

Disaster and Crisis Management Plan



**Village Christian Schools
Sun Valley, CA**

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U.S. Department of Fish and Game www.dfg.ca.gov/lion

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Introduction

Natural disasters, such as earthquakes and floods, and man-made disasters which can result from chemical accidents, falling aircraft, fires, explosions, etc. are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus and bomb threats.

The objective of the Village Christian Schools Disaster Preparedness Plan is to provide the maximum practicable protection for students and school personnel in the event of crisis.

To meet this objective, we will instruct and prepare students and staff in the appropriate and safe procedures to follow in the event of a campus crisis through staff in-service and student drills. The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments from this plan.

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plans to be basic, flexible, and subject to the modification as the need arises. Modification will be at the discretion of the Superintendent or civil authority. However, in any emergency, the following priorities shall apply:

1. Protection of life.
2. Prevention of injury.
3. Protection of property.
4. Preparation of the campus for extended stay or evacuation.

Who Declares a Campus Emergency?

Campus emergencies may only be declared by the following persons:

- **Civil Authorities:** The police, fire officials, or other local, state or federal government agencies may declare an emergency which would involve the campus. Notification of such conditions will activate the Crisis Assessment Cadre of Village Christian Schools so that an adequate campus response can be engaged.
- **Superintendent:** The Superintendent of Village Christian Schools is primarily responsible for declaring a campus emergency. In questionable cases he may use the Crisis Assessment Cadre of Village Christian Schools to assist in assessing the need to declare an emergency. In the absence of the Superintendent, the Acting Superintendent will act in behalf of the Superintendent. In a situation where neither are available, the senior administrator on campus shall declare the emergency. Unless an obvious and immediate emergency exists, the Crisis Assessment Cadre will be utilized in the decision making process, if available.
- **All faculty and staff:**

Critical Situations: All faculty and staff are responsible to sound the appropriate alarm or notification upon discovering a critical situation. A critical situation includes events such as a fire, violent act, observation of a person on the campus with a gun, or hearing/observing gun shots on campus. If a fire is observed, an alarm pull device should be activated. In any critical situation (including fire), use your radio to immediately notify administration. Obviously, common sense will indicate that in some situations you should immediately proceed with either a Room Evacuation or Lock Down for your own classroom or the students around you. A critical situation will usually require calling 911. Any employee may call 911 in a critical situation.

A Killer Bee or animal attack may require a Lock Down for a portion of the campus (e.g., the Lower Field area) and not require a campus wide Lock Down procedure. In such cases, an attempt should be made by the faculty/staff on site to clear that particular area and notify administration.

Non-critical Situations: Non-critical observations and rumors should be reported immediately by radio or phone to administration without sounding an alarm. An example of this type of situation includes a student reporting that he saw a student put a knife in his pocket. The Superintendent and/or Crisis

Assessment Cadre will determine whether to declare a crisis or not. See the *Faculty and Staff Radio Communications* section below for further information.

Crisis Assessment Cadre

The Superintendent may make use of the Crisis Assessment Cadre if deemed necessary. This group will assist the Superintendent in determining the true nature and lethality of the situation and conducting investigations into threatening rumors. The group is made up of Superintendent and Principals.

Communication During an Emergency

Alarms (Notification of Emergency)

The school alarm system will be utilized to notify everyone of room evacuations and lock downs. Campus evacuations will be initiated by verbal commands from principals on the field after a room evacuation has occurred. All other commands will be delivered verbally by administration.

Emergency Task	Alarm (Notification)
Room Evacuation	Long, steady buzzer
Campus Evacuation	Verbal by administration via radio
Lock Down	Repeated short bursts of buzzer
Turn on Radios for an Emergency Message	Two short bursts of buzzer

The “All Clear” alarm for all drills will be given verbally from the command post by radio.

Faculty and Staff Radio Communications

All faculty and many staff are issued radios. Radios are used for daily operations as well as emergency situations. The procedures outlined below are specifically for radio use in emergency situations.

- Radios are assigned to all faculty and other selected staff. Faculty on yard duty and staff are issued radios for daily operations as well as emergency situations.

The radios issued to faculty have a single frequency (Blue, # 1) which is only to be used for emergencies.

- Faculty and staff on yard duty should have a radio equipped with a frequency assigned for daily operations (see the chart below). If the radio you have is not equipped with the frequency used for emergencies (Blue, # 1), the assigned channel should be used to report such events.
- Radio frequencies are identified by a color and/or a number. Some radios use colors while others use numbers. Radio frequencies are assigned as follows:

Frequency Color	Frequency Number	Assignment
Blue	1	Emergency – ONLY for use in drills and real life emergencies.
Red	2	Food Service, Child Care, Technology
Purple	3	Schools, Guidance, Transportation
Green	4	Maintenance
Yellow	N/A	Middle School Trips
N/A	5	Traffic and Parking
N/A	6	Command Center Tactical Channel
N/A	7	Command Center Tactical Channel

- The Emergency Channel (Blue, # 1) will be monitored at all times during the school day by a principal’s designee in each school office, the Plant Manager’s office, and Central Office reception. Each office will have a separate radio assigned for this monitoring.
- The Emergency Channel (Blue, # 1) is ONLY to be used for crisis situations as outlined within this document (unless administration directs you otherwise). It will not be used for ANY non-crisis communications. All other messages should be transmitted on other frequencies or by other means. This radio discipline is imperative for keeping the frequency clear for emergency broadcasts.
- Radio equipment should be carried on your person at all times when you are on campus. When you are in the classroom, it may be placed on your desk in the recharging unit.
- Those assigned a radio with only the Emergency frequency (Blue, # 1) should periodically perform a radio check. This is done by broadcasting the words “Radio check.” One of the monitoring stations will acknowledge your broadcast, indicating the reception and quality of your broadcast. If you do not receive a response, immediately notify Maintenance in order to have your radio repaired.
- Radio equipment used in the classrooms should remain turned OFF until (1) an emergency situation has been declared (alarms are activated) or (2) you need to report a crisis situation to administration at a monitoring station. When emergency alarms are sounded, everyone should turn on their radios to their assigned channels. If these radios remain on, your classroom would be periodically interrupted with radio checks.
- When an emergency has been declared or during a drill, all multi-channel radios will be tuned to the Blue frequency (#1) unless directed otherwise by administration.

- When communicating information about a crisis situation, employees should be aware that this information may be overheard by most students. In an attempt to lessen the opportunity for panic, some information may need to be communicated in as quiet a manner as possible. To broadcast sensitive information, the employee making the broadcast should start the message by saying “Confidential Message.” Upon receiving this message, everyone should turn the volume down on their radios to receive the remaining message.
- Radio equipment is not available for personal use and should be left in your classroom or other assigned area when you leave the campus.
- Substitute teachers should be informed of radio use and will use the radio assigned to the classroom in which they are substituting.
- Batteries should be charged nightly.

How to Broadcast a Radio Message on a Radio with Color Assigned Frequencies

1. Make sure the radio is turned on and the volume is turned up.
2. If your radio has multiple frequencies, turn the frequency knob to the appropriate frequency color.
3. Depress the side broadcast button and hold it down while you speak.
4. Speak your message, and then release the side broadcast button.
5. With the side broadcast button released, you will be able to hear what others are broadcasting.

How to Broadcast a Radio Message on a Radio with Numeric Assigned Frequencies

1. Make sure the radio is turned on and the volume is turned up.
2. Use the up and down arrow buttons on the left side of the screen to select the correct frequency. If a crisis has been declared, press the P2 button below the screen to immediately access the Emergency frequency (Blue, # 1), or you may use the up and down buttons.
3. Depress the side broadcast button and hold it down while you speak.
4. Speak your message, and then release the side broadcast button.
5. With the side broadcast button released, you will be able to hear what others are broadcasting.
6. You may also use the P3 button to scan all frequencies except Yellow. The scanner will stop on a broadcast on any frequency, and then continue to scan other frequencies. If you choose to broadcast when the scanner stops for another person’s broadcast, the scanner ceases and remains on that frequency. You may manually stop the scanner by pressing the P3 button a second time.

Cell Phones

Some school personnel have been assigned Nextel cell phones which also have radio capabilities. The radio of these units have both private and non-private modes. When an emergency is declared, personnel assigned these units should move to the *Village Group*, which is a non-private mode. The Village Group is our public setting, which will allow everyone to be addressed simultaneously.

FM Radio Broadcast to Parents

The school's FM radio broadcasting equipment will be used to inform parents of appropriate information during a crisis event (nature of the crisis, how to access the campus if an alternate access point has been established, or to pick up their children at Stonehurst Park in case of an Off Campus Evacuation). The outgoing message will be controlled by the Command Center. The broadcast is on 89.1 FM.

General Response Information to Any Declared Emergency

- It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise which promotes confidence.
- What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt a return to normalcy.
- Faculty are to remain with their students at all times during an emergency until relieved by administration.
- Do not release students until authorized to do so by administration.
- Faculty and staff are first responsible for the students under their care. As difficult as it is, personnel should not abandon their post to go check on their own children who may also be students on the campus. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.
- Faculty and staff are much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.
- It is the responsibility of all faculty and staff to report all rumors and observations regarding information which might lead to a campus emergency. Such reports should be made immediately to their supervisor. Supervisors will see that the information is immediately reported to the Superintendent. Faculty and staff are

not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into a campus emergency; they are to report. Faculty of early elementary age students are given the flexibility to discern whether or not the situation demands a report.

- Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.
- In case of an extended stay on campus, maintain an extra supply of personal prescription medication with you at all times.

Should I Leave an Injured Student Behind?

A teacher may eventually be faced with the question, “Do I leave a seriously injured or trapped student behind in the classroom in order to safely evacuate the remaining students?” Few questions can be more heart wrenching.

In such cases, a teacher must function much like an emergency medical team and perform triage. The teacher must make quick, on-the-spot judgments discerning the priority of injuries and what must be done first.

The general rule of thumb is to prevent further injury or further entrapment. For example, after an earthquake a portion of the classroom may have fallen and trapped a student under heavy debris. It may be better to evacuate the mobile students to the room evacuation site and report the entrapment to the Fire, Search and Rescue Team rather than have your existing mobile students attempt a rescue. An aftershock or further cave-in may entrap more students, thereby meaning the decision to save one may cost the lives of other students who could have been saved. Often it is best not to move an injured person; leave that job to the paramedics.

On the other hand, if you believe that leaving the student behind could cause death, it would be best to extract and move them. An unconscious student who has a severe gash may bleed to death if left unattended. Therefore, it would be better to apply pressure and have some students carry the injured student to medical attention. You may fear that moving a student might cause spinal injury, but if the room is on fire the student must be moved.

Leaving a student in a room requires quick reporting so that the student can receive assistance as soon as possible. Use the red cards as described below. If a student is in immediate danger, and if it is unsafe or impossible for you to extract or move a student, report it immediately by radio. For example, if the trapped student is bleeding severely, use your radio to make a report. The situation cannot wait for a written report to be submitted.

Initial Response in an Emergency Situation

The first responses in a declared emergency are going to be one or more of the following tasks:

- Room Evacuation
- Campus Evacuation
- Lock Down

A Room Evacuation may be the result of a fire, earthquake, or any other event which requires leaving a building. If an earthquake occurs, the Room Evacuation will be preceded by the duck, cover and hold procedure (during the shaking).

A Campus Evacuation will occur if the campus is deemed unsafe and uninhabitable by civil authority or by administration. This will usually be the result of an earthquake, extensive campus fire, range fire, aircraft disaster, chemical threat, or local police action.

A Lock Down procedure will occur if a threat occurs on campus or in the local neighborhood which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on campus or gun shots fired on campus (or in the near neighborhood).

Some emergency situations may require a secondary response beyond those listed above. Such situations may include an extended stay on campus due to a major earthquake. See *the Secondary Response in an Emergency Situation* section below for this information.

Room Evacuation Procedures

Teachers	<ul style="list-style-type: none"> ◆ Upon hearing the alarm system, immediately turn on your radio. ◆ Have students leave the room in an orderly manner. ◆ If a student is to be left in the room (seriously injured or trapped), hang the red card from the Emergency Back Pack on the outside door handle. This marks the room as “not clear.” ◆ The teacher should exit the room last to insure all students are out (except those which cannot be moved), taking the Emergency Back Pack and class roll. ◆ Report with the class to the assigned field area and quickly take roll or do a head count to see if any additional students are missing. ◆ Hold up the red card if a student is missing or a student has been left in the room. If visibility is blocked for some reason, then use your radio to communicate this information to your principal. Hold up the white card if all students are present with you on the field (no one is left in the room and no one is missing). ◆ If someone has been left in the room or is missing, use the form in your Emergency Back Pack and have a runner immediately take it to your principal. Elementary School teachers should not send a runner, but should give the form to the office secretary that will come by to receive it. It is imperative that this step be performed as quickly as possible. ◆ Remain with your students and await further instructions.
Principals	<ul style="list-style-type: none"> ◆ Secure visual reports from teachers via the red and white cards to account for all classes. ◆ Produce a quick list of teachers that are displaying red cards. ◆ After all classes have reported in with either red or white cards, radio a report to the Command Center indicating that all classes have reported in and the number of teachers reporting with red cards. ◆ As soon as a runner (or Elementary School office secretary) delivers the form listing the names of missing students and students left in classrooms, immediately dispatch a runner with a copy to (1) the Fire, Search and Rescue Team, (2) Command Center and retain one copy. Radio Fire, Search and Rescue with the information when you discover that you have red cards. The paper work will serve as a confirmation of the information. ◆ Maintain control over your students and faculty, striving to reduce panic and return things to normalcy.
Maintenance	<ul style="list-style-type: none"> ◆ Assigned staff will report to gas shut off valve and await order

Staff	<p>from the Command Center to shut off the gas.</p> <ul style="list-style-type: none"> ◆ Assigned staff will report to the alarm control panel to silence the alarm and report the alarm pull location to the Command Center. ◆ Assigned staff will report to traffic control positions at the corner of Village and Penrose, the front entrance gate, and the exit gate. Their duty is to assist emergency vehicles access the correct part of the campus. The Command Center will assign other personnel to additional locations as necessary. ◆ Assigned staff will report to the main power entrance panel and await instructions.
Command Center	<ul style="list-style-type: none"> ◆ Assess the crisis as information is received. Call civil authorities as deemed necessary. Determine appropriate responses and activate necessary plans. ◆ Receive reports from principals on the progress of the Room Evacuation. ◆ Confirm that the Medical Team is in place. ◆ Confirm that the Maintenance Staff is in place. ◆ Inform the Medical Team of injuries as necessary.
Medical Team	<ul style="list-style-type: none"> ◆ Receive reports from the Command Center of injuries. ◆ Attend to injuries.
All other staff	<ul style="list-style-type: none"> ◆ If you have a radio, turn it on. ◆ Report to the Command Center and await further instructions.

Off Campus Evacuation

An Off Campus Evacuation will normally follow a Room Evacuation procedure. The directive for an Off Campus Evacuation will be delivered verbally to faculty by each school's administrator. Unless directed otherwise, off campus evacuations will be to Stonehurst Park.

Teachers	<ul style="list-style-type: none"> ◆ Upon hearing the alarm system, immediately turn on your radio. ◆ Upon notification from the school principal to evacuate the campus, move your students toward the bus loading zone. ◆ Board with your students on the bus indicated by the Director of Transportation. ◆ Enroute to the evacuation site, re-check the class roll. If another student is missing, have the bus driver radio the student name to the school principal. ◆ Upon arriving at the evacuation site, keep your class together at the assigned area for your school. Follow the instructions of the Evacuation Site Coordinator. ◆ Remain with your students and await further instructions.
Evacuation Site Coordinator	<ul style="list-style-type: none"> ◆ Prior to leaving the school, gather your Evacuation Site Team at the bus loading zone to be transported to the evacuation site on the first bus. ◆ Upon arrival at the evacuation site, direct arriving classes to the areas of the park assigned for each school. If the civil authorities have the school evacuate to a location other than Stonehurst Park, you should immediately designate areas of the evacuation site for each of the three schools. ◆ The first bus arriving will have high school students aboard whom you may utilize at the site.
Principals	<ul style="list-style-type: none"> ◆ Upon notification from the Command Center that you are to evacuate the campus, wait for the Director of Transportation to notify you on how many classes to send to the buses in the first wave. ◆ Upon instructions from the Director of Transportation, notify the appropriate number of teachers to move their classes toward the bus loading zone for a campus evacuation. Only release the appropriate number of classes as directed by the Director of Transportation. Notify the remaining teachers that we are evacuating the campus, but that they should remain in place until you notify them to move toward the bus loading zone. ◆ Upon the last class of your school leaving the campus, notify the Command Center that your classes have all been

	<p>evacuated. Either ride the last bus of your students or travel by personal vehicle to the evacuation site.</p> <ul style="list-style-type: none"> ◆ Maintain control over your students and faculty at the evacuation site, striving to reduce panic and return things to normalcy.
Maintenance Staff	<ul style="list-style-type: none"> ◆ Maintain previous posts from Room Evacuation procedure unless reassigned. ◆ Await further instructions from the Command Center. ◆ When notified, report to the buses for evacuation. ◆ Upon arriving to the evacuation site, report to the Evacuation Site Coordinator for further assignments.
Bus Drivers	<ul style="list-style-type: none"> ◆ Immediately report to buses upon notification that a campus evacuation will be declared. ◆ Evacuate teachers and students by class to the evacuation site. ◆ Upon arriving at the unloading zone, report by radio to the Director of Transportation. ◆ If ordered to return to the school for another load of riders, report to the Director of Transportation when you are leaving the unloading zone and just prior to approaching the school campus. ◆ After all students have been evacuated, remain with your bus and park it in the unloading zone at the evacuation site.
Director of Transportation and Bus Trainer	<ul style="list-style-type: none"> ◆ Acquire a sufficient number of bus drivers. ◆ Contact the Medical Center to determine if a bus is needed to evacuate any seriously injured students. Such students will be evacuated by ambulance, if possible. If a bus is needed, the bus will evacuate these individuals to a local hospital as directed by the Head Nurse. ◆ Send the Evacuation Site Coordinator and team on the first bus. The first bus to exit should have high school students aboard so that they may be used to assist the evacuation at the evacuation site. ◆ In general, evacuate the injured and faculty and classes first. Other staff will be evacuated last. ◆ Instruct the school principals when to start sending classes to the bus loading zone. Instruct them on how many classes to send at what time. Students will basically be held at their Room Evacuation positions by the principals until you are ready to move them toward the bus loading zone. Attempt to keep one group of students on the buses, one group at the loading zone ready to load the buses and the remaining students at their original room evacuation locations. ◆ Direct approaching teachers and classes to load buses by classes.

