

MIT Academy Emergency Procedures



Overview

MIT Academy practices four types of emergency drills: fire, earthquake, lockdown, and bomb threat. Drills are announced in the daily bulletin, and are rotated monthly through the schedule. All classes should have a class evacuation map and an instruction placard posted next to the classroom door that details that classroom's designated evacuation area, and the route(s) used to access it.

During a drill, students should remain calm and quiet. Teachers should expect students to be able to hear all directions at all times. Students who are not cooperating and following teacher's directions should be directed to a dean, and/or should receive a log entry at the conclusion of the drill.

Fire and earthquake drills call for evacuation of the classroom. When teachers evacuate their classrooms, they should:

- Take their roll books (or an attendance record);
- Lead their students to their designated evacuation location;
- Line up students in single-file line behind the teacher;
- Take roll to confirm all students are accounted for; be prepared to report to principal or emergency personnel as necessary.

Students are expected to remain with their class throughout the entire drill or emergency, and are only to be dismissed from school by an authorized staff member. A staff member who dismisses a student from school (either by speaking with an authorized guardian or, if the student is 18, by receiving a signed note) should record the student's name, dismissal time, and intended destination and forward that information onto the office.

When a drill is completed, teachers will be notified by announcement or runner. If students are not released outright (e.g., to end-of-block RTI), teachers and students should return to class in an orderly line to avoid a potentially dangerous crush of students all walking back to class at one time. If evacuation is required, classes will be directed to the evacuation "Green Zone" (across the street on Mini Drive).

Emergency Communications

To facilitate communication during emergencies and drills, MIT Academy has adopted the following communication protocols.

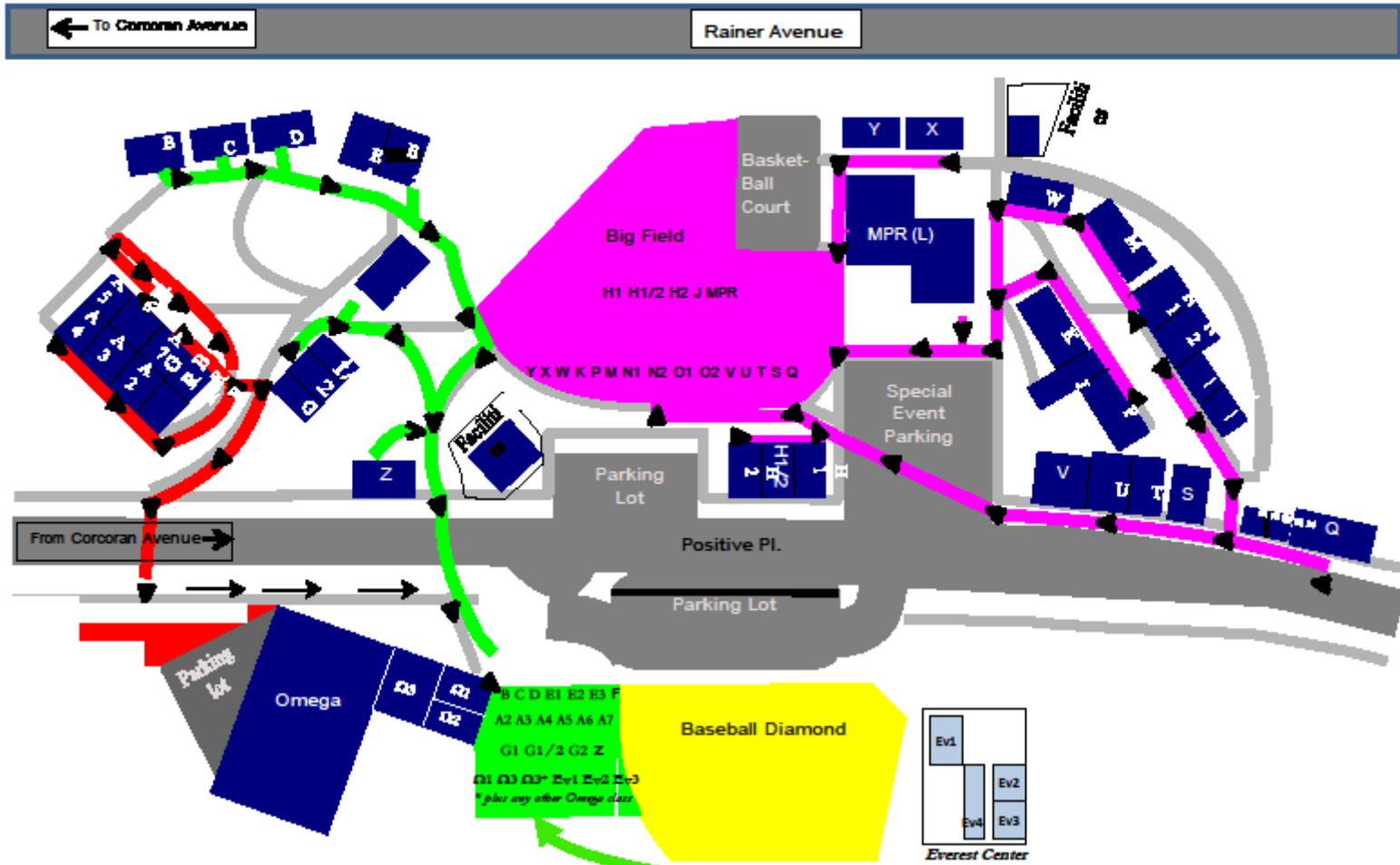
- During a breaking emergency staff should make every effort to notify an administrator before taking emergency action. **But in the event of a life-threatening emergency, teachers are expected to take appropriate immediate action. This includes dialing 9-1-1, activating the fire alarm, or (for those who are qualified) initiating first-responder procedures.**
- **There is an AED in the main office;** in the event a student becomes unconscious a teacher should send a student to the office to retrieve it while initial assessment is conducted and/or CPR is performed.
- Since MIT Academy has an uneven public address system, verbal communication is not always considered a reliable communication system during an actual emergency. Teachers should memorize emergency response procedures.
- Calling 9-1-1: Every classroom has a phone that can contact the office, 9-1-1, or outside agency. If a staff member has an emergency requiring 9-1-1 response, she should try to use the classroom phone. If the classroom phone is not available, a cell phone is the second choice (except for bomb threats).
- Law enforcement typically recommends schools not evacuate during bomb threats, as that exposes students and staff to more danger than staying in place. Since bomb threats are designed to cause disruption, they are handled discreetly and teachers are expected to take a cursory look around their classroom for suspicious objects. In the event any suspicious item is found, the teacher should pull the fire alarm to evacuate the school and immediately notify an administrator. Cell phones should not be used.

