

# **Comprehensive School Safety Plan**

Stanwood A. Murphy Elementary  
Scotia Union School District

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## **Safety Plan Vision**

*The staff of Stanwood A. Murphy Elementary School is committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others, thereby providing a safe and secure campus where students and staff are free from physical and psychological harm.*

This document is available for public inspection during regular business hours at 417 Church Street, Scotia CA.

The Comprehensive School Safety Plan is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

Annually, The Stanwood A. Murphy Elementary Safe School Team will review the Comprehensive School Safety Plan for needed updates and accuracy. Scotia Volunteer Fire Department Personnel, as well a representative from the Town of Scotia Security Department, will review the Comprehensive School Safety Plan and provide input. Upon completion of the review, The Scotia Union School District School Board of Trustees will review and accept modifications at a regularly scheduled board meeting. Copies of the Comprehensive School Safety Plan will be available in the district office.

An evaluation of the 2021-2022 Comprehensive School Safety Plan took place on December 10, 2021, by the school safety committee. (EC 35294.2(e))

School staff was advised of the updated school safety plan on January 7, 2022, during a school staff meeting. (EC 35294.2(e))

A hearing was held on February 10, 2022, at the School Board meeting to obtain public input pursuant to (EC 32288).

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## **Components of the Comprehensive School Safety Plan**

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) Board Policy 5141.4 Students**

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed. (cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5141.6 - School Health Services) (cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. (cf. 6142.8 - Comprehensive Health Education) (cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

#### **Child Abuse Reporting**

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. (cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 5145.7 - Sexual Harassment)

District employees are mandated reporters, as defined by law and administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

With the passage of AB 1432 in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the online training module provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in Penal Code 11165.7, on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

The training method and process used by Stanwood A. Murphy Elementary School to assure compliance with AB 1432 is the online training module provided by Keenan and Associates. All employees of Stanwood A. Murphy Elementary School complete the online training module within the first six weeks of school, as proven by the satisfactory completion report. All employees are to follow state mandated procedures for reporting cases of suspected child abuse or neglect, as stated in AR 5141.4

## **(B) School Suspension, Expulsion and Mandatory Expulsion Guidelines** Board Policy 5144.1 Students

Suspension is a disciplinary action that we do not desire. However, in the event that suspension becomes necessary, school administration will work closely with the family to develop a plan for corrective behavior and future student success.

The Education Code states in Section 48900 that the principal of a school may suspend children from school for a variety of reasons including but not limited to:

1. Fighting/violence
2. Hitting an adult
3. Physical, sexual, or verbal abuse
4. Harassment of students or adults
5. Any action which threatens the safety of students or staff, including verbal and physical intimidation
6. Malicious mischief or property damage

### **Suspension And Expulsion/Due Process**

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies. (cf. 0410 - Nondiscrimination in District Programs and Activities)

### **Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 6142.4 -

Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services) (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities. (cf. 5113 - Absences and Excuses) (cf. 5113.1 - Chronic Absence and Truancy)

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K- 12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918) (cf. 5119 - Students Expelled from Other Districts) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

#### **(C) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)** Notification to Teachers of Dangerous Pupils Pursuant to Ed. Code 49079 Board Policy 4148 All Personnel

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Stanwood A. Murphy Elementary School administrator will notify a teacher when a student is suspended. This notification is incorporated into the school's Student Information System attendance page. On the daily attendance report, a student who is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is confidential, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent/Principal of the Scotia Union School District regarding students who have engaged in certain criminal conduct. The Superintendent/Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to the student's counselor.

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person. An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false. 49079.

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

**(D) Discrimination and Harassment Policies (EC 212.6 [b]) Board Policy BP 5145.3 and 5145.7 Students**

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin and physical or mental disability.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.



The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The Superintendent or designee shall determine which complaint procedure is appropriate.

Bullying and harassment are unacceptable behaviors that should be immediately addressed. If bullying or harassment is suspected, parents should contact the school for help.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

Bullying and harassment includes any physical act, threatening communication, or pattern of gestures or communications that places a student in actual and reasonable fear of harm or is certain to create a hostile environment. Bullying and harassing behavior includes, but is not limited to, behaviors motivated by the victim's identifying characteristics, such as race, ethnicity, sex, sexual orientation, pregnancy, religion, age or disability.

#### Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.1 - Complaints Concerning District Employees) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

#### Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures. (cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement. (cf. 4117.7/4317.7 - Employment Status Report) (cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action) (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

**(E) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) Board Policy 5144 Students**

(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

(1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools, pupils enrolled in the school.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision

(c) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Every student has the right to be educated in a safe, respectable, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. We believe in promoting a safe and positive learning environment that includes: teaching positive school rules; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences.

The staff is very concerned about the behavior of children at school. We believe that children can behave appropriately.

**STUDENT RESPONSIBILITIES**

Students are expected to learn and model our Student Behavioral Expectations, follow all school and classroom rules, and demonstrate appropriate social skills when interacting with both adults and peers.

**BE SAFE**

I am responsible, like everyone else, for maintaining safety at school.

I engage in activities that are safe and report any known safety hazards to the nearest adult.

I help maintain a clean and safe campus.

I report bullying and harassment.

I avoid conflicts and physical or verbal violence.

**BE RESPECTFUL**

I treat others the way I want to be treated.

I respect the laws, rules and school authority.

I treat people fairly and respect their rights.

I respect private and public property.

I am honest with others and myself.

I avoid spreading rumors or gossip.

I respect each person's right to be different.

I look for the good in others.

**BE RESPONSIBLE**

I take responsibility for my actions.

I choose how to respond to others.

I return what I borrow in the same condition.

I give my best in everything I do.  
I come to school regularly and on time, ready to learn.  
I help create a positive school environment.

#### **(F) Hate Crime Reporting Procedures and Policies Board Policy BP 5145.9 Students**

##### **Hate-Motivated Behavior**

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0450 - Comprehensive Safety Plan) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 5131- Conduct) (cf. 5131.2 - Bullying) (cf. 5131.5 - Vandalism and Graffiti) (cf. 5136 - Gangs) (cf. 5137 - Positive School Climate) (cf. 5141.52 - Suicide Prevention) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively. (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6142.3 - Civic Education) (cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6142.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior. (cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct. (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

##### **Complaint Process**

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement. (cf. 3515.3 - District Police/Security Department) (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint. (cf. 1312.1 -

Complaints Concerning District Employees) (cf. 1312.3 - Uniform Complaint Procedures) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)

#### **(G) School Wide Dress Code Policies** Board Policy BP 5132 Students

All students shall be required to dress and groom for school with attention to and emphasis upon the following: neatness, cleanliness and modesty. Students not adhering to these rules will call home for a change of clothes.

