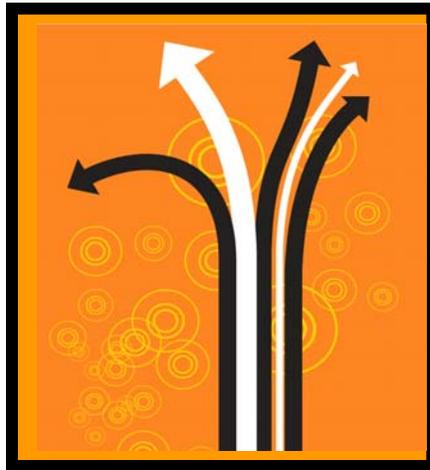# SAN DIEGO EAST REGION REMS

Readiness and Emergency Management for Schools

MODEL EMERGENCY PLAN AND TRAINING MANUAL

★ *Mitigation* ★ *Preparedness* ★ *Response* ★ *Recovery* ★

2009 – 2010
First Edition

San Diego East Region
REMS

Participating School Districts

Cajon Valley Union
Janice Cook, Superintendent

Grossmont Union High
Robert Collins, Superintendent

Lakeside Union
Stephen B. Halfaker, Superintendent

La Mesa-Spring Valley
Brian Marshall, Superintendent

Lemon Grove
Ernest Anastos, Superintendent

Santee
Patrick Shaw, Superintendent

REMS Grant Recipients, 2008
Readiness and Emergency Management for Schools
U.S. Dept. of Education
Office of Safe and Drug Free Schools
Department of Homeland Security

FORWARD

The San Diego East Region REMS *Model Emergency Plan and Training Manual* is a prime example of community partnership and cooperation. After a full year of research, analysis, discussion, and consensus by school district administrators, local law enforcement, emergency first responders, county emergency services, community members, and countless others, this document has evolved into a comprehensive and cohesive emergency planning guide for San Diego's East County schools.

Under the sponsorship of the U.S. Department of Education, the Office of Safe and Drug Free Schools, and the U.S. Department of Homeland Security, the 2008 Readiness and Emergency Management for Schools Grant has provided San Diego's East Region a rare opportunity to strengthen and deepen its level of school emergency preparedness. As a result, the guidelines and protocols included in this *Model Emergency Plan and Training Manual* meet both federal and state standards as established by NIMS, the National Incident Management System and SEMS, California's Standardized Emergency Management System

It is important to acknowledge and thank the many individuals who gave of their time, energy, and intellect to see this project through for without this multi-disciplinary and collaborative approach, the plan would never have been realized. First on the list of acknowledgments are the members of the REMS Emergency Plan Template Committee who met monthly during the 2008-09 school year to review the drafts and oversee a thorough, but practical process. These committee members include:

- Janet Middleton - Cajon Valley Union School District
- Nancy Trost - Cajon Valley Union School District
- Nancy Magee - Grossmont Union High School District
- Larry Pear - Grossmont Union High School District
- Janie Wright - Grossmont Union High School District
- David Kinzel - La Mesa Spring Valley School District
- Chris Walsh - Lemon Grove School District

In addition, the project could not have been completed without the dedication and perseverance of the members of the East Region REMS Advisory Board. Their representative expertise and practical experience proved invaluable in producing this base emergency plan that will anchor emergency preparedness activities in East County schools for many years to come.

REMS ADVISORY BOARD

AGENCY/DISTRICT	REPRESENTATIVE	POSITION/TITLE
American Red Cross	Cropper, Amanda	Outreach Coordinator
Cajon Valley USD	Middleton, Janet	Project PEACE Coordinator
East Region Collaborative	Warner, Barbara	Collaborative Coordinator
El Cajon Police Department	Agundez, Rich	Acting Sergeant
Grossmont Union HSD	Kroviak, Jim	Risk Management
Grossmont Union HSD	Littrell, Jeneé	Director, Project SHIELD
Grossmont Union HSD	Magee, Nancy	Director, REMS
Grossmont Union HSD	Pear, Larry	Student Support Services
Grossmont Union HSD	Sevilla, Jodi	Director, Categorical Programs
Grossmont Union HSD	Wright, Janie	MSF, Granite Hills High School
Helix Charter High School	Diaz, Jay	Campus Security
La Mesa Police Department	McNamara, Jen	SRO, Helix Charter High School
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La Mesa-Spring Valley SD	Kinzel, David	Coordinator, Student Interventions
Lakeside Union SD	Fink, Nancy	Project PEACE Coordinator
Lemon Grove SD	Walsh, Chris	Project PEACE Coordinator
OES, San Diego	Luke, Leslie	Group Program Manager
Santee SD	Griffin, Debbie	Director, Transportation
SD Sheriff, Lemon Grove	Avila, Randy	Detective, San Diego County Sheriff
SD Sheriff, Lemon Grove	Haynesworth, Mark	Detective, San Diego County Sheriff
SD Sheriff, Santee	Ward, Edward	SRO, Homestead

OTHER CONTRIBUTORS

In addition to the contributions REMS Advisory Committee, this project would not have been possible without the guidance and support of certain experts and the trailblazing efforts of several California school districts who generously shared their model plans as resources for others. The 2008-09 East Region Readiness and Emergency Management for Schools Cohort extends gracious thanks to the following:

- Diana Browning Wright, M.S., L.E.P., Educational/Behavioral Consultant
- El Cajon Fire Department, Chief Rick Sitta; Public Information Officer, Monica Zech
- Jess Martinez, San Diego County Office of Education, Director, Readiness and Emergency Management for Schools
- Lakeside Fire Department, Captain Victor Gonzalez
- La Mesa Police Department, Lieutenant David Bond
- Lemon Grove Fire Department, Chief Tim Smith
- Los Angeles Unified School District, Model Safe School Plan
- Marin County Office of Education, Model Emergency Management Plan
- Mike Newlin, Education Director, DUERR Evaluation Resources
- Neal O' Haire, Project Coordinator, PROJECT PREPARED, Napa County Office of Education

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INTRODUCTION

Developing and maintaining a positive school environment for all students requires the ongoing and systematic efforts of the entire stakeholder community. These efforts must include vision and courage at the district level, commitment and perseverance at the site level, and trust and support at the community level. When we work together to create schools free of drugs, gangs, violence, intimidation, fear, and shame, we free our children to focus on learning.

And yet, despite all our best efforts, we must acknowledge that threats to safety in our schools do exist. And even though we remain vigilant in our preparedness efforts, we must also recognize that the very nature of an emergency is to surprise us, to catch us off guard, to freeze our thinking in the blurry space between what should be and what is. Emergencies have no manners. Emergencies don't follow rules.

What happens next, whether it is the next two minutes or the next two hours, may have the staying power of a life time. We become First Responders. We are the responsible adults in charge when the 6.0 earthquake sprays shattered glass across the classroom, when the sputtering airplane spirals down onto the playing field, when the community demonstration marches its elevated emotion past our gates, when wildfires flush frightened residents from their neighborhoods and onto our campuses for shelter.

While this Model Emergency Plan and Training Manual is the result of a collaborative, comprehensive, and analytical process and provides as strong a base emergency plan as can be found anywhere, it is still only a plan. To effectively achieve its most fundamental objectives, those of saving lives and protecting property, a plan must be tested. Personnel must be trained.

Considering San Diego East County's nearly 80 schools supporting tens of thousands of school children over 180 school days, it is a near certainty that emergencies at school will happen. What must be just as certain is our ability to respond when they do. As the First Responders on our campuses, we must practice these emergency preparedness procedures and response protocols. The ability to improve our level of emergency readiness depends on our ability to practice our skills and test our plans. Whether it's a 30 minute orientation, a 45 minute drill, a two hour table top discussion, or a full scale, multi-agency exercise, we cannot expect to respond at our most effective levels without practice. When it comes to emergencies we know that people will do what they were **last** trained to do. It's our job to keep that training relevant and fresh, to sustain a dynamic and perpetual cycle of train, test, reflect, revise.

This document is called the Model Emergency Plan and Training Manual because it is as much a training manual as it is an emergency plan. This new resource provides San Diego's East County school districts with a toolbox full of best practices and training aids as we continue to educate and develop a corps of administrators, teachers and support staff who, when the emergency arises, can step into their role as First Responder with ever increasing levels of skill, knowledge, and confidence.

Nancy Magee,
Director,
San Diego East Region REMS Grant

HOW TO USE THIS PLAN

The San Diego East Region REMS Model Emergency Plan and Training Manual is designed as a comprehensive reference on best practices, protocol standards, and professional development in the area of school emergency management. This plan is the result of an intentional year-long collaborative process involving San Diego East County school districts, law enforcement agencies, fire departments, and other community partners.

All six participating school districts (Cajon Valley, Grossmont, Lakeside, La Mesa- Spring Valley, Lemon Grove, and Santee) are committed to the consistent and cohesive adoption and implementation of this plan across each district. This standardized approach creates a common foundation of best practices, raises the level of emergency readiness, and deepens the safe school culture from school to school, district to district, community to community.

Three Tiers of Support

The Model Emergency Plan Template involves three tiers of information, access, and support. Each tier serves a unique purpose. The three tiers are:

Tier 1: Model Emergency Plan and Training Manual
Tier 2: The REDBOOK
Tier 3: Classroom Flipchart

TIER ONE: BASE PLAN
MODEL EMERGENCY PLAN AND TRAINING MANUAL

- Contains a comprehensive emergency management plan
- Organized by four phases of emergency management
    - ✓ Prevention & Mitigation
    - ✓ Preparedness
    - ✓ Response
    - ✓ Recovery
- Provides training materials for Incident Command System
- Provides training materials for progressive emergency drills
- Features extended information on Response actions
- Takes an all-hazards approach
- Includes an appendix of FORMS

The Model Emergency Plan and Training Manual is intended as a best practices guide and protocol reference for the creation of the Site Specific Emergency Plan called The REDBOOK. As a training document it provides staff, students, parents, and community members the resources to conduct meaningful drills and training exercises. The Forms Appendix includes staff surveys, Incident Command checklists, equipment inventories, sample letters, and much more.

HOW TO USE THIS PLAN

TIER TWO: SITE-SPECIFIC PLAN
THE REDBOOK

The Administration and Staff REDBOOK contain the forms and model the format by which each school will create its Site-Specific Plan. The Administration REDBOOK consists of both Administration and Staff pages. The Administration REDBOOK comprises the official **School Site Emergency Plan**. A copy of the official REDBOOK should be put in each of the two Emergency Response Boxes on campus as well as forwarded to the District Designee overseeing Safe Schools no later than November 1.

The Staff REDBOOK is for general distribution and will contain those pages designated only as Staff. School sites should prepare enough copies of the Staff REDBOOK to distribute **one to every site employee**.

Site administrators and the School Site Safety Committee should take the lead preparing the REDBOOK. The committee should establish dates for the School Site Safety Committee meetings throughout the school year and then delegate the tasks outlined in the "Start of School Action Checklist." (Prevention & Mitigation, page 3)

Administration REDBOOK
- All forms designated Administration
- All forms designated Staff
- For Site Administrators, Site Safety Lead, District Office

Staff REDBOOK
- All forms designated Staff
- For general distribution to all staff members

TIER THREE: QUICK REFERENCE GUIDE
CLASSROOM FLIP CHART

The East Region REMS Model Emergency Plan and Training Manual includes an additional layer of emergency response information in the form of a quick reference flipchart for every classroom, office, and community space on campus. This flipchart is designed to hang in a logical and visible spot inside every room. It should be easily accessible to substitute teachers, students, classroom guests, etc. The flipchart is arranged in the same order as the Model Emergency Plan and displays the same policies, procedures, and protocols.

Site Administrators and the School Site Safety Committee should ensure that all staff members receive a Flipchart and are trained in its appropriate use.

AUTHORITIES AND REFERENCES

California Emergency Services Act Chapter 7, Division 1, Title 2, California Government Code

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4

The code states that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is mad
- ❑ The law has two ramifications for School District employees:

  - ▪ It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs <u>other than their usual duties</u> for periods exceeding their normal working hours
  - ▪ When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6). The code further requires school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill)

AUTHORITIES AND REFERENCES

California Government Code, Section 8607: The Petris Bill

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996

ICS – Incident Command System; Organizes response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration

EOC – Emergency Operations Center; Sets up a central area of control using five basic functions

Coordinates all efforts with the county EOC, city EOC, and county office of education EOC

Incorporates SEMS into all school plans, training, and drills

Documents the use of SEMS during an actual emergency

California Civil Code, Chapter 9, Section 1799.102
The civil code provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code Sections § 32280 - § 32286
School Safety Plans
Title 1, Division 1, Part 19, Chapter 2.5, Article 5, Sections 32280-32286
It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

AUTHORITIES AND REFERENCES

§ 32281 School Safety Plan Development
(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
(b) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to Section 52012 or 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. The school site council may delegate this responsibility to a school safety planning committee.

§ 32282 School Safety Plans
(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
(1) Assessing the current status of school crime committed on school campuses and at school-related functions.
(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042
This section requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan
Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions." Local emergency plans are considered extensions of this plan.

AUTHORITIES AND REFERENCES

California School Board Policy 6114 (a)
Emergencies and Disaster Preparedness Plan
All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster. The superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually. Principals shall augment the district plan with working plans and procedures specific to each school building. All students and employees shall receive instruction regarding these plans.

The superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each school district.

District and site plans shall address at least the following situations:
- Fire
- Enemy attack
- Bomb threat
- Natural disasters, i.e., floods, torrential rains, earthquakes.
- Man-made disasters, i.e., airplane crashes, chemical accidents.
- Attack or disturbance by criminal or unstable individuals or groups
    (cf. 3514 - Safety)
    (cf. 3515 - Security)
    (cf. 4141.6/4241.6 - Concerted Activities/Work Stoppage)
    (cf. 5142 - Student Safety)

Federal Civil Defense Act of 1950 (Public Law 920, as amended)

Post – Disaster Shelters
Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters

Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988 (Public Law 93-288, as amended)

Phase One
Prevention & Mitigation

Prevention Mitigation

Taking actions to strengthen facilities and avoid potential problems

Assess ✖ Review ✖ Revise

Preparedness

Response

Recovery

PREVENTION & MITIGATION

REDUCING EXPOSURE TO HAZARDS AND RISK

Hazard Mitigation is any sustained action taken to eliminate or reduce long term risk to human life, property, and the environment posed by a hazard. Hazard mitigation may occur during any phase of a threat, emergency, or disaster. Mitigation may take place during the preparedness, response, or recovery phases. The process involves evaluating a hazard's impact and identifying and implementing actions to minimize or eliminate the impact.

During **Hazard Mitigation Planning** a sustained course of action is developed to reduce or eliminate long-term risk to people and property from both natural and technological hazards. Hazard mitigation planning begins by establishing relationships with community emergency responders. **Regional, local, and school leaders should convene periodically to ensure that emergency preparedness is a priority among all stakeholders**. Safety officers/committee members should conduct site safety audits in collaboration with community partners.

During Hazard Mitigation Planning assess and address the safety and integrity of the following types of hazards:

- ❑ **Facilities** - window seals, HVAC systems, building structure
- ❑ **Security** - locks, controlled access to the school, visitor policies
- ❑ **Hazards** - probability of natural disasters or accidents
- ❑ **School Environment**- social climate on campus

Safety audits should include consideration of the following resources:

- ❑ Existing safety plans
- ❑ Security and safety-related district policies
- ❑ Floor plans of buildings
- ❑ Maps of local evacuation routes
- ❑ School crime reports
- ❑ Known safety and security concerns
- ❑ Logs of police calls for service
- ❑ Student and faculty handbooks
- ❑ Disciplinary files and local memos of safety concerns

Prior to conducting a hazard assessment/school safety audit, the team members should review the school emergency plan, blueprints of the campus, school accident and incident data, and prior assessment reports.

SCHOOL SITE SAFETY COMMITTEE

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Board policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Safety Committee shall be composed of the following members: 1) the principal or designee, 2) one teacher who is a representative of the recognized certificated employee organization, 3) one parent/guardian whose child attends the school, 4) one classified employee who is a representative of the recognized classified employee organization, 5) other members if desired. (**Ed Code 35294.1**)

Additional members might include:
- A representative from local law enforcement or the School Resource Officer
- Guidance counselor
- Special Education department chairperson
- Key community service providers
- Student representative
- Disciplinary team member
- Other staff leaders

SCHOOL SITE SAFETY COMMITTEE: START OF SCHOOL ACTION CHECKLIST

Action Checklist: This annual review must be **completed each year by November 1**. This list of action items provides the School Site Safety Committee a great starting point for a new school year.

Any yearly updates to the Site **REDBOOK** Emergency Plan must be submitted to the District Designee **utilizing the REDBOOK format** no later than November 1st.

ACTION CHECKLIST: ANNUAL REVIEW
AUGUST - NOVEMBER 1

❑ Determine what emergency plans exist in the district, school, and community

❑ Identify specific school safety officers / safety committee members

❑ Identify and meet with all stakeholders involved in emergency planning

❑ Gather information about the school facility accounting for maps, location of utility shutoffs, access to keys, status of Knox Box, and accuracy of evacuation routes, especially in the event of new construction

❑ Review the prior safety audit to examine school buildings and grounds

❑ In collaboration with community partners, conduct a thorough safety audit to identify geographic and site-specific hazards

❑ Update bus routes to identify potential hazards

❑ Survey neighborhood resources and select two separate off-site locations for evacuation

❑ Complete an MOU (Memorandum of Understanding) with each off-site evacuation location

❑ Update phone numbers for emergency personnel and community resources

❑ Survey staff to identify those with special skills and training

❑ Assign Incident Command Roles to staff

❑ Identify and assemble necessary equipment needed in an emergency.

❑ Examine and update site Emergency Response Box

❑ Review plan and conduct in-service activities and training with staff

❑ Plan types of drills to implement throughout the year and schedule drill and staff training dates

SURVEY OF STAFF SKILLS

A Survey of Staff Skills will help administrators plan assignments for emergency teams. The information provided should identify the following areas in which members of the staff have training or expertise. **(See Forms)**

- First Aid
- CPR
- Hazardous Materials
- Emergency Medical
- Incident Debriefing
- Military Training

- Search and Rescue
- Counseling/Mental Health
- Fire Fighting
- Media Relations
- Multilingual Fluency
- Weapons/Explosives

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

The Hazard Mitigation/School Safety Checklist describes specific areas and conditions for hazard inspection. It provides Site Administrators and the School Site Safety Committee with an objective tool to audit the current status of emergency readiness at any given point in time on a school campus. Use the Hazard Mitigation/School Safety Checklist as a way to engage a newly formed Site Safety Committee or as a way to focus the committee's efforts on specific areas for improvement.   The complete Hazard Mitigation/School Safety Checklist is attached at the end of this Prevention & Mitigation chapter. It is solely a self assessment tool and should not be included in the formal site plan.