	<ul style="list-style-type: none"> ◆ Hold approaching students in place if a bus is not currently available. Radio principals to hold classes at their original assigned Room Evacuation locations until buses are available. ◆ Maintain radio contact with buses to monitor progress and to have classes moved to the loading/unloading zone and ready to board buses upon the arrival of a bus.
Medical Team	<ul style="list-style-type: none"> ◆ Work with paramedics to determine how injured persons should be transported. ◆ If school buses are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.
Command Center	<ul style="list-style-type: none"> ◆ Work with civil authorities in deciding to declare an Off Campus Evacuation. Determine via the Community Evaluation Team that the roads are accessible between the school and the evacuation site, and that the evacuation site is habitable. Coordinate with the Director of Transportation to determine bus readiness. Declare an Off Campus Evacuation. ◆ Notify staff of an off-campus evacuation. ◆ Monitor the evacuation from the Command Center. ◆ Personally evacuate the campus after the evacuation is completed. ◆ See that sign is posted at the front gate notifying parents of the location of the evacuation site. ◆ Develop a message for the FM Radio broadcast to parents.
All other staff	<ul style="list-style-type: none"> ◆ If you have a radio, turn it on. ◆ Report to the Command Center and await further instructions.

A message will be broadcast to notify parents as to where the students have been evacuated. If a power outage disallows this procedure, a sign will be hung on the front gate.

Lock Down

<p>Teachers and all other staff</p>	<ul style="list-style-type: none"> ◆ Upon hearing the alarm system, turn on your radio. ◆ If outside, move students around you (or your class, if you are with them) into the closest classroom or building. The gym will usually be open. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death. ◆ Scan for children or parents left outdoors. Once inside the room or if you were already in a room when the Lock Down was declared, lock all doors, shut and lock the windows, close window blinds and instruct students to get on the floor. ◆ Call 911 if you have vital information and cannot reach the Command Center on radio. ◆ Do not respond to knocks or voices at the door unless directed by a school administrator or civil authority. If the person outside your door is an innocent student, parent or employee, allow them access to your room. ◆ Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities. ◆ When you hear your name in the roll-call on the radio, respond with "Mrs. _____, Room ____." If you are missing some students, just state your name, location, how many you have with you and how many you are missing and their location (such as the restroom or library). ◆ If a lock down occurs while you are away from your classroom and radio, either call your school office or Maintenance at extension 276. They will pass the information on through the radio.
<p>Command Center</p>	<ul style="list-style-type: none"> ◆ Lock down the area you are in by locking all doors, shutting and locking windows, closing blinds, and getting on the floor. ◆ Assess the crisis as information is received. If the Lock Down is warranted and has not been initiated elsewhere, declare the Lock Down via the alarm system. Call 911 to report the situation. ◆ Call offices and other locations to acquire information. ◆ Call the faculty roll to determine the location of people. ◆ Confirm that the Medical Team is in place in case they are needed after the Lock Down. ◆ Inform the Medical Team of injuries as necessary after the Lock Down. ◆ If the Lock Down is not being directed by civil authorities,

	<p>determine and deliver the instructions to all staff following the end of the Lock Down. Give notice as to why the Lock Down occurred and what they are to do next.</p> <ul style="list-style-type: none"> ◆ Develop a message for the FM Radio broadcast to parents.
Medical Team	<ul style="list-style-type: none"> ◆ Lock down the Health Office by locking doors, shutting and locking windows, closing blinds and getting on the floor. ◆ Do not leave the Lock Down room until instructed to do so by school administration or civil authorities. ◆ Receive reports from the Command Center of injuries. ◆ Attend to injuries after the Lock Down.

Before - After School Child Care and Other Activities Not During the School Day

The response to campus emergencies do not basically vary from declared emergencies during the school day. The same procedures will be followed for a Room Evacuation, Campus Evacuation and Lock Down procedure. Campus Aides and Coaches shall be trained to function as a teacher in charge of a classroom of students.

Rooms close to students who are outdoors shall be kept unlocked so that a Lock Down procedure can be accomplished. The Director of Children’s Ministries is responsible to issue room keys to the top managers in the affected programs.

If the Superintendent and most other administrators are off campus when the incident occurs, the senior administrator shall function as the Acting Superintendent during the crisis. In many cases that will be the Director of Children’s Ministries. If the incident requires an obvious and immediate declaration of an emergency status, such should be declared and all necessary actions put into place. The Director of Children’s Ministries or other senior administrator is authorized to take any actions deemed necessary in the absence of the Superintendent. As soon as possible, notification should be made to the proper administrators via cell phone or land line, as available. A call to 911 should always be the first call.

Due to the locations of students at hours outside of the normal school day, the staff may have to resort to bypassing the normal alarm system and use the PA system and radios to notify everyone of the emergency. Buses may be on morning or afternoon routes and not accessible for an Off Campus Evacuation. If the situation still warrants such a move, then the children may need to be moved by foot to Bethel Church or Faith Baptist Church. Bethel is the preferable site due to the necessity of crossing La Tuna Canyon Road in route to Faith Baptist Church.

The Director of Children's Ministries is responsible to train Campus Aides in emergency procedures for hours outside the regular school day and summer activities.

The Athletic Director is responsible to see that coaches are trained in emergency procedures for hours outside the regular school day and summer activities.

Additional Response Information for Specific Types of Emergencies

Fire

- If you observe a fire, activate the nearest fire alarm pull station.
- Send a runner to the principal's office or call in the information if a phone or radio is available.
- Have students close all doors and windows as they evacuate the room.
- Maintenance is responsible for locating the fire and directing fire department to that location.
- If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire.

Earthquake

- Initiate the duck, cover and hold procedure before evacuating the room. Evacuate only after the shaking has stopped. Teachers do not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
- Teachers should train students the duck, cover and hold procedure.

If indoors...

DUCK – drop to the floor.

COVER – Seek cover beneath a desk, chair, table or bench with your back to the windows. If hard cover is not available, then, in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.

HOLD – If beneath a piece of furniture, hold on to the leg of the furniture so that it doesn't "walk" away from you during the shaking.

If outdoors...

Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

If on a school bus...

Where possible the driver will pull out of traffic and park at the curb. Students will drop in the aisles or under the seats for protection. After checking for injury to students and damage to the bus, the driver will attempt communication with the Director of Transportation. If communication and travel are not possible, the driver will remain with the students and supervise them until such time that they are released by the Director of Transportation or school administration.

Bomb Threats

- The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:
 - Ask what time the bomb is set to go off.
 - Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
 - Ask about the appearance of the bomb package.
 - Listen for background noise, e.g., juke box, radio, other people, traffic sounds, etc.
 - Was the caller calm or hysterical?
 - Was the caller's voice young or old?
- Notify your Principal or the Superintendent.
- The Superintendent will call the police and declare an emergency and initiate a Room Evacuation procedure of the appropriate buildings or full campus.
- School personnel are to remain out of the threatened building. The police will conduct the bomb search.

Suspicious Box Located on Campus

- Any student or personnel that believes a box or other type of container to be suspicious, should not touch the item and immediately report it to the school Principal or Superintendent.
- The Superintendent (and Crisis Assessment Cadre) will investigate and declare an emergency, if deemed necessary, and initiate a Room Evacuation procedure.
- The Superintendent will call the police.
- The area where the suspect device is located will be cleared by at least 200 feet.
- School personnel are to keep away from the suspect device and allow the police to deal with it.

Aircraft Accidents on Campus

- Unless an obvious action is indicated, the Superintendent will determine the emergency action to be taken. Whenever necessary, teachers will take immediate action to ensure the safety of students.
- All persons must be kept at a safe distance from the aircraft because of the great danger of explosion.
- If an aircraft crashes on or near the campus, teachers may only be warned by the sound of the crash or an explosion. In such cases, teachers should initiate the Lock Down procedure to protect students from further explosions and falling obstacles or materials and wait for further instructions. If the building they are in is on fire as a result of the crash, they should initiate a Room Evacuation.

Flood

The Superintendent will initiate any of the emergency actions considered necessary. The action will depend of the severity of the situation as reported and directives given by civil authorities.

Contamination

Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemicals. When the reported accident occurs, the following procedure is required:

- Determine whether the students are more safe in a Lock Down or Campus Evacuation procedure.
- If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.

Africanized Honeybees (Killer Bees) or Animal Attack

Africanized honeybees have colonized into Los Angeles County and are anticipated in our immediate area.

- Be aware that nests may be in trees, water meters, water valves, animal burrows, trash receptacles, utility boxes, gas meters, vacant buildings, playground equipment, and storage sheds.
- Be aware of activity:
 - Many bees flying in and out of an area.
 - Humming sound inside the walls of a building.
 - Bee swarm flying overhead.
 - Bees hovering near a tree or shrub.

When attacked:

- Don't stand and swat bees or try to hide in bushes or water.
- Cover your head, eyes and mouth and run for cover.
- Seek a shelter inside the nearest building or vehicle and shut all doors and windows.
- Don't jump in water. Killer bees will wait and attack later.
- Call 911. The Fire Department will respond.
- Promptly scrape off stingers with a credit card, fingernail or ruler (anything with a straight edge). Do not squeeze the venom sacs.
- Get medical attention immediately and watch for an allergic reaction.