1. Short shorts, cutoffs, spandex wear, and pajama pants are not to be worn at school. Shorts or skorts reaching mid-thigh may be worn to school.
2. Children should wear proper fitting shoes, which are sturdy enough to protect their feet during activities.
3. Tops that expose the midriff area, and tank tops with string (narrow) straps, are not to be worn at school.
4. If baggy pants are worn to school, they need to be held up with a belt at the proper waistline.
5. Bandanas of any color or any other apparel that can be related or associated with gang symbolism are not to be worn to school.
6. Shirts and T-shirts with words, symbols, and pictures must be school appropriate. It is prohibited to wear shirts advocating, advertising, or symbolizing drugs, alcohol, gambling, weapons, or acts which are illegal, violent, obscene, or hazardous to one's health.
7. Hats are not to be worn in the school buildings.

#### **(H) Procedures For Safe Ingress and Egress**

The following maps and materials outline the procedures for safe ingress and egress from Stanwood A. Murphy Elementary School. Items marked with an \* are considered to be "tactical information" that will be withheld from the public view version of this plan.

Students who walk to school are to use assigned crosswalks to cross the street and walk on the sidewalk up to the school and go directly to the cafeteria if before 8:15, and directly to the front playground if after 8:15.

Students who ride the bus to school are to exit the school bus and use the sidewalk to walk straight to the cafeteria.

Students who are driven to school are dropped off in front of the school parking lot at the sidewalk. Parents are not to enter the staff parking lot. Parents are to turn left toward the gym at the parking lot entrance, and pull forward so children can exit the vehicle and safely walk along the sidewalk. Parents are then to pull forward and drive past the gym down Mill Street. Students are to go directly to the cafeteria if before 8:15, and directly to the front playground if after 8:15.

At the end of the school day, students are required to follow the same path as for entering the school grounds.

All visitors must enter through the front doors of the school, and go directly to the office to sign in and receive a visitor's badge from the school secretary. Upon departure, all guests must sign out at the school office and leave the visitor's badge with the school secretary.

#### **(I) Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Automated Phone Alert System – Through Schoolwise, our Student Information System, we can quickly notify family and staff of emergencies and convey information via simultaneous telephone, email, and text message notification.

Social Media – Through the school's Facebook Page, we can quickly notify community members, as necessary.

PA System - Our announcement (PA) system can be used to notify students and staff around the campus, as well as the campus's neighbors, with announcements over the schoolwide loudspeaker (PA) announcement system.

Alternative Storage – Safety supplies (CERT Program supplies) are located in a shed adjacent to the main school building.

Window tinting – Classrooms are equipped with exterior tinted window glass that eliminates visual access into classrooms.

Fire Safety – Alarm system and smoke detection system are tested annually and logged by our maintenance personnel. Monthly Fire drills are practiced at different times of the day so all staff and students are familiar with best practices.

Fire Fighting Access – The campus is accessible to fire fighters, and the Scotia Volunteer Fire Department has a master key which fits all school locks.

First Aid and Cardio-Pulmonary Resuscitation – An AED is located on campus. All staff members are trained in the use of the AED. All staff is offered First Aid and CPR training. The district is dedicated to providing training on a regular basis to keep all staff certifications current.

Earthquake Safety – Regular “duck and cover” drills are practiced at different times of the day, and with different scenarios, including building evacuation, so all staff and students are familiar with best practices.

Lock Down Safety – Regular lock down and shelter in place drills are practiced at different times of the day, and with different scenarios, so all staff and students are familiar with best practices.

## **(J) Assessment of Current Status of School Crime**

Stanwood A. Murphy Elementary School does not experience high incidents of crime on campus or during school-related functions. The environment immediately surrounding the campus includes a fire station, single family homes, a post office, and a small shopping center. The crime rate in the local neighborhood is low.

Certificated teachers were surveyed at Teacher Collaboration meetings regarding safety issues. Classified staff members provided input at classified staff meetings. In addition, parent surveys provided input on matters of school safety concerns. Other input came from school maintenance personnel.

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment:

California Healthy Kids Survey Data  
Annual School Climate Parent Survey Data  
Annual School Climate Staff Survey Data  
Suspension, Truancy and Expulsion Data

### 2020-2021

Number of Suspensions:0

Number of Expulsions: 0

95% of parents surveyed reported feeling their child is safe at school.

76% of 5<sup>th</sup> graders, 84% of 6th graders, and 70% of 7<sup>th</sup> graders, reported feeling safe at school.

100% of staff surveyed reported feeling safe at school

**Scotia Union School District**

**2021-2022**

**STANWOOD A. MURPHY ELEMENTARY  
SCHOOL EMERGENCY PLAN**

**Governing Board**

**Debbie Reback, President**

**Neil Bartlett, Clerk**

**Ed Lewis, Member**

**Nicolas Lyvers, Member**

**Superintendent/Principal**

**Amy Gossien**

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## Oath or Affirmation

### **Scotia Union School District – Administrative Regulation 4112.3**

All public employees are disaster service workers. As such, before beginning employment with the District, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors.

### **Government Code – 3100**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971, Ch. 38.)

## Use of School Facilities

### **Scotia Union School District – Administrative Regulation 3516**

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies



affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

## KEY DISTRICT EMERGENCY NUMBERS

<b>Superintendent's Office</b>	<b>(707)764-4022</b>
<b>Office</b>	<b>(707)764-2212</b>
<b>Transportation</b>	<b>(707)496-3849</b>
<b>Maintenance &amp; Operations</b>	<b>(707)496-3849</b>
<b>Special Education</b>	<b>(707)764-5258</b>
<b>Cafeteria</b>	<b>(707)764-4034</b>
<b>After School Program</b>	<b>(707)764-4070</b>

<b>EMERGENCY</b>		<b>911</b>
<b>LAW ENFORCEMENT</b>		<b>Phone</b>
<b>Scotia Fire/Town Security (non emergency daytime hours)</b>		<b>764-4322</b>
<b>Fire Chief/Head of Security (non emergency cell phone)</b>		<b>845-2995</b>
<b>Humboldt County Sheriff's Office (non emergency)</b>		<b>445-7251</b>
<b>Rio Dell Police Department (non emergency)</b>		<b>764-5642</b>
<b>Town of Scotia Security (after hours)</b>		<b>764-5063</b>
<b>FIRE</b>		<b>Phone</b>
		<b>911</b>
<b>Scotia Volunteer Fire Department</b>		<b>764-4322</b>
<b>HOSPITALS/MEDICAL CENTERS</b>	<b>Address</b>	<b>Phone</b>
<b>Redwood Memorial Hospital</b>	<b>Renner Drive, Fortuna</b>	<b>725-3361</b>
<b>Scotia Health Center</b>	<b>500 B Street, Scotia</b>	<b>764-5617</b>
<b>OTHER SERVICES</b>		
<b>Animal Control</b>		<b>840-9132</b>
<b>Poison Control</b>		<b>800-222-1222</b>
<b>County Public Health and Human Services</b>		<b>445-6200</b>
<b>County Office of Education</b>		<b>445-7000</b>
<b>County Office of Emergency Services</b>		<b>268-2500</b>
<b>Pacific Gas and Electric</b>		<b>800-743-5000</b>
<b>Advanced Security Alarm Company</b>		<b>442-0681</b>

