo Maldonado

Bill Crist

Natalie Lagergren

Larry Kast

\*District Safety Committee Member

## **FIRST AID RESPONDERS**

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid in addition to the crisis response team. The following staff members are designated emergency first aid responders for the 2022-23 school year at Helendale Secondary School.

Dr. Esposito

Ricardo Maldonado

Bill Crist

Natalie Lagergren

Larry Kast

First Aid supplies are located in the school office health room inside the locked cabinet doors. The Universal Precautions for bloodborne pathogens policy and procedures must be adhered to when performing first aid duties. Any time an employee is involved in a possible blood exposure incident where direct contact with a needle occurs, or where a bite occurs from an individual and blood is drawn, it shall be reported as a Worker's Compensation Injury.

## **CPR PRECAUTIONS**

To minimize the risk of infectious disease transmission, classrooms will be provided with protective gloves to use when administering first aid to students for minor injuries. For emergencies requiring mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.



## STUDENT RELEASE PROCEDURES

Reunification procedures will vary depending on the number of parents coming to school and the nature of the emergency. The Principal/designee will indicate which of the following plans will be utilized in the given situation. Adults must show I.D. in order to have students released to them, unless their identity can be verified by a staff member.

**Plan A:** Assuming that a relatively small number of parents come to school, individual children will be called out of their classroom by the office staff. Parents will sign out their children and be reunited with them in the office or designated area.

**Plan B:** Assuming that students have been evacuated to an area away from the school buildings and a large number of parents come to school, sign out and reunification will take place at the evacuation area and will occur by class. Teachers will have parents or designees sign a release form before allowing the students to leave the group.

**Plan C:** Assuming that students are being sheltered at the school and a large number of parents come to school, shelter and reunification will take place in two separate areas. Students will be sheltered by letter of the alphabet by last name, thereby uniting family members (for the most part). Possible shelter sites include: Multipurpose, Field and Commons areas.

**Plan D:** Assuming that students are being sheltered in individual classrooms, office staff will have parents or designees sign a release form before contacting and allowing the students to leave the classroom.

**Student Release Form  
Independence Charter Academy**

**Students Leaving/Entering During School Hours**

**Date:** \_\_\_\_\_

**Time in:** \_\_\_\_\_ **Timeout:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Released to (Print Name):** \_\_\_\_\_

**Relationship to Student:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**ID Check:** \_\_\_\_\_

**SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES**

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

**Principal/Safe School Leadership Team**

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates SSLT information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures SSLT members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
  - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
  - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
  - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
  - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
  - e. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
6. Assigns the following duties to school staff:
  - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
  - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
  - d. Administer first aid.
  - e. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.

7. Supervise Student Release Procedures.
8. Check building utility systems for damage.
9. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
10. Plans alternate classroom evacuation routes, if standard routes are obstructed.
11. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
12. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

## **Evacuation Plans**

Each site must have an evacuation plan that consists of two stages:

**Stage One Evacuation:** All students and staff are evacuated from buildings and stationed at a safe location on campus.

**Stage Two Evacuation (Relocation):** At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event (site TBD at the time of relocation).

Plans shall be based on the current Site Plan map.

Evacuation Plan Checklist:

- Evacuation Routes
- Designated areas for teachers and students
- Transportation points for busses and autos
- Student Release area
- Emergency Cards/Census list/Classroom roll logs (including students with impaired mobility)
- Parent/Guardian sign out log or forms
- Communication Plan (how staff will communicate to or from SSLT)

## **School Climate Strategies:**

**Current Strategies that promote a school climate of respect, emotional safety and a caring community.**

### **1. Affiliation and Bonding**

- ✓ Students and staff will feel physically and psychologically secure from physical and verbal attacks.
- ✓ Students, parents and staff will work together to ensure that strategies are in place to build a sense of community within the school and make them feel that they are important members of a team.
- ✓ The dignity and heritage of each person will be affirmed and respected. The backgrounds of all students will be acknowledged, respected and incorporated into the school curriculum and activities wherever possible.
- ✓ Strategies will be implemented to break the code of silence among students and enable students to take ownership of plans for the safety of all by reporting weapons on campus or other threats to the health and welfare of all persons at school.
- ✓ Students and staff will be genuinely concerned about what happens to each other at school.
- ✓ Students and staff will accept ownership of conditions and events that occur at school.
- ✓ Students and staff will work together with a minimum of favoritism.

### **2. Behavioral Expectations**

- ✓ Positive Behavioral Interventions Systems (PBIS) will be implemented
- ✓ Expectations will be clearly stated and known to everyone.
- ✓ Adults will model respectful, positive behaviors when dealing with students.
- ✓ The entire school community will participate in developing behavioral expectations.
- ✓ The school will model high moral standards, send positive messages to students and show that the school and community expect the best effort and performance from everyone.

### **3. Academic Expectations**

- ✓ Learning and productivity will be valued and success will be expected of everyone.

- ✓ Clear and positive academic expectations will be communicated to decrease the anxiety that occurs when academic standards are vague.
- ✓ Students and staff will want and expect class time to be used efficiently.
- ✓ Staff will receive ongoing professional development training to meet the changing needs of the student body.

#### **4. Support and Recognition**

- ✓ PBIS driven
- ✓ Constructive and positive behavior will be given appropriate recognition.
- ✓ Positive behavior will be rewarded frequently and publicly when appropriate. Rewards will be varied and personal.
- ✓ Students and staff will feel appreciated and will receive consistent feedback to reinforce those feelings and behaviors.