Drills & Emergencies Summary



<i>Emergency Type</i>	<i>Notification</i>	<i>Procedure</i>
Fire 	Fire Alarm	<ol style="list-style-type: none"> 1. Unlock door 2. Get roll-book or attendance record 3. Lead class to evacuation area 4. Take roll once assembled at evacuation area
Earthquake 	By earthquake or by prior arrangement (accompanied by fire alarm)	<ol style="list-style-type: none"> 1. Duck and cover for 30 seconds. 2. Follow fire alarm procedures (above).
Lock-down 	Phone / PA	<ol style="list-style-type: none"> 1. Lock door, close blinds. 2. Move away from doors and windows. 3. Wait for all-clear (by phone or runner).
Shelter-in-place 	Phone / PA	<ol style="list-style-type: none"> 1. Lock door, close windows, turn off A/C. 2. Seal air spaces beneath doors (not necessary during drills). 3. Wait for all clear (by phone or runner).
Bomb Threat 	Fire alarm, phone, runner, PA	<p>Receiving a Call:</p> <ol style="list-style-type: none"> 1. If you are receiving the call, obtain as much information as possible (use form). 2. Turn off walkie-talkies or cell phones. 3. Notify the office immediately by runner or by classroom phone. <p>Identifying a suspicious object:</p> <ol style="list-style-type: none"> 1. Turn off walkie-talkies or cell phones. 2. Notify office by runner or classroom phone. 3. Follow fire alarm procedures as described above.
Active Shooter 	PA	<ol style="list-style-type: none"> 1. "Run, hide, fight" 2. Call 911 3. Wait for all clear (by police). 4. Reassemble at Green Zone.
Green Zone	Reassembly after evacuation	<ol style="list-style-type: none"> 1. Evacuate grounds. 2. Direct students to "Everest West" side of Mini Drive. 3. Reassemble by grade levels. 4. Students checked out and/or released to parents.