Employee Response to Killer Bee Attack

- If a swarm is spotted, immediately alert school administration by radio. Alert administration even if you are not sure whether it is Killer Bees or not.
- If a swarm is spotted, clear students from the immediate area. If an attack has occurred, conduct a Lock Down procedure for the immediate area (the entire campus may not need to be Locked Down).
- If immediate evacuation of the lower field is necessary, alert all school staff and students with multiple short blasts on your whistle (simulating the Lock Down alarm).
- On the lower field, Campus Aides will be stationed at the gates to ensure a safe flow of traffic to the walkway and into the classrooms.
- Once in the classrooms, attempt to restore calm and see to medical needs.

A Person with a Weapon or Similar Threat

When a serious threat of immediate harm to students or staff is identified on campus the Superintendent will initiate a Lock Down. A call will immediately be made to 911. After the Lock Down alarm is sounded, the Command Center will notify administration of the situation via radio, phones or other available methods of the situation.

If a Staff Member or Student Hears Gun Shots or Sees Someone with a Gun

- Immediately initiate a Lock Down Procedure, even if the Lock Down alarm has not sounded.
- Notify administration using your radio (if your radio is not available, use a cell phone, telephone, email or whatever communication is available inside the locked down room). Do not exit the room in order to send notification; do not send runners to the office.
- Do not exit the room to investigate the situation. Wait for further instructions from administration or civil authorities.

Armed Individual Comes into the Classroom

- If possible, notify administration of the situation. Do not place yourself or students at risk to notify anyone of the situation.
- Do as the gunman demands.
 - Do not make sudden moves which could frighten the subject (ask permission to move).
 - Never argue.
 - Take your time.
 - Keep your students as calm as possible.
 - Physical force should not be used unless someone's life is in imminent danger.
- Talk to the gunman.
 - Learn as much as you can about the gunman.
 - Keep the gunman's attention on you, not on your students.
 - If more than one person is involved, concentrate on only the one person.
- Be observant.
 - Do not stare at the gunman in observing him/her.
 - Mentally record a detailed description of the individual and the weapon.
 - Identify a distinctive feature and continue to concentrate on that one item.
 - Remember what objects the intruder touches and preserve them for Law Enforcement.
 - It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at that site.
- If the gunman starts shooting tell the students to get down and lie on the floor. Take cover on the floor and/or behind equipment.

What Should You Do if You Encounter a Mountain Lion?

There's been very little research on how to avoid mountain lion attacks. But mountain lion attacks that have occurred are being analyzed in the hope that some crucial questions can be answered: Did the victim do something to inadvertently

provoke an attack? What should a person who is approached by a mountain lion do--or not do? The following suggestions are based on studies of mountain lion behavior and analysis of attacks by mountain lions, tigers and leopards:

- **DO NOT HIKE ALONE:** Go in groups, with adults supervising children.
- **KEEP CHILDREN CLOSE TO YOU:** Observations of captured wild mountain lions reveal that the animals seem especially drawn to children. Keep children within your sight at all times.
- **DO NOT APPROACH A LION:** Most mountain lions will try to avoid a confrontation. Give them a way to escape.
- **DO NOT RUN FROM A LION:** Running may stimulate a mountain lion's instinct to chase. Instead, stand and face the animal. Make eye contact. If you have small children with you, pick them up if possible so they don't panic and run. Although it may be awkward, pick them up without bending over or turning away from the mountain lion.
- **DO NOT CROUCH DOWN OR BEND OVER:** In Nepal, a researcher studying tigers and leopards watched the big cats kill cattle and domestic water buffalo while ignoring humans standing nearby. He surmised that a human standing up is just not the right shape for a cat's prey. On the other hand, a person squatting or bending over looks a lot like a four-legged prey animal. If you're in mountain lion country, avoid squatting, crouching or bending over, even when picking up children.
- **DO ALL YOU CAN TO APPEAR LARGER:** Raise your arms. Open your jacket if you are wearing one. Again, pick up small children. Throw stones, branches, or whatever you can reach without crouching or turning your back. Wave your arms slowly and speak firmly in a loud voice. The idea is to convince the mountain lion that you are not prey and that you may be a danger to it.
- **FIGHT BACK IF ATTACKED:** A hiker in Southern California used a rock to fend off a mountain lion that was attacking his son. Others have fought back successfully with sticks, caps, jackets, garden tools and their bare hands. Since a mountain lion usually tries to bite the head or neck, try to remain standing and face the attacking animal.
- **IMMEDIATELY REPORT ALL SIGHTINGS:** Report any sighting to your principal. The Plant Manager will contact the Department of Fish and Game.

Emergency Teams

Team	Tasks	Location	Team Leader	Assigned Positions
Command Center	<ul style="list-style-type: none"> ◆ Monitor and evaluate all incoming reports. ◆ Establish radio communications with all other teams. ◆ Assess the crisis and direct responses to the crisis. ◆ Oversee all other teams. 	Central Office or on the field South of the Central Office if outdoors.	<ul style="list-style-type: none"> ◆ Superintendent ◆ Business Manager 	Superintendent (or Acting Superintendent) Plant Manager Business Manager Director of Curr.
Communication	<ul style="list-style-type: none"> ◆ Establish communication with outside civil authorities. ◆ Monitor and evaluate the media news sources. ◆ Respond to the media. 	Central Office or on the field next to the Command Center if outside.	<ul style="list-style-type: none"> ◆ Director of Parent Relations 	Director of Parent Relations Admin. Secretary-CO The Superintendent will respond to the media.
Security and Release	<ul style="list-style-type: none"> ◆ Close the campus if directed to do so by the Command Center. Establish standing guards at every gate and the back road to control traffic in and out of the campus. ◆ Administer the supervised release of all students to parents or those listed on school records. 	Command at front gate, but check points established at the Lot A gate the main exit gate.	<ul style="list-style-type: none"> ◆ Director of Children's Ministries ◆ Dean of Students 	Director of Children's Ministries Dean of Students Secretary for Business Manager School Office Secretaries Campus Aides as assigned)

Fire, Search and Rescue	<ul style="list-style-type: none"> ◆ Put out small and manageable fires if the fire department is not on site. ◆ Perform normal search and rescue operations. 	On the front parking area in front of the Central Office.	<ul style="list-style-type: none"> ◆ Athletic Director ◆ PE Department Head 	Athletic Director PE Department Head Male PE Teachers Head Librarian Available staff as needed. HS Students as needed.
Medical	<ul style="list-style-type: none"> ◆ Work with paramedics. ◆ Administer First Aid as required. 	Health Office or on Administration Field if outside.	<ul style="list-style-type: none"> ◆ Head Nurse ◆ Assist. Nurse 	Head Nurse Assist. Nurse Bus Drivers as available. HS Students as assigned.
Mass Care, Shelter, and Building Analysis	<ul style="list-style-type: none"> ◆ Clear access passages on campus. ◆ Assess buildings for damage. ◆ Establish shelter as possible. 	Outside Maintenance Building.	Mechanic	Mechanic Maintenance Staff
Community Evaluation	<ul style="list-style-type: none"> ◆ Evaluate the surrounding community for road access and available resources. ◆ Evaluate the road access for buses to the evacuation site. ◆ Evaluate the evacuation site in case it is needed. 	Transportation Desk or by bus loading zone if outside.	A Bus Driver as assigned by the Director of Transportation	Bus Drivers as assigned by the Director of Transportation
Food Services	<ul style="list-style-type: none"> ◆ Distribute food and water as needed. 	Cafeteria or at grill if outside.	<ul style="list-style-type: none"> ◆ Food Service Director ◆ Head Cook 	Food Service Director Food Service Staff HS Students as needed.

Distribution	<ul style="list-style-type: none"> ◆ Distribute supplies from the Earthquake Shed as required. 	At Earthquake Shed.	<ul style="list-style-type: none"> ◆ Secretary – Maintenance ◆ Traffic Director 	Secretary-Maintenance Traffic Director HS Students as needed.
Sanitation and Morgue	<ul style="list-style-type: none"> ◆ Prepare and maintain latrines. ◆ Establish, manage, and guard the morgue in a locked classroom. 	Outside Maintenance Building.	A Maintenance Worker as assigned by the Plant Manager.	Maintenance Workers as assigned by the Plant Manager.
Pastoral	<ul style="list-style-type: none"> ◆ Perform crisis counseling as needed. ◆ Inform and counsel parents of deceased, injured, and trapped students. 	Central Office or Administration Field if outside.	Director of Spiritual Life	Director of Spiritual Life HS Counselors HS Bible Teachers, if needed.
Field Supervisors	Command their respective schools, remaining onsite with the school.	Where the school students are sheltered.	Respective Principals	Principals Vice Principal
Student Volunteer Coordinator	<ul style="list-style-type: none"> ◆ Gather HS students to assign to various responsibilities. ◆ Assign two students to each ES teacher. ◆ Assign 30 students to Security and Release Team. ◆ Assign students as needed to Search and Rescue Team. ◆ Assign 30 students to Distribution Team. 	Gym or behind Gym if outdoors.	Senior Class Advisors	Senior Class Advisors HS Students

Emergency Equipment

Administrators and others assigned radios, cell phones and beepers shall keep them accessible at all times when they are on campus. Those assigned cell phones and beepers shall retain the equipment on their person and active at all times (24 hours per day).

The Maintenance Department is responsible for keeping all emergency equipment functioning, including radios and the alarm system. A breakdown in either system is to be considered the top priority above all else.

Bull horns shall be kept in the principals' offices and one in the Central Office.