#### **Physical Safety of Students and Staff:**

##### **Current Strategies in place to ensure the physical safety of students and staff.**

#### **1. School Campus Location**

- ✓ The school will advise parents and students of the “safest route to school” based on guidance provided by law enforcement agencies.
- ✓ The school will encourage “block parent” or “neighborhood watch” programs throughout the greater community.
- ✓ The school will post proper signage regarding “Drug and Weapon Free Zone”.
- ✓ The school will monitor the physical safety of students in the drop-off and pick-up areas.

#### **2. School Campus**

- ✓ The campus perimeter will be secure from criminal activity. The campus will be closed to outsiders and access signs will be displayed prominently at entry points. Vehicles will not have access to school grounds unless prior permission has been granted.
- ✓ Loitering will not be tolerated. The campus grounds will be monitored by staff and all areas will be within visual contact of staff.
- ✓ Physical conditions that could lead to accidental harm will be corrected promptly.
- ✓ The school will properly deal with vandalism and graffiti before students arrive on campus.

✓ School buildings and classrooms will be well-maintained and attractive, free from hazards and designed to prevent or deter criminal activity.

### **3. Security**

- ✓ Standard incident reporting procedures will be established and all campus staff will be trained in their use.
- ✓ Valuables and equipment will be inventoried properly, tagged for identification and stored appropriately.
- ✓ Teachers and staff will all regularly receive the necessary training needed for handling emergencies.
- ✓ The crisis response plan will identify proper procedures and protocols for handling emergencies to students and/or the physical environment of the school.

## **Youth Development Strategies:**

**Current youth development strategies that promote meaningful student engagement and leadership.**

### **1. Leadership**

- ✓ The Principal and/or School Administrative Manager will provide strong leadership and a vision for school achievement, establish a positive style and tone and set the direction for the school.
- ✓ The Principal and/or School Administrative Manager will facilitate shared decision making involving the certificated and classified staff, students, parents and community members, particularly those members representing law enforcement and social service agencies.
- ✓ The Principal and/or School Administrative Manager will emphasize the importance of positive staff attitudes toward and treatment of students and parents. The Principal shall monitor and expect the staff to demonstrate responsiveness, respect, consideration and sensitivity.

## 2. School Site Organization and Structure

- ✓ The school and classrooms will provide an orderly learning environment that enhances the experience of learning and promotes positive interactions among students and staff.
- ✓ Curriculum focusing on personal and social skills development will be incorporated and topics will include responsible citizenship and leadership, appreciation of cultural diversity, personal choices, self-esteem, self-identity, emotional development, anger management, student responsibility, decision-making, career decisions, goal-setting, effective communication and building effective relationships.
- ✓ Students will be encouraged to work together on academic tasks through cooperative learning.

## 3. Discipline and Consequences

- ✓ PBIS practices will be set in place.
- ✓ Consequences for violating behavioral and academic expectations will be fair and will be disseminated to and understood by all students and staff.
- ✓ Staff will respond fairly and consistently to violations and disciplinary issues.
- ✓ Discipline will be a developmental process aimed at changes in behavior and attitude and will not be merely a punitive reaction.

**2022-23**

### **Fire Drill, Earthquake, and Lockdown Drill Schedule**

The principal shall hold drills at least once a month at the elementary and secondary level.

Week of September 6, 2022	Earthquake Drill / Fire Drill
Week of October 18, 2022	Great American Shake Out Earthquake Drill
Week of November 8, 2022	Lock Down Drill
Week of December 6, 2022	Earthquake Drill / Fire Drill
Week of January 10, 2023	Fire Drill



Week of February 7, 2023	Earthquake Drill / Fire Drill
Week of March 7, 20223	Lock Down Drill
Week of April 11, 2023	Earthquake Drill / Fire Drill
Week of May 9, 2023	Earthquake Drill / Fire Drill

\*The above dates may vary depending upon student/teacher activities taking place to maximize the full effect; however, drills will take place once a month.

**State of California Government Code,  
Chapter 8, Division IV, Title 1**

**The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.**

**Data Base Phone Notification**

Once it is verified that a crisis exists, the building administrator or designee sets the database calls in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

An automated message system shall be used. If the system is not available, any available classified staff will be called upon to make calls as necessary under the guidance of school administration.

## Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive Safety School plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with the minimum of the following members:

The principal or the principal's designee

- One teacher who is a representative of the recognized certificated employee organization
- One parent whose child attends the school
- One classified employee who is a representative of the recognized classified employee organization
- Other members, if desired

3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Helendale School District Comprehensive Safe School Plan template have been met.