<b>Locations of Alarm Control Panels</b>	Main Office, Portable Buildings	Cafeteria (Kitchen) Scout Hall (ASES Office)
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<b>Location of Utility Shut Off Valves</b>	<u>ELECTRICITY:</u> Behind Room #119	<u>WATER:</u> NW Corner of Cafeteria Crosswalk at School Street
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## **INCIDENT COMMAND**

Incident Commander	Superintendent/Principal	Amy Gossien	(707) 845-3751
Management	Head of Maintenance	Matt Crnkovich	(707) 496-3849
	Office Manager	Trudi Walsh	(707) 845-4598
	Business Manager	Alicia Rice	(707) 834-9484
	Dean of Students	Shawn Barsanti	(707) 834-4453
	Safety Committee	Jamie Ellsmore	(530) 966-6696

### **Command Center Location:**

**Option 1: Back of School Between Portable & Maintenance Shed**

**Option 2: Front Lower Playground**

### **Release of Students Location:**

**Option 1: Back of School Between Portable & Maintenance Shed**

**Option 2: Front Lower Playground**

## **INCIDENT COMMAND CENTER**

### **PREPARATION:**

#### **Principal, Office Staff**

1. Update Teacher Crisis Envelopes with:
  - a. Emergency Evacuation Plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each trimester
  - d. ID tag
  - e. Teacher name sign
  - f. Pencil
2. Advise Staff/Parents of Emergency Plan
3. Plan for students with special needs
4. Meet with teachers and review duties and special assignments

5. Conduct drills putting emergency teams into full operation
6. Update Emergency Response Envelopes with:
  - a. Student lists with parent phone numbers (each trimester)
  - b. Lists of students with special needs
  - c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update emergency plan

### **EMERGENCY:**

#### **Principal or designee:**

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

## **SECURITY, SEARCH & RESCUE TEAM**

### **PREPARATION:**

1. Know the location of:
  - a. fire extinguishers
  - b. central cut-off for water and electricity
  - c. emergency supplies/tools

### **EMERGENCY:**

1. Check in with Incident Command.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of school buildings.
4. Explore visually, vocally, and physically.
5. Proceed as quietly as possible in order to hear calls for help.
6. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area.

7. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
8. If possible, maintain communication with Site Command in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
9. Clearly mark each door with an X in masking tape after inspection is completed.
10. Team should always defer to directions from emergency personnel.
11. When search and rescue is complete, check in at the Incident Command Center.

## **MEDICAL TEAM**

### **PREPARATION:**

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

### **EMERGENCY:**

Check in with evacuation area leader.

1. Report to the first aid center.
2. Take student “health logs” to the first aid/triage area.
3. Take a walkie-talkie for communication with Incident Command Post.
4. Activate triage and administer first aid as necessary.
5. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
6. Assist emergency services with injured.
7. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
8. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.

Medical Team should always defer to directions given by emergency personnel.

## **Students with Special Needs**

The Classroom Aide or SCIA assigned to the student will ensure that the student is safe and following safety protocol.

The classroom aide or SCIA assigned to the student will make sure any materials/supplies necessary for the student’s well-being and safety are available to the student.

In the event of an emergency, the Classroom Aide or SCIA assigned to the student will remain with the student, follow school safety protocol, and then report to the Resource Special Program Coordinator to receive additional instructions.

The Resource Program Coordinator will report to the Superintendent/Principal on the status of all students with special needs.

## STAFF BUDDY LIST

<b>Speech (T/Th)</b>	<b>Counselor (M/F)</b>	<b>Intervention (T/W/Th)</b>
<b>Kindergarten</b>	<b>1st Grade</b>	
<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	
<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	
<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	<b>Music (Tuesday)</b>
<b>6<sup>th</sup> Grade</b>	<b>Resource</b>	
<b>Front Office</b>	<b>Maintenance</b>	<b>Superintendent Office</b>
<b>Business Office</b>	<b>Library</b>	<b>ASES Coordinator</b>

## STAFF PHONE LIST

Name	Extension	Room #	Cell Number
McCuen, Mark	2269	103	267-474-7975
Barsanti, Shawn	5257	106	834-4453
Broadstock, Lisa	4070/4036	120	498-1427
Buck, Molly	4028	115	362-4286
Miranda, Moriah	4031	119	502-6297
Crnkovich, Beth	4034	126	499-1350
Crnkovich, Matt		300	496-3849
Dominic, Monique	4033	118	834-9501
Ellsmore, Jamie	4027	114	530-966-6696
Ewing, Lori	5258	104	498-2137
Freeman, Janelle	4026	113	805-377-7059
Gossien, Amy	4022	200	845-3751
Gossien, Madelyn	4028	115	362-6939
Gossien, Maryn	4029/4027	116/114	845-3757
Hamlin, Dona	4031	119	499-1889
Hilton, Bonnie		102	502-7933
Laloli, Savannah	4031	119	502-0188
Fennell, Crystal	4051	105	834-2566
Laloli, Anjie	4028	115	502-0125
Matthews, Laurel	5258	103	502-9348
Miller, Tammy	4034	126	672-5435
Rexford, Jenni	4033	118	407-6675
Rice, Alicia	4021	101	834-9484
Robledo, Diana	2269	104	267-5553
Ross, Sharon	4031	119	672-6058
Stockwell, Lisa	4029	116	496-9951
Summerfield, Chris		300	834-3922
Timmerman, Brian	4028	115	498-1035
Warmbold, Cherie	4030	117	773-671-9529

## School Emergency Drill Schedule 2021-2022

September 10	Fire Drill	April 19	Earthquake Drill
October 21	Earthquake Drill	May 13	Lockdown Drill
November 11	Lockdown Drill	June 10	Fire Drill
December 10	Fire Drill		
January 13	Earthquake Drill		
February 16	Lockdown Drill		
March 10	Fire Drill		

## SITUATIONAL COMMUNICATION PLANS

<b>911 Calls</b>	<b>When placing a 911 call: give your name, school name, and school address</b> <b>Give specific location of emergency</b> <b>Indicate location of incident command post</b>
<b>Mass Notification to Parents</b>	<u><b>During an emergency:</b></u> <b>Utilize Schoolwise all call system to notify families</b> <u><b>After an emergency:</b></u> <b>Utilize Schoolwise all call system to notify families</b>

## CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

### PLAN FOR LOSS OF COMMUNICATION:

**If no telephone service:**

use cell phones
use two-way radios

**If no Internet service:**

use cell phones
use two-way radios

## **PLAN FOR LOSS OF ELECTRICITY:**

### **Loss of services in event of electrical outage:**

Telephone (landline) - use landlines and/or cell phones
Building Alarm - alarm will run on battery power for approx. 6 hours
Heat/Lighting - flashlights and lanterns are located in all classrooms and office
Internet - use cell phone data to access Schoolwise SIS and school Facebook page