VISITOR SCREENING POLICY

A visitor-screening policy should be developed with signage to direct school visitors to the sign-in area.

- ❑ Post signs at key arrival points directing all visitors to the entry door
- ❑ Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers
- ❑ Ask all visitors to sign-in and provide them with a visitor pass
- ❑ Ask visitors to state intent of campus business
- ❑ Direct visitors to sign out upon leaving campus
- ❑ Acquaint parents and community members with visitor policy
- ❑ Familiarize all teachers and staff with the visitor policy
- ❑ Encourage all staff to question unidentified visitors and direct them to the office for sign-in and visitor pass before proceeding onto campus

VIOLENCE PREVENTION

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school.   One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

TO MAINTAIN A SCHOOL CULTURE FREE OF VIOLENCE:

- ❑ Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups

- ❑ Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior

- ❑ Make it clear in all communications, verbal and written, that **all threats** that compromise the safety and security of any student, staff, or other school community member, **will be taken seriously**. This includes any threat expressed through electronic means or technological device

- ❑ Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims

- ❑ Implement staff training in nonviolent conflict resolution and threat inquiry processes

- ❑ Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

TO PROVIDE A BROAD SCOPE OF OPPORTUNITIES FOR STUDENT ENGAGEMENT:

- ❑ After-school programs
- ❑ Alternative education programs
- ❑ Anger management
- ❑ Positive behavior supports
- ❑ Behavior interventions that include monitoring and support
- ❑ Parent education
- ❑ Multi-agency partnerships
- ❑ Drug and alcohol awareness and prevention programs

THREAT INQUIRY PROCESS

A threat is an expression of intent to harm someone If a student has intentionally engaged in harassment, threats, or intimidation against school personnel or pupils that clearly disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (EC 489000.4) that student should be subject to a threat inquiry process.

Threats may be spoken, written, or gestured. Threats may be direct or indirect and need not be communicated to the intended victim or victims. Any threat expressed through electronic means, including a message, text, sound, or image by means of an electronic device (ED Code 32261*g*) will be treated like any other threat that impacts the school environment. Weapons possession is presumed to be a threat unless circumstances clearly indicate otherwise. When in doubt, assume it is a threat.

CONTINUUM OF THREATS
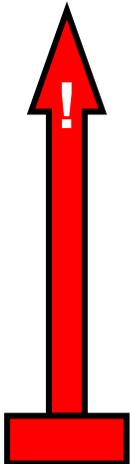
- Warning of impending violence

- Attempts to intimidate or frighten

- Thrill of causing a disruption

- Attention-seeking, boasting

- Fleeting expressions of anger

- Jokes

- Figures of speech

THREAT INQUIRY PROCESS

THE PROCESS
*(Also see **THREAT INQUIRY PROCESS CHART** on page 8.)*

If the threat is transient and easily mitigated, take appropriate action

- ❑ Resolve the threat through explanation or apology
- ❑ Provide counseling and education as needed
- ❑ Administer discipline if appropriate

If the threat is substantive, take appropriate action
NOTE: All threats involving weapons should be considered substantive

If the threat is serious substantive, take appropriate action

- ❑ Take precautions to protect victims
- ❑ Notify intended victim and victim's parents
- ❑ Discipline student for threat
- ❑ Determine appropriate intervention for student (counseling/mediation)
- ❑ Verify that threat has been resolved and interventions are in place

Respond to very serious substantive threat by including district level administrators in the threat inquiry process.

- ❑ District-level staff may involve district psychologist, law enforcement, legal counsel, human resources personnel, or special education director.

TARASOFF WARNING
A *Tarasoff* warning (*Tarasoff v. Regents of the University of California*, 1976) requires authorities to notify a potential victim in the event of a substantive threat. This is known as "The duty to protect" in which the CA Supreme Court ruled, "The protective [confidentiality] privilege ends where public peril begins."

TARASOFF GUIDELINES
- ❑ Clearly state in all behavior code documents that, "All threats will be taken seriously. You will be informed if your student makes or receives a credible threat."
- ❑ Only warn if the threat is specific and substantive
- ❑ Immediately contact parents of all students involved
- ❑ Safety trumps confidentiality, but share only what is necessary

Wright, Diana Browning. "Legally Sound, Effective Guidelines for Responding to Student Threats of Violence: A Team A.R.M.S. Approach." www.dianabrowningwright.com

THREAT INQUIRY PROCESS

Threat Reported to Principal

Step 1: Evaluate Threat
Obtain specific account of threat through interviews and document. Consider circumstances in which threat was made and student's intentions.

Step 2: Decide if threat is clearly transient or substantive.

Threat is clearly transient

Threat is substantive

Step 3: Respond to transient threat.
Typical responses: (i.e. reprimand, parental notification, or other disciplinary action. Student might be required to make amends, attend mediation, or counseling

Step 4: Decide if substantive threat is serious or very serious.
Serious: (i.e. Threat to assault)
Very Serious: (i.e. Threat to kill, rape, or inflict severe injury)

Threat is serious.

Threat is very serious.

Step 5:
Respond to serious substantive threat.
- Take immediate precautions to protect potential victims, including notifying victim and victim's parents
- Notify student's parents
- Consider consulting with law enforcement
- Refer student to counseling, dispute mediation, or other appropriate mediation
- Discipline student as appropriate to severity of situation

Step 6: Conduct safety evaluation.
- Take immediate precautions to protect potential victims, including notifying victim and victim's parents
- Consult with law enforcement
- Notify student's parents
- Begin extended threat assessment inquiry
- Discipline student as appropriate

Step 7: Implement a safety plan.
- Complete a written plan
- Maintain contact with the student
- Revise plan as needed

BREAKING THE CODE OF SILENCE

**If you know something, if you <u>think</u> you know something, don't wait.
Break the code!**

What is the *Code of Silence*?

- "Don't talk to adults" rule
- Don't get other kids in trouble
- Don't tell on your friends, don't be a "narc"; a "tattler"; a "crybaby"
- Don't make yourself vulnerable to attack from another student

Why is the code a problem?

- Someone could get harassed, bullied, injured, beaten up, or killed
- You could feel guilty if you knew something bad was going to happen and you didn't report it
- If you know of a problem, and say nothing, you share in the responsibility for that problem

Why break the code?

- Everyone will feel more safe
- You may help prevent someone from being harassed, bullied, injured, beaten up, or killed
- You will feel better about yourself by doing the right thing!

How to break the code:

- **Don't wait for someone else to tell**
- As soon as possible, tell an adult you trust. You can always turn to a teacher, counselor, custodian, neighbor, or your parent
- If you are still worried about the information you may have, tell another adult
- Your safety and confidentiality are important, so let the person you tell know if you are worried that your report gets traced back to you

Your school   Your friends   Your life   Your responsibility

Break the code!

STUDENT HANDOUT

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

DIRECTIONS: Use the following checklist to review the school's strengths and areas to target for improvement related to hazard mitigation and school safety procedures and policies.

If an element is:
- In place, check **YES**
- In place, but at a minimal level check **IMPROVE**
- Missing, check **NO**
- Missing, but there exists a plan to implement check **IMPLEMENT**

SCHOOL EXTERIOR AND STUDENT AREAS

School Exterior and Student Areas	YES	IMPROVE	NO	IMPLEMENT
School grounds are fenced. If yes, approximate height:				
Gates are secured by good padlock and chain after hours.				
Drug-free zone signs are posted.				
Signs are posted for visitors to report to main office through a designated entrance.				
Shrubs and foliage are trimmed to allow for good line of sight.				
Bus loading and drop-off zones are clearly defined.				
Access to bus loading area is restricted to other vehicles during loading/unloading.				
Parent drop-off and pick-up area is clearly defined.				
There is adequate lighting around the building.				
Lighting is provided at entrances and other points of possible intrusion.				

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HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL EXTERIOR AND PLAY AREAS

School Exterior and Play Areas	YES	IMPROVE	NO	IMPLEMENT
The school is free of graffiti.				
Play areas are fenced or student boundaries are clearly marked and enforced.				
Good visual surveillance of play equipment or student congregation area is possible.				
Vehicular access to student play or congregation area is restricted.				
Playground equipment has tamper-proof fasteners.				
Visual surveillance of bicycle racks is possible.				
All areas of school buildings and grounds are accessible to patrolling security vehicles.				
Ground floor windows: -No broken panes -Locking hardware in working order				
Classroom doors are locked when classrooms are vacant.				
There is a central alarm system specific in the school.				
High-risk areas are protected by high security locks and alarm system.				
There is two-way communication between classrooms and main office.				
Students are restricted from loitering in corridors, hallways, and restrooms.				
Staff members wear I.D. badges.				

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL EXTERIOR AND PLAY AREAS

School Exterior and Security	YES	IMPROVE	NO	IMPLEMENT
Law enforcement monitors school grounds after school hours.				
All school equipment is marked with an identification number.				
There is a policy for handling cash received at the school.				
There is regular maintenance and/or testing of the entire security alarm system at least once every six months.				
There is a schedule for maintenance checks on lights, locks and lock hardware, and storage sheds and outbuildings.				
There is a control system in place to monitor keys and duplicates.				
Exterior light fixtures are securely mounted.				
Mechanical rooms and hazardous storage areas are locked.				
Evacuation and other emergency drills are conducted on a consistent and ongoing basis.				
A record of health permits is maintained.				
A record of fire inspection by the official Fire Marshal is maintained.				

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL INTERIOR

School Interior	YES	IMPROVE	NO	IMPLEMENT
Multiple entries to the building are controlled and supervised.				
Visitors are required to sign in.				
Visitors are required to wear visitor badge.				
The hallways are properly lighted for safety.				
Bathrooms are properly lighted.				
Bathrooms are supervised by staff.				
The bathroom walls are free of graffiti.				
Exit signs are clearly visible and pointing in the correct direction.				
Access to electrical panels is restricted.				
Mechanical rooms and other hazardous storage areas are kept locked.				
Confidential files and records are maintained in locked, vandal proof, fireproof areas.				
If a classroom is vacant, students are restricted from entering the room alone.				
Faculty members are required to lock classrooms upon leaving.				

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL INTERIOR

School Interior	YES	IMPROVE	NO	IMPLEMENT
Friends, relatives, or non-custodial parents are required to have written permission to pick up a student from school.				
Students are required to have permission to leave school during school hours.				
There are written regulations regarding school personnel using building facilities after school hours.				
There are regulations regarding access and control of outside groups using the building after school hours.				
Law enforcement monitors school grounds after school hours.				

DEVELOPMENT AND ENFORCEMENT OF POLICIES

Development and Enforcement of Policies	YES	IMPROVE	NO	IMPLEMENT
The Student Behavior Code is reviewed and updated annually.				
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.				
The school has an effective Emergency Management Plan that is reviewed and updated annually.				
The Emergency Management Plan includes a specific set of procedures for students/staff with special needs.				

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HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

DEVELOPMENT AND ENFORCEMENT OF POLICIES

Development and Enforcement of Policies	YES	IMPROVE	NO	IMPLEMENT
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building				
Behavioral expectations and consequences for violations are clearly outlined in the Behavior Code, including sanctions for weapon and drug offenses and all other criminal acts.				
Disciplinary consequences for infractions to the Behavior Code are fairly and consistently enforced.				
Parents are an integral part of student discipline procedures and actions.				
Alternatives to suspensions and expulsions are built into the discipline policy and care consistently used. (Positive Behavior Supports)				
The behavior policy provides a system whereby staff and students may report problems or incidents anonymously.				
The behavior policy includes a team-oriented, systematic threat inquiry process that all staff members, students, and parents are aware of and understand.				

DATA COLLECTION PROCEDURES

Procedures for Data Collection	YES	IMPROVE	NO	IMPLEMENT
Violations of state and federal laws are reported to law enforcement.				
An incident reporting procedure for disruptive incidents is established and utilized.				

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HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

DATA COLLECTION PROCEDURES

Procedures for Data Collection	YES	IMPROVE	NO	IMPLEMENT
Data collection procedures are established and utilized by administrators and staff.				
Collected data is reviewed and analyzed to identify recurring problems and guide reform initiatives.				
Accident reports are filed when a student is injured on school property or during school-related activities.				
The incident reporting system is reviewed and updated annually.				

INTERVENTION AND PREVENTION PLANS

Staff Development	YES	IMPROVE	NO	IMPLEMENT
Students have access to conflict resolution programs.				
Students are assisted in developing anger management skills.				
Diversity awareness is taught and emphasized.				
Programs are available for students who are academically at-risk. (Academic Intervention and Supports)				
Students may seek help without the loss of confidentiality.				
Students and parents have access to community resources.				

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

STAFF DEVELOPMENT

Staff Development	YES	IMPROVE	NO	IMPLEMENT
The principal and other administrators maintain a highly visible profile.				
Administrators and staff (including campus security and law enforcement) are trained in the implementation of site Emergency Management Plan.				
Campus Security (i.e. specifically assigned staff, law enforcement, parent volunteers) receive training relevant to their campus responsibilities.				
School Resource Officers receive training relevant to their campus responsibilities.				
The entire staff participates in emergency training which is progressive and aimed at continually increasing the level of emergency readiness on site.				
School Resource Officers offer staff training in emergency readiness.				
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.				
School safety and violence prevention information is regularly provided as part of a school or system-wide staff development plan.				
Staff development opportunities extend to support staff including cafeteria workers, custodial staff, secretarial staff, and bus drivers.				

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HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

STUDENT INVOLVEMENT

Opportunity for Student Involvement	YES	IMPROVE	NO	IMPLEMENT
Students are represented on the School Site Safety Committee.				
The school provides opportunities for student leadership related to violence prevention and safety issues.				
The school provides adequate recognition opportunities for all students.				
Students are provided encouragement and support in establishing clubs and programs to raise the level of student involvement.				
Students are adequately instructed in their responsibility to avoid becoming victims of violence. (avoiding high-risk situations and behavior)				

PARENT AND COMMUNITY INVOLVEMENT

Parent and Community Involvement	YES	IMPROVE	NO	IMPLEMENT
Parents and community members are an integral part of the school's safety planning and policymaking.				
Parents are aware of behavioral expectations and are informed of changes in a timely manner.				
Parents and community members have easy access to clear and explicit information regarding emergency procedures on campus.				
Parents and community members receive training regarding issues in emergency response at school via after-hours seminars and/or workshops.				

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

PARENT AND COMMUNITY INVOLVEMENT

Parent and Community Involvement	YES	IMPROVE	NO	IMPLEMENT
The school's communication plan includes an efficient method of informing parents when an emergency situation arises.				
The school's Emergency Management Plan includes a Memorandum of Understanding with at least one community partner regarding provision of a safe and reasonable off-campus evacuation location.				

THE ROLE OF LAW ENFORCEMENT

Role of Law Enforcement	YES	IMPROVE	NO	IMPLEMENT
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.				
Law enforcement personnel are an integral part of the school's safety process.				
The school and its law enforcement partners have a Memorandum of Understanding, defining the roles and responsibilities of both parties.				
School security officials and local law enforcement provide a visible presence on campus during school hours and at school-related events.				
There is a communication tool in place to keep law enforcement informed regarding the schedule of non-traditional school hours.				
School administrators have the opportunity to meet with law enforcement commanders at least once a year.				

Phase Two
Preparedness

Prevention Mitigation	**Preparedness** **Expanding the capacity of the school to respond quickly and effectively in an emergency** **Train ✻ Practice ✻ Drill**
Response	**Recovery**

PREPAREDNESS

PREPAREDNESS is all about planning for various emergency scenarios. Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies, and the community at large. Good planning will facilitate a rapid, coordinated, effective response when an emergency actually occurs.

- ❑ **IDENTIFY and INCLUDE** all stakeholders in the preparedness process
- ❑ **REVIEW** existing community, district, and site emergency plans
- ❑ **UPDATE** information about the school facility, such as maps and the location of utility shutoffs
- ❑ **INVENTORY** emergency equipment and supplies
- ❑ **REFRESH** emergency equipment and supplies as needed

SEMS: (Cal-EMA)
STANDARDIZED EMERGENCY MANAGEMENT SYSTEM

NIMS: (FEMA)
NATIONAL INCIDENT MANAGEMENT SYSTEM

The Standardized Emergency Management System (SEMS) has been the standard for emergency response in California since its implementation in 1996. The National Incident Management System (NIMS) is a comprehensive, national approach to incident management designed to centralize emergency response through the use of standardized terminology and processes. By adopting a common language and a unified set of procedures, coordination among all responding agencies is enhanced.

Use of SEMS/NIMS protocol for emergency response is an eligibility requirement for local governments, agencies, and special districts to receive state and federal reimbursement following a disaster. Compliance with SEMS/NIMS also fulfills the "development of disaster procedures, routine and emergency" requirement of the California Education code. (Section §35294)

KEY ELEMENTS of SEMS / NIMS

SEMS		NIMS
▪ **ICS as primary component**		▪ **Command & Management**
▪ **Multi agency coordination**		▪ **Preparedness**
▪ **Mutual aid system**		▪ **Resource Management**
▪ **Operational areas**		▪ **Communications & Information Management**

CALIFORNIA GOVERNMENT CODE § 3100

CALIFORNIA GOVERNMENT CODE §3100
In the event of a local, state, or national emergency or disaster, all school staff should be aware of §3100 which designates school employees as **Disaster Service Workers**. Under this designation all school employees can be asked to remain on campus and assist rescue efforts in event of a disaster.