4. This school plan was adopted by the school site council on: \_\_\_\_\_

Attested:

Dr. Esposito, Principal \_\_\_\_\_

Date: \_\_\_\_\_

Ricardo Maldonado, Teacher \_\_\_\_\_

Date: \_\_\_\_\_

Natalie Lagergren, HPTA member \_\_\_\_\_

Date: \_\_\_\_\_

Larry Kast, Teacher/Parent \_\_\_\_\_

Date: \_\_\_\_\_

Josh Strey, Tech Director \_\_\_\_\_

Date: \_\_\_\_\_

## Emergency Phone Numbers

Superintendent: 760/559-5459

Assistant Superintendent: 626/375/0553

Maintenance Department: 760/559-7932

Company Nurse Injury Hotline – Worker’s Compensation: 888/375-0280

District Bus Transportation: 760/256-2333 First Student

Helendale CSD: 760/951-0006

Helendale Fire Station: 760/245-5022

Psychological Services/Crisis intervention: 760/242-6333 DMSSELPA

School Site Utilities (Gas and Power):

- Southwest Gas Corp 760/241-9321
- SCE 800/611-1911

Sheriff Department: 760/245-4211

Technology: 760/559-7932

## School Site Crisis Management Plan for Independence Charter Academy

### EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Shelter In Place
2. Building Evacuation
3. Duck, Cover and Hold
4. Lockdown (Armed intruder)

Each procedure should contain the following elements:

1. Code designation

- Verbal: (Fire Drill, Earthquake Drill, Lockdown drill)
- Bell signal (If any)

2. Description of incidents that will trigger the code

3. Description of action to be taken by staff, students and CRT (Crisis Response Team)

4. Procedure and signal to rescind code

# Fire Drill

## Building Evacuation

Signal: (ex. three short bells – repeated)

### To be used in the event of:

- Fire
- Chemical Spill (on campus)
- Bomb Threat

### Teachers will:

- Secure classroom roll packets
- Escort students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Lock their classroom door after ensuring that all students are out of the room
- Place Red (needs assistance)/Green (all clear) cards on outside of the door
- Take roll once all students have arrived at the assigned area
- Await further instructions from Crisis Response Team or "All Clear" signal

### Students will:

- File out of classrooms in a quiet, orderly manner, as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

### Office will:

- 5 min before the drill begins, call the district office and notify them of the drill beginning.
- Call Apple Valley Com before the drill begins and notify them of the drill. 760-247-2668
- Ensure that the radio is on and on channel 3.
- Lock the front door and hang the FIRE DRILL in process sign on the door.
- Pull the fire alarm. An administrator/designee will go inside the office to turn off the alarm by pressing silence on the alarm and closing the fire alarm box with a key. This person needs to keep a radio on them.

- The rest of the office staff will exit with students to the blacktop.
- Radios will be used to communicate the location of any missing students. Listen for the names of the students that you have in the office to notify the teachers of the location of students.
- Once the verbal “All Clear” signal is given, open the alarm on the wall to turn the key and deactivate the fire alarm.
  - Press silence
  - Press reset (alarm should turn off)
- Signal “All Clear”
- All students that had been in the health room and had not been released need to return to the health room until they have been cleared to return to class.
- In the event of a real fire All Office Staff will **Evacuate to the appropriate area**
- To assist with parent phone calls, concerns and questions to provide consistent information to callers as directed by Incident Commander
- To assist with students and staff as directed by the Principal or Incident Commander
- Assist with health incidents as needed, acting as messengers

**Custodians will:**

- **Evacuate to the appropriate area**
- Survey and report building damage to the Principal or Incident Commander
- Control main shutoff valves for gas, water and electricity and ensure no hazards results from broken or downed lines.
- Provide damage control as needed
- Assist in conversation, use, disbursement of supplies and equipment
- To assist with students and staff as directed by the Principal or Incident Commander

**Campus Monitors will:**

- **Evacuate to the appropriate area**
- Check bathrooms for any students then escort them to the appropriate place
- Assist with health incidents as needed, acting as messengers
- To assist with students and staff as directed by the Principal or Incident Commander

**Food Service will:**

- **Evacuate to the appropriate area**

- To assess any property damage inside cafeteria and kitchen to the Principal or Incident Commander
- Use, prepare and serve food and water on a rationed basis for students and staff as needed
- To assist with students and staff as directed by the Principal or Incident Commander

**Instructional Aides will:**

- **Evacuate to the appropriate area**
- Responsibilities include assisting teachers as directed
- To assist with students and staff as directed by Principal or the Incident Commander

**Crisis Response Team Members will:**

- **Evacuate to the appropriate area**
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials
- Prepare for Student Release, if needed
- Prepare materials/information for emergency responders, if needed

**Code is rescinded when:**

- Conditions are deemed safe by the Incident Commander (Principal or appropriate civil authority)
- Teachers are given the "All Clear" signal either one long bell or verbal instructions

# **Earthquake Drill**

## **Duck, Cover and Hold**

**Signal: Announcement made**

### **To be used in the event of:**

- Earthquake
- Fallen Aircraft/Large Debris
- Possible Explosion
- Tornado/Severe Storm

### **Teachers will:**

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- As exiting the classroom place red/green card on outside of door
- Take students out to the appropriate area to evacuate the classroom when alarm is activated - take roll, use green or red card in packet to signal if all students are accounted for.
- Await further instructions from Crisis Response Team or "All Clear" signal
- Report injuries or other immediate safety concerns to the Crisis Response Team

### **Students will:**

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables. Remain Calm.
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until alarm is activated, students then evacuate to the appropriate area.

### **Office will:**

- 5 min before the drill begins, call the district office and notify them of the drill beginning.
- Call Apple Valley Com before the drill begins and notify them of the drill. 760-247-2668
- Ensure that the radio is on and on channel 3.
- Lock the front door and hang the Earthquake Drill in process sign on the door.