### **Capability of backup power:**

generator located in small shed next to maintenance shed
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## **GENERAL EMERGENCY ACTIONS**

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

<b>Type</b>	<b>Definition</b>
<b>S T A T U S</b>	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
<b>R E S T R I C T E D</b>	<b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. <ul style="list-style-type: none"><li>• Lock the doors;</li><li>• Close and lock windows, and close blinds or cover windows;</li><li>• Turn off lights;</li><li>• Silence all electronic devices;</li><li>• Remain silent;</li><li>• Use strategies to silently communicate with first responders if possible,</li></ul>

M O V E  M E N T & A  C C E S S	<ul style="list-style-type: none"> <li>● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li>● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<p><b>SECURE CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. 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. The school perimeter should be secured.</p>
	<p><b>SHELTER IN PLACE</b> is implemented when there is a need to isolate students and staff from the outdoor environment to 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 allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p>
	<p><b>TAKE COVER</b> is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> <li>● Move students and staff into the school's permanent buildings, on the ground floor.</li> <li>● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> <li>● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</li> </ul>
	<p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
E V  A C U A T  I O N	<p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). 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.</p>
	<p><b>OFF-SITE EVACUATION</b> is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p>
	<p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
R E U N I F I C A T I O N	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li>● Maintaining accurate information on the location of each child.</li> <li>● Preventing unauthorized individuals from having access to or removing children.</li> <li>● Verifying the identity of individuals coming to take custody of children.</li> <li>● Verifying each individual has the legal right to take custody the child for which they have asked.</li> </ul>



<b>A T T E N</b>	<ul style="list-style-type: none"> <li>• Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>
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## EMERGENCY ACTION

## ALL CLEAR

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

### ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: “Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation.**”

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

## EMERGENCY ACTION

## LOCKDOWN

**LOCKDOWN** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

### STUDENT ACTIONS:

- ☐ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

## EMERGENCY ACTION

## 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

## 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

<u>Example:</u>
<p><b>“Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”</b></p> <p><b>-REPEAT-</b></p>

- ☐ 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
- ☐ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ☐ If students are out at 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 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

- ☐ 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 OR 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
- ☐ Once inside, take attendance to ensure all present students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact Incident 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

## EMERGENCY ACTION

## SHELTER IN PLACE

**SHELTER IN PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to 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** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."**

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

## TEACHER and 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. Assist those needing special assistance.
- ☐ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ☐ Take attendance and call report in to school secretary. Wait for further instructions.

## STUDENT ACTIONS:

- ☐ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms. If these are unsafe, follow instructions to proceed to an alternative indoor location.

## ☐ EMERGENCY ACTION

## TAKE COVER

**TAKE COVER** is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

### Enemy Attack

## ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Enemy attack imminent.**"

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.



## **Natural Disasters**

### **ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

## **EMERGENCY ACTION**

## **DUCK, COVER AND HOLD ON**

**DUCK, COVER AND HOLD ON** is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

### **ANNOUNCEMENT:**

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **"Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."**

### **STAFF AND STUDENT ACTIONS:**

#### **Inside**

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ 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.

- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

### **Outside**

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

## **EMERGENCY ACTION**

## **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:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

### **ANNOUNCEMENT:**

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example:      **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. SCiAs and Classroom Aides will assist students with special needs.

4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

#### **PRINCIPAL/SITE ADMINISTRATOR:**

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

#### **STAFF ACTIONS:**

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

#### **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, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

##### **To alert visually-impaired individuals**

- ❑ Announce the type of emergency.
- ❑ Offer your 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.

## **EMERGENCY ACTION**

## **OFF-SITE EVACUATION**

**OFF-SITE EVACUATION** is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### **ANNOUNCEMENT:**

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example:      **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.

- ☐ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ☐ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ☐ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ☐ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

Remain in place until further instructions are given.

## **EMERGENCY RESPONSES**

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Tsunami
- o Utility Failure

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## EMERGENCY RESPONSE

## ACCIDENT AT SCHOOL

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Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

### STAFF ACTIONS:

- ⓪ Report accident to principal and school office.
- ⓪ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- ⓪ For relatively minor events, take students to school office or school nurse for assistance.
- ⓪ Complete an Accident Report or Behavioral Incident Report to document what occurred.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓪ Provide appropriate medical attention. Call 911, if needed.
- ⓪ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ⓪ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- ⓪ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- ⓪ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

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## EMERGENCY RESPONSE    **Active Shooter/Armed Assailant**

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### ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

## ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
  - a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
  - c. **Be decisive.** Communicate your plan to your students and act quickly.
  - d. **Call 911 and the School Office** as soon as it is safe to do so.

### 2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
  - Do not evacuate unless you...
    - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - **and** can visualize a route that will get your students and yourself safely off campus.
  - Don't carry anything with you.
    - Police may mistake an item in your hands as a weapon.
    - Leave everything behind.
  - If you encounter people along the way...
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
  - Place terrain and buildings between you and the assailant to cover your escape.
  - Keep going until you are certain you are out of danger.
  - Call 911 as soon as it is safe to do so.
  - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
  - Lock the doors
  - Close and lock windows and close blinds or cover windows;



- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
  - State the emergency: “I hear gunfire.” “I saw...”
    - Give information on people who are wounded.
  - Location of the assailant (if known):
  - Description of the assailant (if known):
  - Your precise location: “room \_\_\_\_”
  - The number of children with you:
- b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

#### 4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
- *Run* – If you encounter injured persons while you are trying to get out of danger...
    - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
  - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
    - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
  - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
  - Don't run up to officers or attempt to hug or talk to them.
  - Don't talk unless they ask you a question.
  - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- If possible assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.
- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.
    - Buses should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.

- o Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- o Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

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## EMERGENCY RESPONSE

## AIRCRAFT CRASH

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Emergency response will depend on the size of the aircraft, 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.

### Aircraft crashes into the school

#### **STAFF ACTIONS:**

Notify Principal.

Move students away from immediate vicinity of the crash.

**EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal /designee and emergency response personnel.

- o Maintain control of the students a safe distance from the crash site.
- o Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.

Contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

- ❑ Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

### **Aircraft crashes near school**

#### **STAFF ACTIONS:**

Notify Principal.

Move students away from immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Notify police and fire department (call 911).
  - ❑ Initiate **SHELTER IN PLACE**, if warranted.
  - ❑ Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

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## **EMERGENCY RESPONSE    AIR POLLUTION ALERT**

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- ❑ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- ❑ When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.

- ⓪ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- ⓪ Instruct employees to minimize strenuous physical activity.
- ⓪ Cancel any events that require the use of vehicles.
- ⓪ Urge staff and high school students to minimize use of vehicles.

**STAFF ACTIONS:**

- ⓪ Remain indoors with students.
- ⓪ Minimize physical activity.
- ⓪ Keep windows and doors closed.
- ⓪ Resume normal activities after the All Clear signal is given.