Mare Island Technology Academy Emergency Evacuation Routes





Fire Drill Procedures

Staff:

- Drills are scheduled periodically and rotate through the schedule.
- After all students are out of the room, close and unlock your door.
- Teachers are to bring their roll books to their evacuation location.
- After the all-clear students are to return to class with their teacher.
- If any student is being particularly uncooperative, direct them to the Director and/or write them a referral.
- **Rain cancels!**

Fire Drill Rules for Students (please read to students before drill)

1. Students are to follow staff members' instructions at all times
2. Students should quietly exit classrooms, keeping noise levels to a minimum so that any emergency directions can be heard and understood.
3. Students should walk quietly behind their teacher, in a single-file line, to their classes' assigned positions. When they reach their assigned position, students are to line up behind their teacher.
4. Classes should remain together while walking to their assigned positions. No stragglers!
5. Middle school campus should evacuate to Omega staging area (across Positive Place); HS students to the "Big Green" field area outside the MPR.
6. Teachers and students will be dismissed in an orderly way to ensure a safe and secure walk back to their class. Students and teachers should listen for directions before proceeding.
7. Students must understand the importance of a safe and effective drill. In the event of a real emergency, lives could depend on having an organized and orderly evacuation. **Remember that all school rules and consequences apply during a drill, and staff has been directed to immediately report any uncooperative behavior to administration.** Thank you in advance for your cooperation.



Earthquake Emergency / Drill Procedures

The following provides instructions and background for an earthquake *Drop, Cover, and Hold* procedure. Please read and discuss this with students before any drill or emergency actually occurs.

1. In advance, instruct students that during the drill they should turn away from windows or nearby light fixtures, and move away from heavy objects or furniture that might fall over. In the library, move away from shelves. In science rooms, if possible first turn off burners, and stay clear of chemicals that may spill.
2. A drop and cover procedure will initiate either when an earthquake begins, or by prior arrangement. When either the earthquake or drill begins, the adult in charge gives the command “DROP AND COVER.” *If you are indoors, stay inside.*
3. DROP, COVER, AND HOLD under a table or desk. Assume protective positions with hands clasped behind heads, arms covering ears, elbows covering face, and head resting close to knees. Jackets can be used to shield head and hands.
4. Instruct students to HOLD until given further directions.
5. At the conclusion of ground movement, and while students are still in a protective position, calm them by providing the following instructions:
 - * Tell everyone to remain calm, and to follow directions carefully.
 - * Firmly direct them to stay in HOLD position. Remind them of the possibility of an aftershock.
 - * Review classroom exit procedures. Warn them of possible dangers, and remind them you may have to use your alternative evacuation route.
 - * Give the release command no sooner than 30 seconds after the shaking stops.
6. Assess the room for fire, hazards, and student injuries. Ascertain, if possible, the necessity to assist a neighboring teacher who is either injured, or who must stay with an injured student.
7. Wait for the evacuation signal (fire alarm or PA). When leaving, bring your rollbook and first aid kit (if you have one). If you have a portable radio, bring it and tune it to AM KCBS 740.
8. If you have any seriously injured students, remain with them. Ask a neighboring teacher to escort your class to the evacuation area. If that is not possible, direct your class to go directly to its assigned position. Choose two responsible students to go to the evacuation area to report your status to an administrator, and then to rejoin the class. Remain with your injured student(s) until relieved.
9. Once at your evacuation site, take roll. Tell students to sit or stand quietly so as to hear directions. Attend to minor injuries, and be prepared to notify emergency personnel of the following:
 - * students unaccounted for;
 - * injuries;
 - * the status of your neighboring teachers’ classes.

10. Students are expected to remain with their class the entire drill or emergency, and are only to be dismissed from school by an authorized staff member. A staff member who dismisses a student from school (either by speaking with an authorized guardian or, if the student is 18, by receiving a signed note) should record the student's name, dismissal time, and intended destination and forward that information onto the school secretary.
11. If necessary, and as directed by administration, staff should reassign students and report to new task locations.
12. Weather and circumstances allowing, students should be prepared to evacuate to the MIT Green Zone (field between Omega and Everest, on Mini Drive) and wait for dismissal.
13. Staff should be prepared to stay up to 24 hours before all students are dismissed or reassigned to emergency personnel – see “Crises Response Teams” document for staff assignments.



Lock Down Procedures

In the event students and / or staff need to be protected from an outside danger, the school will implement a student / staff lock-down. **In a Lock Down emergency, teachers lock their doors, close their blinds, and cover door windows to conceal their students' presence.** The appropriate response sequence is described in the table below.