Adequate radios will be made available for at least one on-duty staff member to be radio-equipped on each playground or area where students are located during any portion of the day. PE teachers, when on the field, will be issued radios. Teachers who are assigned before or after school patrol duty will carry their assigned radios.

Security cameras and taping devices will be regularly maintained by the Maintenance Department. The rotation of tapes will be maintained by the designees of the High School Principal and Business Manager.

A supply of hard hats will be maintained by the Maintenance Department for the Fire, Search and Rescue team.

Emergency Supplies

The Earthquake Shed shall be maintained to provide the basic supplies needed for 2,300 persons for a three-day stay on campus. Supplies with a shelf life shall be rotated on a regular basis. A list of supplies in the Earthquake Shed is in the appendix. The Maintenance Department is responsible for maintaining the Earthquake Shed supplies.

The Health Office shall maintain an adequate supply of First Aid materials for an on-campus emergency and extended stay. The Head Nurse is responsible for determining the supply list and maintaining the supplies.

Back Packs and First Aid Supplies

Emergency Back Packs will be distributed to all faculty at the beginning of each school year. Supplies will include two laminated red signal cards, one laminated white signal card, a flashlight, a small first aid kit, rope, note pad, a laminated

reference sheet of tasks assigned to teachers during an emergency situation, and other items as deemed necessary by administration. The red card will have the room number on it.

The Maintenance Department is responsible for providing and maintaining the Emergency Back Packs for faculty.

A first aid kit of basic supplies will be provided for each classroom by the Health Office. The Health Office also maintains the first aid kits located in the lounges and other specified areas on campus.

Drill Practice Schedules

- Fire (Room Evacuation) drills will be practiced monthly.
- Earthquake (Duck, Cover and Hold, and Room Evacuation) drills will be practiced quarterly.
- Lock Down drills will be practiced each semester. One drill will be initiated while students are outdoors, and one while they are in class.

Day to Day Security

Lot A Gate

The Lot A gate will remain locked at all times. Teachers and other employees may use their keys to pass through the gate, but should lock it again after each use.

Postings

Signs will be posted at each gated entrance to the campus providing 1) notification against trespassing on private property; only those with business on the campus are permitted access, 2) notification of "Restricted Access" at the Lot A gate, 3) notice that entrance to the campus assumes approval of video taping by security cameras, 4) information about the "We Care" Tip Line, and any other notification deemed important by the Business Manager. The Maintenance Department will be responsible for maintaining the signage.

A sign will be posted notifying parents that messages are broadcast on an FM radio channel.

"We Care" Tip Line

In order to encourage reporting, a dedicated telephone line (818-767-6361) with an answering machine will be available for anonymous reports regarding safety issues. During normal school hours, the messages will be checked as they arrive by an assigned employee. Otherwise, messages will be checked early on school day mornings.

The message should read similar to the following:

“You have reached the “We Care Tip Line” of Village Christian Schools. You may leave an anonymous message providing the school with information regarding campus safety issues. For example, provide information about threats of violence or possession of weapons on campus. Give sufficient information to enable school administration to act. You may leave you name and phone number, if you wish, but it is not necessary. Begin your message following the tone. Thank you for caring enough to call the VCS We Care Tip Line.”

Challenging Campus Visitors

All employees are to challenge any visitor on campus that does not appear to be on campus for official school business. Staff may contact an administrator or the Maintenance office if assistance is needed. Visitors on campus who are not conducting official school business should be escorted off campus.

Visitors to the Middle School and Elementary School

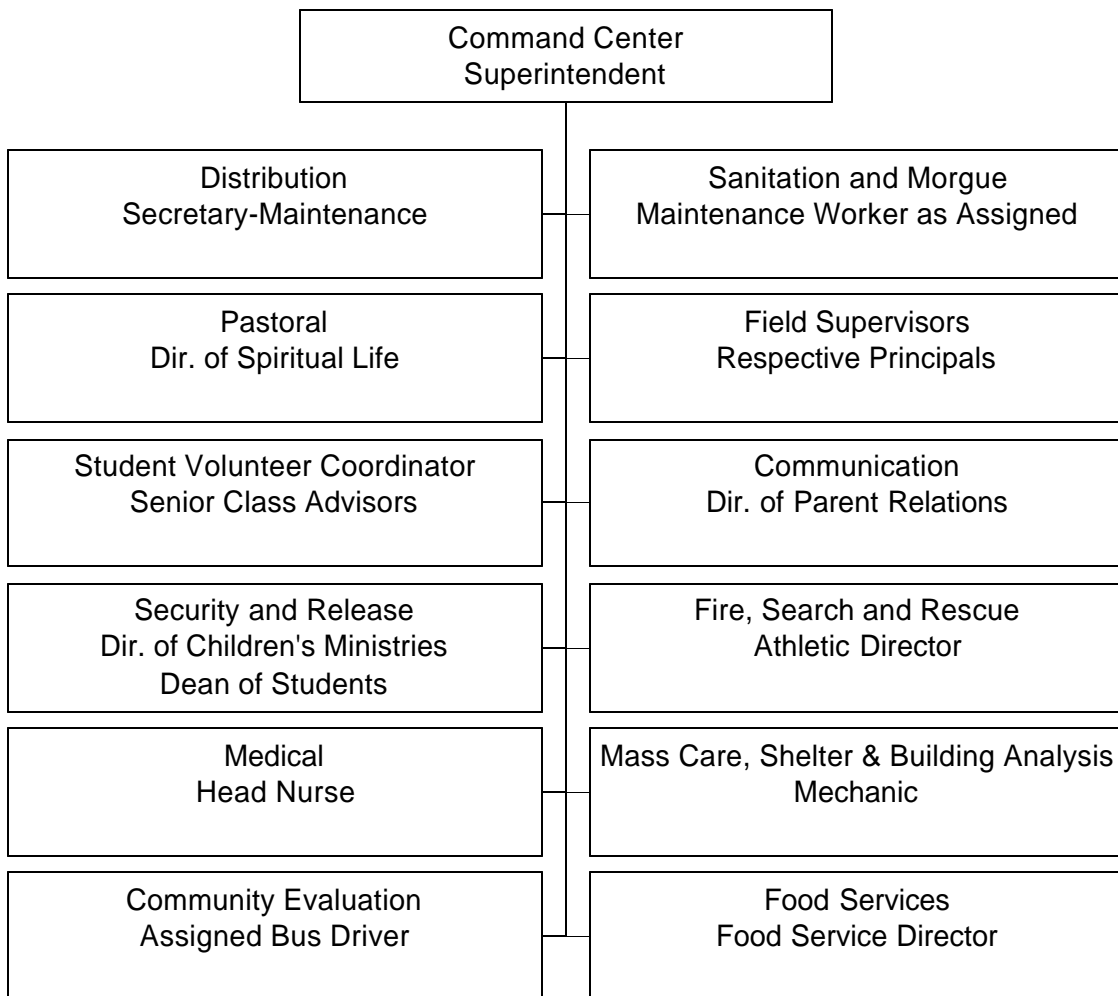
Parents of Elementary and Middle School students and visitors to either campus should check in at the appropriate school office 1) prior to visiting a classroom, 2) prior to visiting any part of the campus, and 3) to check a student out of class.

The Elementary office will issue identity badges to Elementary campus visitors to assist teachers in identifying the visitors to their classroom or to identify to whom they may release students. Those picking up students from a classroom will also be issued a release form.

Appendix

Organization Chart

This chart lists every team and the staff position which is in charge of the team.



Warning Signs: Recognizing Violence Warning Signs in Others

Often people who act violently have trouble controlling their feelings. They may have been hurt by others. Some think that making people fear them through violence or threats of violence will solve their problems or earn them respect. This isn't true.

People who behave violently lose respect. They find themselves isolated or disliked, and they still feel angry and frustrated.

If you see these immediate warning signs, violence is a serious possibility:

- loss of temper on a daily basis
- frequent physical fighting
- significant vandalism or property damage
- increase in use of drugs or alcohol
- increase in risk-taking behavior
- detailed plans to commit acts of violence
- announcing threats or plans for hurting others
- enjoying hurting animals
- carrying a weapon

If you notice the following signs over a period of time, the potential for violence exists:

- a history of violent or aggressive behavior
- serious drug or alcohol use
- gang membership or strong desire to be in a gang
- access to or fascination with weapons, especially guns
- threatening others regularly
- trouble controlling feelings like anger
- withdrawal from friends and usual activities
- feeling rejected or alone
- having been a victim of bullying
- poor school performance
- history of discipline problems or frequent run-ins with authority
- feeling constantly disrespected failing to acknowledge the feelings or rights of others

Reference: APA and MTV April 19, 1999, <http://helping.apa.org/warningsigns/>

Early Warning Signs

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident — did the child say or do anything that would have cued us in to the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others — certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that — indicators that a student may need help.

Such signs may or may not indicate a serious problem — they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Teachers and administrators — and other school support staff — are not professionally trained to analyze children's feelings and motives. But they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as school psychologists, social workers, counselors, and nurses. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing close, caring, and supportive relationships with children and youth — getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Educators and parents together can review school records for patterns of behavior or sudden changes in behavior.