ICS: INCIDENT COMMAND SYSTEM

The Incident Command System provides for flexible emergency management adaptable to incidents involving multi-jurisdictional response. **It is important for school sites to assign appropriate personnel in the ICS roles and to update these roles annually.**

KEY ELEMENTS OF ICS
- ❑ Common language
- ❑ Clear chain of command
- ❑ Unified command in multi-agency response
- ❑ Manageable span of control
- ❑ Flexibility to address all incidents, small and large
- ❑ Five-function structure for management of all major incidents
    Command: (Leader)
    - ▪ Provides overall emergency policy and coordination.
    - ▪ Includes: Incident Commander, Safety Officer, Public Information Officer, and Liaison
    Operations: (Doer)
    - ▪ Directs all tactical operations during a response.
    - ▪ Implements established emergency procedures including site security, search and rescue, medical, student care and supervision, and student release
    Planning: (Thinker)
    - ▪ Collects, evaluates, and disseminates information regarding size, scope, and seriousness of an incident
    - ▪ Plans for long term response and recovery
    Logistics: (Getter)
    - ▪ Supports operations by providing personnel, equipment, facilities, and resources.
    - ▪ Coordinates personnel, manages volunteers, and facilitates communications
    Finance: (Collector)
    - ▪ Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping, and submitting documentation

INCIDENT COMMAND SYSTEM CHART

Command Staff

Incident Commander

Safety Officer

Public Info Officer

Liaison Officer

Division Chiefs

Operations	**Planning**	**Logistics**	**Finance**
Security Search and Rescue	Situation Analysis	Food Services	Costs & Time Keeping
Medical		Supplies & Facilities	
Student Care & Supervision	Next Steps Planning	Transportation	Record Keeping
Student Release		Staffing	
Crisis Response		Communications	Insurance Claims Legal

INCIDENT COMMAND SYSTEM ORGANIZATION

In the Incident Command System every emergency incident requires a person in charge. In ICS terminology, this person is called the **INCIDENT COMMANDER**. **At all times there must be a staff person designated to fill this role**. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, law enforcement, or other responding agencies arrive on campus and assume command of the incident.

Implementing the full Incident Command System would be rare for a school site, only in the event of a particularly complicated or serious incident. Knowing this, **each school site should assign its ICS roles based on the size of the staff and the school.** For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. Despite the size of the staff, all assigned ICS roles should include two alternates in order to achieve the standard of "Three Deep," which involves a primary individual responsible for the task with a secondary and tertiary staff person ready to fill in if the situation warrants.

SITE INCIDENT COMMAND: COMMAND STAFF
THE INCIDENT COMMANDER

The Incident Commander or designee activates the school's Emergency Plan. The Incident Commander must be familiar with available resources, coordinate and document all response actions, and effectively communicate response strategies to others.

THE INCIDENT COMMANDER:

❑ Assesses the scene and ensures the safety of students, staff and others on campus
❑ Leads by example: the behavior sets tone for staff and students
❑ Coordinates response efforts within the affected area
❑ Determines the need for and provides inter-agency coordination
❑ Remains at or near the Command Post to observe and direct all operations
❑ Constantly assesses the situation and adapts appropriate strategies as needed

Typically first responders and/or law enforcement will take over the role of **INCIDENT COMMANDER** once on the scene. However, the school administrator may be required to serve an extended role as **INCIDENT COMMANDER** under certain circumstances. These circumstances include situations in which:

❑ Professional emergency responders are unavailable. In a major disaster all emergency personnel may be committed elsewhere. Schools must be prepared to be "on their own" for hours, or even days
❑ Professional emergency responders need additional help (with search and rescue, information management, etc.)
❑ Preparation and planning becomes necessary for an anticipated emergency (a pandemic, student demonstration)
❑ Preparation and planning becomes necessary for a major planned non-emergency activity (community events, multi-agency drills or exercises, etc.)

SITE INCIDENT COMMAND: COMMAND STAFF
THE SAFETY OFFICER

The Safety Officer is the member of the Incident Command Staff who ensures that all activities are conducted in as safe a manner as possible under the existing conditions. In a larger incident, the Safety Officer must be alert and ready to manage secondary emergencies that may likely occur.

THE SAFETY OFFICER:

- ❑ Monitors drills, exercises, and emergency response activities for safety
- ❑ Identifies and mitigates safety hazards and situations
- ❑ Stops or modifies all unsafe operations
- ❑ Anticipates situations and problems before they occur
- ❑ Keeps the Incident Commander advised of status and activity
- ❑ Manages car and foot traffic arriving on campus during a drill or incident

SITE INCIDENT COMMAND: COMMAND STAFF
THE PUBLIC INFORMATION OFFICER

The Public Information Officer is the Incident Command Staff member who manages the media **until** the district-level Public Information Officer can get to the scene. The site-level Public Information Officer ensures that the media gets set up in the designated media staging area and communicates the timeline for release of information.

THE PUBLIC INFORMATION OFFICER:

- ❑ Sets up designated media staging area (away from Command Post and students) and escorts all media to area
- ❑ Receives staff status reports during an incident or drill
- ❑ Advises arriving media of scheduled press releases
- ❑ Provides periodic information updates to Incident Commander
- ❑ Ensures announcements & other information are translated into other languages as needed
- ❑ In collaboration with the District Public Information Officer, sends out communication to staff and students about the current emergency
- ❑ Prepares ongoing communication for parents and community
- ❑ Escorts news media around school site at the direction of Incident Command

SITE INCIDENT COMMAND: COMMAND STAFF
THE LIAISON OFFICER

The Liaison Officer is the Incident Command Staff member who serves as the point of contact for representatives from community organizations and agencies. The Liaison Officer assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

THE LIAISON OFFICER:

- ❑ Briefs agency representatives on current situation, priorities, and incident action plan
- ❑ Interacts with community Emergency Medical Command to confirm identification of injured staff and students and if transported, confirms their destinations and/or locations
- ❑ Ensures coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- ❑ Provides periodic update briefings to agency representatives as necessary
- ❑ Maintains contact between the District Office and the local school site Incident Command

SITE INCIDENT COMMAND: ASSIGNING COMMAND STAFF ROLES

SITE LEVEL INCIDENT COMMAND STAFF QUALIFICATIONS:

An effective Incident Commander should have:
- ❑ Authority to commit school resources
- ❑ Ability to:
  - ▪ Take command
  - ▪ Balance response actions with safety concerns
  - ▪ Motivate responders
  - ▪ Communicate clear directions
  - ▪ Size up a situation and make rapid decisions
  - ▪ Assess effectiveness of response strategies
  - ▪ Be flexible and modify plans as necessary

An effective Public Information Officer should have:
- ❑ Assertiveness to shepherd the media to staging area
- ❑ Media relations training/experience
- ❑ Authority as designated spokesperson
- ❑ Ability to maintain grace under fire

An effective Safety Officer should have:
- ❑ Worker safety and hazardous materials training/experience
- ❑ Ability to assess risk and develop safety measures
- ❑ Authority to give directives
- ❑ Quick thinking and decision making skills

An effective Liaison Officer should have:
- ❑ Strong organizational skills
- ❑ Strong communication skills
- ❑ Ability to represent the concerns and needs of all parties involved in a response
- ❑ Ability to maintain composure if called upon to help identify injured victims
- ❑ Ability to multi-task
- ❑ Ability to respect confidentiality mandates

SITE INCIDENT COMMAND: FACILITIES

THE INCIDENT COMMAND POST (ICP)

The Incident Command Post (ICP) is the school's incident "headquarters" where primary coordination and management functions are executed.   The most important consideration is that the ICP has enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the Incident Command Post include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the command post such that the full emergency assembly area is in view, while maintaining adequate separation from students. Each school site should pre-determine a primary and secondary Incident Command Post location.

It might be necessary over the course of an emergency to re-locate the Incident Command Post, but every incident must have a command post in some form.

One of the campus maps included in the school's Site Emergency Plan should chart the various Incident Command System staging locations. Mark the appropriate areas on the map with the corresponding ICS symbols as shown below.

CRITICAL ICS FACILITIES MAP FOR A SCHOOL SITE

FACILITIY	PURPOSE	SYMBOL
Incident Command Post	Where primary command functions are executed	◸
Staging Areas	Where incident personnel await tactical assignment	Ⓢ
Helispot	Where helicopters can safely land and take off	H-3 ●
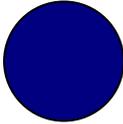
INCIDENT COMMAND SYSTEM:
UNIFIED COMMAND

Under a Unified Command, the Incident Commander is the representative from the community emergency response agency who makes command decisions with input as needed from other responders and school personnel. The School Site Commander must remain with the community emergency Incident Commander at the Command Post through the duration of the event.

Unified Command	
First Response Incident Commander	**School Site Commander**
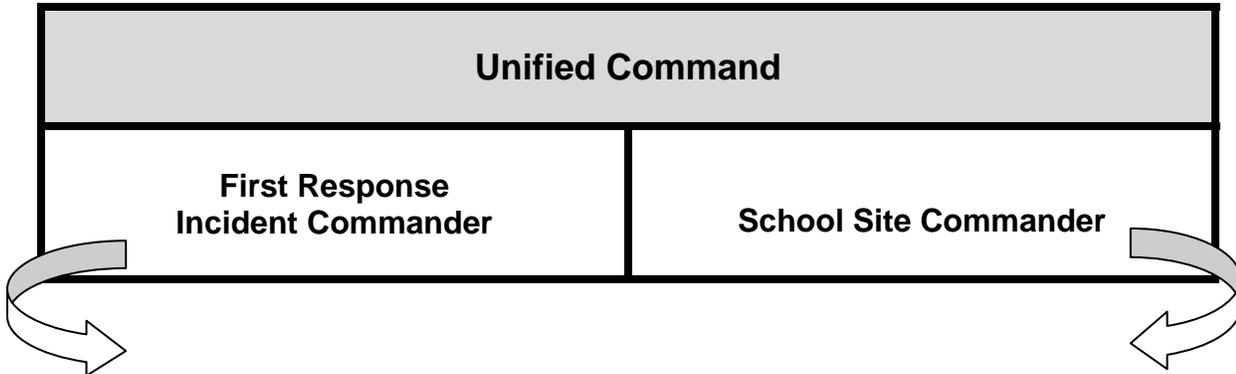
SITE INCIDENT COMMAND: GENERAL STAFF DIVISION CHIEFS

The Site Incident Command manages an emergency response in collaboration with the Site Incident Division Chiefs (Operations, Logistics, Planning, and Finance). Each Division Chief has specific responsibilities during a school emergency. In turn, each Division Chief has a team(s) tasked with implementing unique components of the emergency response plan.

OPERATIONS

THE OPERATIONS CHIEF:

- ❑ Oversees all tactical operations during a response
- ❑ Implements established emergency procedures and protocols utilizing specially trained teams including Site Security, Search and Rescue, Medical, Student Care and Supervision, and Student Release teams
- ❑ Ensures all activities are properly documented

OPERATIONS TEAM: SITE SECURITY / SEARCH AND RESCUE

- ❑ Monitors site utilities (electric, gas, water, HVAC system). Implements shut off only if danger exists or directed by Incident Commander
- ❑ Assists in securing facility (locking gates and perimeter doors, posting caution tape as needed, etc)
- ❑ Locates, controls, and extinguishes small fires as necessary
- ❑ Only if safe to do so, implements sweep teams of 2-3 people per team to locate trapped or injured students and staff
- ❑ Only if safe to do so, rescues those who are trapped and injured
- ❑ Maintains radio contact between search teams and Command Post
- ❑ Coordinates with Medical team for treatment of the injured

OPERATIONS TEAM: MEDICAL

- ❑ Establishes medical triage with staff trained in First Aid, CPR
- ❑ Provides/oversees care to the injured
- ❑ Distributes supplies (latex gloves, bandages, etc.)
- ❑ Requests additional supplies from Logistics
- ❑ Documents transport of students/staff by emergency medical teams

SITE INCIDENT COMMAND: GENERAL STAFF DIVISION CHIEFS

OPERATIONS
(Continued)

OPERATIONS TEAM: STUDENT CARE AND SUPERVISION

- ❑ Trains staff on protocols for buddy system and student/staff accounting procedures
- ❑ Oversees proper implementation of buddy system and student/staff accounting procedures
- ❑ In prolonged emergencies, coordinates distribution of food and water
- ❑ Establishes secondary toilet facilities in the event of water shut off
- ❑ Requests supplies from Logistics Chief
- ❑ Engages students in process to help maintain order and focus

OPERATIONS TEAM: STUDENT RELEASE

- ❑ Organizes and implements a Student Release simulation to train staff at least once a year
- ❑ During an emergency response, implements Student Release protocols employing all members of Student Release team
- ❑ Prioritizes readiness in this area: the Student Release process is often a weak aspect of a school's emergency plan
- ❑ Solicits and trains additional volunteer team members. Efficient operation of the Student Release process requires a larger workforce, especially at the start of the release

OPERATIONS TEAM: CRISIS INTERVENTION AND RESPONSE

- ❑ Provides and accesses psychological First Aid services for those in need
- ❑ Accesses local/regional providers for ongoing crisis counseling for students, staff, parents
- ❑ For specific crisis recovery protocols, follows the *Recovery* section in this manual

SITE INCIDENT COMMAND: GENERAL STAFF DIVISION CHIEFS

PLANNING

THE PLANNING CHIEF:

- ❑ Finds out what has happened, what is happening now, and what needs to happen
- ❑ Communicates relevant information to Incident Commander
- ❑ Plans an appropriate response
- ❑ Ensures Site Safety Committee updates emergency plan on a regular basis

PLANNING TEAM:

- ❑ Assists Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events)
- ❑ Assists with ongoing planning efforts
- ❑ Maintains incident time log; documents activities
- ❑ During an extended incident and in collaboration with other Division Chiefs, projects what resources will be necessary to support an ongoing response effort and procure from Logistics

LOGISTICS

THE LOGISTICS CHIEF:

- ❑ Provides needed personnel, equipment, facilities, resources, and services
- ❑ Coordinates personnel
- ❑ Manages volunteers
- ❑ Facilitates communications

LOGISTICS TEAM: FOOD SERVICE

- ❑ In collaboration with the site's food service workers, ensures that a plan is in place to provide students and staff with necessary food and water in the event of an extended incident
- ❑ Includes food service workers in drills and emergency training

SITE INCIDENT COMMAND: GENERAL STAFF DIVISION CHIEFS

LOGISTICS
(Continued)

LOGISTICS TEAM: SUPPLIES AND FACILITIES

- ❑ Follows up on hazard mitigation inspections
- ❑ Establishes and maintains two Emergency Response Boxes to include fresh batteries, extra keys, updated ICS assignments, etc.
- ❑ Monitors inventory and storage of supplies and equipment
- ❑ Coordinates access to and distribution of supplies during an emergency

LOGISTICS TEAM: COMMUNICATIONS

- ❑ Establishes/oversees communications center and communication activities during an emergency (two-way radio, battery-powered radio, written updates, etc.)
- ❑ Develops phone tree for after-hours communication
- ❑ Ensures that district service workers are included in phone tree
- ❑ Ensures that on-site satellite facilities and staff are included in communication network, including phone tree
- ❑ Documents regular work schedules for on-campus service and utility workers as well as schedules of regular deliveries
- ❑ Provides service workers and delivery drivers with communication alerts regarding planned emergency drills and training exercises
- ❑ Documents activities

FINANCE

FINANCE CHIEF

- ❑ Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping, and submitting documentation
- ❑ Maintains overall documentation and records of financial transactions
- ❑ When possible, photographs or videotapes damage to property
- ❑ Develops a system to monitor and track expenses and financial losses
- ❑ Secures all records

SITE INCIDENT COMMAND:
BUILDING SITE INCIDENT COMMAND TEAMS

REMINDER: CALIFORNIA GOVERNMENT CODE §3100

All school staff should be made aware of §3100 which designates school employees as **Disaster Service Workers**. Under this designation, all school employees are expected to remain on campus and assist rescue efforts in event of a disaster.

SITE Incident Command System TEAMS

Appropriate school personnel should be assigned to INCIDENT COMMAND SYSTEM (ICS) roles and then trained. These assignments should capitalize on who is best qualified for each position, **not** according to day-to-day seniority. During an emergency, lines of authority will change to reflect these ICS assignments. All school personnel should be aware and accepting of these changes. Team members might include:

School Personnel	Community Members

Cafeteria Manager
Counselors
Maintenance Director, Custodians
Nurse or Health Clerk
Office Secretaries
Principal
School Psychologist
School Security
Social Workers
Teachers
Transportation Coordinator
	Clergy
	Emergency Medical Personnel
	Fire
	Law Enforcement
	Mental Health Workers
	Parents
	Social Service Workers
	    ▪ Child Welfare
	    ▪ Juvenile Justice

All school staff members who are assigned roles within the INCIDENT COMMAND SYSTEM **must be trained** in their responsibilities as well as participate in a number of emergency readiness activities over the course of a school year.