- All Call on the Phone ( Dial 199 **PAUSE** 0 \*) Stating “We are now having an earthquake drill! Please Duck, Cover and Hold now and wait for further instructions.”
- The rest of the office including all Staff, Parents, and students will
  - Move quickly away from windows, bookshelves or unsecured carts or equipment
  - If possible, duck under their desk or tables. Remain Calm.
  - Once positioned, kneel with head resting at knees, arms covering back of head
  - Remain in place until given the evacuation signal
- Pull the fire alarm and sound the Fire Drill for students and staff to evacuate once the ground stops shaking.
  - Silence after a few seconds and relock the fire alarm with key.
- Radios will be used to communicate the location of any missing students. Listen for the names of the students that you have in the office to notify the teachers of the location of students.
- All students that had been in the health room and had not been released need to return to the health room until they have been cleared to return to class.
- If not a drill and experiencing a real earthquake all office staff will also “Duck, Cover and Hold” until shaking ends
- To assist with parent phone calls, concerns and questions to provide consistent information to callers as directed by Principal or Incident Commander
- To assist with students and staff as directed by the Principal or Incident Commander
- Assist with health incidents as needed, acting as messengers

**Custodians will:**

- **“Duck, Cover and Hold” until shaking ends.**
- Survey and report building damage to the Principal or Incident Commander
- Control main shutoff valves for gas, water and electricity and ensure no hazards results from broken or downed lines.
- Provide damage control as needed
- Assist in conversation, use, disbursement of supplies and equipment
- To assist with students and staff as directed by the Principal or Incident Commander

**Campus Monitors will:**

- **“Duck, Cover and Hold” until shaking ends.**
- Check bathrooms for any students then escort them to the appropriate place

- Assist with health incidents as needed, acting as messengers
- To assist with students and staff as directed by the Principal or Incident Commander

**Food Service will:**

- **“Duck, Cover and Hold” until shaking ends.**
- To assess any property damage inside cafeteria and kitchen to the Principal or Incident Commander
- Use, prepare and serve food and water on a rationed basis for students and staff as needed
- To assist with students and staff as directed by the Principal or Incident Commander

**Instructional Aides will:**

- **“Duck, Cover and Hold” until shaking ends.**
- Responsibilities include assisting teachers as directed
- To assist with students and staff as directed by Principal or the Incident Commander

**Crisis Response Team Members will:**

- **“Duck, Cover and Hold” until shaking ends.**
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials
- Prepare materials for emergency response personnel

**Code is rescinded when:**

- Conditions are deemed safe by the Incident Commander (Principal, designee or appropriate civil authority)
- Teachers are given the "All Clear" signal either one long bell or verbal instructions

# **Lockdown Drill**

**Signal: Announcement made**

## **To be used in the event of:**

- Armed intruder (Killer on campus)
- Gunfire/Police action in vicinity
- Hostage Crisis

## **Teachers will:**

- Immediately lock their classroom door, close all windows and curtains, turn off all lights
- Take roll and document the names of all present. Keep information for after drill.
- Use quick and sound judgment when allowing students/staff to enter room
- If you are outside, instruct students/staff to drop and lay flat. Assess the situation and move to the nearest shelter if safe.
- All non-instructional staff are to lock-down in-place
- Remain locked down until released by police officer, administrator, or “All clear” is announced with First and Last Name

## **Students will:**

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Turn off any cell phones
- Sit calmly and quietly
- Await further instructions from teacher or staff member in charge

## **Office will:**

- 5 min before the drill begins, call the district office and notify them of the drill beginning.
- Call Apple Valley Com before the drill begins and notify them of the drill. 760-247-2668
- Ensure that the radio is on and on channel 3.
- Lock the front door and hang the Lockdown Drill in process sign on the door.
- All Call on the Phone ( Dial 199 **PAUSE** 0 \*) Stating “**This is a Lockdown Drill. I repeat... it is only a drill.**”
  - **One of the 2 drills is unannounced to staff - Stating “This is a Lockdown drill, police activity in the area”**

- Simultaneously an automated phone call, email, and text will go out to the parents notifying of the drill.
- The rest of the office including all Staff, Parents, and Students will
  - Report to the nearest classroom, common room or office area
  - Identify themselves to the teacher or staff member in charge
  - Turn off any cell phones
  - Sit calmly and quietly
  - Await further instructions from teacher or staff member in charge
- To assist with parent phone calls, concerns and questions to provide consistent information to callers as directed by Principal or Incident Commander
- To assist with students and staff as directed by the Principal or Incident Commander
- Assist with health incidents as needed, acting as messengers

**All Other Staff Will Lockdown in place**

**Crisis Response Team Members will:**

- **Will Lockdown in place**
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials
- Prepare materials for emergency response personnel

**Code is rescinded when:**

- Conditions are deemed safe by the Incident Commander (Principal, designee or appropriate civil authority)
- Remain locked down until released by appropriate civil authority or an administrator/designee

# Shelter in Place

Signal: Announcement Made

## To be used in the event of:

- Civil Disturbance
- Chemical Spill (off campus)
- Blackout/Power failure
- Bomb Threat

## Teachers will:

- Report to their rooms, if possible
- Direct students and staff seeking shelter into their rooms
- Lock their classroom door, close all windows and curtains
- Take roll and document the names of all present
- Await further instructions from Crisis Response Team or “All Clear” signal