Unfortunately, *there is a real danger that early warning signs will be misinterpreted*. Educators and parents—and in some cases, students—can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- *Do no harm*. There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- *Understand violence and aggression within a context*. Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors — factors that exist within the school, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.
- *Avoid stereotypes*. Stereotypes can interfere with — and even harm — the school community's ability to identify and help children. It is important to be aware of false cues — including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- *View warning signs within a developmental context*. Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.
- *Understand that children typically exhibit multiple warning signs*. It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult — whether it be at home, in school, or in the community — the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate — and potentially harmful — to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes — only trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- *Social withdrawal.* In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- *Excessive feelings of isolation and being alone.* Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations.

However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- *Excessive feelings of rejection.* In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- *Being a victim of violence.* Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- *Feelings of being picked on and persecuted.* The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways — including possible aggression or violence.
- *Low school interest and poor academic performance.* Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- *Expression of violence in writings and drawings.* Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.
- *Uncontrolled anger.* Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

- *Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.* Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- *History of discipline problems.* Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- *Past history of violent and aggressive behavior.* Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- *Intolerance for differences and prejudicial attitudes.* All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance — when coupled with other factors — may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- *Drug use and alcohol use.* Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

- *Affiliation with gangs.* Gangs that support anti-social values and behaviors — including extortion, intimidation, and acts of violence toward other students — cause fear and stress among other students. Youth who are influenced by these groups — those who emulate and copy their behavior, as well as those who become affiliated

with them — may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- *Inappropriate access to, possession of, and use of firearms.* Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- *Serious threats of violence.* Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member—as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must *always* be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others — particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it. In situations where students present other threatening behaviors, parents should be informed of the concerns immediately.

Reference: U.S. Department of Education in cooperation with the AASA and other national groups. <http://www.air-dc.org/cecp/guide/files/3.htm>

How to Talk with Students in Crisis Situations

Prevention Stage:

1. Continue to be genuinely interested in the emotional health of all students in your classes. Keep *yourself* psychologically healthy and model self-care to your students (how to work out problems, deal with stress, etc.)
2. Let students know through the respect you show them in class as well as verbally that you are available to listen. You don't need to have answers, but you do need to listen and empathize with the student as much as you feel you can. Being seen talking with students about non-academics builds up the trust level students have in you and makes it more likely that they will break down barriers that prevent teens from talking about emotional problems they are having with adults.
3. Make students aware of the availability of the school counselors, social worker, psychologist, and nurse to listen and help with problem-solving of various types. Check yourself on a regular basis for students who appear to have emotional problems (may be manifested in your classes as depression, anxiety, acting-out behaviors) - please make referrals on these students before or after you talk with the student to support personnel. If possible, make some mention of the student and your concerns as soon as you can - this gives the support personnel some point of reference to intervene or background information if problems begin to escalate for the student.

Intervention Stage:

1. First, ask about depression. You could say something like: "You don't seem to be yourself lately. You seem to be sort of down. Is something bothering you?"
2. If the student answers affirmatively say, "Are you depressed about something?"
3. If yes, ask the student about the length of his/her depression, how bad it gets, how much the person is crying, and how sleep and appetite have been affected.
4. Follow up the student's response with a direct question about whether they have been contemplating suicide. It is important to talk openly about this in order to determine risk.
5. Find out if the student has a plan. How lethal is it? Is the method available to the student? Does anyone know about this?
6. Have they attempted suicide before and by what means?
7. Ask: "Why are you thinking about this now? What's bothering you or who are you angry with? What was the last straw?"
8. At this point ask the student if s/he would be willing to talk a counselor, social worker, school psychologist, or nurse. Tell the student that we will help them.

The student must be informed that his/her parents will be called.

9. It is critical to stay with the student and provide for his/her safety if the risk of suicide is great. Escort the student to one of the support personnel and explain to that person what the student has told you so far.
10. If none of the support personnel are present, you should call the parent if the student seems to be suicidal. If possible, have at least one other staff person present and document the contact with the parent. Inform the administration about the situation and be sure you care for the safety of the student. For example, if the student runs away or takes off in his/her car after indicating they are suicidal, it would be necessary to call the police and the parent. When contacting the parent, it is important to stay calm. What you are trying to accomplish is to get their support in finding help for their child. Be sure to have a list of community resources available to address the mental health needs of the child.
11. In most situations you will simply need to refer the student on to the appropriate support personnel. They will be responsible for assessing the risk of suicide, parent contact, protecting the safety of the child, and setting up a plan for helping the student through the crisis by enlisting the support of parents and community mental health professionals.
12. If you feel uncomfortable or incompetent in working with a child or a particular situation please get assistance, explaining to the student that you will do everything you can to get help for him/her.

Additional Do's and Don'ts in Talking with Suicidal Teens

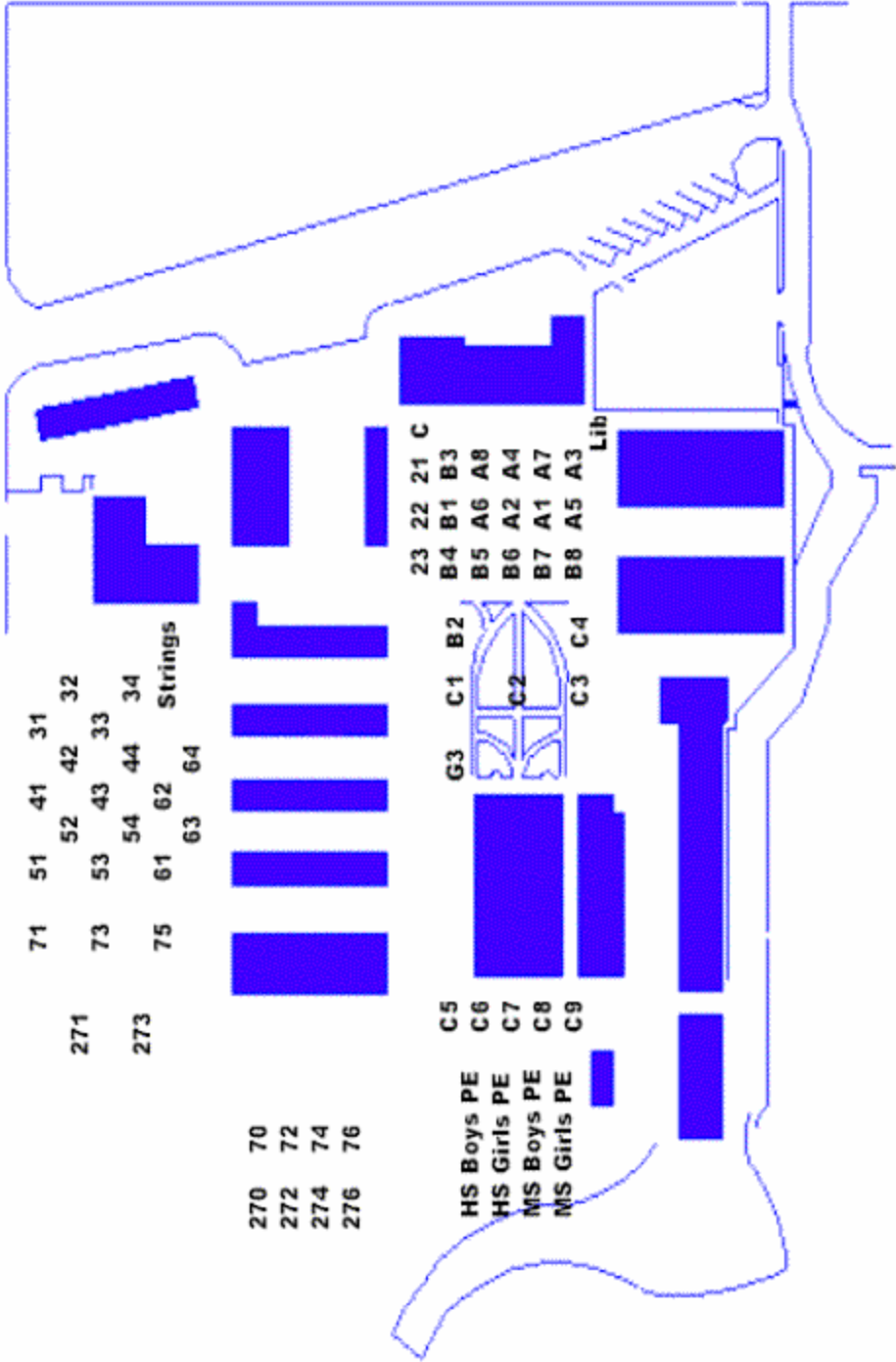
1. Do not assume that the adolescent is simply trying to get attention.
2. Be supportive and affirm to the student that they are doing the right thing in talking about their problems.
3. Do not tease the adolescent about the seriousness of his or her intent.
4. Offer concrete solutions and steps to be taken and make sure the student understands what you mean.