OPERATIONS TEAM PROTOCOLS
SEARCH AND RESCUE

SEARCH AND RESCUE TEAM

SAFETY CONCERNS:
- ❑ Implement the buddy system: 2-3 persons per team with a designated team leader
- ❑ Take no action that might endanger self or others
- ❑ Do not work beyond expertise
- ❑ Use appropriate safety gear
- ❑ Size up the situation first
- ❑ Follow all operational and standard safety procedures

START-UP:
- ❑ Check in with Operations Chief at Incident Command Post (ICP) for assignment
- ❑ Obtain all necessary supplies(see below)
- ❑ Put on personal safety gear

OPERATIONS:
- ❑ Follow Search and Rescue Routes Map
- ❑ Before entering a building, walk around and inspect complete exterior of building
- ❑ Report structural damage to team leader
- ❑ Use yellow caution tape to barricade hazardous areas
- ❑ **Do not enter** severely damaged buildings
- ❑ If building is safe to enter, search assigned area using orderly pattern
- ❑ Stay within voice contact of search & rescue partners
- ❑ Check each room or space, visually, vocally, and physically
- ❑ Use chalk, painters' tape or grease pencil to mark slash on door (/) when entering a room
- ❑ When injured victim is located, communicate location and condition of injured to Command Post
- ❑ Keep radio communication brief and simple. No codes
- ❑ Do not broadcast names of students or staff over radio
- ❑ Deceased victims should be covered and moved out of sight <u>unless the body is part of a crime scene.</u> Mark location on school map
- ❑ If safe to do so, transport injured to First Aid
- ❑ After searching a room, draw a second slash (\), creating an "X" on the door. An "X" indicates the primary search is completed
- ❑ On the door, write the number of victims found inside followed by "D" for deceased and "H" for hurt or injured
- ❑ Review and apply information regarding Evacuation Accommodations for People with Special Needs (pages 61 – 64)

OPERATIONS TEAM PROTOCOLS
SEARCH AND RESCUE

SEARCH AND RESCUE TEAM
(Continued)

SUPPLIES:

- ID Vest
- Hard hat
- Whistle with master keys on lanyard
- Clipboards with job description/map
- First Aid kits
- Search and Rescue Route Maps
- Flashlights
- Rope

- Fire Extinguisher
- Work and Non-Latex Gloves
- Campus 2-Way Radios
- Caution Tape
- Chalk, Painter's Tape, or Grease Pencil
- Extra Batteries
- Utility shut-off tools

OPERATIONS TEAM PROTOCOLS
MEDICAL

MEDICAL TEAM

SAFETY CONCERNS:
- ❑ Obtain and wear personal safety equipment including non-latex gloves
- ❑ Coordinate with Search and Rescue Team
- ❑ Inform the Operations Chief when the situation requires health or medical services that staff cannot provide

OPERATIONS:
- ❑ Administer appropriate First Aid
- ❑ Keep accurate records of care given
- ❑ Continue to assess victims at regular intervals
- ❑ Report deaths immediately to Medical Team Leader
- ❑ Use a Sharpie or other marker to write victim's name directly on body in a visible location in lieu of a triage tag. Mark all victims/patients
- ❑ If victim is transported from campus for advanced medical attention, include a copy of the student's Emergency Card if possible
- ❑ Keep track of hospital transports as best as possible utilizing the ***Mass Casualty Tracking Sheet***

FIRST AID STATIONS:
- ❑ **Triage -** Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area

- ❑ **Minor Care** - Avoid overloading immediate care first aid station by separating those whose injuries are considered minor

- ❑ **Immediate Care -** Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles. This area is for people with life and limb threatening injuries who require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock

- ❑ **Delayed Care** - Locate delayed care near the immediate care area, but shield from the sight of the injured in immediate care area. This area is for injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or other non-life threatening wounds beyond the capabilities of school staff

- ❑ **Morgue** – Locate morgue in an area with tile, concrete, or other cool floor surface accessible to Coroner's vehicle, but removed from public view. Keep unauthorized persons out of morgue. Do not remove any personal effects from the body. Personal effects must remain with the body at all times

OPERATIONS TEAM PROTOCOLS
MEDICAL

MEDICAL TEAM
(Continued)

SUPPLIES:

- ID Vest
- Copies / Student Emergency Cards
- Pens/Pencils
- Plastic Tarps
- Compress, 4 x 4" 1,000 per 500 students
- Elastic bandage: 2" 12 per campus
- Triangular bandage: 24 per campus
- Butterfly bandages: 50 per campus
- Hydrogen peroxide: 10 pints per campus
- Stretchers/Backboards: 1 per 100 students
- Oval eye patch: 50 per campus
- Tape: 2" cloth: 24 per campus
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard per campus
- Heavy duty rubber gloves: 4 pairs

- Sharpie pens
- Duct tape
- Stapler
- Plastic trash bags
- Compress, 8 x 10" 150 per 500 students
- Elastic bandage: 4" 12 per campus
- Cardboard splints: 24 each, S, M, L
- Water in small sealed containers: 100
- Bleach: 1 small bottle
- Paramedic scissors: 4 per campus
- Latex gloves: 100 per 500 students
- Tape: 1" cloth: 50 rolls per campus
- Dust masks: 25 per 100 students
- First Aid books: 2 advanced per campus

OPERATIONS TEAM PROTOCOLS
STUDENT CARE

STUDENT CARE

SAFETY CONCERNS:
- ❑ If school is evacuating, verify that evacuation routes and assembly areas are safe
- ❑ Monitor the safety and well being of the students and staff during Evacuation and in the Assembly Area

OPERATIONS:
- ❑ Wear identification vest
- ❑ Assess situation. Remain calm
- ❑ Check in with Operations Chief for situation briefing
- ❑ Assign personnel to assignments as needed
- ❑ Arrange activities and keep students reassured
- ❑ If necessary, initiate the set-up of portable toilet facilities and hand-washing stations
- ❑ Administer minor First Aid as needed
- ❑ When necessary, provide water and food to students and staff

BUDDY SYSTEM:
Teachers/staff in adjacent or nearby rooms should be assigned as "buddies." Buddies cooperate during an emergency and should train and drill together to better coordinate procedures with one another. Buddies are assigned based on room location.

Remember: A teacher or staff member's responsibility is to all students, but in situations which threaten the lives of all, **do the greatest good for the greatest number**.

During an incident, buddies will check with each other to determine:
- ❑ Each other's health status
- ❑ Need to assist with any injuries
- ❑ Need to stay with injured students (If possible, injured students should not be left alone)
- ❑ Need to fill a role in the Incident Command System

OPERATIONS TEAM PROTOCOLS
STUDENT CARE

STUDENT CARE
(Continued)

BUDDY PROCEDURES:

- ❑ If necessary, one buddy will evacuate both classrooms
- ❑ If buddy's room is empty, proceed with evacuation as a single supervisor
- ❑ If both buddies are available for evacuation, one leads and the other brings up the rear, checking briefly to ensure that both classrooms are empty
- ❑ Once in assembly area, buddy classrooms line up next to each other for student accounting
- ❑ Each classroom emergency packet should contain teacher's class roster **as well as** buddy classroom roster
- ❑ In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One of the teachers is then available for assignment elsewhere
- ❑ Be sure that substitute teachers know the emergency procedures as well as who their buddy teacher is and where that teacher's classroom is located

SUPPLIES:

- ▪ ID Vest
- ▪ First Aid Kit
- ▪ Sanitation Supplies
- ▪ Ground Cover or Tarps
- ▪ Extra Student Accounting Forms
- ▪ Evacuation Maps

- ▪ Clipboard with Job Description
- ▪ Water and Snacks
- ▪ 2-Way Radios
- ▪ Student Activities: Books, Games
- ▪ Student Injury Forms
- ▪ Assembly Area Maps

OPERATIONS TEAM PROTOCOLS
STUDENT RELEASE

STUDENT RELEASE

SAFETY CONCERNS:
- ❑ Secure area against unauthorized access. Mark gates with signs
- ❑ If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ❑ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ❑ Defer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP:
- ❑ Put on vest, badge, or position identifier
- ❑ Assign volunteers to assist
- ❑ Set up Request Table at the Student Release staging area. Use alphabetical grouping signs to organize and expedite parent requests
- ❑ No person should be allowed to directly approach a student; Be alert to members of the media who may have left the media staging area in search of information or interviews
- ❑ Have Student Release Forms available at Request Table
- ❑ Set up Release Table within the perimeter of the Student Release staging area, but a notable distance from the Request Table
- ❑ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners

REQUEST TABLE
- ❑ Ask Parent/Guardian to show photo identification, then fill out Student Release Form
- ❑ Verify Parent/Guardian identification against information on Emergency Card or through other means
- ❑ Ask Parent/Guardian to take Student Release Form and proceed to the Release Table
- ❑ File the Emergency Card in the out box or use some other means to document that process has been initiated

RELEASE TABLE
- ❑ Direct volunteer runner to the Student Assembly Area with the Student Release Form, have Student Assembly supervisor locate requested student, and escort student back to the Release Table
- ❑ Parent/Guardian signs student out, then immediately departs the area with student to reduce congestion

OPERATIONS TEAM PROTOCOLS
STUDENT RELEASE

STUDENT RELEASE
(Continued)

<u>NOTE</u>: If student population warrants, be sure to include a language translator on the Site Student Release Team.

IF STUDENT IS WITH CLASS IN ASSEMBLY AREA:

- ❑ Runner shows Student Release Form to the Assembly Area supervisor
- ❑ Teacher/Staff Supervisor marks box, "Sent with Runner"
- ❑ Runner walks student to Release Table
- ❑ Runner hands paperwork to Release Staff
- ❑ Release Staff verifies student ID and concludes release process to Parent/Guardian

IF STUDENT IS NOT WITH CLASS:
- ❑ Assembly Area supervisor makes appropriate notation on Student Release Form:
  - ▪ "Absent" if student was not in school that day
  - ▪ "First Aid" if student is in Medical Treatment Area
  - ▪ "Missing" if student was in school but now cannot be located
- ❑ Runner takes Student Release Form to Student Release Team Leader
- ❑ Team Leader verifies student location if known and directs runner accordingly
- ❑ If student is in First Aid, escort parent to Medical Treatment Area
- ❑ If student was marked absent, notify parent accordingly
- ❑ If student is missing, Student Release Team Staff notifies Parent/Guardian and assists with follow up

SUPPLIES:

- ▪ ID Vest
- ▪ Pens
- ▪ Student Emergency Contact Cards
- ▪ Signs Marked REQUEST TABLE
- ▪ Alpha Signs to Organize Lines
- ▪ Student Release Forms
- ▪ Clipboards for Parent Release Forms
- ▪ Staplers
- ▪ Boxes to Organize Emergency Cards
- ▪ Signs Marked RELEASE TABLE
- ▪ Map Detailing Release Area/Parking
- ▪ Tables and Chairs

COMMUNICATIONS PLAN TOOLS

Communication is the foundation of an effective emergency readiness and response plan, but is often overlooked in the preparedness phase. A clear plan must be in place to ensure that school and district staff, students, parents, community members, and the media receive accurate and timely information during and after an emergency. Always include communication protocols in emergency training and drills. During an emergency, telephones and cell phones should only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service are interrupted, the plan must include strategies for back up communication.

COMMUNICATION TOOLS

Standard Telephone	Investigate if site phone system will work in power outage. Plan accordingly. Be prepared to implement a recorded "hot line" for parents to call during emergencies. Keep other telephone lines and personnel free for communication with first responders.
Cellular Phone	In a serious emergency, cell lines are likely to overload. Plan accordingly. School Site Safety Team should maintain updated list of staff cell phone numbers in Emergency Response Boxes. Educate students regarding appropriate cell phone use in an emergency.
Intercom System	Train all staff on capacity and functions of Intercom System. Clarify whether system provides for one-way or two-way communication.
Bullhorn and/or megaphone	Include a battery-powered bullhorn in the school's Emergency Response Box. Use to address students and staff during evacuation or assembly.
Two-way radio	Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff to operate.
Computer	E-mail is a useful tool for two way communication between classrooms and front office or command post. Develop a site protocol and train all staff.
Fax Machine	A fax is effective for quick transfer of information such as names, addresses, telephone numbers, medical information, release forms, and authorizations.
Alarm System	Identify the capacity of alarm system and integrate its programming into emergency communications plan. Consider using one alarm signal for all emergencies followed by specific voice instructions. Train multiple staff members to disengage alarm if necessary.

COMMUNICATIONS PLAN
PARENTS

COMMUNICATION WITH PARENTS

An important aspect of an emergency communication plan is dealing effectively with parent and community information needs. In the event of an emergency, parents want to know the status of their student's well being, details of the emergency, how the emergency is being handled, and how the school will ensure a safe return to school and the school routine.

Communication plans with parents are best begun in the preparedness phase well in advance of any emergency event. Effective communication strategies should be part of a larger goal to establish and maintain an open and trusting relationship with parents. Consider the following steps in the effort to create a solid foundation of trust with parents:

❑ Inform parents about the school's emergency plan, its purpose and objectives. Such information can be featured in a school newsletter, through informational materials prepared for Back to School Night, or on the school or district website

❑ Inform parents and community members how the school will deploy its communication plan in the event of an emergency. Be sure to review protocol for student and parent cell phone use during an emergency

❑ In preparation of a real emergency, develop a means of rapid communication with parents such as a pre-recorded voicemail and/or a mass notification process that includes parent cell phone numbers

❑ Have redundancy in communications: Use a variety of methods; district/school web site, direct communications to students and staff, mass notification, letter home, etc.

❑ Identify parents who are willing to volunteer in case of an emergency and include them in preparedness training

❑ Address the needs of non-English speaking families by providing parent communications in translation during all phases of emergency plan

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IN THE MIDST OF AN EMERGENCY, PARENTS WANT TO KNOW:

☑Status of student
☑ Details of emergency
☑ Student release procedures
☑ Plan for safe return to school

Does every Site Communication Plan reflect these critical aspects of emergency planning?

COMMUNICATIONS PLAN
PUBLIC INFORMATION

CONSIDERATIONS FOR PUBLIC INFORMATION OFFICER

- ❏ Do not embellish or speculate. Explain what happened; focus on facts
- ❏ Describe how the school and school district are handling the situation
- ❏ Provide a phone number, website address, or recorded hotline where parents may receive updated information about the emergency
- ❏ Inform parents and students when and where school will resume
- ❏ Provide parents with information regarding possible reactions of their student and ways to talk with them
- ❏ As soon as possible, conduct a question-and-answer meeting for parents

RUMORS

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategies for combating rumors are to model a diligent state of preparedness and in the event of an actual emergency, to provide facts as soon as possible:

- ❏ Communicate the facts of a situation clearly with all school staff including administrators, teachers, custodians, secretaries, assistants, cafeteria workers, bus drivers, etc. Staff members are likely to be pressed for information by friends and neighbors. Conduct a faculty/staff meeting before staff members go home so that the most accurate information can be clearly communicated

- ❏ Any representative who answers the telephone at the district office or school site must know what information can be shared and what information is considered confidential

- ❏ Employ proactive communication strategies. A telephone tree, news release, or a briefing held especially for identified community representatives will help convey accurate information

- ❏ The media can also help control rumors. Ask reporters to provide frequent updates to the public emphasizing accurate information

- ❏ After an immediate emergency has passed, conduct a public meeting. Provide an opportunity for people to ask questions.

COMMUNICATIONS PLAN
THE MEDIA

PROMOTE CLEAR EXPECTATIONS FOR MEDIA

❑ Identify a Public Information Officer or single information source

❑ Publish the school's student media policy and review with parents and students

❑ Direct media representatives to a single staging area for briefings

❑ Instruct staff to refer all questions to the PIO. "Off the record" is a myth

❑ Insist that reporters respect privacy rights of students/staff. Answer questions within the limits of confidentiality

❑ If the emergency involves a death, first and foremost, honor the privacy of the deceased's family

❑ In a criminal case, work in conjunction with spokesperson from law enforcement

❑ Express appreciation to all persons who helped handle the emergency

❑ Always provide a phone number to call for additional or updated information

COMMUNICATIONS PLAN
EMERGENCY CELL PHONE POLICY

Current research indicates little correlation between cell phones and student safety, and in fact reveals the problems that emergency cell phone use can create. While cell phones do have an appropriate place in the spectrum of emergency preparedness and response, it is important for staff, students, and parents to understand when cell phone use may actually compromise safety rather than enhance it.

CAUTIONS FOR EMERGENCY CELL PHONE USE

Student cell phones:

❑ Have been used for calling in bomb threats to schools

❑ Can potentially detonate a real bomb if one is actually on campus

❑ Can increase rumors and misinformation and, in doing so, disrupt and delay effective emergency response

❑ Can trigger anxious parents to rush to the school thereby creating unnecessary traffic and crowd control problems

❑ Can cause network overload and disable all cell phones, including those of school officials and first responders

❑ Can compromise safety during a lockdown by causing unnecessary noise and distracting students from emergency procedures

Parents should be encouraged to discuss these issues with their children and to agree on a family emergency communication plan. If use of a cell phone is part of that plan, **text messaging is advisable over a voice call**. A text message will carry across an overloaded network, requires no talking, and is often brief, focusing only on critical facts.

ACCOMMODATIONS FOR PEOPLE WITH SPECIAL NEEDS

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

DEVELOPING AN EVACUATION PLAN
FOR STUDENTS AND STAFF WITH SPECIAL NEEDS

IDENTIFICATION:
- ❑ Identify and document staff and students with special needs and the types of assistance required in an emergency
- ❑ Keep an up-to-date list of staff and students with special needs in the Emergency Response Boxes (2)
- ❑ On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non ambulatory, verbal vs. nonverbal)
- ❑ Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers
- ❑ Allow visitors to self-identify via sign-in log their special evacuation needs

EVACUATION ROUTES AND MAPS:
- ❑ Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area
- ❑ Review all paths of travel and potential obstacles to determine most practical evacuation routes
- ❑ For individuals with mobility impairments avoid barriers such as stairs, narrow doors, and elevators
- ❑ Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets
- ❑ Identify areas of rescue where students with special needs can wait for assistance if necessary

TRAINING AND DRILLS:
- ❑ Provide training to those designated to evacuate students with special needs
- ❑ Include individuals with special needs when conducting evacuation drills
- ❑ Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs
- ❑ **Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated**.

ACCOMMODATIONS FOR PEOPLE WITH SPECIAL NEEDS

DEVELOPING AN EVACUATION PLAN
FOR STUDENTS AND STAFF WITH SPECIAL NEEDS

EQUIPMENT AND SUPPLIES:
- ❑ Have student carry medical information in wallet, purse, or backpack
- ❑ If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack

BLIND OR VISUALLY IMPAIRED:
In most cases, a blind or visually impaired person can evacuate the same route as sighted people, but may need some assistance

- ❑ Touch person gently on elbow, identify yourself, and explain situation
- ❑ Ask if the individual has any preferences regarding how to be guided
- ❑ Lightly nudge the person with elbow so that he or she can grasp it
- ❑ Move forward quickly
- ❑ Clearly describe the route being followed and any approaching obstacles or protruding objects which will require a change in the walking path
- ❑ Be protective of personal space as there may be many people using the same route

COGNITIVELY OR EMOTIONALLY IMPAIRED:
It is likely that staff or students with cognitive or emotional impairments will be able to use the same evacuation routes as other students. The challenge is to keep them calm when exiting.

- ❑ If there is a companion assistant, quickly describe the situation and how to involve him or her in the evacuation
- ❑ Let the student know what is happening
- ❑ Keep him/her reassured
- ❑ Remain with the student until directed otherwise by the school administrator or emergency response personnel

ACCOMMODATIONS FOR PEOPLE WITH SPECIAL NEEDS

GUIDELINES FOR EVACUATING INDIVIDUALS WITH SPECIAL NEEDS

DEAF AND HEARING IMPAIRED:
The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Staff or students with hearing impairments will most likely be able to follow the same exit route as those who can hear.

- ❑ Communicate with a notepad and pen, with simple, concise speech, or with sign language
- ❑ Regardless of the method of communication used, convey two key messages:
  - ▪ There is an emergency
  - ▪ How to exit
- ❑ Evacuation assistants should practice some basic American Sign Language for emergency communication such as:
  - ▪ *Emergency*
  - ▪ *Fire*
  - ▪ *Must leave now*
  - ▪ *Important; keep calm*
  - ▪ *Fire exit*
  - ▪ *Elevator closed*
  - ▪ *Okay*

MOBILITY IMPAIRED:
These are staff or students who require crutches, walkers, canes or wheelchairs. Evacuation will require help to exit a building.
- ❑ For ramps, avoid picking up too much speed by grabbing the footrests or frame
- ❑ Going downstairs in a wheelchair, tilt the chair backwards to prevent the individual from sliding out.
- ❑ Going upstairs, roll the wheelchair back against the bottom step. Pull the chair up one step at a time while maintaining the backward tilt
- ❑ During an earthquake, those in wheelchairs should secure their chairs against a weight bearing wall or under a doorway and cover their heads

ACCOMMODATIONS FOR PEOPLE WITH SPECIAL NEEDS

MANAGING OPPOSITIONAL BEHAVIORS

TRIGGERS:
A trigger is any event or interaction that starts a student or staff member moving toward acting out behavior. Triggers can cause increased agitation in a person who has previously been calm. Any emergency situation can act as a trigger.