## Students will:

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member in charge

## Office Will:

- 5 min before the drill begins, call the district office and notify them of the drill beginning.
- Call Apple Valley Com before the drill begins and notify them of the drill. 760-247-2668
- Ensure that the radio is on and on channel 3.
- Lock the front door and hang the Shelter In Place Drill in process sign on the door.
- All Call on the Phone (Dial 199 **PAUSE** 0 \*)Stating “**This is a Shelter In Place Drill. I repeat... it is only a drill.**”
- The rest of the office including all Staff, Parents, and students will
  - Report to the nearest classroom, common room or office area
  - Identify themselves to the teacher or staff member in charge
  - Turn off any cell phones

- Sit calmly and quietly
- Await further instructions from teacher or staff member in charge
- To assist with parent phone calls, concerns and questions to provide consistent information to callers as directed by Principal or Incident Commander
- **All Office Staff will Shelter In place during an emergency**
- To assist with students and staff as directed by the Principal or Incident Commander
- Assist with health incidents as needed, acting as messengers

**All Other Staff will Shelter In Place until has received further instructions from Principal or Designee**

**Crisis Response Team Members will:**

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials
- Prepare materials for emergency response personnel

**Code is rescinded when:**

- Conditions are deemed safe by the Incident Commander (Principal/designee or appropriate civil authority)
- Teachers are given the "All Clear" signal by verbal instructions from School Administrator or Designee.

# Protests and Demonstrations

## **If a person or persons are observed causing a serious campus disorder:**

- Notify school/district
- Notify your local authorities
- Move students away from danger to the nearest safe location.

## **Principal or Designee will:**

1. Serve as the Site Incident Commander and activate the Incident Command Post
  1. Confirm call to the Police Department.
  2. Confirm contact has been made with District Office
  3. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams)
2. Determine necessity of Sheltering in Place or locking down the campus
  1. Refer to Shelter In Place and/or Lockdown procedures if this is to be determined as the action.
3. Be prepared to evacuate students and staff to safer locations
4. Stay in control of all school activities until emergency personnel arrive

## **After Emergency:**

1. At the direction of the Incident Commander, the response to the incident can be deactivated
2. Students and staff may return to regular schedule
3. Consider early release for students and activate release plan
4. The District may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input for an *After-Action Report* that will be provided by the principal or designee.

## **ACTIVE KILLER PROCEDURES**

An Active Killer is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active killer situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active killer situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

### **Good practices for coping with an active shooter situation:**

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active killer down. When the killer is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

### **CALL 911 WHEN IT IS SAFE TO DO SO!**

### **HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY**

Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of employees and managers during an active killer situation.



1. **Evacuate.** If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. **Hide out.** If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Do not trap yourself or restrict your options for movement
- To prevent an active killer from entering your hiding place:
  - Lock the door
  - Blockade the door with heavy furniture

**If the active shooter is nearby:**

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

**If evacuation and hiding out are not possible:**

- Remain calm
- Dial 911, if possible, to alert police to the active killer's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

**3. Take action against the active shooter.** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active killer by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

## **HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES**

Law enforcement's purpose is to stop the active killer as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

### **How to react when law enforcement arrives:**

- Remain calm and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling

- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

**Information to provide to law enforcement or 911 operator:**

- Location of the active killer
- Number of killers, if more than one
- Physical description of killer/s
- Number and type of weapons held by the killer/s
- Number of potential victims at the location

**Notes:** The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams composed of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

*Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.*

## **ALICE Response Plan**

**Alert:** Any number of things can alert you to a shooter situation: **Gunfire, Witnesses, Unusual commotion on campus, Phone/Text alerts**

**Lockdown:** A lockdown is a semi-secure starting point from which to make your survival decisions. If you decide not to evacuate, secure the room.

- Lock the door.
- Cover any windows in the door if possible.
- Tie down the door if possible using belts, purse straps, shoe laces, etc.
- Barricade the door with anything available (desks, chairs, file cabinets.).
- Look for alternative escape routes (windows, additional doors).
- Call 911
- Move out of the doorway in case gunfire comes through it.
- Silence or place cell phones on vibrate.
- Once secured, do not open the door for anyone. Unfamiliar voices may be the shooter attempting to lure you out. Police will enter the room when the situation is over.
- Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room

**Inform:** Use any means necessary to pass on real time information.

- Use plain language
- Derived from 911 calls, video surveillance, etc.
- Who, what, when where and how information
- Helps people in or around the areas area to make common sense decisions
- Can be given by Flash Alerts, PA Announcements, police radio speakers

**Counter:** Use simple, proactive techniques should you be confronted by an active

**shooter.**

- Anything can be a weapon
- Throw things at the shooter's head to disrupt his aim
- Create as much noise as possible
- Attack in a group (swarm)
- Grab the shooter's limbs and head. Take the shooter to the ground and hold him there.
- Fight dirty: Bite, kick, gouge eyes, etc.
- Run around the room and create chaos
- If you have control of the shooter call 911 and tell the police where you are and listen to their commands when officers arrive on the scene

**Evacuate:**

**Remove yourself from the danger zone as quickly as possible.**

- Decide if you can safely evacuate.
- Run in a zigzag pattern as fast as you can.
- Do not stop running until you are far away from the scene.
- Bring something to throw at the shooter should you encounter him

## BOMB THREAT PROCEDURES

- Notify the Principal or Designee immediately.
  - **Decision Making**

All bomb threats must be taken seriously and carefully analyzed. The bomb report should be treated as genuine until investigated and until a search of the school has been completed. Begin your decision-making process by gathering as much information about the bomb report as possible.