In the event of a dangerous intruder, law enforcement recommends the protocol “Run, hide, fight.” Students can and should be encouraged to run to safety if that is an option. Second is to hide or lock-down. Third is to fight, or to talk, to attempt to disarm the intruder.

Sequence	Lock Down
First	Notification will occur by P.A. announcement or otherwise.
Second	<ul style="list-style-type: none">• All students / staff immediately go indoors. Teachers should usher students into their classrooms only if it is safe and practical.• During passing time, lunch, EB-RTI, or before/after school, students will report to the nearest securable building.• Close and lock doors.• Students should sit with backs against the wall, away from windows.
Third	Lock doors. Close blinds. Turn off lights. Silence cell phones.
Fourth	Wait for further instructions. It is imperative students stay in the classroom the entire time. A parent who comes to get their child endangers the entire class. Eventually, you will be given further information through either an all-clear signal, by announcement, email, text, or by emergency personnel.

Active Shooter Procedures: “Run-hide-fight”

In the event of an active shooter, staff will implement a “run-hide-fight” protocol. Students can and should be encouraged to run to safety if that is an option. Second is to hide or lock-down. Third is to fight, or to talk, to attempt to disarm the intruder.

On average, law enforcement can be expected to arrive in 3 minutes. Staff must be prepared to make dynamic independent decisions during that window.

Sequence	Action
Notification / assessment	<ul style="list-style-type: none"> • Notification will occur by P.A. announcement or otherwise. Do not rely on P.A. or formal notification. • Staff should immediately assess proximity of danger in order to execute “run-hide-fight” protocol. • Look and listen for cues as to the source of the danger. • Expect rapid developments.
Option 1 – Run (if possible)	<ul style="list-style-type: none"> • Students should be directed to run in the opposite direction of the commotion. • Staff should assist with evacuation as practical and possible. • Students and staff should eventually reassemble in Green Zone.
Option 2 – Hide (if necessary)	<ul style="list-style-type: none"> • If the danger is too proximate, or staff is uncertain as to the source, initiate lockdown. • Staff should assist with student collection and/or evacuation as practical and possible.
Lockdown protocol	<ul style="list-style-type: none"> • Lock doors. • Close blinds. • Turn off lights. • Silence cell phones.
	<ul style="list-style-type: none"> • Wait for further instructions. It is imperative students stay in the classroom the entire time. A parent who comes to get their child endangers the entire class. • Eventually, you will be given further information through either an all-clear signal, by announcement, email, text, or by emergency personnel.
Option 3 (last resort) – Fight / talk / play dead	<ul style="list-style-type: none"> • Improvise weapons. • Throw objects – each thrown object can result in up to 3 seconds of distraction. • In a group, rush the attacker. • In a hostage situation, offer the attacker water, and to talk.





Shelter in Place Procedures “Shelter, Shut, & Listen”

The following provides instructions and background for a shelter in place emergency. Please read and discuss this with students before any drill or emergency actually occurs.

1. A “shelter in place” procedure will initiate in one of three ways: by previous arrangement, by use of the area emergency siren (except at 11:00 on the first Wednesday of every month), or by administrative directive (such as by telephone or runner).
2. If outside, instruct all students to enter the nearest secure building (classroom, office, MPR, etc.).
3. Close all windows and doors.
4. Turn off air conditioning or ventilation system.
5. Use tape, rags, or clothing to seal doors or other air leaks (*not necessary during drills). Cover eyes and mouth with a wet cloth if irritation or breathing difficulty occurs.
6. Sit calmly and quietly. SHELTER, SHUT, AND LISTEN. If you have a radio, tune it to KCBS 740.
7. Wait for further instructions. **It is imperative students stay in the classroom the entire time—a parent who comes to get their child endangers the entire class.**
8. Eventually, you will be given further information by announcement, phone, or by emergency personnel. Follow instructions as provided.