Reference: Le Sueur-Henderson Community Schools, MN

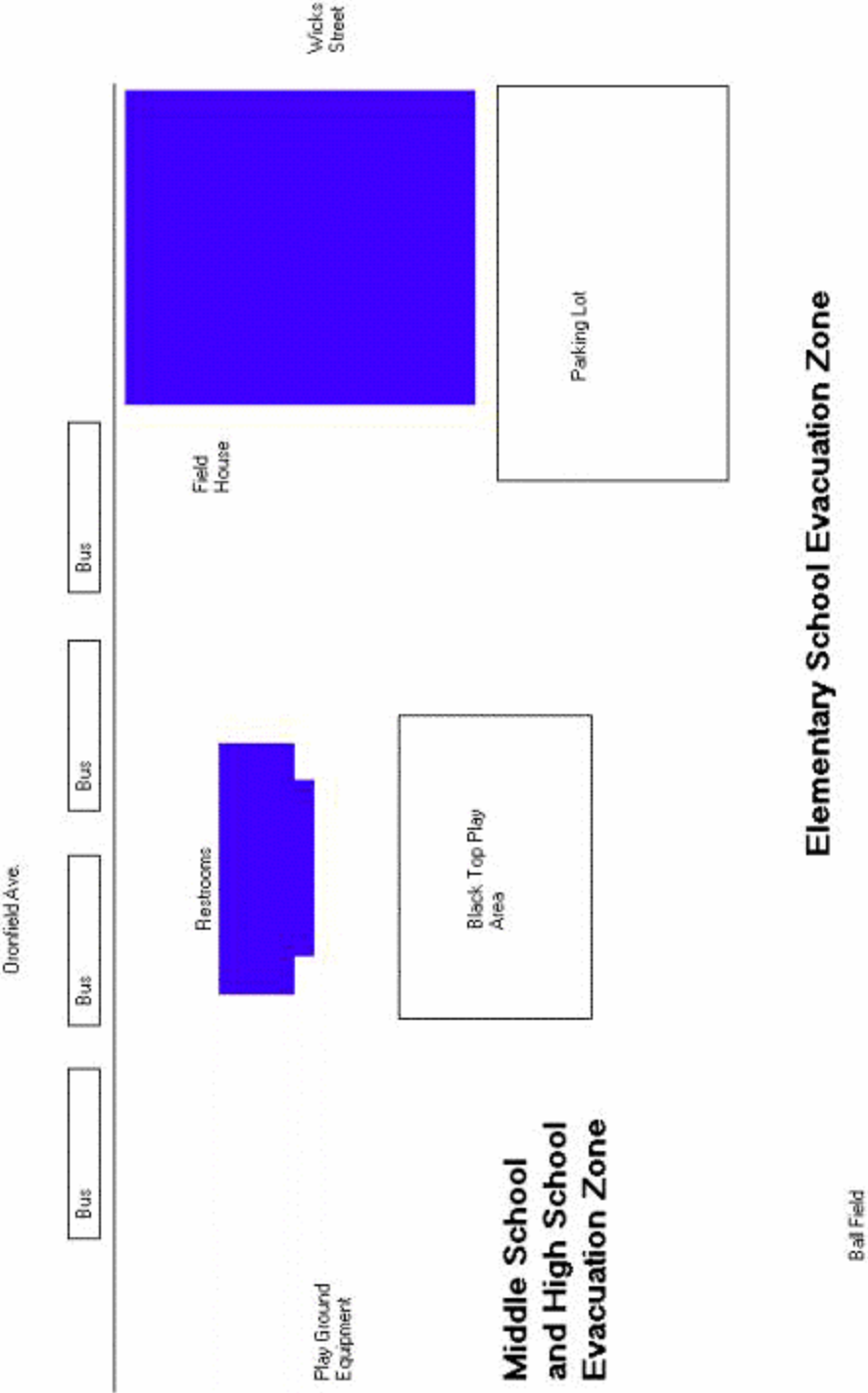
Emergency Phone Directory

Person	Position	Phone
Emergency Services		911
Detective Corinne Malinka	Foothill Division MAC-Coordinator (the first coordinator for schools in crisis)	(818) 843-3118
Anti-Terrorist Division		(213) 485-5352
Threat Management Unit		(213) 893-8339
Department of Children & Family Services		(800) 540-4000
Fire Department (on Glenoaks)	Captain (will coordinate a campus evacuation)	(818) 756-8677

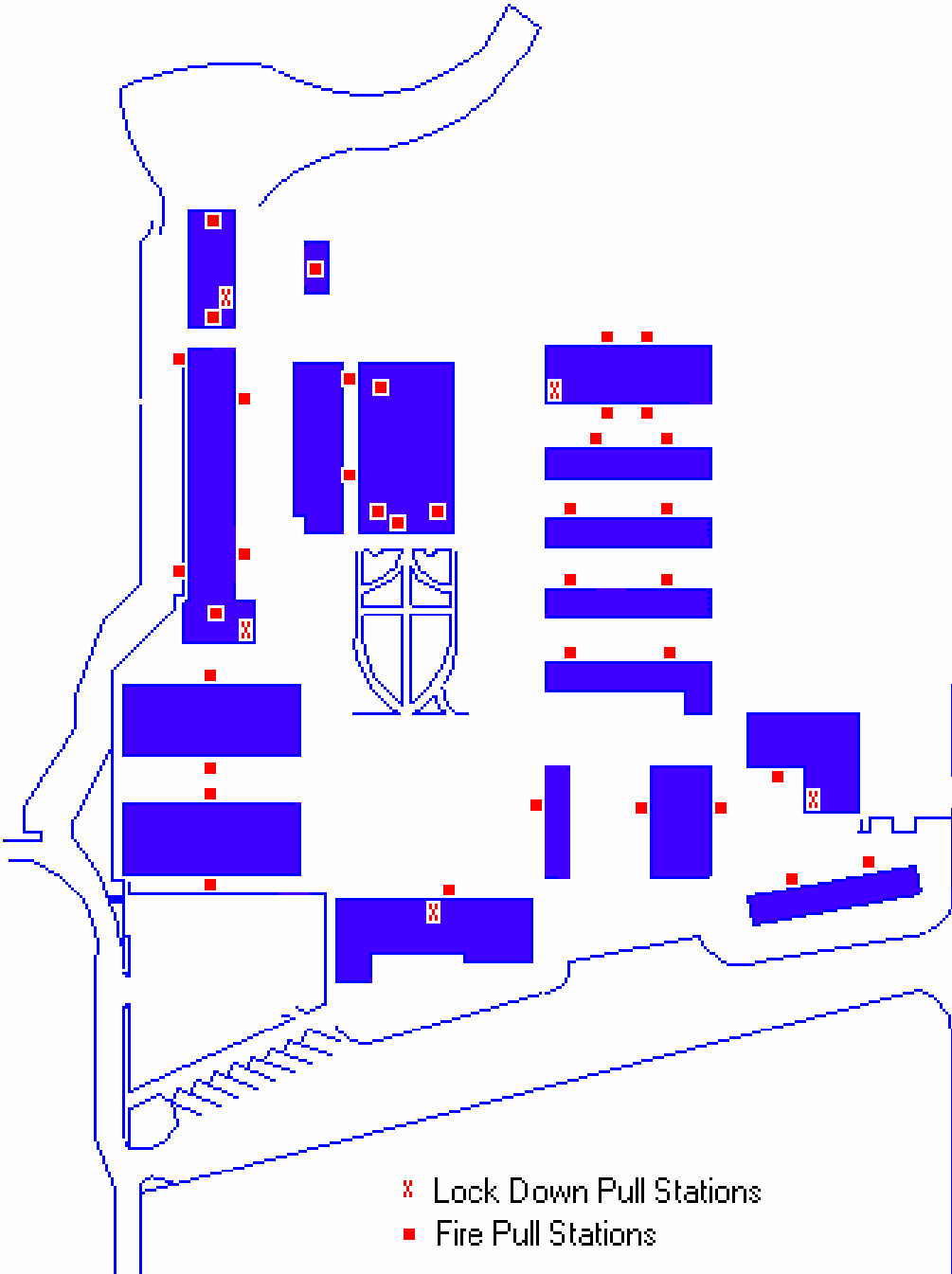
Room Evacuation: Class Location Assignments



Stonehurst Park: School Evacuation Zones



Fire Alarm and Lock Down Pull Stations



Earthquake Container Supply List

Updated 6/99

Starting inside the door on the left and working around the outside of the building:

Card table

9 - 55gal. drums water (changed every 6months)

5 - 30 gal. containers water (changed every 6 months)

1 - 12.5 amp generator

96 boxes tissue

8 cases paper towels

10 portable chemical toilets

4 cases toilet paper

2000 - 33x40" plastic bags

750 - #49 trash liners

500 - #66 trash liners

4 - 2 ½ gal. water containers, empty

10 cases hand soap

2 gal. dish soap

1 gal. bleach

2 gal. sanitizer

6 cans disinfectant

4 gal. toilet bowl cleaner

30 - 8oz. bags sanisorb

1000 paper toilet seat covers

1case (250) maxi pads

12 sleeping bags

5 cloth blankets

500 - 8oz. cups

500 - 16oz. cups

1000 straws

1 canteen

2 camping stoves

Asst. pots & pans & utensils

Large box foil

300 ziplock baggies

4 megaphones

Chain saw

10 - 1gal. buckets

724 emergency blankets

8 packages D batteries

3 large boxes wipes

1 box misc: cards, soap, toothbrushes, radio, soap, etc.