Factors you will be considering include:

- Have there been national bomb incidents lately?
- Have there been other hoaxes lately?
- Has a hostile student been suspended recently?
- Are there exams scheduled for today?
- Is it senior skip day?
- Any unexplained student unrest?
- Any rumors circulating about a student threatening to harm others?
- How much information did the caller provide? (You can generally get more information out of a caller when it is not a hoax.)
- Consider the seriousness in the voice of the caller?
- Were any specific details given?
- Any missing chemicals?
- Did the caller have knowledge of the design of the school?
- Any recent break-ins? (Look for evidence of illegal entry.)
- Did the caller give repeated warnings? This seriously escalates the degree of danger.
- Check your surveillance tapes.
- Large-scale bomb incidents, such as Oklahoma and the embassy building in New York received no warnings.

Once you have gathered the information, subjective judgement must be made regarding the degree of credibility or dependence that can be placed upon it. Trust your intuitions and experience.

School Administrators are faced with at least five possible alternatives:

1. Conduct a low profile search of the exterior grounds and public areas of the building.
2. Conduct a comprehensive search having all staff search their work area, in addition to the grounds and public areas so the entire building is covered.
3. Search with partial evacuation.
4. Evacuate after searching or
5. Evacuate immediately.

***Utilize the RAIN concept to gather and process information quickly during threat assessment. R-Recognize, A-Avoid, I-Isolate, N-Notify***

- Principal or Designee orders evacuation of all persons inside school building(s).
  - In some instances, evacuation may be more hazardous than shelter in place (detonation is imminent, evacuation would require passing in close proximity to the device, or security along exit route cannot be evaluated and guaranteed to name a few) Shelter in place is best found in areas where structural collapse is not likely. Use shielding such as desks, file cabinets etc...
  - Evacuating immediately is an alternative that on face value appears to be the preferred approach, however, under certain circumstances evacuating personnel may increase rather than decrease the risk of injury. Bombs are three times more likely to be planted outside buildings than inside. A bomber wishing to cause personal injuries could place a bomb in the shrubbery near an exit. Public areas inside the school are the second most frequent place devices are located. Any evacuation that requires students and staff to move through public areas such as halls, public restrooms, lobbies, parking lots, playgrounds, might increase the risk of injury during any detonation.

- Principal or Designee notifies police (call 911) and Superintendent. Principal, Designee or Superintendent must report the incident to the Fire Chief or Marshal and Police.

### **EVACUATION PROCEDURES**

- Principal or Designee warns students and staff. Do not mention “Bomb Threat”. *Use standard fire drill procedures.*
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of school building(s).
- Teachers take roll after being evacuated.
- No one may re enter building(s) until the entire building(s) is declared safe by fire or police personnel.
- Principal or Designee notifies students and staff of determination of emergency and to resume normal operations.



## **SUICIDE PREVENTION PLAN**

The Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

### **Prevention:**

#### **A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Helendale School District along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

#### **B. Suicide Prevention Training and Education**

Training shall be provided for all school staff members on campus.

### **Training:**

- **At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. Core components of the general suicide prevention training shall include:**
  - Suicide risk factors, warning signs, and protective factors
  - How to talk with a student about thoughts of suicide
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member
- **In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:**
  - The impact of traumatic stress on emotional and mental health
  - Common misconceptions about suicide
  - School and community suicide prevention resources
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines)
  - The factors associated with suicide (risk factors, warning signs, protective factors)
  - How to identify youth who may be at risk of suicide
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines
  - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed
  - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention)
  - Responding after a suicide occurs (suicide postvention)
  - Resources regarding youth suicide prevention
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **C. Employee Qualifications and Scope of Services**

Employees of the Helendale School District and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists) employed by Helendale School District.

### **E. Intervention, Assessment, Referral**

#### **Staff**

Two Helendale School District staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- **Counselor**
- **Psychologists**

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

**If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.**

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

### **Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

### **Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (Helendale School District to include crisis intervention procedures, including counseling and other support systems).

## **Parental Notification and Involvement**

**Each school within the Helendale School District shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:**

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

## **F. Action Plan for In-School Suicide Attempts**

**If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:**

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed
- Move all other students out of the immediate area
- Immediately contact the administrator or suicide prevention liaison
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable
- If needed, provide medical first aid until a medical professional is available
- Parents/guardians/caregivers should be contacted as soon as possible
- Do not send the student away or leave them alone, even if they need to go to the restroom
- Listen and prompt the student to talk

- Review options and resources of people who can help
- Be comfortable with moments of silence as you and the student will need time to process the situation
- Provide comfort to the student
- Promise privacy and help, and be respectful, but do not promise confidentiality
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

## **G. Action Plan for Out-of-School Suicide Attempts**

**If a suicide attempt by a student is outside of Helendale School District property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:**

- Contact the parents/guardians/caregivers and offer support to the family
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct
- Designate a staff member to handle media requests
- Provide care and determine appropriate support to affected students
- Offer to the student and parents/guardians/caregivers steps for reintegration to school.