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**EMERGENCY RESPONSE**

**ALLERGIC REACTION**

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

**STAFF ACTIONS:**

- ⓪ If imminent risk, call 911 (always call 911 when using “Epi” pen).
- ⓪ Send for immediate help (First Aid, CPR, medical) and “Epi” pen
- ⓪ Notify principal.
- ⓪ If an insect sting, remove stinger immediately.
- ⓪ Assess situation and help student/staff member to be comfortable.
- ⓪ Move student or adult only for safety reasons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓪ If imminent risk, call 911 (always call 911 if using “Epi” pen).
- ⓪ Notify parent or guardian.
- ⓪ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- ⓪ Observe for respiratory difficulty.
- ⓪ Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ⓐ Keep an “Epi” pen in the school office and notify staff as to location.
- ⓐ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- ⓐ Provide bus drivers with information sheets for all known acute allergic reactors.

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## EMERGENCY RESPONSE

## ANIMAL DISTURBANCE

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If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓐ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- ⓐ If the animal is outside, keep students inside and institute **Secure Campus**.
- ⓐ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- ⓐ Contact the Sheriff’s Department for assistance in removing the animal.
- ⓐ If the animal injures anyone, seek medical assistance from the school nurse.
- ⓐ Notify parent/guardian and recommended health advisor.

### STAFF/TEACHER ACTIONS:

- ⓐ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- ⓐ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- ⓐ Notify the principal if there are any injuries.

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## EMERGENCY RESPONSE

## BIOLOGICAL AGENT RELEASE

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This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological 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, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### **Outside the building**

#### **STAFF ACTIONS:**

- ⌚ Notify principal.
- ⌚ Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- ⌚ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ⌚ Follow standard student assembly, accounting and reporting procedures.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Initiate **SHELTER IN PLACE**.
- ⌚ Shut off HVAC units.
- ⌚ Move to central location where windows and doors can be sealed with duct tape.
- ⌚ Call 911. Provide location and nature of the emergency and school actions taken.
- ⌚ Turn on a battery-powered commercial radio and listen for instructions.
- ⌚ Complete the Biological and Chemical Release Response Checklist
- ⌚ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ⌚ Arrange for psychological counseling for students and staff.

### **Inside the building**

#### **STAFF ACTIONS:**

- ⌚ Notify principal or site administrator.
- ⌚ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.



- ❑ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- ❑ Follow standard student assembly, accounting and reporting procedures.
- ❑ Prepare a list of those who are in the affected area to provide to emergency response personnel.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- ❑ Move up-wind from the potential danger.
- ❑ Call 911. Provide exact location and nature of emergency.
- ❑ Designate security team to isolate and restrict access to potentially contaminated areas.
- ❑ Wait for instructions from emergency responders-- Health or Fire Department.
- ❑ Arrange for immediate psychological counseling for students and staff.
- ❑ Complete the Biological and Chemical Release Response Checklist
- ❑ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

#### **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.

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## **EMERGENCY RESPONSE**

## **BOMB THREAT**

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In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page 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. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

#### **PERSON RECEIVING THREAT BY TELEPHONE:**

- ❑ Listen. Do not interrupt caller.

#### **Telephone Bomb Threats**

Remain calm/courteous.  
 Read phone's visual display.  
 Listen, don't interrupt.  
 Keep caller talking. Pretend hearing difficulty.  
 Notice details: background noises, voice description.  
 Ask: When? Where? What?

- ⓐ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- ⓐ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- ⓐ Notify site administrator immediately after completing the call.
- ⓐ Complete the Bomb Threat Checklist.

#### **PERSON RECEIVING THREAT BY MAIL:**

- ⓐ Note the manner in which the threat was delivered, where it was found and who found it.
- ⓐ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. 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.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓐ Call 911.
- ⓐ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- ⓐ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- ⓐ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- ⓐ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- ⓐ If it is necessary to evacuate the entire school, use the fire alarm.
- ⓐ Direct a search team to look for suspicious packages, boxes or foreign objects.
- ⓐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ⓐ Avoid publicizing the threat any more than necessary.

#### **SEARCH TEAM ACTIONS:**

- ⓐ Use a systematic, rapid and thorough approach to search the building and surrounding areas.

- ⓐ 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.

**STAFF ACTIONS:**

- ⓐ Evacuate students as quickly as possible, using primary or alternate routes.
- ⓐ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- ⓐ Do not return to the building until emergency response officials determine it is safe.

The following checklist can be obtained in PDF form from FEMA at:

*[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)*

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

# BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

## If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

## If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

## If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

## Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

## DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

## WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police  
1-877-4-FPS-411 (1-877-437-7411)
- 911

# BOMB THREAT CHECKLIST

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

Time Caller Hung Up: \_\_\_\_\_ Phone Number Where Call Received: \_\_\_\_\_

## Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

## Exact Words of Threat:

## Information About Caller:

- Where is the caller located? (Background and level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: \_\_\_\_\_



**Homeland  
Security**

Each 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. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

### **BUS DRIVER:**

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

### **STAFF ACTIONS AT THE SCENE:**

- ❑ Call 911, if warranted.
- ❑ Notify principal.
- ❑ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- ❑ Move all uninjured students to a safe distance from the accident.
- ❑ Document the names of all injured students and their first aid needs.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Notify law enforcement.
- ❑ 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.
- ❑ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

### **Earthquake during bus trip**

### **BUS DRIVER ACTIONS:**

- ❑ Issue DUCK, COVER and HOLD ON instruction.
- ❑ 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 to continue route,
- ⓐ Enroute to school, continue to pick up students.
- ⓐ Leaving 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 the school administrator.
- ⓐ Remain with students until further instructions are received from site administrator.
- ⓐ Account for all students and staff throughout the emergency

#### **Flood during bus trip**

#### **BUS DRIVER ACTIONS:**

- ⓐ Do not drive through flooded streets and/or roads.
- ⓐ Take an alternate route or wait for public safety personnel to determine safe route.
- ⓐ If the bus is disabled, stay in place until help arrives
- ⓐ 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.
- ⓐ Account for all students and staff throughout the emergency.

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)**

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Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

#### **PERSON DISCOVERING SPILL:**

- ⓐ Alert others in immediate area to leave the area.
- ⓐ Close doors and restrict access to affected area.
- ⓐ Notify principal/site administrator.

- ❑ DO NOT eat or drink anything or apply cosmetics.

#### **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
- ❑ Notify Maintenance Supervisor.
- ❑ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- ❑ Post a notice on the school office door stating location of alternate school site.

#### **STAFF ACTIONS:**

- ❑ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
- ❑ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- ❑ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- ❑ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (onsite)**

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

#### **PERSON DISCOVERING SPILL:**

- ❑ Alert others in immediate area to leave the area.
- ❑ Close windows and doors and restrict access to affected area.
- ❑ Notify principal/site administrator.
- ❑ DO NOT eat or drink anything or apply cosmetics.