BOMB THREATS AT MIT



I. Threat

If a telephone call or written threat is received by school personnel regarding placement of a bomb or explosives in a building or on campus, certain procedures shall be followed immediately:

1. If the message is a telephone call, use the "Bomb Threat Information Form" to quickly gather as much information as possible. Try to delay the caller so that someone else in the office may notify the telephone company in an attempt to trace the call.
2. If the message is in the form of a letter, note the manner in which it arrived, who found it, and where it was found. Handle the message carefully by placing it in a plastic envelope so that possible fingerprints may be detected.
3. The actual wording of the message shall not be divulged to the general public. **The suspected presence of a bomb shall not be announced to the students.**
4. Immediately upon the receipt of the message, notify the office or an administrator.
5. The decision to evacuate or not evacuate the facility rests with the principal or designee, and should be based on all information available. **Note that in most cases, there will be no evacuation.**
 - A. In announcing a bomb threat to staff, administration will notify staff by the message "*Someone has stolen a walkie-talkie.*" The administration and staff will then conduct a search of the campus.
 - B. If the decision is *not* to evacuate, staff shall be notified as quickly and discreetly as possible.
 - C. The local law enforcement agency shall be notified that the school has received a bomb threat.
 - D. If a suspected explosive device is found, it shall not be moved or touched. The first responder will initiate a fire evacuation by pulling a fire pull station. The building shall be immediately evacuated, employing fire drill procedures (but avoiding that area), and the local law enforcement agency immediately notified.
 - E. If no explosive device is discovered, facility operation shall continue in a normal manner.
6. In case of an explosion and/or fire, the usual fire drill procedures shall be followed.
7. Turn off walkie-talkies, radios, and cell phones.
7. No publicity shall be issued at or within the schools.
8. As soon as possible after the threat of danger is over, the principal or supervisor shall notify the superintendent by telephone and shall write a detailed report to the superintendent to be delivered promptly.

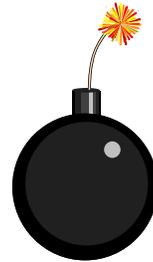
The phrase "*someone has stolen a walkie-talkie*" will announce a bomb threat.

For phone threats, use the *Bomb Threat Information Form* on reverse.

II. Suspicious Object

If a staff member sees a suspicious object which they have reason to think is an explosive, bomb, highly flammable, or otherwise dangerous, they should immediately evacuate their classroom and notify the office. If the office is not immediately available, or if the situation is urgent, the teacher should activate a fire pull station or otherwise initiate a fire drill. **Do not** call the office on a cell phone.

MIT BOMB THREAT INFORMATION FORM



Directions

1. Keep this form near your phone.
2. If you receive a telephone bomb threat, remain calm. Quietly notify other staff an emergency is in progress.
3. Do not interrupt the caller. Ask the questions listed below. Keep the caller engaged.
4. Immediately notify an administrator.

Your Name: _____ Date: _____ Time: _____

Phone # Call Came To: _____ Caller ID: _____

B: Questions To Ask:

1. When will the bomb go off? _____
2. Where is the bomb located? _____
3. What does the bomb look like? _____
4. Who placed the bomb and why? _____
5. Who are you? _____
6. Why was the bomb planted? _____
7. What kind of explosive was used? _____

8. Why did you call me? Do you know me? _____

9. What do you want us to do? _____

C. Distinguishing Characteristics of Caller (Check all that apply)

<i>Sex</i>	<i>Age</i>	<i>Accent</i>	<i>Tone</i>	<i>Manner</i>	<i>Background Noises</i>
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Child <input type="checkbox"/> Teen <input type="checkbox"/> Adult	<input type="checkbox"/> None <input type="checkbox"/> Hispanic <input type="checkbox"/> Black <input type="checkbox"/> Asian <input type="checkbox"/> Impediment <input type="checkbox"/> Slurred <input type="checkbox"/> Disguised <input type="checkbox"/> _____	<input type="checkbox"/> Normal <input type="checkbox"/> Flat <input type="checkbox"/> Excited <input type="checkbox"/> Whisper <input type="checkbox"/> Laughing <input type="checkbox"/> Angry / Threatening <input type="checkbox"/> _____	<input type="checkbox"/> Normal <input type="checkbox"/> Flat <input type="checkbox"/> Slow <input type="checkbox"/> Intoxicated <input type="checkbox"/> Emotional <input type="checkbox"/> Righteous <input type="checkbox"/> Irrational <input type="checkbox"/> Profane	<input type="checkbox"/> Quiet <input type="checkbox"/> Street Traffic <input type="checkbox"/> Voices <input type="checkbox"/> Music <input type="checkbox"/> Party Atmosphere <input type="checkbox"/> _____

Describe any distinguishing characteristics as listed above: _____

Did the caller appear to be familiar with the school? _____

Exact Words or Distinguishing Comments Made: _____