## **H. Supporting Students after a Mental Health Crisis**

**It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:**

- Treat every threat with seriousness and approach with a calm manner; make the student a priority
- Listen actively and non-judgmental to the student. Let the student express his or her feelings
- Acknowledge the feelings and do not argue with the student
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress

- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

## **I. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

### **The following steps shall be implemented upon re-entry:**

- Obtain a written release of information signed by parents/guardians/caregivers and providers
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation
- Inform the student’s teachers about possible days of absences
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student)
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Helendale School District shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- **Suicide Postvention Response Plan shall**

- Identify a staff member to confirm death and cause (school site administrator)
- Identify a staff member to contact deceased's family (within 24 hours)
- Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- **Coordinate an all-staff meeting, to include:**
  - Notification (if not already conducted) to staff about suicide death
  - Emotional support and resources available to staff
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration)
  - Share information that is relevant and that which you have permission to disclose.
- **Prepare staff to respond to needs of students regarding the following:**
  - Review of protocols for referring students for support/assessment
  - Talking points for staff to notify students
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior
- Identify students affected by suicide death but not at risk of imitative behavior
- Communicate with the larger school community about the suicide death
- Consider funeral arrangements for family and school community
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Website at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

**Utilize and respond to social media outlets:**

- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets



**Include long-term suicide postvention responses:**

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased

Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

# AED Plan

## I. PURPOSE

To establish an action plan for responding to a medical emergency

## II. TRAINING REQUIREMENTS

Any employee that is expected to provide emergency care to a patient will be trained in AED use. This training will conform to the American Heart Association (AHA) Heartsaver AED standards or other equivalent training and organizations and American Safety and Health Institute (ASHI) standards.

## III. DESIGNATED EMERGENCY MEDICAL RESPONDERS

The following employees will be trained in the use of AED. It is the goal to have at least one (1) trained responder available during business/school hours.

### NAME

1. Ross Swearingen
2. Joshua Behnke
3. Dr. Esposito
4. Kelly Henderson
5. Josh Maze
6. Bill Crist
7. Ricardo Maldonado
8. Larry Kast
9. Natalie Lagergren

### POSITION

- Superintendent
- Assistant Superintendent
- Principal
- School Administrative Manager
- Director of MOTT
- Counselor
- Teacher
- Teacher
- Teacher

## IV. EMERGENCY MEDICAL RESPONSE PLAN ACTIVATION

**Internal Notification - Once notified of an emergency, Designee will notify the facilities emergency responders. The emergency responders will be notified with the following procedure:**

1. Teacher/Staff alerts the office of emergency (if the student is not responsive, tell the office to bring the AED), start CPR, remove students to the adjacent classroom and then stay with the victim. Any office staff will leave the AED box door open so the alarm will signal other team members that the AED has been taken.
2. Announce: “Code AED – \_\_\_ room” (give exact location). All members available should go immediately to that location.
3. If CPR has not been initiated, then the closest CPR certified person begins CPR. When an emergency responder arrives, they will take over CPR and medical care.
4. Administrator/Designee will bring a radio to communicate with the office and will document events. Office staff will be the backup.
5. AED team member at the site of the incident will notify EMS (Note the time EMS was called and when they arrived).
6. Office staff will meet EMS and show them to the location.
7. Office staff, Principal or Designee will notify District Office (760) 952-1180 of the emergency.
8. Office staff will call and inform parents/family and determine a preferred hospital.
9. Office staff will print the victim’s emergency information and send it with EMS.
10. Crowd control is maintained.

“911” Notification - Once notified of an emergency, Office, Teacher, Staff will call “911” to initiate public safety agencies. The caller should give “911” operators the following information:

1. Type of emergency
2. Address of facility
3. Location of the emergency
4. Phone number they are calling from
5. Further information requested from “911” operator

**V. INDICATIONS FOR AED USE**

The AED is intended to be used by personnel who have been trained in its operation. The user should be qualified by training in basic life support or other physician-authorized emergency medical response. **The device is indicated for emergency treatment of victims exhibiting symptoms of sudden cardiac arrest who are unresponsive and not breathing.** Post -resuscitation, if the victim is breathing, the AED should be left

attached to allow for acquisition and detection of the ECG rhythm. If a shockable ventricular tachyarrhythmia recurs, the device will charge automatically and advise the operator to deliver therapy.

\*Apply the AED if person is unresponsive and not breathing

## **VI. PROCEDURE**

### **A. Assess scene safety.**

Is the scene free of hazards?

Rescuers make sure there are no hazards to them. Some examples are:

- Electrical dangers (downed power lines, electrical cords, etc.)
- Chemical (hazardous gases, liquids or solids, smoke)
- Harmful people (anyone that could potentially harm you)
- Traffic (make sure you are not in the path of traffic)
- Fire, flammable gases such as medical oxygen, cooking gas, etc.

### **B. Determine if the patient is unresponsive and not breathing**

\*Apply the AED if the patient is unresponsive and not breathing

### **C. Follow instructions for use of your particular device.**

## **VII. POST INCIDENT PROCEDURE**

These steps should be completed as soon after the incident as possible:

- Replace pads
- Check expiration date on the pad package
- Replace any supplies used
- Check battery fuel gauge to assure sufficient battery life
- Retrieve rescue data (if applicable) and forward to the AED Program Director

## **VIII. BASIC MAINTENANCE**

Follow manufacturer's guidelines for scheduled maintenance.