Radio

1 box survival knives

9 tents

4 heavy duty tarps (26x40)

1 box plastic sheeting

2 come-a-longs

100ft. ¼" cable

Grappling hook & extra hooks

10 goggles

1 folding shovel
25 hard hats
Light bulbs: 23 - 90watt, 3 - 75watt floods, 4 - 175MV
4 fluorescent fixtures
58 green & 47 red light sticks
1 - box misc. wire light sockets
15 tent stakes
4 - 2 1/2 gal. gas containers
120ft. manila rope
2 - hammers
2 - utility knives
1 - hacksaw with spare blades
20 lbs. Assorted nails
12 - spring alligator clamps
5 ton hydraulic jack
2 - pipe wrenches
2 - crow bars
2 - multipurpose wire tools
1 - 12" crescent wrench
1 set of shears
2 - axes
1 - needle nose pliers
200 ft. wire
12 piece file assortment
2 sets assorted screw drivers
1 - sharpening stone
2 - hunting knives
400 each 4" & 8" plastic ties
2 - 25ft. tape measures
1 - grommet kit
2 - hoist kits
2 - tow ropes with hooks
15 - nylon 50ft. tent tie down cords
100ft. clothes line
1 - hand operated liquid pump
1 - battery operated air pump
24 - ponchos
13 - rolls duct tape
24 - sponges
All staff & student emergency sheets
100 - orange safety vests
4 - walkie talkies
48 - pads of paper
4 - clip boards
45 - pencils
50 - dust masks
2 - sewing kits
100 - paper clips
14 - boxes waterproof matches
3 - pencil sharpeners
50 - match books
450 - ID bracelets
3 - rolls electrical tape
6 - rolls strapping tape

4 - rolls caution tape
Box of assorted wire nuts
Box of assorted nuts & bolts
Box of rubber bands
4 - mirrors
8 - sets leather work gloves
6 - sets waterproof gloves
14 - sets cloth gloves
Box plastic storage bags
Box of disposable rubber gloves
6 - cans orange spray paint
159 - cases emergency food
112 - cases emergency water (64oz. Packets)
2 - pointed shovels
2 - pick axes
2 - push brooms
1 - corn broom
2 - flat head shovels
1 - snow shovel
1 - ax
1 - sledge hammer
155ft. 1/2" cable
4 - half back boards
3 - full back boards
2 - stretchers
6 - 350ft. fire hoses
3 - 150ft. 1 1/2" fire hoses
Fire hose connectors & nozzles
4ft. step ladder
3 - first aid kits
1 - metal bed pan
1 - metal urinal
10 - body bags
150ft. 5/8" hose
6 - water filters
1 - water pump

EARTHQUAKE KITS
(Formerly sold to help furnish EQ Container)

1 - Individual Kit

1 - 2 person Kit

1 - Family Kit

7 - Deluxe Family Kits

6 - Office Kits

Report for Trapped or Missing Students

Instructions: Complete this form immediately following a classroom evacuation if you have left students in your classroom. HS and MS faculty should send a runner with two copies to their principal. ES faculty should wait for an ES secretary to come by and retrieve the copies. Keep one copy for yourself. Principal retains one copy and forwards one to Command Center and one to Fire, Search and Rescue Team.

Teacher's Name: _____ **Class Room Number:** _____

Current Location of Your Class (Evacuation Site): _____

Number of Students Left in Classroom: _____

Names (If Possible):

Of Those Left Behind:

Number Apparently Dead: _____

Number Gravely Injured: _____

For Fire, Search and Rescue Team Use Only

Room Checked: Yes No

Number and Names of Injured Removed:

Number and Names of Deceased Removed:

Number and Names of Those Taken to Triage:

Quick Reference for Teachers

Room Evacuations

1. Upon hearing the alarm system, immediately turn on your radio.
2. Have students leave the room in an orderly manner.
3. If a student is to be left in the room (seriously injured or trapped), hang the red card from the Emergency Back Pack on the outside door handle. This marks the room as “not clear.”
4. The teacher should exit the room last to insure all students are out (except those which cannot be moved), taking the Emergency Back Pack and class roll.
5. Report with the class to the assigned field area and quickly take roll or do a head count to see if any additional students are missing.
6. Hold up the red card if a student is missing or a student has been left in the room. If visibility is blocked for some reason, then use your radio to communicate this information to your principal. Hold up the white card if all students are present with you on the field (no one is left in the room and no one is missing).
7. If someone has been left in the room or is missing, use the form in your Emergency Back Pack and have a runner immediately take it to your principal. Elementary School teachers should not send a runner, but should give the form to the office secretary that will come by to receive it. It is imperative that this step be performed as quickly as possible.
8. Remain with your students and await further instructions.

Off Campus Evacuation

1. Upon hearing the alarm system, immediately turn on your radio.
2. Upon notification from the school principal to evacuate the campus, move your students toward the bus loading zone.
3. Board with your students on the bus indicated by the Director of Transportation.
4. Enroute to the evacuation site, re-check the class roll. If another student is missing, have the bus driver radio the student name to the school principal.
5. Upon arriving at the evacuation site, keep your class together at the assigned area for your school. Follow the instructions of the Evacuation Site Coordinator.
6. Remain with your students and await further instructions.

Lock Down

1. Upon hearing the alarm system, immediately turn on your radio.
2. If outside, move students around you (or your class, if you are with them) into the closest classroom or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.
3. Once inside the room or if you were already in a room when the Lock Down was declared, lock all doors, shut and lock the windows, close window blinds and instruct students to get on the floor.
4. Call 911 if you have vital information and cannot reach the Command Center on radio.
5. Do not respond to knocks or voices at the door unless directed by a school administrator or civil authority. Give access to your room to innocent students, parents or staff.
6. Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities.

Postings: FM Broadcast

Post at front gate.

VCS Radio

89.1 FM

**Important School
Information**

Postings: We Care Tip Line

Post at Lot A gate and front gate.

We Care Tip Line

(818) 767-6361

**Use this number to
anonymously report
safety and security issues**

Postings: Security Cameras

Post at Lot A gate and front gate.

NOTICE

**Entrance to this campus
assumes approval of video taping
by security cameras**

Postings: Lot A Restricted Access

Post at Lot A gate (on the gate itself).

RESTRICTED ACCESS

**For security reasons
this gate will remain locked
except to faculty and staff.
Others please access the campus
through the front gate.**

Postings: School Business

Post at Lot A and front gate.

ATTENTION

**Any person who enters these premises
without lawful school business
is subject to arrest and upon conviction
may be fined \$ 500 or imprisonment
for 6 months or both.**

C.C.C. 626.8

Sample Notice for the We Care Tip Line

We Care Tip Line

You may call (818) 767-6361 to leave an anonymous message regarding school safety and security. This line is answered by an answering machine and is intended to provide a method for individuals to confidentially report information which may pose a threat to student and faculty safety. Individuals are encouraged to report such items as a knowledge of weapons on campus or students threatening physical harm.

It is not required to leave any information that would identify you, but you should leave enough information to allow school administration to adequately research the situation.

Thank you for caring.

Procedures for Radio Monitor (Blue Channel)

Those who have been assigned the responsibility of monitoring the emergency channel should use the following procedures:

- A radio will be provided specifically for monitoring purposes. This radio should not be used for anything else.
- The monitoring radio should be kept on during all of the operating hours for that workstation. It should always be left on the emergency channel.
- The volume control should be kept ample to hear messages even if in a discussion with someone at the desk or in the area immediately surrounding the desk.
- If you have to leave your desk area, someone else should remain aware of incoming messages and be prepared to respond (a back up system).
- Keep the radio in the charger and turn it off at night so that it will recharge.
- Perform a radio check on your unit at least weekly (if you have not received any incoming messages during the week).
- Faculty will be conducting periodic radio checks. One of the monitoring stations should respond by saying something similar to "Radio check received clearly at _____ office." Any monitoring station may respond.
- If an emergency message is received, acquire as much information as possible and then contact the Superintendent. If he is unavailable, contact the Acting Superintendent. If you cannot contact these persons, contact a Principal, and finally the Business Administrator.

Central Office Lock Down Procedure

Safe Rooms

Central Office will use two rooms as “safe rooms” during a Lock Down procedure. After everyone has shut down the area by their workstation (lock windows, close blinds, lock exterior doors, turn off lights), they are to move to their assigned safe room.

All doors to the safe rooms are to be closed after everyone has entered.

The Command Center will be established in Safe Room 2 (lounge).

Personnel Assignments to Safe Rooms

Safe Room Location	Personnel
Safe Room 1 (office of the Admissions Secretary)	Health Office Admissions Print Shop Scrip Center
Safe Room 2 (lounge)	Receptionist Business Manager’s Secretary Superintendent’s Secretary Accounting Superintendent Controller Transportation Business Manager

Command Center Procedure for Roll Call

The Business Manager’s Secretary will use the emergency radio from the Receptionist’s desk to call the roll. The Account’s Receivable Bookkeeper will fill in the form for the roll call as personnel respond to the roll call. A report will be given to the Superintendent upon completion of the roll call.

The Receptionist will serve as backup to the Business Manager’s Secretary. The Superintendent’s Secretary will serve as backup to the Account’s Receivable Bookkeeper.

General Duties of Central Office personnel in a Lock Down

Person	Assignment
Transportation Director	<ul style="list-style-type: none"> • Bring radio into Safe Room 2. • Communicate with buses if needed.
Scrip and Travel Program Director	<ul style="list-style-type: none"> • Usher persons in front of the building into the Central Office. • Lock front door. • Move into the appropriate safe room.
Bus Driver	<ul style="list-style-type: none"> • Usher persons in back of the building into the Central Office, Safe Room 1. • Lock back door. • Move into the appropriate safe room.
Everyone	<ul style="list-style-type: none"> • If your workstation is next to a window, lock it and close the blinds. • Turn off lights. • Move into the appropriate safe room.
Receptionist	<ul style="list-style-type: none"> • Bring all assigned radios to Safe Room 2. • During Lock Down drills, the Receptionist workstation will be manned by the Scrip Secretary.
Health Office	<ul style="list-style-type: none"> • Lock exterior door. • Bring radio and all persons to Safe Room 1.