## 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; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- ⌚ Notify Maintenance Supervisor to shut off mechanical ventilating systems.
- ⌚ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- ⌚ Post a notice on the school office door stating location of alternate school site.
- ⌚ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

## STAFF ACTIONS:

- ⌚ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- ⌚ Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- ⌚ Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- ⌚ Do not return to the building until emergency response personnel have determined it is safe.

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## EMERGENCY RESPONSE

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## CIVIL DISTURBANCE

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A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **Inside School**

#### **STAFF ACTIONS:**

- ⓪ Report disruptive circumstances to principal/site administrator.
- ⓪ Avoid arguing with participant(s).
- ⓪ Have all students and employees leave the immediate area of disturbance.
- ⓪ Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- ⓪ Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓪ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- ⓪ Set up a communication exchange with the students, staff and principal. Try to restore order.
- ⓪ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- ⓪ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓪ Call 911.
- ⓪ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- ⓪ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ⓪ Cancel all outside activities.
- ⓪ Maintain an accurate record of events, conversations and actions.
- ⓪ Assign staff members to assist nurse as necessary.

#### **STAFF ACTIONS:**

- ⌚ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ⌚ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ⌚ Care for the injured, if any.
- ⌚ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

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## EMERGENCY RESPONSE

## DEATH of a STUDENT

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A student'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 one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⌚ Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- ⌚ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- ⌚ 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 weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ⌚ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ⌚ Determine whether additional resources are needed and make appropriate requests.
- ⌚ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- ⌚ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- ⌚ Go to each of the student's classes and notify his/her classmates in person.
- ⌚ Prepare a parent/guardian information letter and distribute it to students at the end of the day.

- ⓪ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- ⓪ Make arrangements with the family to remove the student's personal belongings from the school.
- ⓪ 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:**

- ⓪ 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.

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## **EMERGENCY RESPONSE      DEATH of a STAFF MEMBER**

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A reported death or serious illness among the school community may have a profound affect on students and staff alike.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓪ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- ⓪ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ⓪ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ⓪ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- ⓪ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ⓪ Determine whether additional resources are needed and make appropriate requests.
- ⓪ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- ⓪ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.

- Ⓞ Facilitate classroom and small group discussions for students.
- Ⓞ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Ⓞ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Ⓞ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Ⓞ Thank all those who assisted.
- Ⓞ Continue to monitor staff and students for additional supportive needs.

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## **EMERGENCY RESPONSE    DIRTY BOMB**

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

### **Outside, close to the incident.**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Ⓞ DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Ⓞ Call 911. Provide location and nature of the emergency and school actions taken.
- Ⓞ Set up decontamination station where students and staff may shower or wash with soap and water.
- Ⓞ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Ⓞ Turn on a battery-powered commercial radio and listen for instructions.
- Ⓞ Arrange for medical attention for those injured by the explosion.
- Ⓞ Arrange for psychological counseling for students and staff.

#### **STAFF ACTIONS:**

- ⌚ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- ⌚ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- ⌚ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- ⌚ Follow standard student assembly, accounting and reporting procedures.
- ⌚ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- ⌚ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- ⌚ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

### **Inside, close to the incident**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- ⌚ Move to central location where windows and doors can be sealed with duct tape.
- ⌚ Call 911. Provide location and nature of the emergency and school actions taken.
- ⌚ Turn on a battery-powered commercial radio and listen for instructions.
- ⌚ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ⌚ Arrange for psychological counseling for students and staff.

#### **STAFF ACTIONS:**

- ⌚ Keep students calm. Instruct students to **DUCK and COVER**.
- ⌚ Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- ⌚ Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

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. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

### **Inside Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

- ❶ Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

- ❶ Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- ❷ Check for injuries, and render First Aid.
- ❸ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- ❹ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- ❺ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

- ⌚ Stay alert for aftershocks
- ⌚ Do NOT re-enter building until it is determined to be safe.

### **Outside Building**

#### **STAFF ACTIONS:**

- ⌚ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- ⌚ After shaking stops, check for injuries, and render first aid.
- ⌚ Check attendance. Report any missing students to principal/site administrator.
- ⌚ 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.
- ⌚ Follow instructions of principal/site administrator.

### **During non-school hours**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- ⌚ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- ⌚ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- ⌚ If school must be closed, notify staff members, students and parents.

Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

- ⌚ Inform public information media as appropriate.

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## **EMERGENCY RESPONSE**

## **EXPLOSION**

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Emergency response will depend on the type of explosion (smoke 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:**

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 but others may be used for **SHELTER IN PLACE**.

Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

- ⓐ Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. 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).

Determine if Student Release 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:**

- ⓐ Initiate **DROP, COVER AND HOLD ON**.
- ⓐ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- ⓐ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- ⓐ Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- ⓐ Render first aid as necessary.
- ⓐ Do not return to the building until the emergency response personnel determine it is safe to do so.
- ⓐ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

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## EMERGENCY RESPONSE

## FIRE (offsite)

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A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the 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:

- ⓐ Determine if **EVACUATION** of school site is necessary.
- ⓐ Contact local fire department (call 911) to determine the correct action for your school site.
- ⓐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- ⓐ Direct inspection of premises to assure that all students and personnel have left the building.
- ⓐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ⓐ Monitor radio station for information.
- ⓐ Do not return to the building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

- ⓐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ⓐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ⓐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ⓐ Remain with students until the building has been inspected and it has been determined safe to return to.

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## EMERGENCY RESPONSE

## FIRE (onsite)

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Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the 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 employees should be instructed to crawl along the floor, close to walls, which will make breathing easier 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, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

### **Within School Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Sound the fire alarm to implement **EVACUATION** of the building.
- ⌚ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- ⌚ Notify the Fire Department (call 911).
- ⌚ Direct search and rescue team to be sure all students and personnel have left the building.
- ⌚ Ensure that access roads are kept open for emergency vehicles.
- ⌚ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ⌚ If needed, notify bus dispatch for **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:**

- ⌚ **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ⌚ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ⌚ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### **Near the School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- ⌚ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could 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 damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Issue **STAND BY** instruction. Determine if evacuation is required.
- ⌚ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- ⌚ Delegate a search team to assure that all students have been evacuated.
- ⌚ Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- ⌚ Post a notice on the office door stating where the school has relocated and inform the District Office.
- ⌚ Monitor AM radio weather station for flood information.
- ⌚ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- ⌚ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- ⌚ Remain with students throughout the evacuation process.
- ⌚ Upon arrival at the safe site, take attendance. 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 property authorities.

**BUS DRIVER ACTIONS:**

- ⌚ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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## EMERGENCY RESPONSE

## GAS ODOR / LEAK

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All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

### STAFF ACTIONS:

- ⓐ Notify principal.
- ⓐ Move students from immediate vicinity of danger.
- ⓐ Do not turn on any electrical devices such as lights, computers, fans, etc.
- ⓐ If odor is severe, leave the area immediately.
- ⓐ If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓐ If gas leak is internal, evacuate the building immediately.
- ⓐ Call 911.
- ⓐ Notify utility company.
- ⓐ Determine whether to move to alternate building location.
- ⓐ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- ⓐ Do not return to the building until it has been inspected and determined safe by proper authorities.