STAY CALM:
The cardinal rule for managing confrontational / oppositional behavior is to stay calm and to maintain a professional perspective. Some guidelines for positive behavior management include:

- ❑ Approach the person privately using a quiet voice
- ❑ Move slowly and give the person adequate personal space
- ❑ Adopt a "palms up" posture when approaching
- ❑ Establish eye contact and call the person by name before giving a directive
- ❑ Show empathy
- ❑ Address the behavior but maintain a respectful tone; be brief, matter of fact
- ❑ State the directive as a positive (do) statement rather than a negative (don't)
- ❑ Phrase the directive in clear and simple language that is easily understood
- ❑ If a person appears confused by the directive, choose different words to communicate the same idea
- ❑ Use I-centered statements ("I need you to…")
- ❑ Avoid a mismatch between words and nonverbal signals
- ❑ Do not become entangled in an argument with an uncooperative person
- ❑ Do not coerce or force the person to comply
- ❑ Deliver a clear statement of choices
- ❑ Avoid reactive behavior. Disengage briefly, regain composure, and try again
- ❑ Enlist assistance of buddy to supervise other students

EMERGENCY RESPONSE TRAINING:
Conduct regular emergency training with all staff and students. People are much more able to respond quickly and appropriately in an emergency situation when they have practiced a plan.

DUE DILIGENCE:
If a threat is immediate and all strategies have been employed to elicit cooperation from an oppositional person with no success, the rescuer must attend to his/her own safety and evacuate the scene.

DRILLS AND EXERCISES

> ## *People will do what they were last trained to do.*

It is essential to **Practice the Plan** periodically to test its effectiveness. Exercises with school personnel and local emergency responders should occur on a regular basis. A NIMS-compliant emergency management plan utilizes a graduated approach to drills. Begin with simple orientation sessions then incrementally move to more complex drills and exercises. Use drills and exercises to:

- ❑ Reveal gaps in planning
- ❑ Identify resource and supply needs
- ❑ Improve coordination within the district and community
- ❑ Clarify roles and responsibilities
- ❑ Improve overall performance and level of readiness
- ❑ Train students as well as staff

PLANNING FOR DRILLS:

- ❑ Address serious problems first
- ❑ Match the problem to the exercise type
- ❑ Cover only what's reasonable in the time allotted
- ❑ Exercise only the parts of the plan identified in the objectives of the drill
- ❑ Gradually increase sophistication of exercise, but do not add unnecessary complications
- ❑ Evaluate every exercise and debrief with staff

MANDATED DRILLS:

In accordance with state law, all students and staff are mandated to participate in emergency drills at school.

- ❑ Fire drills will be conducted on a monthly basis for elementary and intermediate level students, once each semester for secondary students. (EC 32001-32004)
- ❑ An earthquake "Drop, Duck, Cover, and Hold On" drill will be held each quarter for elementary and intermediate level students, once each semester for secondary schools. (EC 35297[b])
- ❑ It is the strong recommendation of San Diego East Region law enforcement and the East Region REMS Advisory Board that <u>all</u> schools conduct at least one drill for Secure Campus procedures early in the school year and two additional Lockdown drills spread out across the school year, one with class in session, one in between classes

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DRILLS AND EXERCISES

TYPES OF DRILLS AND EXERCISES

These charts reflect progressive levels of complexity. Train staff members incrementally and only when all supports are in place to effectively meet the objectives of the drill. Always post a notice on school marquee, administration office door, or entrance gate to indicate an emergency drill is in progress.

Orientation Seminar	Drill
- Introduces emergency policies and procedures to new staff and students - Reviews emergency policies and procedures with returning staff - Allows for discussion and clarifying questions - Raises awareness of staff responsibilities in event of an emergency	- Simulates incident in a limited scope - Initiates informal discussion of simulated emergencies - Tests a single component or function of emergency plan - Fulfills state and federal requirements

Tabletop Exercises	Functional Exercise
- Simulates an emergency situation in an informal, stress-free environment - Elicits discussion and clarifying questions - Allows staff to have quick and more frequent emergency training opportunities - Improves understanding of roles within Incident Command System - Allows for staff training without interruption of instructional time - Increases staff confidence level in responding to emergency situations	- Simulates a real emergency under time sensitive conditions - Activates ICS and tests coordination among teams - Tests specific functions of plan such as Student Release, Medical Treatment, Communications, etc. - Reinforces established policies, procedures, and physical facility use - Tests and measures seldom used resources - Strengthens interagency relationships

Full Scale Exercises
- Tests communication and coordination of school and community responders   - Uses real equipment   - Takes place in "real time"   - Simulates as close to a real emergency as possible   - Mobilizes real resources   - Tests several aspects of emergency plan, either concurrently or in sequence   - Involves the district Emergency Operations Center (EOC)   - Engages students and parents in emergency response procedures

DRILLS AND EXERCISES

EMERGENCY DRILLS

Use ideas from the following chart to help plan engaging and relevant drills.

Lockdown Active Shooter	Secure Campus (Lock Doors)	Evacuation	Earthquake	Shelter in Place
During class	With perimeter security	To primary evacuation site	Duck, cover, hold including directives for students in wheelchairs	For hazardous materials, smoke, animal disturbance
With multiple shooters in multiple locations	With graduated action to full lockdown	To secondary evacuation site	Duck, cover, hold including directives for students in wheelchairs Add evacuation	
With evacuation	With graduated action to full lockdown and evacuation	With restricted routes	Duck, cover, hold w/ evacuation & search/rescue	With graduated action to evacuation
With individual release to evacuation		With community partners	With community partners	
With evacuation and student release (simulated)	With several parents wanting on campus for students with off-campus passes	With mock utility shut-off	With mock utility shut -off	With mock utility shut-off
With injuries		With injuries	With injuries	With injuries
With no electricity (No lights, intercom, phone, computers)		With no electricity (No lights, intercom, phone, computers)	With no electricity (No lights, intercom, phone, computers)	
Before/after school/ between periods	Before/after school/ between periods	Before/after school/ between periods	Before/after school/ between periods	Before/after school/ Between periods

DRILLS AND EXERCISES

FUNCTIONAL DRILLS

Use ideas from the following chart to test specific functional elements of emergency plan.

ICS Roles	Communication	Buddy System	Student Care	Student Release
With Command Staff	During lockdown; All modes available	To primary evacuation site	Duck, cover, hold w/evacuation	From on-site location during school day
With Command Staff and Division Chiefs	During lockdown; No intercom	To secondary evacuation site	Duck, cover, hold w/evacuation and missing students	From off-site location during school day
Full Site ICS: Command, Division Chiefs, Operations	During lockdown; No electricity	Evacuation w/route obstructions	Duck, cover, hold w/ evacuation & injured students	Directly from Secure Campus status
Full Site ICS Integrated with District ICS	A.M. lockdown; Before start of school	With student injuries	Prolonged evacuation on-site	After prolonged lockdown
Full Site ICS Integrated with First Responders	P.M. lockdown; After school	With staff injuries	Prolonged evacuation off-site	With parent participation
Single Operations Team focus (Medical only or Site Security only, etc.)	Staff Phone Tree	With substitute teacher(s)	Prolonged lockdown	With critical injuries and/or death
	Mass Notification		Catastrophic care; 72 hours	Catastrophe; Sporadic parent pick-up
	Between district office and school site	Before/after school/ between periods	Before/after school/ between periods	Before/after school

PERSONAL PREPAREDNESS

Per California Government Code Section 3100, during a disaster, public employees become "Disaster Service Workers". As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee **must** have the confidence that they have prepared their families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with emergency situations at the school site.

STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. In addition to individual communication with staff members, utilize the "Survey of Staff Skills" inventory to determine a site plan for staff release.

FACTORS IN CREATING STAFF RELEASE PLAN:

Consider the needs of employees with:

- ❑ Single parents with pre-school children
- ❑ Single parents with children in primary grades
- ❑ Single parents with children in elementary schools
- ❑ With housebound dependents
- ❑ Persons with health problems or disabilities
- ❑ Persons living in areas of major damage
- ❑ Married parents with pre-school children
- ❑ Married parents with children in primary grades
- ❑ Married parents with children in elementary schools

EQUIPMENT AND SUPPLIES

HOW TO DECIDE WHAT TO STORE

Make decisions on what supplies the school site should have on hand based on the likely hazards in the area. For example, in the event of an earthquake, the entire community is impacted. In these situations, the school campus often serves as a rally point for local residents in addition to the school population.

❑ Extended supplies of food and water should be on hand or easily accessible
❑ All schools should be prepared to support students and staff held in Lockdown for many hours
❑ All schools should be prepared to support students and staff who are Sheltering-in-Place for many hours
❑ Stock necessary supplies for Operations Teams
❑ Gauge quantity of supplies on the number of assigned Operations teams

HOW MUCH TO STORE

Make some planning assumptions. Do most families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked.

❑ If most students can be picked up in most emergencies within a day, then stock supplies for one day
❑ If half the student body can be picked up by parents within one day, half the remainder within a day, and the remainder within another day; stock supplies for 100% for day one, 50% for day two, and 25% for day three.
❑ The recommendation of many emergency management agencies is to stock supplies for 3 days
❑ Remember to factor in the number of staff and other adults who may be on campus

STORAGE

Determine where to store emergency supplies. Every classroom should house its own supplies while materials for the whole school should be stored in multiple and accessible locations.

❑ Due to threat of earthquakes consider outdoor storage
❑ Utilize an existing building or a cargo container near emergency assembly area
❑ In areas with extreme temperature, store supplies in various caches throughout the school facility

EQUIPMENT AND SUPPLIES

STORAGE

- ❑ Make sure that there are multiple sources for keys to ensure access to the supplies during an emergency
- ❑ Make a plan that enables access to emergency supplies for extra curricular staff from programs such as extended day care and after-school sports
- ❑ Plan an annual inventory, replacing water and other items with limited shelf life as necessary

INDIVIDUAL KITS

Some schools ask students to bring in their own kits, sometimes called "comfort kits." Student-assembled comfort kits typically include:

- ❑ A little food
- ❑ Some water
- ❑ A space blanket or large plastic trash bag
- ❑ A non-toxic chemical emergency light stick
- ❑ A letter or photograph from home

These kits can be helpful, but require a great deal of time and supervision to assemble and check. Sometimes parents include perishable items by mistake, and some parents do not send anything at all. For schools that follow this protocol, a plan is necessary to make sure that each student has a kit. Vendors sell expensive individual kits as well, but be cautioned that much of the value is often in the packaging.

EQUIPMENT AND SUPPLIES INVENTORY

RECOMMENDED SUPPLIES

The following lists address classroom kits, supplies for the whole school and Operations Team gear.

CLASSROOM EMERGENCY SUPPLIES

- ❑ Buddy student rosters:
- ❑ Crow bar: 1
- ❑ Drinking water and cups: For 35
- ❑ Duct tape: 2 rolls
- ❑ Extra batteries
- ❑ Latex gloves: 6 pairs
- ❑ Leather work gloves
- ❑ Pens, paper
- ❑ Portable radio
- ❑ Pressure dressings: 3

- ❑ Safety goggles: 1 pair
- ❑ Scissors
- ❑ Small First Aid kit
- ❑ Space blankets: 3
- ❑ Student accounting forms (blank)
- ❑ Student roster (current)
- ❑ Supply container
- ❑ Tarp or ground cover
- ❑ Toilet supplies or Lockdown Kits
- ❑ Whistle

CLASSROOM EMERGENCY FOLDER (GO KIT)

- ❑ Disposable plastic gloves
- ❑ Pens, pencils
- ❑ Staff REDBOOK
- ❑ Student Accountability forms
- ❑ 10 1- pint zip lock baggies in lieu of lockdown kits

- ❑ Buddy student rosters
- ❑ Class rosters
- ❑ Direct pressure sterile pads
- ❑ Hanging ID tag
- ❑ Red Cross placard

SUPPLIES FOR WHOLE SCHOOL: FIRST AID

- ❑ Butterfly bandages: 50 per campus
- ❑ Compress, 4 x 4" 1,000 / 500 students
- ❑ Disposable blanket: 10 per 100 students
- ❑ Elastic bandage: 2" 12 per campus
- ❑ First Aid books: 2 advanced per campus
- ❑ Hydrogen peroxide: 10 pints per campus
- ❑ Oval eye patch: 50 per campus
- ❑ Stretchers/Backboards: 1 per 100 students
- ❑ Tape: 2" cloth: 24 per campus
- ❑ Triage tags: 50 per 500 students
- ❑ Triangular bandage: 24 per campus

- ❑ Water in small sealed containers: 100
- ❑ Compress, 8 x 10" 150 / 500 students
- ❑ First Aid books: 2 standard per campus
- ❑ Elastic bandage: 4" 12 per campus
- ❑ Heavy duty rubber gloves: 4 pairs
- ❑ Bleach: 1 small bottle
- ❑ Tape: 1" cloth: 50 rolls per campus
- ❑ Paramedic scissors: 4 per campus
- ❑ Dust masks: 25 per 100 students
- ❑ Latex gloves: 100 per 500 students
- ❑ Cardboard splints: 24 each, S, M, L

EQUIPMENT AND SUPPLIES INVENTORY

RECOMMENDED SUPPLIES

SUPPLIES FOR WHOLE SCHOOL: SANITATION

- ❑ 1 toilet kit per 100 students
- ❑ Large plastic trash bags: 10 per kit
- ❑ Plastic bags w/ ties: 300 per kit
- ❑ Portable toilet: 1 per kit
- ❑ Privacy Shelter: 1 per kit
- ❑ Soap and water: Advised
- ❑ Toilet paper: 20 rolls per kit
- ❑ Wet wipes: 300 per kit

SUPPLIES FOR WHOLE SCHOOL: TOOLS PER CAMPUS

- ❑ 50' of ½ " Nylon rope
- ❑ Barrier tape: 3" x 1000": 3 rolls
- ❑ Bolt Cutters
- ❑ Broom
- ❑ Fire Ax
- ❑ Pick ax
- ❑ Pipe wrench
- ❑ Screwdrivers
- ❑ Shovel
- ❑ 6 ton Hydraulic jack
- ❑ Hacksaw / extra blades
- ❑ Hammer
- ❑ Pliers
- ❑ Pry bar
- ❑ Sledge hammer
- ❑ Adjustable 10" wrench
- ❑ Utility knife
- ❑ Utility shut off wrench: 1 per utility

SUPPLIES FOR WHOLE SCHOOL: OTHER SUPPLIES

- ❑ AM/FM Radio with batteries
- ❑ Car battery cable for emergency power
- ❑ Folding tables, 3' x 6' (3-4)
- ❑ Identification vests for staff
- ❑ Office supplies: pens, paper, etc.
- ❑ 12 Hour light sticks
- ❑ Traffic control cones
- ❑ Chairs: 12-16
- ❑ Clipboards with ICS job descriptions
- ❑ Copies of all necessary forms

SUPPLIES FOR THE WHOLE SCHOOL: WATER

- ❑ ½ gallon per person 3x/day
- ❑ Water purification tablets
- ❑ Small paper cups

SUPPLIES FOR WHOLE SCHOOL: FOOD

The bulk of stored food should be easy to serve and non-perishable. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. A supply of granola bars, power bars, or similar food may be helpful to have on hand. Some schools store hard candy, primarily for its comfort value.

EQUIPMENT AND SUPPLIES INVENTORY

RECOMMENDED SUPPLIES
OPERATIONS

SEARCH AND RESCUE TEAM

Adjust the number of Search and Rescue teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons. Training on how to do light Search & Rescue is required—contact the local fire department for information on whether such training is offered in the community.

GEAR FOR EACH TEAM MEMBER:

- ❑ Duffel or tote bag to carry equipment
- ❑ Dust mask
- ❑ Hard hat, OSHA approved
- ❑ Leather work gloves
- ❑ Clipboards with job description
- ❑ Flash light, extra batteries
- ❑ Identification vest
- ❑ Safety goggles

GEAR FOR EACH TEAM:

- ❑ Backpack with First Aid supplies
- ❑ Campus 2-Way radios
- ❑ Whistle
- ❑ Chalk, Painter's Tape, or Grease Pencil
- ❑ Rope
- ❑ Master keys
- ❑ Caution tape
- ❑ Search and Rescue Route Map
- ❑ Fire Extinguisher

STUDENT RELEASE TEAM

SUPPLIES:

- ❑ Alpha Signs to Organize Request Lines
- ❑ ID Vest
- ❑ Pens
- ❑ Signs Marked REQUEST TABLE
- ❑ Student Emergency Contact Cards
- ❑ Student Release Forms
- ❑ Map with Release Area and Parking
- ❑ Clipboards for Parent Request Forms
- ❑ Staplers
- ❑ Signs Marked RELEASE TABLE
- ❑ Boxes to Organize Emergency Cards
- ❑ Tables and Chairs

Phase Three
Response

Prevention Mitigation

Preparedness

Response

Save lives
Protect property
Resume routine

Act ✖ Organize ✖ Unify

Recovery

IMMEDIATE ACTION RESPONSE

An Immediate Action Response is a protocol that may be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other adults on campus. With an Immediate Action Response in place, staff members can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. Based on the situation, The Incident Commander will decide which Immediate Action to implement.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do when any of these response actions are implemented.

IMMEDIATE ACTION RESPONSES

ACTION	DESCRIPTION
DROP/DUCK/COVER/ HOLD ON	Implemented during an earthquake or explosion to protect building occupants from flying and falling debris
EVACUATION	Implemented when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location
LOCKDOWN	Initiated for an immediate threat of danger to occupants of a school building and when movement within will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
SECURE CAMPUS	Initiated for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.
SHELTER IN PLACE	Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants. Close windows and air vents and shut down air conditioning/heating units

CALLING 911

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Calling 911 requires more than dialing three numbers and hanging up. When calling 911 be prepared to answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the correct level of medical response.

The 911 Dispatcher may ask the caller to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police, or rescue squad updated as the situation unfolds.

It is also very important to test the campus phones for accurate 911 call service. Is it necessary to dial an additional number sequence to gain an outside phone line? Is there a system in place to track the 911 call to the specific classroom or office from which the call was placed? What is the site protocol for 911 calls?