**IX. AED USE REPORTING:**

The following form should be completed each time your AED is used in a rescue and submit with event data:

DATE: \_\_\_\_\_ INCIDENT #: \_\_\_\_\_

Patient Information:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: Male  Female

Site of Incident: \_\_\_\_\_

Witness arrest: Yes  No

Breathing upon arrival of designated responders: Yes  No

Pulse upon arrival of designated responders: Yes  No

Bystander CPR: Yes  No

Cardiac arrest after arrival: Yes  No

Number of defibrillation shocks: \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Rescuer's Name: \_\_\_\_\_

Rescuer's Signature: \_\_\_\_\_

## **Sexual Abuse and Misconduct Prevention Policy**

Helendale School District prohibits and does not tolerate sexual abuse or misconduct in the workplace or during any organization-related activity. Helendale School District provides procedures for employees, volunteers, board members or any other victims of sexual abuse or misconduct to report such acts. Those reasonably suspected or believed to have committed sexual abuse or misconduct will be appropriately disciplined, up to and including termination of employment or membership, as well as criminally prosecuted. No employee, volunteer, board member or other person, regardless of his or her title or position has the authority to commit or allow sexual abuse or misconduct.

### **Definitions and Examples**

The following definitions or examples of sexual abuse, misconduct or harassment, may apply to any and/or all of the following persons – employees, volunteers or other third parties. Sexual abuse or misconduct may include, but is not limited to:

- Child sexual abuse – any sexual activity, involvement, or attempt of sexual contact with a person who is a minor (under 18 years old) where consent is not or cannot be given.
- Sexual activity with another who is legally incompetent or otherwise unable to give consent.
- Physical assaults or violence, such as rape, sexual battery, abuse, molestation or any attempt to commit such acts.
- Unwanted and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, brushing, massaging someone's neck or shoulders, and/or pulling against another's body or clothes.
- Material such as pornographic or sexually explicit images, posters, calendars, or objects.
- Unwelcome and inappropriate sexual activities, advances, comments, innuendoes, bullying, jokes, gestures, electronic communications or messages (e.g. email, text, social media, voicemail), exploitation, exposure, leering, stalking or invasion of sexual privacy.
- A sexually hostile environment characterized as comments or conduct that unreasonably interferes with one's work performance or ability to do the job or creates an intimidating, hostile, or offensive environment.
- Direct or implied threats that submission to sexual advances will be a condition of employment or affiliation with the organization.

### **Reporting Procedure**

Immediately report suspected sexual abuse or misconduct to the School Administrative Manager, Site Principal, Assistant Superintendent, or Superintendent. It is not required to directly confront the person who is the source of the report, question or complaint before notifying any of the

individuals listed. Helendale School District will take every reasonable measure to ensure that those named in complaint of misconduct, or are too closely associated with those involved in the complaint will not be part of the investigative team.

### **Anti-retaliation and False Allegations**

Helendale School District prohibits retaliation made against any employee, volunteer, board member, or other person who lodges a good faith complaint of sexual abuse or misconduct or who participates in any related investigation. Making knowingly false or malicious accusations of sexual abuse or misconduct can have serious consequences for those who are wrongly accused. Helendale School District prohibits making false or malicious sexual misconduct allegations, as well as deliberately providing false information during an investigation. Anyone who violates this rule is subject to disciplinary action, up to and including termination of employment or membership and criminal prosecution.

### **Investigation and Follow-up**

Helendale School District will take all allegations of sexual abuse or misconduct seriously and will promptly, thoroughly, and equitably investigate whether misconduct has taken place. The organization may utilize an outside third party to conduct an investigation of misconduct. Helendale School District will cooperate fully with any investigation conducted by law enforcement or other regulatory/protective services agencies. Helendale School District will make every reasonable effort to keep the matters involved in the allegation as confidential as possible while still allowing for a prompt and thorough investigation.

### **Reporting to Law Enforcement or Appropriate Child or Adult Protective Services**

Helendale School District is committed to following the state and federal legal requirements for reporting allegations or incidents of sexual abuse or misconduct to appropriate law enforcement and child or adult protective services organizations. It is the policy of Helendale School District not to attempt to investigate or assess the validity or credibility of an allegation of sexual or physical abuse as a condition before reporting the allegation to proper law enforcement authorities or protective services organizations.

### **Employee and Worker Screening and Selection**

As part of its sexual abuse and misconduct prevention program, Helendale School District is committed to maintaining a diligent screening program for prospective and existing employees, volunteers and others that may have interaction with those employed by, associating with or serviced by Helendale School District. The organization may utilize a variety of methods of screening and selection, including but not limited to applications, personal interviews, criminal background checks and personal and professional references.

## **Supervision of Youth**

To provide a safe environment for minors, Helendale School District strives that a minimum of two adult workers supervise or be in attendance with minors during organization-related activities. The purpose is to avoid one-on-one interactions between adults and minors that are not easily observable by others. If individual meetings with a minor must be held in an office, keep the door open. Only conduct closed door meetings when another adult is put on notice of the meeting and the door remains unlocked.

## **Acknowledgement Form: Sexual Abuse and Misconduct Prevention Policy**

I acknowledge that I received and read the Sexual Abuse and Misconduct Prevention Policy and/or had it explained to me. I understand that it is my responsibility to abide by all rules contained in the policy. I also understand how to report incidents of sexual abuse or misconduct as set forth in the policy, including retaliation against any employee or volunteer exercising his or her rights under the policy.

I acknowledge that I will be alerted when changes and updates are made to the Sexual Abuse and Misconduct Policy and will be responsible for reading and complying with these updates.

Employee/Volunteer's Printed Name: \_\_\_\_\_

Employee/Volunteer's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date of Annual Review: \_\_\_\_\_