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## EMERGENCY RESPONSE

## HAZARDOUS MATERIALS

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The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓐ Call 911, if necessary.
- ⓐ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- ⓐ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as

well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.

- ⌚ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- ⌚ If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- ⌚ Wait for instructions from emergency responders-- Health or Fire Department.
- ⌚ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- ⌚ Upon return to school, ensure that all classrooms are adequately aired.

#### **TEACHER ACTIONS:**

- ⌚ Follow standard student assembly, accounting and reporting procedures.
- ⌚ Report names of missing students to office.
- ⌚ Do not take unsafe actions such as returning to the building before it has been declared safe.

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## **EMERGENCY RESPONSE**

## **HOSTAGE SITUATION**

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Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility 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 providing support as needed to the police department, communicating with parents, and providing counseling for students.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

- ⌚ Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- ⌚ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- ⌚ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- ⌚ Secure exterior doors from outside access.
- ⌚ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ⌚ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- ⌚ Identify media staging area, if appropriate. Implement a hotline for parents.
- ⌚ Account for students as they are evacuated.
- ⌚ Provide recovery counseling for students and staff.

#### **STAFF ACTIONS:**

- ⌚ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- ⌚ Alert the principal/site administrator.
- ⌚ Account for all students.

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## **EMERGENCY RESPONSE**

## **INTRUDER**

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All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Initiate **LOCKDOWN**.
- ⌚ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - “What can we do to make this better?”*
  - “I understand the problem, and I am concerned.”*
  - “We need to work together on this problem.”*
- ⌚ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ⌚ Keep subject in view until police or law enforcement arrives.
- ⌚ Take measures to keep subject away from students and building.

- ⌚ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ⌚ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- ⌚ Be available to deal with the media and bystanders and keep site clear of visitors.

#### **STAFF ACTIONS:**

- ⌚ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ⌚ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- ⌚ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

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## **EMERGENCY RESPONSE**

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## **IRRATIONAL BEHAVIOR**

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A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Keep the individual under continuous adult supervision.
- ⌚ Keep the individual on campus until parent/guardian has been notified.
- ⌚ Arrange appropriate support services for necessary care of individual.
- ⌚ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- ⌚ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.



- Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- ⓪ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- ⓪ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- ⓪ Develop a safety plan prior to the student's return to school.
- ⓪ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

#### **STAFF ACTIONS:**

- ⓪ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- ⓪ Notify principal/site administrator.
- ⓪ Notify school nurse, school psychologist, counselor or social worker.
- ⓪ Protect individual from injury.

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## **EMERGENCY RESPONSE**

## **KIDNAPPING**

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#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓪ Verify information with the source of the abduction report.
- ⓪ Contact law enforcement (call 911) for assistance.
- ⓪ 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).
- ⓪ Provide suspect information to the police, if known.
- ⓪ Contact the parents/guardian of the student involved and establish a communication plan with them.
- ⓪ Obtain the best possible witness information.
- ⓪ Conduct a thorough search of the school/campus/bus.
- ⓪ Relay current information to police, parents and essential school staff.
- ⓪ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ⓪ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- ⓪ Provide the key contact with access to school records.
- ⓪ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.

- ⌚ When the child is found, contact all appropriate parties as soon as possible.

### STAFF ACTIONS:

- ⌚ Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- ⌚ Move students away from the area of abduction.

## EMERGENCY RESPONSE

## MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⌚ Assess the victim (ABC – Airway, Breathing, Circulation). Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number

Do not hang up until advised to do so by dispatcher.
- ⌚ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ⌚ Assemble emergency care and contact information of victim
- ⌚ Monitor medical status of victim, even if he or she is transported to the hospital.
- ⌚ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- ⌚ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ⌚ Advise staff of situation (when appropriate). Follow-up with parents.

#### Universal Precautions when Treating a Medical Emergency

Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.  
Wash hands thoroughly after providing care.

### STAFF ACTIONS:

- ⌚ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.

- ⓪ Notify Principal/Site Administrator.
- ⓪ Stay calm. Keep individual warm with a coat or blanket.
- ⓪ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ⓪ Do not give the individual anything to eat or drink.

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓪ Call 911 and explain the situation.
- ⓪ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- ⓪ Conduct an immediate search of the school campus/bus, as appropriate.
- ⓪ Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- ⓪ Notify parents/guardians if the student is not found promptly.
- ⓪ If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- ⓪ Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- ⓪ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- ⓪ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ⓪ Advise law enforcement dispatcher of the staff member key contact's name and number.
- ⓪ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- ⓪ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- ⓪ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.

- ⌚ 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 Principal.
- ⌚ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- ⌚ Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- ⌚ Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

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**EMERGENCY RESPONSE**

**MOTOR VEHICLE CRASH**

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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:**

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.

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.

**STAFF ACTIONS:**

Notify Principal.

Move students away from immediate vicinity of the crash.

**EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

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

ⓐ 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.

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## **EMERGENCY RESPONSE      PANDEMIC INFLUENZA**

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Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓐ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- ⓐ Insure that students and staff members who are ill stay home.
- ⓐ Send sick students and staff home from school immediately.
- ⓐ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ⓐ Monitor bulletins and alerts from the Department of Health and Human Services.
- ⓐ Keep staff informed of developing issues.
- ⓐ Assist the Department of Health and Human Services in monitoring outbreaks.
- ⓐ Respond to media inquiries regarding school attendance status.
- ⓐ Implement online education, if necessary, so that students can stay home.
- ⓐ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

### **STAFF and STUDENT ACTIONS:**

- ⓐ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ⓐ Practice “respiratory hygiene etiquette”.
- ⓐ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).

#### **Respiratory Hygiene Etiquette**

Cover your cough and sneeze with a tissue

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag

- ❏ Implement online homework assignments so that students can stay home.

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## **EMERGENCY RESPONSE      POISONING/CONTAMINATION**

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This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or 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:**

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption.
- Restrict access to the area.
- Maintain a log of affected students and staff and their systems, 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.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

### **STAFF ACTIONS:**

- ❏ Notify principal/site administrator.
- ❏ Call the Poison Center Hotline
- ❏ Administer first aid as directed by poison information center.
- ❏ Seek additional medical attention as needed.

### **PREVENTATIVE MEASURES:**

- ❏ Keep poisonous materials in a locked and secure location.
- ❏ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ❏ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

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## **EMERGENCY RESPONSE      PUBLIC DEMONSTRATION**

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When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- ⌚ Contact local police department for the school's jurisdiction and advise them of the situation.
- ⌚ Notify staff of the planned demonstration.
- ⌚ Develop an information letter to parents.
- ⌚ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- ⌚ Designate a staff member to handle incoming calls during the demonstration.
- ⌚ Establish areas where demonstrators can set up without affecting the operation of the school
- ⌚ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

#### **STAFF ACTIONS:**

- ⌚ Do not allow students to be interviewed by the media or join in the demonstration

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## **EMERGENCY RESPONSE**

## **SEXUAL ASSAULT**

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911 if the assault is physical.
- Close off the area to everyone.
- ⌚ Assign a counselor/staff member to remain with the victim.
- ⌚ Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- ⌚ Notify victim's family.
- ⌚ If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.