WHEN REPORTING AN EMERGENCY
- ❑ Remain calm and speak slowly and clearly

- ❑ Provide name, location of the incident, and caller's location, if different from the scene of the emergency

- ❑ If calling from a school campus, district office, or other auxiliary site within a district network, it is extremely important to report the room and/or building number, the name of the school, and the street address

- ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious

- ❑ Do not hang up until the Dispatcher says to do so

- ❑ Immediately follow up 911 call with a second call to the front office to inform administrators of emergency situation

CALLING 911 FROM A CELL PHONE
- ❑ 911 calls from cellular phones are answered by California Highway Patrol (CHP) then routed to the proper agency

- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

DROP, DUCK, COVER, AND HOLD ON

DROP, DUCK, COVER, AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, DUCK, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs should remain in chair and move against an interior wall. Lock wheels and protect head by covering with arms or by putting head down between the knees.

DROP, DUCK, COVER, AND HOLD ON:

- ❑ Must be practiced for automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
- ❑ In the event it is impossible to "DUCK," continue to cover face and head with arms and hold onto something sturdy
- ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- ❑ Requires an awareness that fire alarms and sprinkler systems frequently go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
- ❑ Requires that staff and students assist those with special needs to ensure their safe cover

DROP, DUCK, COVER, AND HOLD ON

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ As soon as possible after recognizing seismic activity, initiate the alarm and make a public address announcement. If the PA system is not available, use other means of communication, such as sending messengers to deliver instructions

❑ Be calm and give clear directions

Example:

"Attention please. We are experiencing seismic activity. For your protection, follow DROP, DUCK, COVER, and HOLD ON procedures. Get under a table or desk, away from windows or anything that could fall and hurt you. Hold that position until the shaking stops. Do NOT go outside!"
-REPEAT-

❑ According to site communication protocol, collect classroom status reports. Determine extent of physical injuries and/or structural damage

❑ If injuries are reported, instruct designee to call 911 immediately

❑ Access the "Emergency Response Box" in order to chart reported injuries and/or damage on building map. Be ready to provide this chart to first responders upon their arrival

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement

❑ Deploy Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. Instruct team to shut off any damaged utilities

DROP, DUCK, COVER, AND HOLD ON

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered without hesitation if the structural integrity of the building is in doubt.

❑ When able, report campus status to Superintendent's office

❑ If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post

❑ If incident includes casualties, deploy Liaison Officer and alternate to First Responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, (See FORMS) request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons

❑ Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event

❑ If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

STAFF ACTIONS: INSIDE

❑ At first recognition of seismic activity, instruct students to move away from windows

❑ Initiate **DROP, DUCK, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm

❑ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows

DROP, DUCK, COVER, AND HOLD ON

STAFF ACTIONS: INSIDE

❑ Any person in a wheelchair should shelter against an **interior** wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms or place head between the knees

❑ Each time an aftershock is felt, **DROP. DUCK, COVER, AND HOLD ON.** Aftershocks frequently occur minutes, days, even weeks following an earthquake

❑ When it appears safe to move, report injury and damage status to Command Post according to site communications protocol

❑ Wait for further instructions from Incident Commander or community emergency personnel or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

STAFF ACTIONS: OUTSIDE

❑ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)

❑ Commence **DROP AND COVER** in the **DROP, DUCK, COVER AND HOLD ON** procedures

❑ Place head between the knees; cover back of neck with arms and hands

❑ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms

❑ Remain in place until shaking stops or for at least 20 seconds

❑ Each time an aftershock is felt, **DROP AND COVER.** Aftershocks frequently occur minutes, days, even weeks following an earthquake

❑ When it appears safe to move, report injury and damage status to Incident Commander according to site communications protocol

❑ Wait for further instructions from Incident Commander or community emergency personnel, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION may be preceded by a "DROP, DUCK, COVER, and HOLD ON" maneuver. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ May require exit from the building to a designated safe site on-campus
- ❑ May require exit from the building and relocation to a safe site off-campus
- ❑ May require that students and staff use district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers
- ❑ Requires that staff and students assist those with special needs to ensure their safe evacuation

EVACUATION

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role

- ❑ If situation warrants, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

- ❑ Initiate the alarm and make public address announcement. Instruct teachers and staff to immediately evacuate the building and for students to remain with their teacher until further instructions are provided

  Example:
  "Your attention please. We have an emergency situation.
  Evacuate all buildings immediately (to the on-site location
  OR to the off-site location.) Students are to remain with
  assigned teacher. Evacuate all buildings immediately.
  This is not a drill."
  -REPEAT-

- ❑ When able, alert Superintendent's office

- ❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement

- ❑ Access the "Emergency Response Box" in order to provide fire officials and/or law enforcement with maps, keys, rosters, etc.

- ❑ Meet fire officials or law enforcement at Incident Command Post

- ❑ Collect attendance and notify fire officials or law enforcement of any missing persons

- ❑ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons

- ❑ Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event

EVACUATION

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ When cleared to return to the buildings, announce **ALL CLEAR** and oversee a safe return to classroom and normal school activities

❑ If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

❑ If site is designated unsafe to return, instruct Office Manager/Secretary to initiate automated emergency phone message regarding emergency **EVACUATON** information

❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

❑ Gather emergency supplies/materials including the student roster for current class and that of "Buddy"

❑ Remove staff ID placard from emergency materials and put it on

❑ Instruct students to leave all belongings and calmly exit the building

❑ Ensure that the door is closed, but unlocked

❑ Check with "Buddy" partner to determine each other's health status, need to assist with injuries, need to stay with injured students, or responsibility to ICS duty, etc.

❑ If necessary, one "Buddy" partner will evacuate both classrooms

❑ Take care to address the unique needs of students or staff with disabilities and ensure their safety according to site protocol

❑ Emphasize that the class stay together en route to the Evacuation Assembly Area

❑ Appoint a responsible student to lead class while teacher brings up the rear and checks that everyone has cleared the room. Follow closely with the class and guide them out according to designated evacuation route

❑ Follow chosen evacuation route to assigned Evacuation Assembly Area

EVACUATION

STAFF ACTIONS:

❑ Once class is safely in assembly location and according to site protocol, implement Student/Staff Accountability procedures

❑ According to site protocol, report missing students

❑ Remain in the Evacuation Assembly Area and wait for further instructions

❑ If **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

❑ If site is deemed unsafe to return, initiate **STUDENT RELEASE** procedures

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Carefully remove them from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:
- ❏ Announce the type of emergency
- ❏ Offer arm for guidance
- ❏ Tell person where you are going, obstacles you encounter
- ❏ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:
- ❏ Turn lights on/off to gain person's attention -OR-
- ❏ Indicate directions with gestures   –OR-
- ❏ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:
- ❏ Evacuate these individuals as injured persons
- ❏ Assist and accompany to evacuation site, if possible   -OR-
- ❏ Use a sturdy chair (or one with wheels) to move person   -OR-
- ❏ Help carry individual to safety

To evacuate individuals using wheelchairs
- ❏ Give priority assistance to wheelchair users with electrical respirators
- ❏ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options
- ❏ Reunite person with the wheelchair as soon as it is safe to do so

LOCKDOWN

LOCKDOWN is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN**, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Imminent danger in the surrounding community

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN:

- ❑ Is a response to an immediate danger; it is **not** preceded by any warning
- ❑ Demands quick action; an active shooter can fire one round per second
- ❑ Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- ❑ Requires that **all** exterior doors are locked
- ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Dictates that, once room is secured, no one is allowed to enter or exit under any circumstances until room is cleared by law enforcement or **ALL CLEAR** is issued by site administrator
- ❑ Requires that alternate strategies be in place for anyone who is locked out of a secured classroom or office

LOCKDOWN

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

<u>**Example:**</u>
**"Your attention please. We have an emergency situation.
Implement LOCKDOWN procedures immediately.
This is not a drill."
-REPEAT-**

❑ Designate assigned individual to lock all doors leading into administration building

❑ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building

❑ Contact school resource officer or other security personnel and provide available information

❑ When able, alert Superintendent's office

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

❑ Access the "Emergency Response Box" in order to provide law enforcement with maps, keys, rosters, etc.

❑ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

❑ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement

❑ If evacuating, Instruct Office Manager/Secretary to initiate automated emergency phone message regarding emergency **EVACUATON** information

LOCKDOWN

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Meet law enforcement at Incident Command Post

- ❑ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons

- ❑ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons

- ❑ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event

- ❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS: IF STUDENTS <u>ARE</u> IN CLASS AT TIME OF LOCK DOWN:

- ❑ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom

- ❑ Lock and close the door

- ❑ **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room

- ❑ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper

- ❑ Instruct students to stay quiet and out of sight. Relocate against the "Safe Wall," the wall least visible to the outside and most out of the line of fire

- ❑ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet

- ❑ Control all cell phone activity (no outgoing or incoming calls)

LOCKDOWN

STAFF ACTIONS: IF STUDENTS <u>ARE</u> IN CLASS AT THE TIME OF LOCK DOWN:

- ❑ If safe to do so, locate emergency packet including attendance rosters. Remove staff ID placard and put it on
- ❑ If safe to do so, take attendance and document on appropriate form
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement
- ❑ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available channels of communication are disabled and the injury is life threatening, slide Red Cross placard (found in the emergency packet) under the door
- ❑ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol
- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE <u>NOT</u> IN CLASS AT THE TIME OF LOCK DOWN:

- ❑ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location
- ❑ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- ❑ Do **not** chase students that run. Let them go
- ❑ Do **not** go into rooms that cannot be secured and offer no way out
- ❑ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional "Need to Know" information
- ❑ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to "Safe Wall" inside the room
- ❑ Instruct students to stay quiet and out of sight

LOCKDOWN

STAFF ACTIONS: IF STUDENTS ARE <u>NOT</u> IN CLASS AT THE TIME OF LOCK DOWN

❑ Turn off television, LCD projector, document camera, etc.

❑ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator

❑ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available channels of communication are disabled and the injury is life threatening, slide Red Cross placard (found in the emergency packet) under the door

❑ Control student cell phone activity (no outgoing or incoming calls)

❑ If safe to do so, locate emergency packet, remove staff ID placard and put it on

❑ If safe to do so, take attendance and document on appropriate form

❑ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision

❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

❑ Gather students together and organize into an orderly formation

❑ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location

❑ Follow pre-arranged evacuation route to evacuation location

❑ Upon arrival at the pre-arranged location, take attendance

LOCKDOWN

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

❑ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students

❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

FOR THOSE STAFF MEMBERS WHO WORK IN AN OFFICE OR AUXILLARY SPACE:

❑ Through drills and training, pre-determine and practice where staff can safely hide

❑ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate

❑ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively)

SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

❑ Potential threat of violence in the surrounding community
❑ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

> Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus.   Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

❑ Is intended to prevent a potential community threat from entering campus
❑ Heightens school safety while honoring instructional time
❑ Requires that all exterior classroom / office doors are locked
❑ Requires that no one goes in or out for **any** reason
❑ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

SECURE CAMPUS

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

<div align="center">

Example:
"Your attention please. Due to police activity in the community, please implement SECURE CAMPUS procedures immediately. This is a precautionary measure only."
-REPEAT-

</div>

❑ Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor

❑ Designate assigned individual to lock all doors leading into administration building

❑ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter

❑ Contact school resource officer or other security personnel and provide available information

❑ When able, alert Superintendent's office

❑ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**

❑ If students are out at break , recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately

❑ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break

❑ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

SECURE CAMPUS

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists

❑ After the emergency has been neutralized, initiate **ALL CLEAR**

❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

❑ Move to the door and instruct any passing students to return to assigned classroom immediately

❑ Close and lock the door

❑ Continue class instruction or activity as normal

❑ Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions

❑ Be alert to the possibility that response may elevate to **LOCKDOWN**

❑ Do **NOT** call office to ask questions; Incident Command will send out periodic updates

❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

❑ Gather students together and organize into an orderly formation

❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location

❑ Proceed to on-campus shelter location as quickly as possible

SECURE CAMPUS

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

❑ Once inside, take attendance to ensure all present students are accounted for

❑ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students

❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status

❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Dirty Bomb
- ❑ Hazardous Material Spills

During a Shelter-in-Place response, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires that all heating, air conditioning, and ventilation systems be shut down immediately
- ❑ Requires that all pilot lights and sources of flame be extinguished
- ❑ Requires that any gaps around doors and windows be sealed
- ❑ Allows for free movement within classrooms or offices

SHELTER IN PLACE

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Make public address announcement. Instruct students and staff to remain calm and convey reassurance that the situation is under control

Example:

"Your attention please. We have an environmental hazard in the community and are implementing SHELTER IN PLACE procedures. Students and all staff should remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."

-REPEAT-

❑ Designate assigned individual to close doors and windows in administration building

❑ Designate assigned individual to shut off heating or air conditioning units in administration building

❑ Make arrangements for central HVAC shutdown, as necessary

❑ When able, alert Superintendent's office

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

❑ Access the "Emergency Response Box" in order to provide fire officials with maps, keys, rosters, etc.

❑ Meet fire department or law enforcement at Incident Command Post

❑ Transfer incident command to fire officials, but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event

❑ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

❑ When directed by fire officials, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume

SHELTER IN PLACE

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

❑ Immediately clear students from the halls. Stay away from all doors and windows

❑ Keep all students in the classroom until further instructions are received. Support those needing special assistance

❑ Secure individual classrooms: a) close doors and windows; b)shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other effective materials

❑ According to site protocol, implement Student/Staff Accountability procedures

❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

LIST OF EMERGENCY SITUATIONS

The emergency situations listed below are followed by specific, established emergency response protocols. This resource should be readily available to all staff, but is primarily intended for study, training, and practice **BEFORE** an emergency actually happens.

The emergency situations outlined in this section are:

- Active Shooter
- Airplane Crash
- Animal Disturbance/Bee Swarm
- Bomb Threat
- Bus Accident
- Death of a Student or Staff
- Earthquake
- Explosion
- Fire (Offsite)
- Fire (Onsite)
- Flood
- Gas Odor/Leak
- Hostage Situation
- Incapacitated Staff Member
- Kidnapping
- Missing Student
- Motor Vehicle Crash
- Poisoning / Contamination
- Public Demonstration
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack
- Toxic Agent: *Biological Agent, Chemical Accident, Hazardous Materials*
- Weapons Possession

ACTIVE SHOOTER

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students and staff from danger or send them to a secure area. Safety and survival must always be the foremost considerations.

PRINCIPAL/SITE ADMINISTRATOR:

❑ Assume Incident Command role

❑ Assess the situation:
- Is the shooter in the school?
- Has the shooter been identified?
- Has the weapon been found and/or secured?

❑ Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in classroom or secured area until further instructed

❑ Contact school resource officer or other security personnel and provide available information

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

❑ When able, alert Superintendent's office

❑ Access the school "Emergency Response Box" in order to have ready access to maps, keys, rosters, etc.

❑ Provide whatever assistance law enforcement requires to enter the school

❑ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

❑ Once situation has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement

ACTIVE SHOOTER

PRINCIPAL/SITE ADMINISTRATOR:

❑ Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including **EVACUATON** information if applicable

❑ Once situation is neutralized, ensure injured students and staff members receive medical attention

❑ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons

❑ If a firearm is known to exist, do not touch it.   Allow a law enforcement officer to take possession of the weapon

❑ Keep crime scene secure

❑ Meet law enforcement at Incident Command Post

❑ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons

❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

❑ Arrange for immediate crisis counseling for students and staff

❑ Debrief with all school staff, even if they were not present on campus during the incident

❑ Provide informational updates to staff, students, and their families during the following few days

❑ Refer to the **RECOVERY** section of this manual for specific protocols in the Recovery Phase

ACTIVE SHOOTER

STAFF ACTIONS:

❑ If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security

❑ If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately

❑ Follow procedures for **LOCKDOWN** or **EVACUATION** as directed by Site Administrator / Incident Commander

STAFF ACTIONS: IF STUDENTS <u>ARE</u> IN CLASS AT TIME OF LOCK DOWN:

❑ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom

❑ Lock and close the door

❑ **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room

❑ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper

❑ Instruct students to stay quiet and out of sight. Relocate against the "Safe Wall," the wall least visible to the outside and most out of the line of fire

❑ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet

❑ Control all cell phone activity (no outgoing or incoming calls)

❑ If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard from emergency packet and put it on

❑ If safe to do so, take attendance and record on appropriate form

❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement

ACTIVE SHOOTER

STAFF ACTIONS: IF STUDENTS <u>ARE</u> IN CLASS AT TIME OF LOCK DOWN:

❑ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. In the event that all available channels of communication are disabled, slide Red Cross placard (found in the emergency packet) under the door

❑ Do **NOT** call office to ask questions. Incident Commander will send out periodic updates according to site communication protocol

❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE <u>NOT</u> IN CLASS AT THE TIME OF LOCKDOWN:

❑ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location

❑ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option

❑ Do **not** chase students that run. Let them go

❑ Do **not** go into rooms that cannot be secured and offer no way out

❑ Students who find themselves in a room with no adult supervision should call the office contact number immediately. Visible instructions at every classroom phone provide additional "Need to Know" information

❑ If sheltering inside a room lock all doors, close blinds/curtains, turn off lights, and direct students to move to "Safe Wall" inside the room

❑ Instruct students to stay quiet and out of sight

❑ Turn off television, LCD projector, document camera, etc.

❑ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator

ACTIVE SHOOTER

STAFF ACTIONS: IF STUDENTS ARE <u>NOT</u> IN CLASS AT THE TIME OF LOCKDOWN:

- ❑ **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room

- ❑ If anyone is injured inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. Only in the event that all available channels of communication are disabled and the injury is life threatening, slide Red Cross placard (found in the emergency packet) under the door

- ❑ Control student cell phone activity (no outgoing or incoming calls)

- ❑ If safe to do so, locate emergency packet, remove staff ID placard and put it on

- ❑ If safe to do so, take attendance and document on appropriate form

- ❑ If safe to do so, and according to sire communications protocol, contact designated staff to document your Lockdown location as well as names of students/staff under your supervision

- ❑ Maintain order in all areas of assembly or shelter, and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

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Each school site must have a plan in place for students and/or staff who are "locked out" during a LOCKDOWN. It is the responsibility of the Site Safety Team that this plan is clearly communicated and integrated into drills and training.

