****

**HOLLA School: Emergency Procedures**

HOLLA School is committed to caring for our abundant, brilliant, and creative scholars in many ways, including emergency preparedness. HOLLA School holds the knowledge of the historical and current harm and violence caused by law enforcement intervention especially to communities of color. So as to minimize negative impact on individuals or our communities and to the greatest degree possible, we are committed to exploring and utilizing other resources first before calling 911.

Below contains guidance through different scenarios and proceeding communication plans.

**Emergencies:**

**In case of emergency, call 911.** This would include bodily harm or imminent and direct threat of bodily harm. Some examples:

* Presentation of an individual with a weapon
* Direct threats of physical harm
* Escalation that cannot be redirected and is cause for concern to physical harm or considerable property damage
* Trespassing

The HOLLA School Administrator will be contacted during these incidents, and will call 911 if needed.

**Non-Emergency Safety Concerns:**

For non-imminent safety concerns, staff should contact the HOLLA School Administrator to consult, engage with individual(s) with care and to de-escalate or redirect.

* Heightened states of individuals or interaction between two individuals outside the building
* Mental health concerns
* Loitering individuals
* Conversations overheard that may involve increased risk, though not direct and imminent threat (sex trafficking, intimate partner violence, gang impact, etc.)

Following any incident that either involved law enforcement or other agency/organization response, the HOLLA School Administrator (or other member of the HOLLA School Leadership Team) will document and share the incident with the rest of the HOLLA School Leadership Team. This should include what the safety concern was, who was involved, any follow-up needed. A debrief may be planned for further discussion and aligned follow up response.

**Communications:**

HOLLA School uses a variety of communications tools for internal and external communications, which allows us to have back up methods of communication if needed during an emergency situation.

Internal communications:

* Two way radios
* Staff emails
* Texting and calls with cell phones

External communications:

* REMIND messages
* School newsletters
* Texting and calls with HOLLA School families

**Drills:**

HOLLA School follows the Oregon Department of Education’s guidance for safety drill frequency and types. Detailed drill plans are found further below in this plan.

HOLLA School’s drill schedule is as follows:

* Fire drills conducted monthly. The first fire drill must be completed within 10 days of the start of classes.
* Earthquake drills conducted twice each school year.
* Lockdown drills conducted twice each school year.

**Fire Drill Plan:**

****

**Fire Drill Plan**

**BEFORE the Drill**

1. Schedule drills monthly during the school year
2. Instruct teachers and mentors how to lead their classes in the drill
	1. Your expectations for class participation (ie. quietly line up; follow evacuation procedures to Playground for a head count; post-drill discussions).

**DURING the Drill**

1. Via verbal direction, whistle, or fire alarm:
	1. Announce that the fire drill has begun and to line up.
2. Have teachers and mentors, students and staff follow school evacuation procedures.
	1. Teachers take classroom clipboards. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (Playground).
	2. Escort classes to the Playground using the suggested routes on your evacuation map.
	3. Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules. : Don’t talk! Don’t push! Don’t run! Don’t turn back!
	4. Classes stay lined up until attendance is completed.
	5. Administrator completes walk through check of evacuated building and signals using walkie talkie that students and staff may return.

**AFTER the Drill**

1. Teachers and mentors line up students, and walk back to class.
2. Debrief together in your classes and staff meetings. Ask for feedback on how the drill went and answer any student questions.

**Earthquake Drill Plan:**

****

**Earthquake Drill: Drop, Cover, and Hold On**

**BEFORE the Drill**

1. Instruct teachers and mentors in how to lead their classes in the drill, including:
	1. The date & time of your Drill
	2. How to correctly perform Drop, Cover, and Hold On, wherever teacher and/or students are.
	3. This includes dropping to the floor (to prevent falling), making yourself as small a target as possible, and protecting your head, neck and chest by taking cover under a sturdy desk or table or near an interior wall, covering your head your hands and arms.
	4. Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors.
2. Your expectations for class participation (ie. Drop, Cover, and Hold On; follow evacuation procedures to Playground for a head count; post-drill discussions).

**DURING the Drill**

1. Via verbal direction (in the event of a real earthquake your signal will be the beginning of shaking itself):
	1. Announce that the earthquake drill has begun and to Drop, Cover, and Hold On.
	2. Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
2. After at least one minute, announce that the shaking is over
3. Have teachers and mentors, students and staff follow school evacuation procedures.
	1. Teachers take classroom clipboard. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (Playground).
	2. Escort classes to the Playground using the suggested routes on your evacuation map.
	3. Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules. : Don’t Talk! Don’t Push! Don’t run! Don’t turn back!
	4. Children should cover their heads with their bag or book.

**AFTER the Drill**

1. Debrief together in your classes and staff meetings. Ask for feedback on how the drill went and answer any student questions.

**Lockdown Drill Plan:**

****

**Stranger Danger (Lockdown) Practice Plan**

**BEFORE Practice**

1. Schedule practice (how often?) during the school year
2. Instruct educators and mentors how to lead their classes in the drill
	1. Your expectations for class participation (ie. quietly move out of sight; play the quiet game; post-practice discussions).
3. Educators: Discuss the practice procedure with the class well before the drill to surface any potential trauma-responses and plan to address them during the practice.
	1. Ask scholars why we practice at things (sports, writing, musical instruments)
	2. Explain that we are going to practice for Stranger Danger
		1. Ask scholars if they have had the stranger danger talk at home (this builds a sense of safety and familiarity), and ask them to share what they were told by their caretakers
		2. Incorporate their understanding into the explanation and implementation of the practice.
	3. Give the exact date and time of the Practice
	4. Explain that it is a lot like the quiet game or hide and seek:
		1. Administrator will announce on the radio: “Stranger Danger Practice has begun. Locks, lights, out of sight.”
		2. While educators turn off the lights and lock the door, scholars move quietly out of sight in the room, and try to stay quiet until Administrator unlocks the door to say, “Good job hiding! Practice is over!”

**DURING Practice**

1. Via verbal direction over radio:
	1. “Stranger Danger Practice has begun. Locks, lights, out of sight.”
2. Scholars move quietly out of sight in the room, and stay quiet.
3. Educators turn off the lights, lock the door, and move out of sight with scholars.
4. Administrator will unlock the door to say, “Good job hiding! Practice is over!”
	1. Classes stay quietly out of sight until admin keys into the room.
	2. Administrator completes walk through check of evacuated building and signals using radio that students and staff may move into post-practice discussion.

**AFTER Practice**

1. Debrief together in your classes and staff meetings. Ask for feedback on how the drill went and answer any student questions.