- ⓐ The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- ⓐ Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- ⓐ Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

**STAFF ACTIONS:**

- ⓐ Determine if immediate medical attention is needed. If so, call 911.
- ⓐ Isolate the victim from activity related to the incident.
- ⓐ Avoid asking any questions except to obtain a description of the perpetrator.

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**EMERGENCY RESPONSE**

**Severe Weather**

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Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

**Severe Storm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓐ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- ⓐ Report to site by 6 a.m. to check for power outages, flooding, etc.
- ⓐ Determine whether school will be closed or remain open.
- ⓐ Assign staff to activate staff and parent phone trees
- ⓐ Post school status on school website.
- ⓐ Notify utility companies of any break or suspected break in utility lines.
- ⓐ Take appropriate action to safeguard school property.
- ⓐ Upon passage of the storm, return to normal routine.

**Windstorm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⓐ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- ⓐ Notify utility companies of any break or suspected break in utility lines.
- ⓐ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- ⓐ Take appropriate action to safeguard school property.
- ⓐ Upon passage of the storm, return to normal routine.

**STAFF ACTIONS:**

- ⌚ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- ⌚ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ⌚ Take attendance. Report any missing students to principal/site administrator.
- ⌚ Close all blinds and curtains.
- ⌚ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

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## EMERGENCY RESPONSE

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## STUDENT RIOT

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A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. 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. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

### 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.
- ⌚ Assist teachers and staff in accounting for students.
- ⌚ Share all relevant information with law enforcement, teachers, and school staff.
- ⌚ Follow directions from school administrator or law enforcement directions about where to go.
- ⌚ Do not speculate to others or perpetuate rumors.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⌚ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- ⌚ Control student ingress and egress from campus.
- ⌚ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- ⌚ If disruption is non-violent, notify school resource officer or school education officer.
- ⌚ 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.

- ⓐ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- ⓐ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- ⓐ Notify parents about the incident, as appropriate.
- ⓐ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

## EMERGENCY RESPONSE

## SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in 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, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓐ Call ambulance in event of overdose or injury requiring medical attention.
- ⓐ Call 911 if immediate threat exists to the safety of the student or others.
- ⓐ Calm student by talking and reassuring 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. Allow police to do so.
- ⓐ Cancel all outside activities.
- ⓐ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- ⓐ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- ⓐ Arrange for medical or counseling resources that may provide assistance.

### STAFF ACTIONS:

- ⓐ Inform the Principal of what was written, drawn, spoken and/or threatened.
- ⓐ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- ⓐ 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

#### Steps for Suicide Intervention

Stabilize individual  
Assess risk  
Determine services  
needed  
Inform  
Follow-up

student and the immediate environment. Do NOT struggle if you meet resistance.

- ⓪ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

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## EMERGENCY RESPONSE

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## SUSPICIOUS PACKAGE

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The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ⓪ Call 911.
- ⓪ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- ⓪ Prevent others from coming into the area.
- ⓪ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- ⓪ If powder spills out, shut the ventilation system, heating system, or air
- ⓪ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- ⓪ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

### STAFF ACTIONS if package is unopened and not leaking:

- ⓪ Do not open package. Do not pass it around to show it to other people.
- ⓪ Do not bend, squeeze, shake or drop package.
- ⓪ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- ⓪ Leave the room promptly and prevent anyone from entering.
- ⓪ Notify principal or Site Administrator.

### STAFF ACTIONS if package is leaking:

- ⓪ Do not sniff, touch, taste, or look closely at the spilled contents.
- ⓪ Do *not* clean up the powder.
- ⓪ Put the package on a stable surface.
- ⓪ Leave the room promptly and prevent anyone from entering.
- ⓪ Wash hands thoroughly with soap and water.
- ⓪ Notify principal or Site Administrator.

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## EMERGENCY RESPONSE

## TERRORIST ATTACK / WAR

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Thorough crisis planning will carry the school and district a long way in responding 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 and initiate **Duck, Cover and Hold On**.

#### **STAFF ACTIONS:**

- ⌚ Keep students calm.
- ⌚ Close all curtains and blinds.

### **Enemy Attack Without Warning**

#### **STAFF ACTIONS:**

- ⌚ Keep students calm.
- ⌚ Close all curtains and blinds.
- ⌚ Instruct students to DUCK AND COVER.

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## EMERGENCY RESPONSE

## THREAT LEVEL RED

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These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

### **During school hours**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ⌚ Listen to radio and TV for current information and instructions.
- ⌚ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER**.
- ⌚ Continue to monitor media for specific situation.
- ⌚ Be alert and immediately report suspicious activity to proper authorities.
- ⌚ If circumstances and time allow, move students to closest suitable shelter.  
Location: Gymnasium or Winema Theater  
Procedure for movement to shelter: Walk or Bus
- ⌚ If moving students is not advisable, remain in building as place of shelter.
- ⌚ Close school if recommended to do so by appropriate authorities.

### OFFICE STAFF ACTIONS:

- ⓪ Require identification check for anyone entering school other than students, staff and faculty.
- ⓪ Escort visitors to location in school building.

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## EMERGENCY RESPONSE

## THREATS / ASSAULTS

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Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  - 1) Is the individual moving towards violent action?
  - 2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- ⓪ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- ⓪ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- ⓪ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- ⓪ If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ⓪ Facilitate a meeting with student(s) and family to review expectations.
- ⓪ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

### STAFF ACTIONS:

- ⓪ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- ⓪ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.

- ⌚ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- ⌚ Remain with students until **ALL CLEAR** is given.

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## EMERGENCY RESPONSE

## TSUNAMI

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Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

#### Before

- ⌚ Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- ⌚ Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- ⌚ Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

#### During

- ⌚ Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- ⌚ Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- ⌚ Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- ⌚ Remain on safe ground until local authorities advise it is safe to return.

#### After

- ⌚ Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- ⌚ Expect debris.
- ⌚ Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- ⌚ Determine whether school will be closed or remain open.
- ⌚ Assign staff to activate staff and parent phone trees

- ⓪ Post school status on school website.
- ⓪ Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- ⓪ Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- ⓪ Photograph the damage, both of the building and its contents, for insurance claims.

#### **STAFF ACTIONS:**

- ⓪ If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ⓪ When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- ⓪ Take attendance. Report any missing students to principal/site administrator.
- ⓪ Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- ⓪ Return to school only if authorities advise it is safe to do so.

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## **EMERGENCY RESPONSE**

## **UTILITY FAILURE**

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Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

#### **PRINCIPAL/SITE ADMINISTRATOR:**

- ⓪ Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- ⓪ Determine length of time service will be interrupted.
- ⓪ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.



- ⌚ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ⌚ Use messengers with oral or written word as an alternate means of faculty notification.
- ⌚ Implement plan to provide services without utilities or with alternate utilities.

## STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
- Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate total number of students present at evacuation site.

- “Buddy Teacher”

Total # of students present \_\_\_\_\_

TEACHER \_\_\_\_\_

☐ All students present and accounted for.[illegible]

## EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

[illegible]

# STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

[illegible]