ACTIVE SHOOTER

STAFF ACTIONS:

IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- ❑ Gather students together and organize into an orderly formation

- ❑ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus together to a pre-determined Off-Site Evacuation Location

- ❑ Follow pre-arranged evacuation route to evacuation location

- ❑ Upon arrival at the pre-arranged location, take attendance

- ❑ By 2-way radio communication, cell phone, or other agreed upon means, contact site Public Information Officer (ICS Command) to report class location and any absent or missing students

- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

FOR THOSE STAFF MEMBERS WHO WORK IN AN OFFICE OR AUXILLARY SPACE:

- ❑ Through drills and training, pre-determine where staff can safely hide and options for escape

- ❑ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate

- ❑ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively)

ACTIVE SHOOTER

STAFF ACTIONS:
AFTER CRISIS HAS BEEN NEUTRALIZED:

❑ Follow procedures for **EVACUATION** as directed by law enforcement and/or site administrator

❑ The **Student Release Team** will follow procedures to oversee reunification of students with parents or authorized adults

❑ If necessary the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries

❑ Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor

❑ All staff will participate in staff debriefings. Refer to **RECOVERY** section of this manual for more specific details regarding recovery process

AIRPLANE CRASH

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

AIRPLANE CRASHES INTO SCHOOL PROPERTY

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Determine immediate response procedures, which may include **EVACUATION** or **SHELTER IN PLACE**

❑ Be alert to the possibility of explosion and make decisions accordingly

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel

❑ When able, alert Superintendent's office

❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.

❑ Meet Fire Department officials at Incident Command Post

❑ Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event

❑ Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including **EVACUATON** information if applicable

❑ According to site protocol, implement Student/Staff Accountability procedures. Collect attendance and notify fire officials or law enforcement of any missing persons

❑ Account for all building occupants and determine extent of injuries

❑ Do not re-enter building until the authorities provide clearance to do so

❑ Begin process of counseling and recovery as appropriate (**SEE RECOVERY**)

AIRPLANE CRASH

AIRPLANE CRASHES INTO SCHOOL PROPERTY

STAFF ACTIONS:

❑ Call 911 and alert Site Administrator

❑ Move students away from immediate vicinity of the crash

❑ Follow immediate response action as directed by Fire Department or Site Administrator. **EVACUATION** or **SHELTER IN PLACE**

❑ Remove staff ID placard from emergency packet and put it on

❑ If evacuating use primary and/or alternate fire routes to a safe assembly area away from the crash scene. Locate emergency packet/materials including class roster, "Buddy" class roster, and other emergency supplies as appropriate

❑ If safe to do so, Operations Chief initiates Site Sweep Teams to ensure that all students have evacuated all buildings

❑ Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol

❑ Report missing students to the Site Administrator/designee and emergency response personnel

❑ Maintain control of the students a safe distance from the crash site

❑ Care for the injured, if any

❑ Wait for further directives or if **ALL CLEAR** is issued, return to the building

AIRPLANE CRASH

AIRPLANE CRASHES NEAR SCHOOL

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Determine immediate response procedures, which may include **EVACUATION** or **SHELTER IN PLACE**

❑ Be alert to the possibility of explosion and make decisions accordingly

❑ Danger from toxic fumes may require an immediate response of **SHELTER IN PLACE**

❑ When able, alert Superintendent's office

❑ Ensure that students and staff remain at a safe distance from the crash

❑ Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including **EVACUATON** information if applicable

STAFF ACTIONS:

❑ Call 911 and alert Site Administrator

❑ Move students away from immediate vicinity of the crash

❑ Follow immediate action as directed by Fire Department or Site Administrator. If immediate action is necessary, anticipate **EVACUATION** or **SHELTER IN PLACE**

ANImAL DISTURBANCE / BEE SWARM

Implement this procedure when any animal or bee swarm threatens the safety of the students and staff.

IN THE EVENT OF AN ANIMAL DISTURBANCE

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Isolate the students from the animal

❑ If animal is aggressive, has bitten someone, or is injured or sick, instruct Office Manager/Secretary to call 911 (if injuries are involved) and/or San Diego County Animal Control (619) 236-4250

❑ If the animal is outside, keep students inside and institute **SHELTER IN PLACE**

❑ If the animal is inside, initiate **EVACUATION** to a protected area away from the animal

❑ If the animal causes injuries, seek medical assistance from the school nurse and/or call 911

❑ Notify parent/guardian and recommended health advisor

STAFF/TEACHER ACTIONS:

❑ Alert Site Administrator

❑ If the animal is outside, proceed with **SHELTER IN PLACE** protocol. Keep students inside

❑ If the animal is inside**, EVACUATE** students to a sheltered area away from the animal

ANIMAL DISTURBANCE / BEE SWARM

IN THE EVENT OF A BEE SWARM

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ If a bee swarm is identified, but bees are **NOT** aggressive, initiate procedures for **SHELTER IN PLACE** until the swarm has passed

❑ If a bee swarm is identified and bees are aggressive, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Initiate procedures for **SHELTER IN PLACE.** Direct all students and staff to get inside a building immediately. A few bees will follow indoors, but in a well-lit room bees will become confused and fly to windows

❑ If bee attack is wide-spread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium

❑ Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair

❑ If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap)

❑ Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims, instruct Operations Chief to engage **Medical Team**

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the **Bomb Threat Checklist** on the following pages to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- ❑ Listen. Do not interrupt caller
- ❑ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- ❑ Alert another staff member to call 911
- ❑ Alert another staff member to notify site administrator immediately
- ❑ Complete the Bomb Threat Checklist

PERSON RECEIVING THREAT BY MAIL, E-MAIL, OR TEXT:

- ❑ Note the manner in which the threat was delivered, where it was found, and who found it
- ❑ Isolate the item and limit its handling. Written threats should be turned over to law enforcement
- ❑ Caution students against picking up or touching any strange objects or packages
- ❑ Notify principal or site administrator

BOMB THREAT

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role

- ❑ Initiate a threat inquiry to determine credibility of threat

- ❑ If threat is deemed credible, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

- ❑ Contact school resource officer or other security personnel and provide available information

- ❑ When able, alert Superintendent's office

- ❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

- ❑ Depending on the situation, initiate **EVACUATION, SHELTER IN PLACE**, or **LOCKDOWN** as appropriate. Be alert to the possibility of secondary devices. **EVACUATION** via a secondary route might be advisable as an extra precaution

- ❑ Use the intercom or personal notification by designated persons to evacuate the threatened rooms

- ❑ Instruct staff and students to turn off any pagers, cellular phones or two-way radios.   Explosive devices can be triggered by radio frequencies

- ❑ Deploy ICS Safety Officer to oversee **EVACUATION.** Be alert to any suspicious objects visible along evacuation route. If necessary direct staff and students to modify evacuation route accordingly

- ❑ Do not return to the school building until it has been inspected and determined safe by proper authorities

SEARCH TEAM ACTIONS:

- ❑ If safe to do so, Operations Chief engages the Search and Rescue Team to conduct a search in advance of law enforcement

- ❑ Use a systematic and thorough approach to search the building and surrounding areas

BOMB THREAT

SEARCH TEAM ACTIONS:

- ❑ Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels)

- ❑ If suspicious item is found, make no attempt to investigate or examine object. Secure and contain area immediately

STAFF ACTIONS:

- ❑ Respond as directed to initiate **EVACUATION, SHELTER IN PLACE**, or **LOCKDOWN**

- ❑ Control all cell phone activity (no outgoing or incoming calls). No exceptions. Radio frequencies can detonate an explosive

- ❑ If evacuating, alter exit routes as necessary depending on the location of the suspected bomb. Be aware of the possibility of secondary devices

- ❑ Upon arrival at the designated evacuation site and according to site protocol, implement Student/Staff Accountability procedures.   Notify the Incident Command of any missing students

- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

BOMB THREAT

BOMB THREAT CHECKLIST
To be completed by person receiving the call

Calls Received By	Date	Time

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line.   Listen. Do not interrupt the caller except to ask:

What time is the bomb set for?

Where has it been placed?

What does it look like?

Why are you doing this?

Who are you?

Words used by caller:	

Description of caller:

	Male		Female		Adult		Juvenile		Estimated Age of Caller
Other Notes:									

BOMB THREAT

BOMB THREAT CHECKLIST
To be completed by person receiving the call

Voice Characteristics:

	Loud		Raspy		Deep		High
	Soft		Pleasant		Intoxicated		Nasal

Speech:

	Rapid		Laughing		Disguised		Normal
	Slow		Slurred		Lisp		Stutter

Manner:

	Calm		Coherent		Laughing		Excited
	Angry		Incoherent		Crying		Irrational

Language:

	Excellent		Pleasant		Drawl		Poor
	Good		Fair		Intoxicated		Nasal

Accent:

	Local		Regional		Regional		Other
	Foreign		Slang		Intoxicated		Nasal

BUS ACCIDENT

Every school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders. One copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.

IN THE EVENT OF AN ACCIDENT:

BUS DRIVER:

- ❑ Turn off power, ignition and headlights. Use safety lights, as appropriate
- ❑ Evaluate the need for **EVACUATION**
- ❑ Remain with the vehicle. Notify District Transportation Office and California Highway Patrol

STAFF ACTIONS AT THE SCENE:

- ❑ Call 911, if warranted
- ❑ Notify Site Administrator
- ❑ Assist with **EVACUATION** if evacuation is necessary.
- ❑ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- ❑ Move all uninjured students a safe distance from the accident
- ❑ Document the names of all injured students and their first aid needs

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Notify parents/guardians of all students on the bus as soon as accurate information is available
- ❑ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate

BUS ACCIDENT

<u>EARTHQUAKE DURING BUS TRIP</u>

BUS DRIVER ACTIONS:

- ❑ Issue **DROP, DUCK, COVER and HOLD ON** directive
- ❑ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations
- ❑ Set brake, turn off ignition and wait for shaking to stop

- ❑ Check for injuries and provide first aid, as appropriate
- ❑ Contact the school administrator and bus dispatch to report location and condition of students and the bus
- ❑ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged
- ❑ If instructed by authorities or district supervisor, continue route
- ❑ If heading to school, continue to pick up students
- ❑ If heading away from school, continue dropping off students, provided there is a responsible adult at the bus stop
- ❑ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify immediate supervisor
- ❑ Remain with students until immediate supervisor issues further instructions
- ❑ Account for all students and staff throughout the emergency

DEATH OF STUDENT OR STAFF

A student or staff member's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be a very difficult situation to manage.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ If appropriate call 911

❑ Alert the Superintendent's Office. Verify the death and obtain as much information about it as possible

❑ Refer to **RECOVERY** section of emergency plan for complete details of Crisis Recovery

❑ Contact the student/staff member's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family

❑ Protect the privacy of the family; **the school neither gives nor confirms information** to the media or others without consent

❑ If the death occurred in the evening or during a weekend, implement the staff phone tree so that all staff members are informed. Notify teachers prior to notification of students

❑ Meet with front line staff/crisis team as soon as possible

❑ Determine whether additional resources are needed and make appropriate requests

❑ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system

❑ If the death is a student's, go to each of the student's classes and notify his/her classmates in person

❑ Schedule a staff meeting as soon as possible to share the details that are known. Review procedures for the day including notification of students, availability of support services, and the referral process for students and staff who want or need counseling support and assistance

❑ Prepare a parent/guardian information letter and distribute it to students at the end of the day

❑ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school

DEATH OF STUDENT OR STAFF

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students

❑ Make arrangements with the family to remove the student's personal belongings from the school

❑ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted

STAFF ACTIONS:

❑ Allow students who wish to meet in counseling office or other appropriate place to do so

❑ Encourage students to report any other students who might need assistance

❑ Arrange with facilitator/counselor to individually escort each student to the counseling support site

❑ If personally affected by the loss, take advantage of the available support services as soon as possible

EARTHQUAKE

Earthquakes strike without warning. The initial shaking is usually followed by numerous aftershocks. An earthquake and/or its aftershocks can activate alarms or sprinkler systems. After an earthquake, elevators and stairways need to be inspected for damage before they can be opened for use.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall.   All other actions must wait until the shaking stops. The rolling motion of the earth may be frightening, but it is not necessarily dangerous.

INSIDE BUILDING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ As soon as possible after recognizing seismic activity, initiate the alarm and make a public address announcement to implement **DROP, DUCK**, **COVER, and HOLD ON** procedures

❑ According to site communication protocol, collect classroom status reports. Determine extent of physical injuries and/or structural damage

❑ Access the "Emergency Response Box" in order to chart reported injuries and/or damage on building map. Be ready to provide this chart to first responders upon their arrival

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by first responders

❑ If safe to do so, Operations Chief directs Search and Rescue team to look for trapped students and staff. If any students and/or staff have sustained injuries or a hazardous situation is identified, call 911 immediately

❑ Deploy ICS Safety Officer to check for fires, status of utilities, and structural and nonstructural damage. Instruct team to shut off any damaged utilities

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EARTHQUAKE

<u>INSIDE BUILDING</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

❑ Call 911 to report building damage and/or suspected breaks in utility lines

❑ Based on available information, decide on the need for evacuation. An **EVACUATION** should be ordered if the structural integrity of the building is in doubt. Non structural damage would not necessarily require an evacuation

❑ Evacuation should NEVER be automatic

- There may be more danger outside the building or facility than there is inside.
- There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be cleared.
- Before any decision is made to evacuate all or part of a school, someone must find out if there is:
  1). a safe route out
  > **AND**
  2). a safe place to assemble the students outside

❑ When able, report campus status to Superintendent's office

❑ If 911 is called, meet fire officials, emergency medical responders, or law enforcement at Incident Command Post

❑ Post guards a safe distance away from building entrances to ensure no one re-enters

❑ If damage is apparent, confer with District Superintendent to determine whether to close the school

❑ If school must be closed, notify staff members, students, and parents and implement Student Release procedures

❑ **DO NOT RE-ENTER** building until it is determined to be safe by appropriate facilities inspector

❑ If damage is significant and school closing will be of some duration, prepare for alternative learning arrangement such as portable classrooms

EARTHQUAKE

INSIDE BUILDING

STAFF ACTIONS:

- ❑ At first recognition of seismic activity, instruct students to move away from windows

- ❑ Initiate **DROP, DUCK, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm

- ❑ Any person in a wheelchair should shelter against an **interior** wall. Face away from windows, place locks on wheels, and if possible, protect head and neck with arms

- ❑ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows

- ❑ After shaking stops and it is safe to do so, check for injuries, and render first aid

- ❑ Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students

- ❑ If shaking is significant and has caused obvious damage to the building, **EVACUATE** immediately

- ❑ Submit Classroom Status Report to Command Post according to site protocol

- ❑ Follow procedures for **EVACUATION** or **SHELTER IN PLACE** as directed by Site Incident Command

- ❑ Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building

- ❑ **DO NOT** strike matches or touch any wires. Gas and electricity lines may be damaged

- ❑ Stay alert for aftershocks

- ❑ **DO NOT** re-enter building until it is determined safe to do so

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EARTHQUAKE

OUTSIDE BUILDINGS

STAFF ACTIONS:

- ❑ Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
- ❑ Commence **DROP AND COVER** in the **DROP, DUCK, COVER AND HOLD ON** procedures
- ❑ Place head between the knees; cover back of neck with arms and hands
- ❑ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms
- ❑ Remain in place until shaking stops or for at least 20 seconds
- ❑ Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ❑ After shaking stops, check for injuries, and render first aid
- ❑ Report injury and damage status to Command Post according to site communications protocol
- ❑ **EVACUATE** to evacuation location as directed by Site Incident Commander and/or first responders
- ❑ Stay alert for aftershocks
- ❑ Keep a safe distance from any downed power lines
- ❑ Do NOT re-enter building until it is determined to be safe
- ❑ Continue to follow directives of Incident Commander

IF WALKING TO OR FROM SCHOOL

STUDENT ACTIONS:
- ❑ Do not run
- ❑ Stay in the open
- ❑ If going to school, continue to school
- ❑ If going home, continue home
- ❑ Upon arrival at destination, be sure to find a trusted adult and follow his/her instructions

EXPLOSION

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

❑ Assume Incident Command role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Determine whether site evacuation should be implemented.   If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings while other buildings may be used for **SHELTER IN PLACE**

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

❑ When able, alert Superintendent's office

❑ If warranted and safe to do so, Operations Chief directs Search and Rescue team to look for trapped students and staff. If any students and/or staff have sustained injuries or a hazardous situation is identified, call 911 immediately

❑ If safe to do so, Safety Officer secures the area to prevent unauthorized access until the Fire Department arrives

❑ Be alert to secondary explosions. If a gas leak is detected, Search and Rescue Team shuts down main gas supply

❑ Post guards a safe distance away from building entrances to ensure no one re-enters

❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.

❑ Meet fire officials or law enforcement at Incident Command Post

EXPLOSION

PRINCIPAL/SITE ADMINISTRATOR:

❑ Transfer incident command to fire officials but provide whatever assistance /information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event

❑ Notify emergency response personnel of any missing students

❑ Determine if Student Release procedures should be implemented.   If so, notify staff, students and parents

❑ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities

STAFF ACTIONS:

❑ At the sound of an explosion, immediately direct students to turn away from the windows and **DROP, DUCK, COVER AND HOLD ON**

❑ Check for injuries and render first aid

❑ If explosion occurs inside the classroom or classroom block, **EVACUATE** to outdoor assembly area immediately

❑ Do not move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students

❑ If directive is to **EVACUATE** follow all EVACUATION procedures

❑ Do not stop to collect belongings. Leave the door unlocked

❑ Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment

❑ Do not return to the building until emergency response personnel determine it is safe to do so

❑ If explosion occurs in the surrounding area, initiate procedures for **SHELTER IN PLACE** and wait for further instructions. Keep students at a safe distance from site of the explosion

FIRE (OFF-SITE)

A fire in the surrounding community can threaten school buildings and endanger students and staff.   Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Contact local fire department (call 911) to determine the correct action for school site

❑ If necessary, begin **EVACUATION** or **SHELTER IN PLACE** procedures. If needed, contact bus dispatch for transportation by bus to evacuation location

❑ Direct Operations Chief to engage the Search and Rescue team in order to ensure that all students and staff safely evacuated the building

❑ Monitor radio stations and other public information sources for current status reports

❑ Determine if Student Release should be implemented.   If so, notify staff, students and parents

STAFF ACTIONS:

❑ If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site

❑ Follow all procedures for **EVACUATION**

❑ Do not stop to collect belongings. Leave the door unlocked

❑ Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment

❑ Remain with students until the building has been inspected and it has been determined safe to return

❑ If directive is to implement **SHELTER IN PLACE**, gather students inside and close windows and doors. Wait for further instructions

FIRE (ON-SITE)

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire.   All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRE WITHIN SCHOOL BUILDING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Sound the fire alarm to implement **EVACUATION** of the building

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel

❑ Immediately **EVACUATE** the school using the primary or alternate fire routes

❑ When able, alert Superintendent's Office

❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.

❑ Meet fire officials or law enforcement at Incident Command Post

❑ Transfer incident command to fire officials but provide whatever assistance /information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event

FIRE (ON-SITE)

FIRE WITHIN SCHOOL BUILDING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Deploy ICS Safety Officer to ensure that access roads are kept open for emergency vehicles

❑ To ensure that all students and staff have left the building and to check for injuries, direct Operations Chief to engage the Search and Rescue team

❑ If necessary, direct Operations Chief to engage Medical Team to attend to students and staff needing medical attention

❑ If necessary, notify bus dispatch to assist with off-site evacuation

❑ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

STAFF ACTIONS:

❑ As directed, evacuate students from the building using primary or alternate fire routes. Follow all **EVACUATION** procedures

❑ Maintain control of the students a safe distance from the fire and fire fighting equipment

❑ Maintain supervision of students until the Fire Department determines it is safe to return to the school building

FLOOD

Flooding can threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. If the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Assess the situation:
- Does flood water threaten student/staff safety on campus?
- Does flood water threaten major transportation routes to and from school?

❑ If the threat of flood water presents a real danger to the school campus, initiate **EVACUATION** procedures

❑ If the threat of flood water presents a real danger to the surrounding community and/or transportation routes, initiate **SHELTER IN PLACE** procedures

❑ If necessary, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Notify local law enforcement of intent to EVACUATE and jointly determine the safest evacuation route given the circumstances

❑ When able, alert Superintendent's office to site status

❑ In the event of EVACUATION, direct ICS Safety Officer to turn off utilities at the main switches or valves. Disconnect electrical appliances. Do not touch electrical equipment if wet or standing in water

❑ In the event of EVACUATION, direct Operations Chief to engage Search and Rescue team to ensure that all students/staff have safely evacuated. Account for all building occupants and determine extent of injuries

❑ In the event of EVACUATION, instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including EVACUATION information if applicable

FLOOD

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc. for possible rescue action

❑ Meet emergency responders at Incident Command Post

❑ Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event

❑ Implement Student/Staff Accountability procedures according to site protocol and notify fire officials or law enforcement of any missing persons

❑ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so

AFTER A FLOOD

▪ Stay out of any building if it is surrounded by floodwaters
▪ Use extreme caution when entering buildings; there may be hidden damage, particularly in foundations
▪ Service damaged septic tanks, cesspools, pits, and leaching systems as soon as possible. Damaged sewage systems are serious health hazards
▪ Clean and disinfect everything that got wet. Mud left from floodwater can contain sewage and chemicals

STAFF ACTIONS:

❑ Follow Site Administrator's directive to **EVACUATE** or **SHELTER IN PLACE**. Implement appropriate procedures

❑ Remain with and supervise students throughout the duration of the incident

❑ Do not walk through moving water. Six inches of moving water can cause a fall. If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground

FLOOD

STAFF ACTIONS:

❑ Upon arrival at the safe site, implement Student/Staff Accountability procedures. Report any missing students to principal/site administrator and emergency response personnel

❑ Do not return to school building until it has been inspected and determined safe by authorities

BUS DRIVER ACTIONS:

❑ If evacuation is by bus, do not drive through flooded streets and/or roads. Do not cross bridges, overpasses or tunnels that may be damaged by flooding

❑ If floodwaters rise around the vehicle and it's safe to do so, quickly evacuate all passengers and move to higher ground

GAS ODOR/LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ If gas leak is inside the building, evacuate immediately

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ If it is safe to do so, deploy ICS Safety Officer to shut off gas at the main shut-off station

❑ Notify utility company (SDG&E 24-Hour Phone: 1-800-611-7343)

❑ Consult with utility company and fire personnel to determine next steps

STAFF ACTIONS:

❑ If a gas odor is detected, notify Site Administrator or security personnel immediately

❑ Move students from immediate vicinity of danger

❑ Do not turn on any electrical devices such as lights, computers, fans, etc.

❑ If **EVACUATION** is ordered, follow all appropriate procedures

HOSTAGE SITUATION

A hostage situation may unfold rapidly and unpredictably. An event may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Actions by school staff will be limited pending arrival of law enforcement. Because of the possible presence of weapons and potential for violence, the immediate response is very similar to ACTIVE SHOOTER. It is the responsibility of law enforcement to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on communicating with parents, providing support to law enforcement as needed, and initiating counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command Role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation:
- Number of hostage takers and description
- Types of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area

❑ Instruct an additional staff member to contact school resource officer or other security personnel

❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

❑ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION,** depending on circumstances

❑ Designate assigned individual to lock all doors leading into administration building

❑ When able, alert Superintendent's office

❑ Access the school "Emergency Box" in order to provide law enforcement with maps, keys, rosters, etc.

❑ Meet law enforcement at Incident Command Post

❑ Ensure injured students and staff members receive medical attention

❑ Provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

HOSTAGE SITUATION

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Immediate information regarding Student/Staff Accountability is particularly crucial in a hostage situation. Accelerate this process to help confirm number and identification of hostages

❑ According to site communication protocol, initiate emergency phone message for parents

❑ Provide recovery counseling for students and staff

STAFF ACTIONS:

❑ If you see a person walking onto campus with a weapon, call 911 immediately and then alert the Site Administrator

❑ If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately

❑ Follow procedures for **LOCKDOWN** or **EVACUATION** as directed by Site Incident Command and/or law enforcement

❑ Provide first aid for victims, if needed

❑ Maintain order in assembly area or shelter and await further direction from law enforcement

❑ If necessary, implement Student Release procedures

❑ Assist police officers as requested. Provide identity, location and description of individual and weapons

FOR STAFF AND STUDENTS IN THE PRESENCE OF AN ARMED INTRUDER:

❑ Staff should set the example by doing anything possible for students and staff members to survive

❑ If gunfire starts, students and staff should seek cover or run in a zigzag pattern for an exit

HOSTAGE SITUATION

FOR STAFF AND STUDENTS IN THE PRESENCE OF AN ARMED INTRUDER:

- ❑ Do not initiate a conversation or try to persuade the intruder to leave**. DO NOT** be confrontational

- ❑ If the intruder directly addresses an individual, that individual should answer

- ❑ Be alert to a possible law enforcement action

- ❑ If law enforcement enters the room, be prepared to drop to the floor and direct students to do the same. Remain still until law enforcement instructs otherwise. Listen for commands and obey them

KIDNAPPING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Verify information with the source of the abduction report

❑ Call 911 to contact law enforcement for assistance

❑ Contact school resource officer or other security personnel and provide available information

❑ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order)

❑ Provide suspect information to the police, if known

❑ Contact the parents/guardian of the involved student and establish a communication plan with them

❑ Obtain the best possible witness information

❑ Conduct a thorough search of the school/campus/bus

❑ Relay all known and current information to police, parents, and essential school staff

❑ When the child is found, contact all appropriate parties as soon as possible

STAFF ACTIONS:

❑ Notify site administrator, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information

❑ Move students away from the area of abduction

MISSING STUDENT

If a student is missing, organize a search of the school immediately. If at any point the missing child is found, inform all those involved that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ After an initial search confirms that a student is unaccounted for, call 911

❑ Contact school resource officer or other security personnel and provide available information

❑ Conduct an immediate search of the school campus/bus, as appropriate

❑ Appoint staff to surveillance points, ask staff to note license plate numbers and look for any unusual activity

❑ Gather information about student to provide to law enforcement authorities:
  ▪ Photo
  ▪ Home address and parent contact numbers
  ▪ Class schedule
  ▪ Special activities
  ▪ Bus route /walking information

❑ Notify parents/guardians if the student is not found promptly

❑ Ensure that all parties who know the student or have participated in the search are available to speak with police when they arrive

❑ When the child is found, contact all appropriate parties as soon as possible

❑ Arrange for counseling of students, as needed

STAFF ACTIONS:

❑ Confirm that student attended school that day. Notify Site Administrator

❑ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when

MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command Role
- ❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- ❑ Engage Safety Officer to assist with emergency management
- ❑ Arrange for first aid treatment and removal of injured occupants from building
- ❑ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive
- ❑ Ensure that students and staff remain at a safe distance from the crash
- ❑ Account for all building occupants and determine extent of injuries
- ❑ When able, alert Superintendent's office

STAFF ACTIONS:

- ❑ Notify Site Administrator
- ❑ Move students away from immediate vicinity of the crash
- ❑ If necessary, **EVACUATE** students to a safe assembly area away from the crash scene. If possible take classroom emergency materials including class roster and staff ID
- ❑ According to site protocol, implement Student/Staff Accountability procedures
- ❑ Report missing students to the principal /designee and emergency response personnel
- ❑ Care for the injured, if any
- ❑ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building

POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or other credible suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command Role

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area

❑ Maintain a log of affected students and staff, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information

❑ Provide list of potentially affected students and staff to responding authorities

❑ Provide staff with information on possible poisonous materials in the building

❑ When able, alert Superintendent's office

❑ Confer with Department of Health and Human Services before the resumption of normal school activities (San Diego County Health and Human Services, East Region, 619-441-6600)

❑ Prepare information for parents and community regarding the emergency, what happened, the manner of emergency response, and the plan for return to school

STAFF ACTIONS:

❑ Alert Site Administrator

❑ Call the Poison Center Hotline 1-800-222-1222.

❑ Administer first aid as directed by poison information center

❑ Seek additional medical attention as needed

PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

❑ Contact local law enforcement and coordinate an event management plan

❑ Notify staff of the planned demonstration

❑ Notify parents of the planned demonstration

❑ Direct Liaison Officer to collaborate with law enforcement, media and, possibly the demonstrating group

❑ Designate a staff member to handle incoming calls during the demonstration

❑ Designate areas where demonstrators can set up without affecting the operation of the school

❑ Consider delaying student release time to minimize contact between students and demonstrators

❑ Notify district transportation and alert as to any possible impact buses may encounter arriving at or departing from the school

STAFF ACTIONS:

❑ Maintain school and classroom expectations for academic engagement and behavior

❑ Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy

❑ Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up

STUDENT RIOT

When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command role

❑ Notify school resource officer or campus security

❑ If situation is judged to be beyond the scope of the school resource officer, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Initiate **LOCKDOWN**, if warranted. Alert all site administrators about the incident

❑ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions

❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc. for possible rescue action

❑ If situation warrants, meet emergency responders at Incident Command Post

❑ If situation warrants, transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event

❑ Notify parents about the incident, as appropriate

❑ After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff

STUDENT RIOT

STUDENT ACTIONS:

- ❑ In a violent situation, immediately notify the first available adult
- ❑ Do not retaliate or take unnecessary chances
- ❑ Move away from the area of agitation
- ❑ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so
- ❑ Stay calm and reassure fellow students
- ❑ Share all relevant information with law enforcement, teachers, and school staff
- ❑ Follow directions from site administrator or law enforcement about where to go
- ❑ Do not perpetuate rumors or repeat unsubstantiated information

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant effect, on both the involved student and the school community.   There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, despair, or hopelessness. School staff with reasonable cause to believe a student may be suicidal should begin the intervention process immediately.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command Role

❑ If necessary, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Calm and reassure student by talking until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION.   Do not attempt to remove the weapon from the possession of the individual

❑ After crisis, follow up with student and family to ensure they have access to appropriate resources

STAFF ACTIONS:

❑ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. If student resists, do not struggle

❑ Move other students away from the immediate area, but remain with the troubled student until assistance arrives Inform the Site Administrator of what is written, drawn, spoken and/or threatened that indicates a student's suicidal thoughts or intentions

❑ Inform the Site Administrator of what is written, drawn, spoken and/or threatened that indicates a student's suicidal thoughts or intentions

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail and or special delivery
- Restrictive markings: "Personal"
- Handwritten or poorly typed addresses
- Discoloration
- Titles but no names
- Excessive postage
- Oily stains

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Command Role

❑ If situation necessitates, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Secure and contain a perimeter around the package. If suspicions are high that the package contains explosives, initiate **EVACUATION** procedures

❑ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up

❑ If powder spills out, shut down the ventilation system, heating system, or air conditioning

❑ Wait for emergency responders to determine the need for decontamination

❑ Advise staff when the emergency is over. If the event involved a hazardous material, instruct everyone to go home, take a shower and wash clothes. Do not use bleach on skin

IF PACKAGE IS UNOPENED AND NOT LEAKING:
STAFF ACTIONS:

❑ Do not open package. Do not pass it around to show it to other people

❑ Do not bend, squeeze, shake or drop package

SUSPICIOUS PACKAGE

IF PACKAGE IS UNOPENED AND NOT LEAKING:
STAFF ACTIONS:

- ❑ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people
- ❑ Leave the room promptly and prevent anyone from entering
- ❑ Notify Site Administrator

IF PACKAGE IS LEAKING:
STAFF ACTIONS:

- ❑ Do not sniff, touch, taste, or look closely at the spilled contents
- ❑ Do *not* clean up the powder
- ❑ Leave the room promptly and prevent anyone from entering
- ❑ Alert Site Administrator
- ❑ Wash hands thoroughly with soap and water

TERRORIST ATTACK / WAR

Thorough emergency planning should include response to a terrorist incident during school hours.   A terrorist attack may result in the following:

- Damage beyond school boundaries
- Victims who are contaminated or seriously injured
- Widespread fear and panic
- A crime scene to protect

CIVIL DEFENSE WARNING OF POSSIBLE ENEMY ATTACK

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Move students to closest suitable shelter
- ❑ If the above is not advisable, remain in school building as place of shelter
- ❑ Coordinate further actions with District Office Administrators
- ❑ Direct Public Information Officer to monitor news reports and emergency bulletins from the County Office of Emergency Services

STAFF ACTIONS:

- ❑ Keep students calm
- ❑ Close all curtains and blinds
- ❑ Stay alert and ready to respond to directives from Site Administrator or emergency responders

Enemy Attack Without Warning

STAFF ACTIONS:

- ❑ Instruct students to **DROP, DUCK, COVER, AND HOLD ON**
- ❑ Keep students calm
- ❑ Close all curtains and blinds
- ❑ Stay alert and ready to respond to directives from Site Administrator or emergency responders

TOXIC AGENT
Biological Agent, Chemical Accident, Hazardous Materials

This is an incident involving the discharge of a biological / chemical substance in a solid, liquid. or gaseous state. Such incidents may include the release of radioactive materials.   A toxic agent can be introduced through:

- Postal mail, via a contaminated letter or package
- A building's ventilation system
- A small explosive device to help it become airborne
- A contaminated item such as a backpack or other parcel left unattended
- The food supply
- Aerosol release (for example, with a crop duster or spray equipment)

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

- Watery eyes
- Choking
- Breathing difficulty
- Twitching or loss of coordination
- Presence of distressed animals or dead birds

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material.

The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

OUTSIDE THE BUILDING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role

- ❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

TOXIC AGENT
Biological Agent, Chemical Accident, Hazardous Materials

OUTSIDE THE BUILDING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Notify Fire Department and the Department of Public Health. Provide the following information:
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any

❑ Initiate **SHELTER IN PLACE**

❑ Direct Safety Officer to shut off HVAC units

❑ Move to central location where windows and doors can be sealed with duct tape

❑ When able, alert Superintendent's office

❑ If gas is entering the administration building, protect everyone with a wet cloth or towel over the mouth and nose. Direct all staff and students to breathe in short, quick shallow breaths

❑ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave

STAFF ACTIONS:

❑ Alert Site Administrator

❑ Follow immediate response action as directed by Site Administrator or emergency services personnel

❑ If gas is entering the classroom, protect everyone with a wet cloth or towel over the mouth and nose. Direct all staff and students to breathe in short, quick shallow breaths

❑ If it's possible to move deeper into the building, do so; otherwise, if interior of building is becoming dangerously contaminated, consider EVACUATION

TOXIC AGENT
Biological Agent, Chemical Accident, Hazardous Materials

INSIDE THE BUILDING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role
- ❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- ❑ Initiate **EVACUATION** procedures
- ❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.
- ❑ Direct Site Safety Officer to engage Site Safety Team to isolate and restrict access to potentially contaminated areas
- ❑ When able, alert Superintendent's Office
- ❑ If situation warrants, meet first responders at Incident Command Post
- ❑ If situation warrants, transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event
- ❑ Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including **EVACUATON** information if applicable
- ❑ Wait to return to the building until it has been declared safe by local Fire Department Officials or appropriate agency

STAFF ACTIONS:

- ❑ Alert Site Administrator
- ❑ If contamination is inside a specific classroom/area, **EVACUATE** students away from affected area immediately
- ❑ Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel
- ❑ Follow standard student assembly, accounting and reporting procedures

TOXIC AGENT
Biological Agent, Chemical Accident, Hazardous Materials

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ❑ Wash affected areas with soap and water
- ❑ Immediately remove and contain contaminated clothing
- ❑ Do not use bleach on potentially exposed skins
- ❑ Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

- ❑ Alert others in immediate area to leave the area

- ❑ Close doors and restrict access to affected area
- ❑ Notify Site Administrator
- ❑ DO NOT eat or drink anything or apply cosmetics

WEAPONS

The brandishing of any weapon poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen, or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials to arrive.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Assume Incident Commander role

❑ Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect

❑ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation

❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.

❑ Accompany law enforcement to the student suspected of having a weapon

❑ If suspect has left, secure all exterior doors to prevent re-entry

❑ Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive

❑ Gather information about the incident for the police:
  ▪ Name of student with weapon.
  ▪ Location of witness when weapon was seen.
  ▪ What did the student do with the weapon after it was displayed?
  ▪ Current location of the student with the weapon?

❑ Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present

❑ Police officer should take possession of and secure any weapon located

❑ Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom

WEAPONS

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

❑ Notify parents/guardians

❑ Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings

❑ Secure a detailed written statement from witnesses including staff

❑ Provide informational updates to staff, students and their families during next few days to squelch rumors

❑ Provide post-event trauma counseling for students and staff, as needed

STAFF ACTIONS:

❑ Remain calm. Take immediate action to prevent casualties. Secure and **LOCKDOWN** the classroom or move self and others to a safe area out of harm's way

❑ Alert the Site Administrator

❑ Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon

❑ Provide first aid for victims, if needed

❑ Follow all site procedures for **LOCKDOWN** and/or **EVACUATION**

❑ Assist law enforcement as needed – provide identity, location and description of individual and weapons

Phase Four
Recovery

**Prevention
Mitigation**

Preparedness

Response

Recovery

**Restore learning
In a safe school
environment**

Share ✖ Repair ✖ Restore

FORMS

Prevention
Mitigation

Preparedness

Response

Recovery